

Galleywall Primary

Galleywall Road, London SE16 3PB

Inspection dates

14–15 May 2019

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| Overall effectiveness | Outstanding |
| Effectiveness of leadership and management | Outstanding |
| Quality of teaching, learning and assessment | Outstanding |
| Personal development, behaviour and welfare | Outstanding |
| Outcomes for pupils | Outstanding |
| Early years provision | Outstanding |
| Overall effectiveness at previous inspection | Not previously inspected |

Summary of key findings for parents and pupils

This is an outstanding school

- Since opening in September 2016, the trust, governors and leaders have provided inspirational leadership. Their determination and drive for excellence ensure that pupils develop into successful learners.
- The trust, leaders and governors offer challenge and support to school leaders, as they are familiar with all aspects of the school's work. They hold leaders to account effectively.
- Leaders have created a unique curriculum, based on the needs of the pupils at Galleywall. It is well designed and implemented, providing pupils with a range of knowledge and skills which fully develops their learning.
- All staff appreciate the excellent training and professional development opportunities on offer. As a result, pupils receive high-quality teaching which ensures that they make strong progress across the curriculum.
- Teachers use a range of high-quality, stimulating texts to promote reading and writing across the curriculum. As a result, pupils' make excellent progress in reading and writing.
- A highly effective, systematic approach to the teaching of phonics ensures that children develop strong reading skills from an early age.
- The early years provision provides children with an exceptional start to their education. They experience a wide range of learning opportunities. As a result, the proportion of children who achieve a good level of development is above the national average.
- Pupils demonstrate consideration towards adults and each other. Adults set clear boundaries for excellent classroom behaviour. As a result, pupils are fully engaged in learning and their attitudes are outstanding.
- Additional funding for pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils is used effectively. Consequently, they make strong progress from their starting points.
- Safeguarding is highly effective. Leaders have ensured that a high level of vigilance exists. Pupils say they feel extremely safe at the school and parents agree.
- Pupils have many opportunities to take on responsibilities and have a say in how things are done in the school.
- Middle leaders, including subject leaders, are knowledgeable and have an excellent understanding of their area of responsibility.

Full report

What does the school need to do to improve further?

- Strengthen leadership and management by:
 - continuing to develop the middle leadership team, including subject leaders, as the school grows.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- The trust's, governors' and leaders' dogged commitment and determination have ensured that the school provides the best education it can for every pupil. The headteacher, ably supported by senior leaders, provides strong and uncompromising leadership. She is passionate about the school and its community. Her leadership is valued and appreciated by all members of the school community, including parents.
- Leaders, at all levels, demonstrate a thorough understanding of the school and its pupils. They frequently check the quality of teaching and learning to ensure that they have a detailed knowledge of their impact upon pupils' progress. Leaders have high expectations of all the pupils and all aspects of the provision. A typical comment from parents was that leaders and staff: 'inspire children to be the best and treat them how they would want to be treated'.
- Leaders seek regular external validation of their work to ensure that their self-evaluation is accurate. School improvement plans are detailed and focused and include measurable outcomes. Moderation across the multi-academy trust enables staff to check pupils' work and compare it with that in other schools. Leaders and governors review the effectiveness of the school thoroughly against these outcomes. Consequently, leaders and governors have an excellent understanding of the strengths and the areas that the school needs to develop further.
- Leaders have ensured that training opportunities are appropriately balanced between whole-school priorities and the development needs of individual staff. Staff, including those new to the profession, value the high-quality training and development provided. All staff who responded to Ofsted's staff survey strongly agreed that they are proud to be a member of the school and are well supported by leaders.
- The curriculum is broad, balanced and rich. Leaders have ensured that the curriculum has firm foundations in the school's values, performing arts and the development of language. The curriculum provides pupils with a breadth and depth of learning activities. These are further enriched through additional experiences such as visiting the local farm and theatre workshops. The after-school activities further enhance the curriculum offer, providing pupils with opportunities such as ballet, engineering and drama which enrich their cultural experiences.
- Leaders take care to make links across the curriculum and meaningfully promote British values, using the values of the school. This enables pupils to develop a deep understanding of life in Britain and their impact on society. Pupils have a strong voice in the school and use it productively.
- Middle leaders use their comprehensive subject knowledge and expertise to ensure that the curriculum supports pupils' strong gains in learning over time. Leaders' regular checks make sure that teaching meets the needs of all pupils. This enables pupils to make sustained progress across a full range of subjects. Leaders understand that the middle leadership team will need to expand to meet the needs of the school, as it continues to grow.
- The use of additional funding is planned purposefully and is based upon the needs of

the pupils. Funding for disadvantaged pupils ensures that pupils have access to all activities on offer and any additional help they require. This includes support from additional adults who provide excellent support in the classroom and small group-led sessions. As a result, disadvantaged pupils make strong progress, similar to that of their peers with comparable starting points.

- Leadership of the school's provision for pupils with SEND is highly effective. Leaders have a detailed knowledge of individual pupils' needs, their support in class and any additional help that is provided. They make comprehensive checks to make sure that pupils develop independence and subsequently make gains in their learning. This results in pupils with SEND making strong progress.
- The physical education (PE) and sports premium funding for primary schools is used efficiently to provide excellent PE and sports opportunities for pupils. Leaders and governors regularly check that it is having a positive impact on pupils' outcomes. Specialist training has enabled teachers to gain an understanding and knowledge of how to teach specific areas such as dance. An extensive range of popular sports activities are offered, including football, gymnastics and street dance.
- Leaders have ensured that they have developed very positive relationships with parents and carers. The inclusive culture of learning across the school community means that parents learn alongside their children, for example through high-quality opportunities to participate in phonics, mathematics and theatre workshops. Parents and carers are very appreciative of the excellent education that the school offers. A typical view from Parent View, Ofsted's online questionnaire, is that: 'The school provides an incredibly nurturing and holistic approach to learning. I am confident that my child is receiving an education which will enrich and prepare him well for life.'

Governance of the school

- The trust, governors and leaders have a shared vision for the school and its pupils. They work together to set challenging, but realistic, objectives, which are regularly reviewed, enabling them to achieve their goals.
- Governors have a range of expertise and skills which they use effectively in their areas of responsibility. They work with the multi-academy trust to challenge and support leaders to very good effect. They are extremely knowledgeable about the school community and the risks that pupils may face. Governors keep up to date with developments in education through regular training and ensure that they regularly review their skills.
- The trust and governors are diligent in their checks on leaders' work. They use this monitoring in partnership with school leaders to set clear priorities for improvement. These are based on first-hand experience of the work of the school. This makes sure that they have an accurate understanding of the quality of education provided.
- Governors ensure that resources and additional funding are used efficiently. They have a thorough understanding of the impact funding has on the achievement of disadvantaged pupils and pupils with SEND.

Safeguarding

- The arrangements for safeguarding are effective. The designated safeguarding leaders are highly experienced, knowledgeable and well organised. A team approach ensures that systems are robust; any concerns they have about a child's welfare are followed up in a timely manner. Regular pastoral meetings are held to monitor closely any welfare concerns.
- Staff receive suitable safeguarding training, including training in the 'Prevent' duty, as well as regular updates in staff meetings. Training is sourced from a range of external providers, and leaders ensure that the induction for new staff is thorough. Governors have all received safeguarding training.
- A well-established team approach to early help exists in the school. Leaders have ensured that procedures are robust and that the most vulnerable pupils and their families are exceptionally well supported. Leaders have built a culture of positive relationships with parents and carers. Through high-quality parenting programmes, parents and carers are empowered and develop resilience.
- Leaders ensure that checks on staff are thorough. Governors and leaders are trained in safer recruitment, which ensures that only suitable staff are employed at the school. A governor with responsibility for safeguarding regularly checks records and procedures.

Quality of teaching, learning and assessment

Outstanding

- High-quality teaching is purposeful and engages pupils well. Teachers have high expectations of all pupils; consequently, pupils thrive. Strong, positive relationships and well-established routines mean that pupils become confident and enthusiastic learners. Pupils are well supported in their learning; tasks are well matched to their abilities. Pupils are making very strong progress over time, due to effective teaching.
- Leaders have ensured that all aspects of language development are promoted in the school. In lessons, pupils are introduced to a range of technical vocabulary, and teachers make sure that spoken language is modelled effectively. The focus on developing spoken language skills and performing arts enables pupils to develop strong communication skills. As a result, they are articulate, confident and able to express themselves fluently.
- Teachers use their strong subject knowledge well to explain new concepts and ideas. They ensure that they use a range of challenging and stimulating texts to promote reading and writing across the curriculum. Teachers are highly skilled in using questioning to deepen and probe pupils' understanding regularly during lessons. Pupils are encouraged to discuss their ideas together to clarify and explore their understanding. Teachers are quick to spot misconceptions and address these effectively. They plan lessons that are suited carefully to the needs of all pupils, including those pupils with SEND and the most able.
- Teachers have an in-depth knowledge of individual pupils. They are accurate in identifying their barriers for learning and use assessment information effectively. This ensures that pupils are challenged or get any additional help and resources that they need to access their work. Teaching assistants use their detailed knowledge and expertise to support pupils to become independent in their learning. This results in pupils who are disadvantaged and those with SEND making strong progress from their

individual starting points.

- The teaching of phonics is highly effective and a strength of the school. Leaders have ensured that there is a consistent approach to teaching across the school. Pupils successfully build on their phonic knowledge over time and apply these skills in their reading and writing.
- Mathematics is taught well throughout the school. Pupils develop secure mathematical skills from an early age. Teachers routinely challenge them to solve problems and to explain their reasoning. As a result, pupils' books demonstrate that they have a strong understanding of mathematical concepts.
- Writing is taught effectively. Pupils are developing strong writing skills from an early age. Teachers ensure that pupils can write for different purposes and audiences and develop their writing stamina. There is a consistent approach to the teaching of handwriting, and pupils' work demonstrates high-quality presentation. Pupils in Year 2 are able to structure their writing in paragraphs, using grammar and complex punctuation correctly. Teachers provide opportunities for pupils to practise their writing skills across the curriculum. This enables pupils to become confident writers and to make very strong progress.
- The teaching of reading is effective. Reading books are well matched to pupils' phonics skills and reading ability. As a result, pupils are successful in their reading from an early age. They apply their phonics skills well to their reading. Leaders have ensured that reading has a high priority in the school, and a culture of reading exists. A systematic reading programme ensures that pupils are developing their comprehension skills and can read appropriate books for their aptitude. Pupils, including the most able, are challenged in their reading and have access to a range of high-quality books.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. Leaders have ensured that a calm environment exists that enables all pupils to be successful in their learning.
- Pupils are provided with opportunities to experience responsibility from an early age. They value and are proud of the roles such as a school council member or friendship ambassador. Pupils learn about the democratic process, through electing the school council. Through these roles they play an active part in school life. For example, in choosing the playground equipment they are listened to and given a voice in how the school makes decisions.
- Pupils demonstrate respect of each other and adults. Pupils have a mature understanding of what bullying is: 'it's not about someone just being unkind'. They say that bullying rarely occurs but is dealt with quickly if it does. The school's information, as well as views of parents, confirms this. Friendship ambassadors in the playground support other pupils well. Pupils explained that it is their role to 'support pupils to be happy and help when they are lonely'.
- Pupils are developing a good understanding of different faiths and beliefs such as

Hinduism, Christianity and Islam, through the curriculum and assemblies. Pupils value differences and demonstrate tolerance well. This is reflected in the very few incidents of racist or derogatory language. One pupil commented: 'It is ok to be different, we are not all the same, it is ok to be me or you'.

- Leaders make sure that pupils learn how to keep healthy and safe. Pupils and their parents and carers learn about healthy eating through workshops. Pupils learn about the importance of personal hygiene, through work done with the school nurse. Daily 'wake up shake up' sessions encourage pupils and their parents to participate in exercise through dance. As a result, they are encouraged to lead healthy lifestyles.
- Pupils told inspectors that they feel safe in the school. Staff and parents share this view and are confident that pupils are safe. Pupils learn about internet safety and have a thorough understanding of what to do if they see anything that concerns them online. Parents and carers participate in online safety workshops to enable them to understand the dangers of social media and online gaming. In addition to online safety, pupils learn about stranger danger and personal safety through the NSPCC workshops, and about road safety.
- Pupils' spiritual, moral, social and cultural development is an integral part of the school. The 'Galleywall values' – aspirational, compassionate, enlightened, entrepreneurial and individual – thread through the school and underpin the curriculum. Pupils are knowledgeable about the values' meaning and share examples related to each value. For example, pupils say they record how they could be kind to each other through messages on their 'compassionate' tree.
- Activities such as Black History month complement pupils' learning in other subject areas, such as religious education and history. Pupils have opportunities to develop cultural interests through the study of different artists and theatre workshops with well-known professional theatre groups. Pupils are well prepared for life in modern Britain.

Behaviour

- The behaviour of pupils is outstanding. Their conduct is exemplary, including in lessons, around the school and in the playground. For example, at the end of playtime, pupils line up following adults' non-verbal signals without reminders, demonstrating excellent behaviour.
- The playground is well organised, which enables pupils to make individual choices of what to play with. Well-established routines and adults' skilful interactions through play help pupils to behave responsibly and feel safe. Pupils enjoy the wide range of equipment on offer and use it sensibly.
- Pupils are focused and interested in their learning, displaying positive attitudes. In lessons, they move from one activity to another sensibly and with the minimum of fuss. Adults have successfully established routines that pupils follow without being reminded. They listen attentively, when adults or other pupils are talking.
- Pupils have a deep understanding of the school's positive behaviour system. They talk about the arrangements for supporting behaviour very precisely. They show an appreciation of the behaviour strategies. A typical view from pupils was that the behaviour policy 'stops pupils from being unkind and helps us to keep learning'. As a

result, there are very few incidents of unruly behaviour.

- Pupils say they enjoy coming to the school and parents agree. Overall attendance is in line with the national average, due to an epidemic of chicken pox. Leaders also know that, for a small number of pupils, medical needs have impacted on their attendance. However, the number of persistent absentees has decreased this year and is better than the national average. Awards such as bronze, silver and gold awards provide an additional motivation for pupils to attend school.
- An inclusive approach ensures that pupils are included in the life of the school and attend well. There have been no fixed-term or permanent exclusions since the school opened in September 2016.

Outcomes for pupils

Outstanding

- Children enter the school with skills below those typical for their age. They make strong progress from their low starting points and achieve extremely well.
- The proportion of children in the early years who reach a good level of development by the end of the Reception Year was above the national average in 2018. This demonstrates an increase in attainment over the last two years.
- These high standards continue into Year 1. In 2018, those pupils who achieved the expected standard in the phonics screening check was well above the national average.
- Pupils with SEND make strong progress from their starting points, as demonstrated in their books. This is due to the effective support, which is well matched to their needs, that they receive.
- The previous gap between disadvantaged pupils' attainment and that of other pupils has closed and there is now no noticeable difference between their outcomes. As a result, disadvantaged pupils make excellent progress from their starting points.
- Most-able pupils are challenged in their learning and demonstrate strong skills in reading, writing and mathematics. Consequently, they make strong progress and are achieving at the highest standard.

Early years provision

Outstanding

- Leaders are highly knowledgeable about how young children learn. This ensures that high expectations are established as soon as children join the school. Children enter the school with skills that are below those seen typically for their age. Almost all children, including those with SEND and those who are disadvantaged, achieve excellent outcomes from their starting points. Consequently, the proportion of children achieving a good level of development has improved year on year and is currently above the national average.
- Staff ensure that a range of assessment evidence is gathered, enabling them to have a comprehensive understanding of the needs of individual children. Assessments are used to plan children's next steps in their learning. 'Learning journey' books, which are unique to each child, demonstrate high-quality examples of their learning. Parents are provided with regular opportunities through 'wow' cards to share their children's learning from home. Rigorous moderation activities through the local authority,

external advisers and other schools in the trust ensure that assessments are accurate.

- Teaching is highly effective. Adults plan activities that support all areas of children's development equally well. They do not intervene unnecessarily in children's play-based learning but offer support if required. Adults make sure that children are able to develop their independence, through easily accessible resources. For example, some children were writing sentences independently and were encouraged by an adult to get a phonics mat from the writing area to support them. In the outdoor area, children were seen using their understanding of number to write number sentences using addition during a game of 'snakes and ladders'. Consequently, adults ensure that there are ample opportunities for children to develop their early writing, reading and number skills.
- The curriculum is well organised and provides children with high-quality learning experiences. Consequently, children are highly motivated to learn and enthusiastic to participate in activities. They are able to sustain their attention in activities for increasing lengths of time. Activities are engaging and carefully planned to provide a variety of opportunities for children to develop and learn. Both indoor classrooms and the outdoor area provide children with an engaging environment which stimulates children's imagination and creativity.
- Children with SEND are well supported. Staff adapt the provision appropriately to meet children's needs and set targets which enable them to make strong progress from their starting points. Leaders work with a range of external agencies to make sure that children receive the additional support they require.
- Leaders and staff make sure that, from when children start school, a focus on language permeates the provision. They have a strong awareness of the language difficulties some children may face, including specific speech and language issues. Adults model and reinforce language, including articulation, appropriately for all children using standard English. Staff routinely introduce children to new vocabulary, including technical words, and reinforce its meaning consistently. Staff use questioning in a skilful way to develop children's learning, including their communication and language skills.
- Leaders ensure that children have access to well-structured and effective phonics teaching. Staff are responsive to the needs of the children and ensure that the curriculum is adapted, with opportunities to develop and embed children's reading, writing and number skills. As a result, children are well prepared for the challenge of Year 1.
- Strong transition procedures make sure that children's needs are fully understood and positive relationships are brokered with parents and carers. This ensures that excellent parent partnerships are established from the start. As a result, parents' trust is gained quickly, and children settle very quickly into school. A typical comment on Parent View, Ofsted's questionnaire, stated: 'I am confident that my child is receiving an education which will enrich and prepare him well for life.'
- Safeguarding is highly effective, and all welfare requirements are met.

School details

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| Unique reference number | 142875 |
| Local authority | Southwark |
| Inspection number | 10088853 |

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

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| Type of school | Primary |
| School category | Academy free school |
| Age range of pupils | 4 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 169 |
| Appropriate authority | Board of trustees |
| Chair of local governing body | Antony Smyth |
| Executive Headteacher | Mickey Kelly |
| Headteacher | Sheila Cohring |
| Telephone number | 020 7252 3494 |
| Website | www.galleywall.co.uk |
| Email address | enquiries@galleywall.co.uk |
| Date of previous inspection | Not previously inspected |

Information about this school

- Galleywall school opened as a free school in September 2016. It is part of the City of London Academies Trust. The school is growing year on year; at present, there are two Reception classes, two Year 1 classes and two Year 2 classes.
- The school is smaller than the average-sized primary school.
- Pupils come from a range of ethnic backgrounds with the largest group being White British.
- The school is in the top 20% of all schools nationally for the proportion of disadvantaged pupils.
- The school is in the highest 20% of schools nationally for deprivation.
- The school is in the top 20% of all schools nationally for the proportion of pupils who speak English as an additional language.

- The proportion of pupils with SEND support is above the national average.
- The percentage of pupils with an education, health and care plan is in the lowest 20% of schools nationally.

Information about this inspection

- Inspectors observed teaching and learning throughout the school. Many of the observations were carried out jointly with leaders.
- Inspectors and leaders reviewed children's learning journeys and writing folders in the Reception Year and a wide range of pupils' books in English and mathematics. They also scrutinised 'floor books' across all subject areas. Inspectors looked at pupils' work during lessons and spoke to pupils about their learning.
- Parents' opinions were considered through the 56 responses to Parent View, Ofsted's online questionnaire, and in conversations at the beginning of the first day of the inspection.
- The lead inspector met with trustees, members of the Southwark local governing body and Galleywall local advisory board.
- Inspectors reviewed a range of documents, including those relating to school improvement, school evaluation, safeguarding, behaviour, attendance, first aid, governors' minutes, pupil premium and primary sports funding.
- Inspectors observed pupils in lessons, moving around the school, in assembly, at playtime, lunchtime and in the dining room.
- Inspectors met with a number of teachers and support staff to consider their views of the school.
- Inspectors listened to pupils read and observed phonics lessons.
- Inspectors met with two groups of pupils to find out their views of the school and spoke to pupils at playtime.
- Inspectors visited the breakfast and after-school club, spoke to staff and observed some activities.
- Inspectors observed the after-school enrichment activities.

Inspection team

| | |
|-----------------------------|-------------------------|
| Andrew Hook, lead inspector | Her Majesty's Inspector |
| Jennese Alozie | Ofsted Inspector |
| Karen Jaeggi | Ofsted Inspector |

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