



Gallions Primary School

Inspection Report

Unique Reference Number 131890
LEA Newham LEA
Inspection number 285354
Inspection dates 28 June 2006 to 28 June 2006
Reporting inspector Michael Pye AI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to inspect any school in England. The inspection is to be treated as a section 5 inspection under the same Act.

Type of school	Primary	School address	Warwall
School category	Community		East Beckton
Age range of pupils	3 to 11		London E6 6WG
Gender of pupils	Mixed	Telephone number	02074769745
Number on roll	411	Fax number	02074769758
Appropriate authority	The governing body	Chair of governors	Mr Alec Kellaway
Date of previous inspection	31 August 2006	Headteacher	Mrs Bernadette Thompson

Age group	Inspection dates	Inspection number
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Introduction

The inspection was carried out by one inspector. During the inspection day meetings were held with the headteacher, deputy heads, individual staff, pupils, and a representative from the Governing body. A range of documentation was scrutinised, along with pupils' work; lessons were observed and all classrooms were visited.

Description of the school

Of above average size the school is situated in a social and economically deprived area with predominantly social housing. There are well above average numbers of pupils entitled to free school meals. Almost a quarter of pupils are of White British origin, and there are well above average numbers of pupils from minority ethnic groups. Over 30 languages are spoken. Whilst there are below average numbers of pupils with statements of special educational need, the number of pupils with learning difficulties and disabilities is well above average. There is a high number of pupils entering and leaving the school other than in Years 1 and 6.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

'Never have my children not wanted to attend. I feel that the school gives our children an excellent start in life. There is an enthusiastic, completely dedicated team of staff, passionate in all they do'. The parent who wrote this is accurate in their view of this outstanding school. High quality and innovative leadership and management combine with very effective teaching and learning to provide excellent value for money.

Pupils are quick to praise their teachers but they also mention their enjoyment of the unique and high quality curriculum. The school teaches subjects, including literacy and numeracy through research projects. There is a heavy emphasis on the expressive arts such as music, art, drama and dance. For example, all pupils and many staff learn how to play a musical instrument, and music is a consistent part of many lessons and playground activities. Pupils respond extremely well to this approach, singing well in assembly time and at many times during the school day.

They join the Foundation Stage with levels of attainment well below those normally expected. Consistently high quality teaching helps ensure very good progress so that when they leave reception they are achieving standards better than those expected of children of their age. Throughout the school the pupils, regardless of their age or capability are enthusiastic about their lessons and this is reflected in the outstanding progress they make, and the high standards they achieve in national tests. There are some weaknesses in the pupils' writing but the school is helping to improve this by showing them what high quality writing looks like, and encouraging them to write more. The emphasis on speaking and listening in areas such as drama successfully adds to the range of vocabulary used by pupils.

Teaching and the quality of learning are outstanding. Teachers take full advantage of the opportunities to develop imaginative and stimulating lessons. Music emanates from classrooms throughout the day. More specifically work is well matched to the needs and learning styles of the pupils. This is partly a consequence of effective assessment procedures that enable teachers to identify pupils' starting points, set them appropriate targets and challenge them accordingly. Moreover pupils requiring additional support are quickly recognised and appropriate interventions put in place. The work of the teaching assistants is well directed by teachers, and some very effective small group work helps these pupils to achieve. Pupils are consistently asked to explain their answers thereby accelerating their thinking, speaking and listening skills.

The good practice of the many advanced skills teachers in the school, together with rigorous monitoring helps maintain the quality of the teaching. Many of the teachers are highly skilled in one or more of the expressive arts. One result is that the learning environment benefits from bright displays of pupils' art work. Two and three dimensional art, reflecting the pupils' research projects, decorate the walls, ceilings and floors of the school. The lessons reflect the commitment of the staff to producing challenging work for the pupils, but work that enables their thinking skills to be used in a variety of circumstances. For example, philosophy lessons throughout the school are skilfully handled with an emphasis on reflection and deeper thought. Such lessons

give pupils very good opportunities to express their views on subjects such as their faith, culture and life choices. The school has recorded the noticeable impact of these lessons on pupils' self-respect, their tolerance of others' viewpoints and their general behaviour.

Behaviour has also improved partly as a result of the research approach which contributes so much to making learning more meaningful to pupils. Behaviour is outstanding. Pupils show respect for each other and listen sensitively to the opinion of others. They are polite and friendly and relationships with adults are extremely positive. Pupils say they feel safe in school, knowing that if incidents do occur then the school addresses them quickly and effectively. They know they can approach adults for help and that the staff know them well enough, care for them and have their best interests at heart. Child protection procedures are effective.

Pupils are very well informed about healthy eating and living and pupils take part in numerous excellent opportunities to exercise in physical education lessons, clubs and in the playground. Around the school pupils are well able to use dance as an expressive art and this also contributes to their levels of fitness. In many other ways the expressive arts are used to motivate pupils. The school has developed a range of very good links with the community through music, dance and drama activities. The pupils have played alongside national orchestras and appeared in various national concert halls. Such activities contribute significantly to the pupils' preparation for later life. To be successful they have to share ideas, communicate effectively and work in teams. They have numerous good opportunities to use their initiative and take part in decision making. The effective school council makes decisions about charity fund-raising and how money is spent. A particularly effective exercise is the decision-making based around how the pupils invest or spend the one pound given to them at the start of the year.

Pupils spoken to are rightly proud of their school and their personal development.

The pupils also enjoy a very comprehensive range of clubs and enrichment activities arranged by the school. Sport, dance and music activities are extremely popular, and the pupils' writing, for example, is well supported by a good range of visiting artists and writers.

Leadership, throughout the school and including the Foundation Stage, is outstanding. The unique vision for this school was established by the very dedicated head teacher. Working alongside her two able deputies, and with the full commitment of staff, the vision has been effectively developed. Rigorous monitoring of teaching by senior and middle management has helped ensure that teachers are constantly encouraged to improve their practice. They carry out research, are enabled to use their initiative and develop skills in such areas as the teaching of phonics and philosophy. Performance management is used extremely well to identify targets for teachers. There is also an obvious commitment to developing the skills and knowledge of teachers through effective professional development. In this way leadership ensures that all staff have the necessary skills to meet the particular needs of the creative curriculum. The teachers' outstanding knowledge and skills often result in them being asked to conduct training for others outside the school. Governors are very effective in their support

for the school and its particular approach to learning. They visit the school regularly and challenge where necessary. Despite the present performance of the school there is no feeling of complacency; the school and governors remain focused on further improving standards. The school's very wide range of external contacts is extremely well used to benefit the school. Thorough monitoring, widespread consultation and information-gathering have enabled the school to accurately identify future development plans. The effectiveness of the leadership's evaluation and planning is demonstrated in the careful development of the excellent curriculum.

Since the last inspection very good progress has been made in areas such as ICT, the achievement of high attainers and in the development of the external play areas. This reflects an outstanding capacity to improve.

Achievement and standards

Grade: 1

This is outstanding.

Personal development and well-being

Grade: 1

This is outstanding.

Quality of provision

Teaching and learning

Grade: 1

This is outstanding.

Curriculum and other activities

Grade: 1

This is outstanding.

Care, guidance and support

Grade: 1

This is outstanding.

Leadership and management

Grade: 1

This is outstanding.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	1	NA
The standards ¹ reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Pupils

You will remember my recent visit to your school. I enjoyed talking to you and listened carefully to what you had to say. Thank you for helping me.

I agree with you that you are fortunate to go to Gallions; it is a very good school. To hear music and singing and see the art work around the school made a bright sunny day even brighter for me! Here are some of the many things that I liked about your school: * How the teachers make learning fun and interesting for you * That you all learn English, mathematics and science much quicker than most schoolchildren * That most of you are working at a higher standard than many pupils in the country * The way that the school uses research methods, dance, art, music and drama to help you learn * That you told me how much you enjoy coming to school, and that behaviour is really good. I saw for myself how you care for each other and how well you get along with the adults in the school * I, like many people, are very impressed by your school concerts and drama productions - they looked fun, and of a very high standard * That you know about and are encouraged to live healthily * That the school council is doing such good work, and that you all have opportunities to make decisions about school life.

Mrs Thompson, the governors and the staff do a very good job and have plans to make the school even better. They are going to help you practise your writing more, and show you examples of very good writing.

Best wishes for the future,

Michael Pye

Lead Inspector