

Garfield Primary School

Springfield Road, London, New Southgate London N11 1RR

Inspection dates

21–22 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils do not make consistently good progress in their learning through the school. They do not do well enough by the time they leave at the end of Year 6.
- The quality of teaching is not yet strong enough, especially in Key Stage 2, to allow pupils to make good progress. This is because teachers do not always expect the best from pupils, especially the most able, and the work is too easy for them.
- Pupils are not always guided how to reach the highest standards in their work and they are not always given enough opportunities to improve their reading, writing and mathematics skills in their lessons.
- Leaders and managers do not focus sharply enough on how pupils can make good progress. Consequently, they have not ensured that teachers plan their lessons to make sure that pupils learn quickly enough and have not focused on the quality of learning for individuals and different groups of pupils when judging the quality of teaching.
- The governing body has not challenged leaders robustly enough to bring about more rapid improvements in the quality of teaching and pupils' progress.

The school has the following strengths

- Good teaching in the Early Years Foundation Stage means that pupils make good progress through Nursery and Reception.
- Improvements in the quality of teaching, especially in Year 1, mean that pupils now do better by the end of Key Stage 1 in reading, writing and mathematics.
- The school's procedures for gaining an accurate view of its performance help leaders and governors to accurately identify the main priorities for improvement.
- Pupils enjoy school; their behaviour and attitudes to learning are good. They like to work and play together and feel safe in school.
- The effective provision for the many pupils who join and leave the school other than at the normal time, for pupils who are learning English as an additional language and for pupils who require additional support means that they make gains in their learning because of the care and support they receive.

Information about this inspection

- Inspectors observed 19 lessons taught by 17 teachers. These observations included the teaching of phonics (letter patterns and the sounds they represent). Eight of these observations were made jointly with the headteacher and senior leaders of the school.
- Meetings were held with the Chair of the Governing Body and two other governors, a representative of the local authority, parents and carers, staff, including senior and middle leaders, and groups of pupils.
- Inspectors listened to pupils read and talked with them about their enjoyment of books.
- Inspectors considered the returns from 39 staff questionnaires, seven responses to the online questionnaire (Parent View) and the 58 responses to the school’s own parent questionnaire.

Inspection team

Beverley Perin, Lead inspector

Additional Inspector

Peter Lacey-Hastings

Additional Inspector

Alastair McMeckan

Additional Inspector

Full report

Information about this school

- This school is larger than the average-sized primary school.
- The proportion of pupils eligible for additional support through the pupil premium, funding for pupils in local authority care or eligible for free school meals, is above average.
- The proportion of pupils from minority ethnic backgrounds is considerably higher than average, and close to three quarters of pupils are learning English as an additional language.
- The proportion of pupils joining and leaving the school at other than the usual times is much higher than that found nationally.
- The proportion of pupils supported through school action is just above average. The proportion of pupils supported by school action plus or with a statement of special educational needs is below average.
- A number of leaders are new to the school.
- The school does not use alternative provision.
- The school has a Children's Centre on site that houses the school's nursery. The nursery was inspected as part of this inspection. The Children's Centre is inspected as a separate event at a different time.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching, particularly in Years 3 to 6, so that it is consistently good or better by:
 - making sure that all learning activities are hard enough for all pupils, especially the most able
 - managing time better in lessons so that pupils have more opportunities to practise their key skills on their own or in groups
 - making sure that pupils know what they need to do to produce good quality work.
- Improve the effectiveness of the school's leaders and managers by ensuring that:
 - the governing body challenges senior leaders with more rigour to improve the quality of teaching at a faster rate
 - success in achieving priorities in school improvement plans is measured by pupils making good or better progress
 - feedback to teachers on lesson observations focuses on the quality of learning for individuals and groups of pupils
 - judgements on the quality of teaching take into account a range of information, including the quality and standards of pupils' work, pupil progress information and pupils' views.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils are not making good progress in all year groups because the work is not consistently set at a high enough level to allow this. Most pupils, therefore, make the progress expected of them, but not enough make better progress than this.
- Pupils enter the Early Years Foundation Stage with skills that are below the level expected for their age and are often well below in communication and language. Children make good progress because of the stimulating learning environment and the well-planned activities. They enter Year 1 with skills that are broadly average for their age.
- Rates of progress have increased in Key Stage 1 and standards have risen over the last three years in reading, writing and mathematics. The proportion of pupils passing the Year 1 phonics-screening test was above average.
- From their historically low starting points, pupils make adequate progress across Key Stage 2 to reach standards in reading, writing and mathematics that are below those found nationally.
- There are no significant gaps in achievement between groups of pupils. The progress of disabled pupils and those who have special educational needs, those for whom English is an additional language and the many who leave and join the school at other than the usual time is similar to that of other pupils.
- In reading, pupils make expected progress. Strategies to support pupils' reading are beginning to increase rates of progress and raise standards. Boys are now more interested in reading the new range of fiction texts recently purchased to appeal to them. Pupils are proud of their mastery of reading skills and the school encourages them to read at home and to talk about their reading, for example in guided reading lessons.
- Pupils known to be eligible for the pupil premium make similar progress to that of other pupils, and sometimes better progress, because the school has provided additional support, including individual tuition and study groups in mathematics and reading.

The quality of teaching

requires improvement

- Teaching requires improvement because, in too many lessons, teachers' expectations are not high enough, particularly for the most able. Teachers give pupils of different abilities the same task and, for some, this means that the work is not hard enough for them to make good progress. The most able pupils find this too easy and are not stretched to do their best so they can achieve well.
- Too often, teachers talk for too long and pupils are not given enough time to complete tasks and to consolidate and extend their learning. Opportunities for pupils to practise skills on their own or with each other are limited and this does not allow them to make good progress. For example, when pupils were learning to understand features of a non-chronological report, they did not have enough time to practise identifying the key features of the text.
- In the best teaching, such as a Year 6 literacy lesson, pupils devised their own success criteria. They discussed and critiqued a model letter and worked in pairs to write their own pieces on the benefits of school uniform. All pupils made good progress because they understood what they were learning and were given enough time to develop their writing skills. More typically, however, pupils do not have clear success criteria for their work, so they do not know whether it is good or how they can improve it.
- Teaching in Nursery and Reception is good, particularly because of the different teaching methods used to encourage children's language development. Pupils who are learning English as an additional language are getting a good start. Teachers provide lots of visual and auditory cues to help children understand and focus on developing their speaking and listening skills by asking well-phrased questions.
- Most additional adults support pupils who need extra help effectively by, for example, using

different words to explain things to them.

- Marking is an emerging strength. Teachers mark work frequently, use encouraging comments and set follow-up activities to help pupils learn from their mistakes. Pupils are now beginning to respond to the teachers' comments and take pride in their work. Books are well presented and handwriting is improving.

The behaviour and safety of pupils are good

- Pupils display positive attitudes to learning; they enjoy working together and help each other willingly. They learn to work well independently and in groups and describe their school as 'friendly' and 'fun'.
- Relationships between pupils and their teachers are good and teachers know the pupils well. This is a consistent strength across the school and is valued by pupils and their parents and carers. As a result, pupils try hard to please their teachers, showing interest and enthusiasm in lessons and assemblies.
- Pupils are aware of the school's 'Golden Rules' and lessons are rarely disrupted by misbehaviour. When such incidents do happen, they are well managed by teachers and other adults. Pupils are polite and friendly and keen to talk about their enjoyment of learning.
- Pupils of all backgrounds get on well with each other and say they are proud of their school. Pupils are aware of all forms of bullying, including name-calling and teasing. They say that when, occasionally, an incident of bullying does occur, the adults in the school swiftly deal with it.
- Pupils whose circumstances may make them vulnerable are well supported by adults to improve their learning, behaviour and attendance. The school works effectively through a range of agencies, including, for example, the on-site 'Place to be', which supports pupils experiencing difficulties.
- Pupils said they feel safe in school, and parents agree. Pupils are aware of unsafe situations and know, for example, how to keep themselves safe from cyber-bullying, applying what they learn in school to their lives outside.
- The school is working hard to improve attendance and it has improved this term to a broadly average level.

The leadership and management require improvement

- Leadership and management require improvement. However, the headteacher and governing body are committed to building on recent successes and to bringing about more rapid improvements in the quality of teaching and pupils' achievement.
- The school development plan identifies the right priorities and has many useful strategies for improvement. The plan, however, is not ambitious enough because success criteria do not relate consistently enough to pupils making good progress.
- Many leaders are new to their post; they articulate a clear vision for improvement and their early actions are beginning to have a positive impact in raising standards. For example, pupil progress information is now considered half-termly and targeted actions are put in place to address any pupil underachievement. The school's 'learning conversations' are used to hold teachers to account for their pupils' progress.
- Leaders observe teachers regularly and there is a coaching programme in place to help teachers improve, which is becoming increasingly successful. However, when judging the quality of teaching, not all leaders have not taken into account, or fed back sufficiently, the quality of learning of individuals and different groups of pupils. They have not concentrated enough attention on pupil progress information, pupils' work and pupils' views. Consequently, leaders have not secured good quality teaching, overall.
- Until recently, teachers have been rewarded, even when pupils have not made good progress. More rigorous appraisal procedures are now in place, and leaders and the governing body take

this information into consideration when taking decisions about teachers' salaries.

- The curriculum makes a strong contribution to pupils' good spiritual, moral, social and cultural development. For example, pupils benefit from a wide range of visits to museums and to different religious places of worship.
- Equality of opportunity is ensured and the school works hard with all families to ensure that pupils who are at risk of not doing well make similar progress to that of other pupils. There is zero tolerance of any form of discrimination and pupils and their families appreciate this.
- The local authority is effective in providing support to the school for pupils who are at the early stages of learning English and for pupils who join and leave the school at other than the usual times.

■ **The governance of the school:**

- The governing body has not, over time, challenged the school's leaders with enough rigour and urgency to ensure that the quality of teaching is good and that all pupils make good progress. The governing body has several new members and has recently received training and development so that their skills and understanding are beginning to develop. Governors directly monitor the work of the school through visits to meet with linked staff, observing lessons and talking to pupils. Consequently, they are aware of the school's strengths and areas for development. Governors have a good grasp of the school's finances. They contribute to discussion on pupil performance and they know about the performance of those supported by the pupil premium. Governors are informed about the outcomes of the school's annual performance management targets for teachers and all statutory duties are met, including safeguarding arrangements.

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	101992
Local authority	Enfield
Inspection number	400518

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 of pupils on the school roll	389
Appropriate authority	The governing body
Chair	Martyn Clarke
Headteacher	Karen Khwaja
Date of previous school inspection	11 November 2009
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