

Tribal
1-4 Portland Square
Bristol
BS2 8RR

T 0300 123 1231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 0117 3115316
Direct F 0117 3150430
Direct email:
klara.davies@tribalgroup.com



7 March 2013

Mrs Karen Khwaja
Headteacher
Garfield Primary School
Springfield Road
London
N11 1RR

Dear Mrs Khwaja

Requires improvement monitoring inspection visit under section 8 of the Education Act 2005 to Garfield Primary School

Following my visit to your school on 7 March 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report on the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in November 2012. It was carried out under section 8 of the Education Act 2005.

Evidence

During the visit, meetings were held with the headteacher, senior and middle leaders, a representative from the local authority and three members of the governing body. The school development plan was evaluated and documentation about performance management and developments in teaching were scrutinised. The headteacher also took the HMI on a tour of the school.

Context

There have been no changes to staff or the school's organisation since the section 5 inspection.

Main findings

The headteacher and her senior leaders are leading important changes quickly and are communicating to staff that improvement needs to be rapid and sustainable. Senior leaders are demanding and supportive of middle leaders who, in turn, are now taking on more responsibility across the school. Leaders meet regularly to review pupils' progress and analyse findings from lesson observations and scrutiny of pupils' work. These more regular meetings enable teachers to discuss the progress of individual pupils and account for instances where progress is not as good as it should be. The decision to develop a new mid-year review process led by key stage leaders is a positive step. This has recently helped all leaders examine in detail the progress of different groups within each key stage and across the school. Data for these reviews are not yet in a format that helps governors understand the key messages at the mid-year point.

The school development plan includes key objectives and strategies for improvement and covers the specific areas identified by the section 5 inspection. Long-term and short-term targets are tightly linked to improving the quality of teaching. Success criteria include quantifiable achievement data. There are regular milestones for checking improvements and an indication of who will lead the monitoring of each section of the development plan.

Leaders work well as a team to ensure that lesson observations focus on the quality of pupils' learning and progress, as well as their behaviour and attitudes to learning. Training sessions for teachers and teaching assistants are helping to sharpen the focus in lessons on stretching the most able pupils. Lesson planning is beginning to include the setting of different pieces of work for different levels of ability. In some of the books teachers' comments are developmental, and this helps pupils improve their work. The quality of marking is not yet consistently good so that all pupils understand and know how to improve their work.

The governing body is demanding in its vision for how senior leaders must ensure the school can become a good school within the next eighteen months. Governors are beginning to ask more challenging questions about teachers' performance, salary progression and how the quality of teaching influences pupils' achievement. They recognise that for governance to be good they need to develop bespoke training, for instance in relation to their understanding of achievement data. The governing body is starting to monitor the use and impact of additional government funding, known as the pupil premium, and to evaluate its impact on narrowing the gaps in the achievement of pupils.

The Chair and Vice Chair of the Governing Body are setting high expectations for all governors. They expect them to commit to developing their skills in holding all leaders to account for school improvement. In agreement with HMI, governors and the local authority will undertake a review of governance to devise a tailored training

package, broker additional external support and devise a strategic action plan to strengthen governance.

Senior leaders and governors have begun to take effective action to tackle the areas requiring improvement identified at the recent section 5 inspection.

Following the visit to the school, HMI recommend that further action is taken to:

- work with the local authority to undertake a review of governance
- devise bespoke training for governors and a strategic action plan to strengthen governance.

Ofsted will continue to monitor the school until its next section 5 inspection.

External support

The local authority is increasingly aware of the strengths and weaknesses of the school. The local authority has brokered additional support from a local school to give leaders the chance to share best practice in school improvement and provide teachers the opportunity to observe and discuss what typifies good and outstanding teaching. Local authority advisers for numeracy and literacy are working regularly with the school and this is having positive impact. There is further scope for the local authority to work with the school to strengthen governance.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Enfield.

Yours sincerely

Joanna Beckford-Hall
Her Majesty's Inspector