

Galliard Primary School

Galliard Road, London, N9 7PE

Inspection dates

3–4 December 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Children settle quickly into the life of the school and make a good start in the early years. Pupils' achievement at both Key Stages 1 and 2 is good as a result of good teaching.
- Attainment is rising. Gaps between groups of pupils currently at the school are closing quickly.
- Pupils who speak English as an additional language make good, and in some cases rapid, progress. This is due to a whole staff focus on pupils' language development.
- Pupils with a disability or special educational needs make good progress as they receive high quality support. Their teaching is precisely tailored to their learning needs.
- The school has a vibrant and exciting curriculum. A wide range of experiences, visitors and events deepens pupils' learning and interests. This prepares them well for their future.
- Pupils behave well in classrooms and around the school.
- Pupils feel safe and have a secure understanding of how to stay safe in the world beyond school.
- The headteacher, senior and middle leaders have established high expectations of what pupils and staff can achieve.
- Leaders have successfully ensured staff share good ideas and best practice within and beyond their school.
- Spiritual, moral, social and cultural development is threaded exceptionally well through the curriculum.
- The school's centre for autistic pupils provides excellent teaching and successfully helps these pupils make accelerated progress. They take a full part in the life of the school.
- Governors know the school well. They understand its strengths and weaknesses. They use this knowledge to challenge leaders and check that the school improves further.

It is not yet an outstanding school because

- Teachers do not give pupils regular feedback on the progress they are making towards their personal targets.
- The proportions of pupils who make rapid progress are not consistently high. Leaders do not check carefully enough that all pupils make swift progress.

Information about this inspection

- Inspectors visited lessons for varying amounts of time to observe pupils' learning and work in books. Many of the observations were carried out jointly with senior leaders.
- Inspectors heard pupils from Year 2 read. They also met several pupils and their parents in the school library to discuss the school's work in promoting reading.
- Inspectors ascertained the views of pupils about their work, behaviour and other aspects of school life through informal discussions during break and lunch times, as well as in several formal meetings.
- Inspectors met with a range of staff, including teaching assistants, teachers, senior and middle leaders. A meeting was also held with the Chair of Governors and three further members of the governing body. The lead inspector met with the school's improvement adviser from Enfield local authority.
- Inspectors spoke to parents informally and considered 22 responses to the online questionnaire, Parent View. The school's own survey of parents, from March 2014, which had responses from around one third of parents was considered. Inspectors also took into account the 73 questionnaires completed confidentially by the school staff.
- The inspection team evaluated a range of evidence and documentation that the school provided. This included information about the curriculum, pupil achievement information, minutes of governing body meetings, safeguarding records, behaviour logs and records. Inspectors also scrutinised records of a range of case studies relating to pupils' learning to speak English as an additional language and/or special educational needs.

Inspection team

David Storrie, Lead inspector	Her Majesty's Inspector
Angela Corbett	Her Majesty's Inspector
Noureddin Khassal	Additional Inspector
Nicholas Hunt	Additional Inspector

Full report

Information about this school

- Galliard Primary is much larger than most primary schools. The school has two nursery classes providing 31 part-time places in the morning and afternoon.
- Around four in 10 pupils are supported by the pupil premium. This is additional funding for pupils known to be eligible for free school meals, or are looked after by the local authority. This figure is much higher than the national average.
- Since the last inspection the proportion of pupils with English as an additional language has increased from four in 10 pupils to six in 10.
- A very large majority of pupils are from minority ethnic groups, and most speak English as an additional language. These are both much higher than the national average. More than a third of pupils joining the school do not speak English.
- The proportion of disabled pupils and those who have special educational needs is much higher than the national average.
- The school has special resource provision for eight pupils who have autism. There are currently six pupils in the provision, all of whom have a statement of special educational needs.
- The school has a nurture class, which supports children who find accessing the curriculum difficult due to their social and emotional skills. Pupils from Key Stage 1 can be supported for up to five terms.
- The school makes use of specialist alternative provision (lessons that take place regularly away from the school site) for some pupils. This includes part-time provision at Addison House, the behaviour support service and Houndsfield Speech and Language Resource Base.
- The school meets the government floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- There is a children's centre on the school grounds, this is managed by the governing body on behalf of the local authority. It is inspected separately and the centre's most recent inspection report can be found on the Ofsted website.

What does the school need to do to improve further?

- Improve the quality of teaching and raise pupil achievement so they are typically outstanding by ensuring that:
 - teachers give more frequent feedback to pupils, both verbally and in writing, about the progress they are making towards their targets
 - teachers quickly reshape pupils' targets as pupils achieve part or all of them to accelerate pupils' rates of learning
 - all leaders consistently check the impact of teaching on accelerating pupils' progress.

Inspection judgements

The leadership and management are good

- Leadership is not outstanding because leaders at all levels have yet to monitor the proportions of pupils making accelerated progress with sufficient sharpness and frequency. Although leaders are highly ambitious, their passionate drive for improvement does not ensure all staff consistently challenge pupils to make the rapid progress made by some.
- Leaders' regular checks on pupils' progress are accurate. The headteacher does not shy away from difficult conversations about teaching performance when these are necessary.
- Leaders at all levels have created a strong culture of inclusion and tolerance that is valued by the whole school community. Pupils speak about their enjoyment of learning and how the school does all it can to help them succeed. Staff feel well supported and morale is high.
- The school recognised the need to adapt their use of pupil premium funds to reduce gaps in achievement. In the last year it has provided high quality teaching to small groups of eligible pupils. Pupils are increasingly making accelerated progress due to a high level of challenge and skilful feedback. The achievement gap between eligible pupils and their peers is closing.
- Spiritual, moral, social and cultural development is exceptionally well planned and threaded through all aspects of school life, both in and out of the classroom. This fosters harmonious relations between all sections of the school community, promotes equality of opportunity and enriches pupils' daily learning. Pupils become active participants in their personal and academic learning. They are keen to make the most of the many opportunities offered to them and are well prepared for life in modern Britain.
- The curriculum is broad, balanced and memorable. It includes an extensive range of trips, visitors, after-school clubs and special events. Teachers ensure that work in different subjects is linked together so that pupils' learning makes more sense to them. The carefully planned additional experiences very successfully further enrich pupils' learning. For example, pupils develop an understanding of personal finance through balancing a personal budget from a salary and paying rent or a mortgage.
- Leaders carefully monitor the progress, behaviour and attendance of pupils who attend alternative provision and work closely with parents. They use this information to ensure that individual pupils receive the specialist help they need. As a result, pupils make excellent progress.
- The school's curriculum has been improved to meet the needs of the significantly higher proportion of pupils with English as an additional language. Pupils receive targeted support so they quickly learn the English language. This support includes developing their English vocabulary and learning phonics (the link between letters and the sounds they represent).
- Middle leaders do not currently have a sharp enough focus on ensuring all pupils make rapid progress. However, they provide strong leadership in their areas of responsibility by regularly monitoring teaching, pupils' books and pupils' progress information. This knowledge is used to drive improvements in line with the school's priorities. Information gathered by different leaders is shared to ensure all have the most up-to-date understanding of how well the school is performing. There is a culture of continual improvement where staff share best practice and willingly accept advice.
- The local authority has provided well targeted support to the school. The school has made good use of subject specialists to work with middle leaders and drive improvements.
- The school has supported other schools by writing and sharing case studies of their curriculum developments, such as their successful intervention projects for mathematics and reading.
- The school's arrangements for safeguarding meet statutory requirements. The school has a team of trained staff who are responsible for leading child protection and safety. They are successful in ensuring that pupils at risk are quickly identified and supported.
- **The governance of the school:**
 - Governors have a good understanding of the performance of the school. They know how well groups of pupils are performing and compare this to nationally available information. They challenge leaders and staff to improve the school, for example by ensuring that disadvantaged pupils are achieving well. Governors are equally clear about the impact of sport funding. They have ensured it is improving the physical education curriculum and raising the confidence of teaching staff to deliver high quality lessons.
 - Governors monitor the school's improvement plans and this ensures they have a good understanding of the school's strengths and areas for development. Governors understand how well resources, finance and staff time are used to meet pupils' welfare needs and drive improvements in pupils' achievement.
 - Governors have a good understanding of the performance management of teachers and support staff. They monitor how the school links teachers' pay to pupil achievement and the quality of teaching over time.

The behaviour and safety of pupils are good**Behaviour**

- The behaviour of pupils is good. When children join Galliard Primary there is a strong focus on developing mutual respect with their peers. Pupils across the school make positive friendships and older pupils are keen to act as good role models for the school's values of 'justice, courage, compassion,, respect, responsibility and integrity'.
- Pupils have good attitudes to learning, they are keen and enthusiastic. They enjoy coming to school and want to do well.
- Parents who responded to Parent View, and staff who completed the staff questionnaire, agree that behaviour in lessons and around the school is typically good. One parent commented, 'The school has helped my child develop his social skills and his learning. It has an open door policy and his behaviour has really improved with the help of the school.'
- The school has successfully helped a range of pupils improve their behaviour towards their peers and their attitudes to learning. They make good use of external agencies, fixed-term exclusions and partnerships with families to improve behaviour. One pupil explained, 'When we have a problem, the school helps us sort it out even if it is not an easy thing to fix.'
- Pupils move around the school calmly and play well together at break and lunch times. A very small number of pupils said there was occasionally some 'pushing and shoving'. However, pupils felt that these occasional incidents were well dealt with. Incidents of misbehaviour are well recorded and leaders use these records to help make improvements in the behaviour of individuals and groups over time.
- Pupils who attend alternative provision are closely monitored by the inclusion manager. Records show that these pupils and those in the school nurture group make good progress in handling their emotions, working with others and improving their self-esteem.

Safety

- The school's work to keep pupils safe and secure is good. Pupils feel safe and understand how to take responsibility for not putting themselves into dangerous situations. They understand how to stay safe on the internet and the dangers of cyber bullying.
- Pupils' attendance is high compared to other schools nationally, and pupils arrive punctually to school and their lessons.
- Occasionally, when pupils fall out with each other, reminders are needed from staff on appropriate behaviour and pupils respond positively. One pupil commented, 'Teachers help us to talk through problems and become friends again.'
- Bullying is rare, but there are appropriate systems in place to deal with any incidents. Records illustrate that staff at all levels follow the procedures meticulously. Pupils are confident in their understanding of the different types of bullying that can exist and how to respond to them.

The quality of teaching is good

- Teachers plan activities which interest their pupils. Careful planning and skilful questioning ensure that pupils make good progress.
- Pupils have many opportunities to develop their vocabulary. Classroom displays and subject dictionaries made by pupils help them to stretch their understanding of new words and phrases. This is enriching the written and oral work of pupils across the school.
- Teachers ensure that pupils are expected to express their mathematical thinking. Pupils increasingly show an ability to express their understanding of calculations both orally and in writing. During the inspection, some Year 6 pupils were observed considering which average (mode, mean or median) was the most suitable for a set of calculations about a holiday. The most able pupils are successfully challenged to express their mathematics in formulae.
- Pupils have personal targets for reading, writing and mathematics. They effectively use these to take responsibility for improving their own learning and securing their good progress. However, teachers do not make sufficient, or frequent enough, reference to them when they provide verbal and written feedback on pupils' work. Consequently, teachers do not always reshape pupils' targets quickly enough to help pupils make more rapid progress.
- Teaching assistants are well deployed across the school. They know the children they work with exceptionally well and use this knowledge very effectively to extend pupils' learning. Through a balance of

interaction, challenge and allowing children to try things out for themselves, teaching assistants meet pupils' academic and pastoral needs well.

- Teaching for pupils who attend the centre for autism is good. Each child is known as an individual and their learning is planned to meet their needs. Staff integrate some of the children successfully into the main school over time.

The achievement of pupils is good

- Attainment in reading, writing and mathematics at the end of Year 2 has improved. It is now much closer to the national average. Although it is below the national figures overall, this is because in the past pupils' attainment has been considerably below the national averages on entry to Year 1.
- Pupils in Year 1 achieve above the national average in checks on their knowledge of phonics. All groups of pupils were higher than national in 2014.
- Year 6 attainment declined to broadly average in 2014. The school rightly identified that the community of pupils they serve was changing. Leaders responded swiftly, making effective changes to the school curriculum. Pupils now benefit from additional reading and mathematics programmes and this has meant that pupils are making better progress and attainment is rising over time.
- Specialist music, physical education and art teaching is helping pupils to make good, and in many cases better, progress in these subjects over time. Pupils sing with enthusiasm from Reception, and by Year 6 some are talented musicians who can read and play music. In art, many pupils achieve levels of skill above those expected for their age. Inspectors saw a range of high quality art work inspired by famous artists and a range using modern information and communication technology. Examples included Year 2 paintings of 'tiger in a tropical storm' by Henri Rousseau and digital images of heads used to make the Spanish word 'la cabeza'.
- Pupils who speak English as an additional language make good progress once they have enough understanding of the English language.
- More able pupils achieve well in mathematics and are being increasingly stretched by challenging work in all subjects. By increasing the challenge in the Year 6 curriculum, the school has been successful in improving the proportion of pupils who achieve above expected standards in mathematics. This work is at an early stage and has not yet impacted on pupil achievement across the school or in all subjects.
- Pupils with special educational needs make good, and in some cases rapid, progress. This helps them to be better prepared for their next steps in education. Pupils who attend alternative provision are well supported in their academic and social development.
- The attainment of disadvantaged pupils is below that of the others in school and nationally. The gap in attainment between eligible pupils and their school peers is around a year in reading. It is around two terms in mathematics and writing. The gap is closing year-on-year in school. For most year groups the gap is currently around one term.

The early years provision is good

- Nearly all children join the Nursery without the skills that are typical for their age. About one third do not speak any English and the majority of the other children are in the early stages of learning English. This has a significant impact on their ability to communicate. However, they show curiosity and are keen to explore the stimulating classroom and outdoor area.
- Children are well behaved, feel safe and are polite and inquisitive about the opportunities the Nursery provides them. Achievement across the early years curriculum is good for all groups of children. For example, their understanding of the world is developed well due to the varied and stimulating learning opportunities offered to them in school and through visitors and trips.
- A very small number of children begin Nursery with skills above those typical for their age. The setting ensures that these children make good progress. In particular, they are stretched in their early phonics and reading, but classrooms currently promote early writing less effectively.
- Parents are involved in helping the Nursery develop accurate assessments of the children's learning. The school is successful at building relationships with vulnerable families.
- Teaching in the early years is good. Staff extend the learning of children through careful and planned interactions. The proportion of children who are ready to start Year 1 is close to national averages.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	101991
Local authority	Enfield
Inspection number	449717

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

Type of school	Primary
School category	Community School
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	720
Appropriate authority	The governing body
Chair	Linda Sless
Headteacher	Penny Sullivan
Date of previous school inspection	29–30 September 2009
Telephone number	020 8804 1818
Fax number	020 8805 5483
Email address	headteacher@galliard.enfield.sch.uk

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