

# Inspection of Gallions Primary School

Warwall, Beckton, London E6 6WG

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Inspection dates: 17 and 18 October 2023

## **Overall effectiveness**

**Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Early years provision

**Outstanding**

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Claire Ormerod. This school is part of New Vision Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Shahed Ahmed, and overseen by a board of trustees, chaired by Quintin Peppiatt.

## **What is it like to attend this school?**

Pupils are proud to attend this school. Leaders have the highest aspirations for what pupils can achieve. All pupils develop their talents and interests through a wide range of enrichment activities. Music is a particular highlight. Pupils attend weekly string instrument lessons from Year 2. Many pupils take part in regular orchestral and choral performances.

Pupils' exceptional behaviour and attitudes make the school a pleasant and harmonious place to be. The youngest pupils in the school quickly develop the habits that lead to excellent behaviour. Older pupils can be relied on to set an example to younger pupils. They take on a range of leadership responsibilities, including in the junior leadership team and as sports ambassadors and librarians.

The curriculum is highly ambitious. Pupils routinely study content that is above what might be expected of them. The school's curriculum includes Latin, philosophy and chess. The trust provides a programme of professional development training for all staff. As a result, staff are experts in the subjects they teach.

Leaders have equally high expectations of all pupils, including those with special educational needs and/or disabilities (SEND). All pupils flourish in this nurturing school community.

## **What does the school do well and what does it need to do better?**

Leaders have identified the key knowledge that they want pupils to learn. Learning builds up in a carefully sequenced order. For example, in science, teachers help pupils to develop their understanding of how scientists test their ideas. Pupils learn to analyse the results of their experiments. They write scientific conclusions with increasing complexity. In early years, staff help children to develop their language and communication skills. They encourage children to increase their vocabulary ready for the start of Year 1. Leaders ensure that all activities in Nursery and Reception have a learning purpose. The outdoor environment is lively and highly engaging. Children learn about seasons and growing vegetables in the school allotment.

Teachers make sure that pupils understand what they have just learned before moving on to new content. They help pupils to remember what they have learned previously in their long-term memory. As a result, pupils are ready to attempt more complicated work with confidence. In history, for example, pupils display their learning in a 'grand finale' when they present their knowledge of historical events and figures to parents and carers.

Staff know how to get the best from the pupils they teach. They swiftly identify pupils with SEND. Staff who work with pupils with SEND in the classroom know their needs and ensure that pupils with SEND are successful. All pupils have the same

opportunities here. Staff recognise the efforts of leaders to reduce their workload. Teachers in the early stages of their careers feel well supported.

The school organises a wide range of educational visits and enrichment clubs. Children in Nursery visited an airport, travelling via the Docklands Light Railway as part of their learning about different types of transport. Pupils of all ages take part in sports clubs and competitions. For example, pupils in Years 2, 4 and 6 all take part in dance and drama performances each year. Pupils enjoy competing in regional chess events.

Pupils at this school love to read. They have access to a rich variety of books. Teachers begin the phonics programme from the start of Reception. Teachers quickly identify any pupils who fall behind in the reading programme. They ensure that these pupils have the support they need to become fluent, confident readers.

The school establishes the routines for great behaviour from early years. Children learn to identify their emotions and recognise the emotions of other children. Staff consistently apply the classroom rules. Pupils listen attentively to their teachers and their peers, and learning is not interrupted. Through their philosophy lessons, pupils develop their ability to debate current affairs.

School leaders have a sharp focus on attendance rates. They work effectively with families to remove any barriers to regular attendance that pupils may face. Teachers encourage pupils to stay safe, including when online. They are taught about ways to maintain good physical and mental health.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## **Further information**

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the

school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	145368
<b>Local authority</b>	Newham
<b>Inspection number</b>	10290333
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	445
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Quintin Peppiat
<b>CEO of the trust</b>	Shahed Ahmed
<b>Headteacher</b>	Claire Ormerod
<b>Website</b>	<a href="http://www.gallions.newham.sch.uk">www.gallions.newham.sch.uk</a>
<b>Dates of previous inspection</b>	13 and 14 July 2022, under section 8 of the Education Act 2005

## Information about this school

- The school has a specially resourced provision for up to 21 pupils with a diagnosis of autism.
- The school does not use any alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- During the inspection, inspectors met with the headteacher, the chief executive officer and other school leaders. Inspectors also met with members of the governing body, including the chair of governors.
- Inspectors carried out deep dives in reading, science, physical education and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons and spoke to teachers. They also spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also visited a sample of lessons in the wider curriculum, including Latin, music, dance and computer science.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors spoke to parents at the school gate and considered the views of parents who had responded to the online survey, Ofsted Parent View. They also considered the views of staff and pupils who had responded to the online surveys for staff and pupils respectively.

### **Inspection team**

Annabel Davies, lead inspector

His Majesty's Inspector

Hannah Glossop

His Majesty's Inspector

Jo Jones

Ofsted Inspector

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