

Galliard Primary School

Inspection report

Unique Reference Number	101991
Local Authority	Enfield
Inspection number	286236
Inspection dates	20–21 September 2006
Reporting inspector	Mike Thompson

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	680
Appropriate authority	The governing body
Chair	Mrs Linda Sless
Headteacher	Mrs Rosemarie A Hopkins
Date of previous school inspection	21 January 2002
School address	Galliard Road London N9 7PE
Telephone number	020 8804 1818
Fax number	020 8805 5483

Age group	3–11
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Introduction

The inspection was carried out by four Additional Inspectors.

Description of the school

Galliard is a very large primary school which serves a culturally diverse area of social deprivation. It is a Full Service Extended School and has links with the community offering a range of provision including Family Learning Classes. Over two-thirds of pupils are from minority ethnic groups. Eleven percent are from refugee or asylum-seeking families, and about six percent are in the early stages of learning English. The school faces a number of new challenges as its ethnic mix changes, the proportion of pupils with English as an additional language increases and more and more pupils either join or leave during the course of each year. After a period of relative stability, there has been a large turnover of teaching staff during the past few years. The school has achieved a number of nationally recognised awards, including those for the teaching of basic skills and for promoting healthy lifestyles.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Galliard Primary is an improving school that provides a satisfactory quality of education for its pupils. It has a number of strengths; pupils' behavior is excellent and their spiritual, moral and cultural development is outstanding.

Children are given a good start to their education in the Nursery and Reception classes. When they start school, standards are well below those normally expected. Children have little knowledge and understanding of the world around them and many have limited communication in English. Although they achieve well and make rapid progress, their attainment is below average when they transfer to Year 1.

Pupils' achievement is satisfactory in Years 1 to 6. They make satisfactory progress in Years 1 and 2, and by the end of Year 2 standards are just below the national average in reading and writing, and below average in mathematics. From Years 3 to 6, pupils continue to make satisfactory progress, and by the end of Year 6 standards are average in English and science, but remain below average in mathematics. The school's success in raising standards in English is the result of intensively focusing on improving teachers' skills in the subject and developing the curriculum. This has yet to be replicated in mathematics, and explains the lower levels of performance in this subject. Pupils' basic skills of numeracy, such as their knowledge of times tables, and their ability to apply the skills learned in lessons when required to solve problems, are generally weak.

One of the leadership's successes has been to create an orderly and calm environment for learning. There are, however, considerable variations in some aspects of teaching, for instance some teachers lack skills in assessing pupils' work. Where assessment is weak, expectations are too low. There are also some very skilled practitioners. The leadership team is well aware that it needs to iron out these inconsistencies between and within year groups, some of which have occurred because of the influx of new teaching staff.

The outstanding quality of day-to-day care that all adults show the pupils, together with the warm relationships evident throughout the school help the pupils to feel safe and to be confident that there is someone to turn to if they have a problem. All individuals are valued, and pupils' personal development and welfare is good. The pupils get on well with each other and develop a sense of responsibility. They thoroughly enjoy the many opportunities to work together in lessons both in pairs and in groups.

The school has rightly recognised that it needs to improve its systems for checking on the progress made by pupils and for using the information gathered to set challenging targets for each individual. To do this, it has invested in a new, electronic system for compiling and analysing the data about pupils' performance. However, its introduction has yet to result in improvements in the achievement of pupils.

What the school should do to improve further

- Raise standards in mathematics by ensuring that basic skills are properly taught and by giving pupils frequent opportunities to apply their knowledge to solving problems.
- Improve the quality of teaching by sharing the good practice to be found in many classes.
- Ensure that the new systems for tracking pupils' progress are used to set challenging individual targets for pupils, and closely monitor pupils' progress in achieving them.

Achievement and standards

Grade: 3

Standards at the end of Year 2 have gradually declined over the last few years, largely because of the increasing number of pupils entering the school with little or no English. From its analysis of the results of the national tests in 2005, the school identified that Black Caribbean boys and White Turkish pupils did not do well enough. As a result of steps taken by the school, these pupils are now achieving as well others. As pupils with English as an additional language move up the school they grow in competence and achieve well in English. The achievement of pupils with learning difficulties and disabilities is also good. After a dip in 2005, standards in Year 6 have risen in English; the provisional test results this year show a substantial turnaround with pupils attaining well. The school has exceeded the challenging targets set for its performance in English, but has fallen well short of all its targets in mathematics. Achievement is better in English than in mathematics because of the school's focus on developing pupils' basic skills and providing increased opportunities for pupils to use their skills, for instance in their writing.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is outstanding. Through the school's lively curriculum, they experience moments of surprise and delight. They have a sharp awareness of right and wrong, and Year 6 pupils conscientiously fulfill their responsibility to resolve any arguments that might occur between pupils in the playground. Pupils have a good understanding of important democratic processes, such as accepting majority decisions. Their behaviour is excellent. They have negotiated their code of conduct with the school, and keep to it. There have been no exclusions for eight years. Pupils respect and understand each other's different views and cultures. The reasons for the school's 'Healthy School' award are evident in the pupils' exceptional understanding about sensible eating habits and how to keep healthy. Pupil's achievements in acquiring basic skills prepare them satisfactorily for the next stage in their education and for their future lives, but their skills in numeracy are often too low. Attendance is satisfactory.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall. The enthusiasm of teachers and the very good management of pupils' behaviour in classes and around the school, help pupils to take their learning seriously. Teachers are often good at making lessons interesting. For instance, teachers made effective use of a web-cam video link to enable a group of Year 6 pupils, acting as NASA 'experts', to answer questions about the solar system from their classmates in an adjoining room. Teaching assistants give good quality help to pupils with learning difficulties and disabilities, and contribute strongly to the good progress made by these pupils. Some teachers do not use information from assessments well enough when planning their lessons. As a result, their teaching is not challenging enough. A scrutiny of pupils' work showed that the quality of teacher's marking varies considerably, as does their expectation of pupils' achievements. Teaching in mathematics is satisfactory, but some teachers acknowledge that they do not feel

confident in teaching the subject. This contrasts markedly with the good teaching in English, where teachers have better subject knowledge.

Curriculum and other activities

Grade: 2

The curriculum is good. The school provides a wide range of activities to interest the pupils and enhance their personal development. When asked what they thought about the school many pupils commented on the curriculum. The response of one child, 'What I like about the school is that teachers organise lots of things for us to do', is typical of the views expressed. The school rightly uses a lot of available teaching time in its successful focus on improving levels of literacy, and in particular pupils' skills in writing. However, there has not been a similar focus on numeracy. The curriculum in mathematics does not place enough emphasis on developing pupils' skills in solving problems. The cultural development of older pupils is enriched by the study of a modern foreign language. After-school provision is good. Many pupils stay after school to take part in activities such as sport and excellent sessions of African drumming.

Care, guidance and support

Grade: 2

The quality of the school's pastoral care is outstanding. The school is vigilant about health and safety and child-protection matters. A number of parents commented on the hazards presented by building work being carried out, but a scrutiny of the situation showed that the school's arrangements to safeguard its pupils are good. The school keeps good records of the checks made on the background of the staff and other adults working in the school. The personal, social and health education programme pays very good attention to the development of safe and healthy living styles. Pupils' well-being is also very well supported by visiting specialists and through the welfare services based at the school. The weakness in an otherwise strong area of the school's provision is the quality of academic guidance provided for pupils. The school's new systems for tracking the progress made by pupils, and setting targets for each individual to achieve, are not yet consistently used to improve pupils' levels of achievement.

Leadership and management

Grade: 3

Leadership and management are satisfactory and there is good capacity for future improvement. The senior leadership team shows a clear commitment to raising standards. Key priorities for improvement have been identified and are being tackled through a clear improvement plan. The school made a sound strategic decision to temporarily commission a part time consultant to help in the management of change and to improve teachers' skills in using the information gained from systems for monitoring pupils' progress. The scope of her work is closely directed by the school, and she is effective in meeting the targets set for her. However, this work is yet to result in improvements in the achievement of pupils overall, and particularly in mathematics. Subject leadership in mathematics has yet to impact on achievement and standards because the coordinator has not yet had the opportunity to ensure consistency in the quality of teaching in this subject.

The school's satisfactory evaluation of its effectiveness is thorough, and makes good use of the analysis of data from a range of sources. However, its judgments about the quality of some

of its provision, such as teaching, are too generous and not linked closely enough to the achievement of pupils.

Governance is good. Governors are well informed and hold the school to account for its work. They have a good knowledge of the school's strengths and weaknesses and are actively involved in helping the school to improve.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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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?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

29 September 2006

Dear Pupils

Inspection of Galliard Primary School, London, N9 7PE

I would like to tell you what your inspectors think about how well you are getting on and how well your school is helping you to learn.

We think that your school is satisfactory overall, with some things that are good and a few that are excellent. You do as well as pupils in most other schools in English and science, but need to do better in mathematics.

Here are some of the things we liked best about your school:

- Your school is a happy place to be in. Everyone is friendly and welcoming. Your behavior is excellent.
- Those of you who find the work difficult are given lots of help and make good progress.
- There are lots of interesting things for you to do. We liked all of the extra activities that are provided for you, from the Breakfast Club to the after school clubs that you enjoy going to. We particularly enjoyed the African drumming session.
- All of the adults in your school make sure that you are safe and are really well looked after.

Your headteacher and all of the other people who help run your school wants it to be even better. To help them to do this we think that the things to do next are:

- Improve your work in mathematics. You need to help in this by making sure that you know your times tables, and get quicker at working out how to solve problems.
- Make sure that when other teachers come to look at what you are doing they share the good things that they see with all the other classes.
- Make sure that each of you is given targets for your work that you really have to try hard to reach, and make sure that teachers keep checking on how well you are doing.

Yours sincerely,

Mike Thompson

Lead Inspector