

Galliard Primary School

Inspection report

Unique Reference Number	101991
Local Authority	Enfield
Inspection number	335814
Inspection dates	29–30 September 2009
Reporting inspector	Derek Aitken

This inspection of the school was carried out under section 5 of the Education Act 2005.

The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	686
Appropriate authority	The governing body
Chair	Mrs L Sless
Headteacher	Ms Penny Sullivan
Date of previous school inspection	0 September 2006
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Age group	3–11
Inspection dates	29–30 September 2009
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**Number of children on roll in the registered
childcare provision****Date of last inspection of registered
childcare provision**

Not previously inspected

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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 20 lessons and held meetings with the chair of governors, staff and pupils. A short visit was also paid to the daycare unit. The inspectors observed the school's work, and looked at a range of documentation, including safeguarding procedures, evidence of pupils' progress and the school development plan. They also considered 106 questionnaires received from parents, 52 questionnaires completed by staff, and the questionnaires completed by a representative sample of pupils in Key Stage 2.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- pupils' progress in writing and mathematics and the progress of more able pupils, especially in Key Stage 1
- the quality of pupils' personal development and its impact on their achievement
- the consistency of the quality of teaching, including the use of assessment
- the impact of the new leadership and management arrangements on outcomes for pupils, especially with regard to their learning and progress.
- the impact of actions taken to develop provision in the Early Years Foundation Stage.

Information about the school

Galliard is a very large school which serves a culturally diverse area in which many families face challenging circumstances. It was designated a Children's Centre in November 2007. It offers a large number of services for families and integrated education and daycare throughout the year for its pupils. Four fifths of pupils come from minority ethnic families. Eleven per cent, an increasing proportion, are from refugee or asylum-seeking families and six per cent of pupils are in the early stages of learning English. The proportion of children with special educational needs and/or disabilities is average, but in some year groups it is higher. A new resource base for pupils with complex needs has just opened. Provision for the Early Years Foundation Stage is made in the Nursery and Reception classes. The acting headteacher took up her post as headteacher in September 2009. The school holds several national awards including the Healthy School Award, the Activemark, the International Schools Award, the Arts Mark and the ICT mark.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Galliard is a good school which is well regarded by parents. It is a welcoming, happy community where pupils of very diverse backgrounds develop positive, 'can-do' attitudes and enjoy their learning. Childcare provision is good and prepares children very effectively for mainstream schooling.

Children get off to a good start in the Early Years Foundation Stage where they develop their skills and understanding well in nearly all areas of learning. One drawback is that the outdoor facilities are of limited range and this reduces children's opportunities to explore and find out things for themselves. In Years 1 to 6, pupils make good progress. From entering Year 1 with skills below those expected for their age, they leave Year 6 with average attainment. Since the last inspection, standards in Year 6 have improved in all subjects and considerably so in reading and science. This is the result of effective teaching and of successful action taken by leaders and managers. The school acknowledges that there are still further improvements to be made in teaching, including the use of assessment. Although teaching is generally good, teachers do not consistently provide good oral or written feedback to pupils, and marking is not closely referenced to personal targets to help pupils improve. Pupils' reasoning skills in mathematics are weaker than other aspects and pupils, especially the more able in Key Stage 1, do not have enough opportunities to practise writing longer pieces of work.

Pupils very much appreciate the opportunities they have to extend their general knowledge and to contribute to the school community in assemblies and on special themed days, such as International Day. Such occasions do much to develop pupils' understanding of the importance of team work and self confidence. The school adapts its curriculum successfully to meet the needs of its pupils, as reflected in the new arrangements for supporting pupils with complex needs and vulnerable pupils in Key Stage 1. Outstanding safeguarding procedures ensure that pupils feel exceptionally safe and secure. The excellent pastoral care provided for all pupils, including the most vulnerable, has a significant impact on ensuring pupils are ready for learning. Routines are exceptionally well established, pupils are respectful, both to each other and the staff, and behaviour is good.

Senior leaders drive improvement well. The pace of change has been given further impetus in the last year by the new headteacher and deputy headteacher. The recent changes to leadership structures have provided a sharper focus on the priority of raising standards. Staff morale is high and the senior leaders' ambition to consistently improve all aspects of the school's work is clearly understood and shared by all members of staff. Responses to the staff questionnaire reveal the pride staff at Galliard take in their work and the school. The school knows itself well and the good improvement it has made

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since the last inspection in several key aspects of its work demonstrates that it is in a strong position to further improve standards and provision.

What does the school need to do to improve further?

- Raise standards further in mathematics and writing by ensuring that:
 - teachers make consistently good use of strategies to develop pupils' reasoning skills in mathematics
 - teachers provide better opportunities for pupils to extend their writing skills, especially in Key Stage 1
 - teachers make good use of assessment, including marking and oral feedback, and pupils' personal targets to help pupils take the next steps in their learning.
- Enhance children's creativity and independent learning skills in Nursery and Reception by:
 - developing the natural outdoor area to give them better opportunities to explore the outside world and find out useful things for themselves.

Outcomes for individuals and groups of pupils

2

Pupils' enjoyment of their learning is reflected in their good attendance and positive attitudes. Pupils focus well on their work and see tasks through to the end. These personal qualities, allied to effective teaching, underpin the good progress pupils make, both over time and in lessons. Pupils learn particularly well when they are given full opportunities to learn through using all their senses. In a literacy lesson, after re-working a reading of 'Charlie and the Chocolate Factory' on the interactive whiteboard, pupils then proceeded to handle a variety of objects to find out about shape and texture to build up a stock of descriptive adjectives. The school has used its tracking systems well to identify groups of pupils who were formerly making less progress than their peers. Leaders have taken effective measures through a wide range of specially targeted support programmes and other arrangements to help these pupils catch up in their learning. Pupils' good progress is reflected in the increasing proportion who are reaching the higher Level 5 in Year 6, especially in reading and science. However, more able pupils in Key Stage 1 are not yet working to their full potential. The large majority of pupils also achieve well in mathematics and writing. There is, however, some variation between classes and across year groups in the rate at which pupils develop their skills in these subjects. Pupils with special educational needs and/or disabilities and those at an early stage of learning English as an additional language also make good progress since teaching assistants and trained specialists use their knowledge of pupils well to tailor their support to the needs of each individual.

Pupils from different minority ethnic groups mix exceptionally well with each other. Ample opportunities to learn about, and celebrate, other cultures stimulate pupils' curiosity and interest in the wider world. Pupils acquire a good sense of right and wrong and fully observe simple guidelines for good behaviour. They have a good awareness of

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healthy lifestyles and take an enthusiastic part in the broad range of extra-curricular musical and sporting activities. For daycare pupils these include choir, orchestra, judo and rugby. Pupils have a keen understanding of how the tar deposited on the lungs through smoking can be a danger to health. Theme days, assemblies and specific lessons, for example philosophy for children (P4C), promote pupils' self-esteem and their collaborative and speaking skills exceptionally well and set pupils up well for later life.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers' conscientious approach is reflected in their detailed planning. Teachers use a wide range of resources, including the interactive whiteboard, to capture pupils' interest and to sustain their concentration. At the forefront of the best teaching are excellent subject knowledge, precise questioning, ongoing assessment and very productive use of strategies such as discussing ideas with a partner. In these lessons pupils make excellent use of opportunities to develop their thinking and skills, and make exceptionally fast progress. In a small minority of lessons, these features of good practice are less well developed. There is too much teacher talk and fewer opportunities

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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are provided for pupils to develop their independent learning skills, for example in mathematics, which slows the pace of learning. Overall, teachers' use of assessment is satisfactory. While there are good elements of assessment in English, which reinforce pupils' learning, written feedback often concentrates on praise for pupils' efforts at the expense of sharp guidance on how pupils can improve their work. Pupils' individual targets are not linked precisely to their work in class or to teachers' marking.

The good curriculum plays a significant role in broadening pupils' horizons and in increasing their awareness of the links between subjects. Eye-catching displays around the school, for example in geography and history, reflect the diverse range of pupils' learning and activities. The school has good plans in place to increase the opportunities for pupils to learn creatively, but these are at an early stage of implementation. Pupils have good opportunities to develop their skills in reading and information and communication technology. Both the provision for promoting pupils' personal development and for supporting vulnerable pupils, which has been significantly enhanced by the recent establishment of the resource base and the Key Stage 1 nurture group, contribute well to the good outcomes. The wide range of popular breakfast, lunchtime and after-school clubs enhance pupils' sense of well-being. Transition arrangements are exceptionally carefully planned to guide pupils on to the next stage of their learning. The school's excellent systems for promoting attendance ensure a good, and increasing, level of attendance. The high degree of effectiveness of this very large school's care systems is eloquently reflected in the fact that none of its pupils have been excluded for several years.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Senior managers provide purposeful leadership and clear direction for the work of the school. Opportunities for ongoing professional development, including coaching, have been used well to develop the teaching skills of staff and raise expectations. Leaders have established detailed systems for keeping pupils' progress under close review and have been successful in substantially reducing variations in pupils' performance so that, for example, there is now no significant difference in the attainment of pupils of different ethnic origin. The school development plan is firmly focused on the key essentials for raising standards. A new, rigorous system for monitoring teaching and learning through a more systematic programme of lesson observations is being

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implemented, but this has not yet had time to make its full impact felt. The very positive ethos of the school promotes pupils' well-being and is at the heart of the school's work. Every effort is made to eliminate discrimination and ensure that pupils have equality of opportunity to enjoy the benefits of the school's provision. This is reflected, for example, in the very effective work undertaken to ensure pupils' good attendance and the use of electronic messaging to maintain contact with Turkish parents.

Governors have a secure understanding of the school's strengths and areas for development and challenge leaders well. The school promotes community cohesion well within the school community, through its close links with neighbouring schools and effective partnerships with schools in Ghana and India. The school's systems for safeguarding pupils are of exceptionally high quality. Policies and procedures, including for the recruitment of staff, are rigorous and firmly adhered to. Health and safety procedures are equally stringent. The services offered by the Children's Centre are harnessed well by the school to enlist parents' involvement in its work and to prepare children for a good start in the Nursery. These services, which include family drop-in sessions, parenting classes and training sessions run by teaching staff and other agencies, enable parents to support their children's learning effectively.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Provision in the Early Years Foundation Stage is good. Children enter the Nursery with skills that are well below those expected for their age. They make good progress in all areas of learning, but Reception children still enter Year 1 with below average skills in

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aspects of literacy and mathematical development. Children make swift progress in their personal and social development and this is reflected in their good behaviour and positive attitudes.

Parents appreciate the useful courses the school puts on to help them support their children's learning. Excellent induction procedures, including summer schools, support children's first experiences of school well and help the children settle in quickly. Welfare requirements are fully met and close attention is paid to ensuring children behave safely.

The good quality of the Children's Centre provision ensures that children make a smooth transition from pre-school childcare to mainstream school. The welcoming atmosphere of the daycare setting encourages the youngest children in the daycare to settle very quickly and they are unconcerned when their parents leave. Staff plan effectively across both settings to meet the needs of all children. Good screening arrangements for children with special educational needs and/or disabilities and those with English as an additional language ensure their needs are identified early. The quality of teaching, including in the daycare, is good. But, on occasion, staff in the daycare intervene too quickly rather than allowing the children to complete tasks for themselves. Lessons are well planned to develop the speaking and listening skills of children in the Nursery and Reception classes. Teachers ensure children take an active part in the sessions, both through learning with others and in having frequent opportunities to reflect on how they can improve their work. Children with special educational needs and/or disabilities and those at an early stage of learning English are well supported by carefully phrased questions from the teachers and skilled support from teaching assistants. A comparative weakness in provision is the domination of the all-plastic outdoor furniture which reduces the opportunities children have to explore and develop their imagination and creativity through close contact with natural materials. Children's achievements are carefully tracked by all staff to decide on the next steps of their learning.

The Early Years Foundation Stage is led and managed well. Planning and recording arrangements are well organised and detailed. Staff take effective action to rectify weaker areas in children's performance. This has enabled the staff to improve the levels of children's skills, for example in literacy and emotional development, steadily in recent years.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

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Views of parents and carers

Around 15% of parents responded to the inspection questionnaire. Most of these, and those who met with inspectors, were very supportive of the school's work. The vast majority agree that their children enjoy school and that they are kept safe. A very small minority of parents expressed concerns about pupils' progress. Inspectors judge that pupils make good progress. The school has worked effectively to improve pupils' skills in mathematics and writing in recent years but acknowledges that more work needs to be done in these areas, and this is prioritised in its improvement plan. A similar, very small minority felt that the school does not take sufficient account of their concerns. Inspectors judge that the school makes every reasonable effort to seek and act on parents' views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Galliard Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 106 completed questionnaires by the end of the on-site inspection. In total, there are 686 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	63	60	41	39	2	2	0	0
The school keeps my child safe	63	63	41	39	1	1	0	0
The school informs me about my child's progress	46	45	52	50	4	4	1	1
My child is making enough progress at this school	33	32	57	55	11	11	2	2
The teaching is good at this school	45	44	51	50	6	6	0	0
The school helps me to support my child's learning	39	38	57	55	8	8	0	0
The school helps my child to have a healthy lifestyle	39	38	59	56	7	7	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	41	42	52	51	7	7	0	0
The school meets my child's particular needs	39	38	53	52	10	10	0	0
The school deals effectively with unacceptable behaviour	45	44	55	53	3	3	1	1
The school takes account of my suggestions and concerns	31	30	59	57	12	12	1	1
The school is led and managed effectively	41	42	53	52	5	5	2	2
Overall, I am happy with my child's experience at this school	51	49	46	44	7	7	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



1 October 2009

Dear Children

Inspection of Galliard Primary School, London N9 7PE

May I thank you on behalf of the inspection team for the warm welcome you gave us when we inspected your school recently? This letter is to let you know about our findings.

Yours is a good school. You feel really safe in school and make good progress in your work. Children get off to a good start in Nursery and Reception. Your school has improved a lot since it was last inspected and has helped you to achieve higher standards in all subjects, especially in reading and science. Your skills in mathematics and writing are not yet of the same standard.

It was a real honour for me to be present at the final of the International Day competition. At such an early stage in the term it was really amazing how you could put on such a wonderful show of your talents. It said a lot about how willing you are to pull together so that you can all enjoy exciting things in school. It also showed how hard your teachers work in making these events a success.

I have asked the school to make sure that the children in the Nursery and Reception get more chances to work with natural materials to help them learn better about the world outside. For pupils in Year 1 to Year 6 I have asked the teachers to give you better chances to improve your thinking skills in mathematics. For pupils in Year 1 and Year 2 I have asked the teachers to concentrate on helping you build up interesting sentences and paragraphs to make your writing better. I also want your teachers to make sure that the feedback they give you helps you understand how you can improve your work.

You can help by keeping up your good attendance and continuing to work hard.

With very best wishes for the future.

Yours faithfully

Derek Aitken

Lead Inspector

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