

Garfield Primary School

Springfield Road, New Southgate, London, N11 1RR

Inspection dates 13–14 November 2014

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|--------------------------------|----------------------|----------------------|----------|
| Overall effectiveness | Previous inspection: | Requires improvement | 3 |
| | 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.

- Leaders, including governors, are ambitious for pupils. They have had a positive impact on improving teaching and raising achievement.
- The school prepares pupils successfully for life in modern Britain. It promotes pupils' spiritual, moral, social and cultural development well.
- The behaviour of pupils is good. They are very polite and respectful. They show courtesy and consideration to each other and to all adults.
- Pupils' attitudes towards learning are good. They enjoy their work and thrive on the wide range of sporting and other activities they take part in.
- The school keeps pupils safe and ensures that they understand how to stay safe.
- Parents are very supportive of the school. Those who spoke to inspectors describe it as a good and improving school. Most would recommend the school to others.
- Teaching is good. Teachers make learning interesting for pupils through imaginative, enjoyable activities. They work effectively with support staff to raise standards.
- In 2014, from very low starting points at the beginning of Key Stage 2, Year 6 pupils made good progress, especially in mathematics and writing.
- Pupils who qualify for additional government funding make good progress as a result of the effective support they receive.
- The Early Years Foundation Stage is good. Children settle quickly and make good progress because adults provide an exciting and well-planned range of activities.
- Governors are well informed about the school and hold school leaders to account for the school's good performance.

It is not yet an outstanding school because

- Pupils' progress in reading is not as rapid as it is in writing and mathematics.
- Sometimes teachers set work that is too easy or too hard for pupils, particularly those who enter the school at a time other than at the start of the year.
- Information on pupils' performance is not always used as well as it could be to track pupils' progress. As a result, the full impact of the school's work is not always evident.

Information about this inspection

- Inspectors observed learning in all classes and visited 20 lessons, of which four were observed jointly with members of the school’s leadership team. Inspectors listened to pupils read.
- Meetings were held with members of the governing body, the headteacher, and senior and subject leaders. Inspectors also spoke with a representative of the local authority.
- Inspectors held meetings with two groups of pupils. They talked informally with pupils at breaks and lunchtimes.
- Account was taken of the 34 responses from parents to the online survey (Parent View). Inspectors also spoke to parents informally. The answers to the 43 questionnaires completed by staff were considered.
- Inspectors looked at several documents, including the school’s evaluation of its own performance, plans for improvement, policies and records of pupils’ behaviour and attendance. Safeguarding documents were reviewed.

Inspection team

| | |
|----------------------------|----------------------|
| Rob Ridout, Lead inspector | Additional inspector |
| Susan Payne | Additional inspector |
| Nigel Hookway | Additional inspector |

Full report

Information about this school

- Garfield Primary School is larger than the average-sized primary school.
- About half of pupils at the school are eligible for the pupil premium. This is well above the national average. The pupil premium is additional funding for pupils, in this school, who are known to be eligible for free school meals.
- The majority of pupils come from minority ethnic backgrounds. Two fifths are from Eastern European backgrounds. Almost one tenth of the school population are of White British origin. About three quarters of pupils speak English as an additional language.
- The proportion of pupils with disabilities and special educational needs is below average.
- The school has a Children’s Centre on site that houses the school’s nursery. The children attend Reception on a full-time basis.
- The school meets the current government floor standards, which set the minimum expectations for pupils’ attainment and progress in English and mathematics by the end of Key Stage 2.

What does the school need to do to improve further?

- Improve teaching to outstanding in order to raise achievement , especially in reading, by making sure that:
 - tasks set in lessons are always demanding and achievable for all pupils, particularly those who enter the school at a time other than at the start of the year
 - pupils are given more opportunities to read from a wide range of appropriately demanding texts in different subjects so that they can apply and improve their comprehension skills.
- Track pupils’ achievement from the time they start school to when they leave so that the full impact of the school’s work is fully evident and planning is better informed.

Inspection judgements

The leadership and management are good

- The headteacher and senior leaders, supported by a strong and effective governing body, have worked with staff to create a safe learning community where standards of teaching and achievement are rising rapidly. The school has a strong capacity to improve, as seen by the improvements secured in writing and numeracy.
- Senior leaders are supported well by subject and achievement leaders. They are clear about the strengths and what needs to be done to improve outcomes in their areas of responsibility. They are effective in raising standards, but sometimes lose sight of the overall progress pupils make.
- Systems for presenting information about pupils' progress help the headteacher and other leaders form an accurate view about how well pupils are doing. However, there is sometimes too much information for leaders and governors to see clearly the overall impact of their work on the pupils' achievement.
- The management of teachers' performance is good. The school successfully helps teachers improve their practice. Staff are encouraged to share ideas and expertise with each other. Teachers are held to account through challenging targets linking their teaching to the good progress of pupils.
- The curriculum has been revised and reshaped to engage and to enthuse pupils. For example, during the inspection, Key Stage 2 pupils and their teachers dressed as Romans or Celts. Together they gained an insight into the lives of both cultures by recreating jewellery of that period, designing mosaics and sampling foods of that time.
- The school promotes pupils' spiritual, moral, social and cultural awareness well. It successfully draws on its cultural diversity to create a calm and harmonious place to work. There is no discrimination. Pupils are given every opportunity to succeed and are prepared well for a life in modern Britain.
- Disabled pupils and those who have special educational needs are supported well. Leaders ensure every individual receives the right support to help them achieve well.
- Pupil premium funding is used effectively to close the gaps in attainment between disadvantaged pupils and others in the school. The money is used to support and accelerate the learning of both individuals and small groups. It is also used to ensure all eligible pupils participate fully in trips and activities.
- Extra sports funding is used to employ a sports coach and to improve the skills of teachers. Additional sports equipment has been purchased for use before, during and after school. Extra clubs and activities run daily. Improved links with local sports partnerships ensure greater access to competitions. As a result, the number of pupils, particularly girls, participating in sporting and healthy activities is much greater.
- The local authority provides good support to the school. It has played a key role in the recruitment, retention and continued development of the governing body. This has helped to raise standards and improve teaching and achievement. The local authority now provides support as requested as it believes the school is able to sustain improvements itself.
- Links with parents are increasingly positive. Parents are well informed about their children's progress and attainment. Safeguarding arrangements meet statutory requirements.

■ The governance of the school:

- Governance is most effective. The Chair of Governors, a local leader for governance, and most governors are new. They have a range of relevant expertise and use the self-review findings to ensure governors are trained to execute their work effectively.
- Governors visit the school regularly to help inform themselves of the impact of the school's work. They know and use the performance data that tells them how well pupils are doing.
- Governors actively review the success of the school in terms of its progress towards the school's development plans. School leaders are better held to account for the school's performance.
- Governors are involved in setting the headteacher's performance targets. They clearly understand the link between teachers' performance and pay progression. Governors ensure that only good staff performance is rewarded. Underperformance is challenged and is not accepted within the school.
- Governors manage the finances well. Regular checks are carried out to make sure that additional funding for disadvantaged pupils is raising their achievement and closing the remaining gaps in attainment.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good.
- Pupils are polite and respectful and conduct themselves well. They are courteous, considerate and welcoming to visitors. They are proud of their school and readily celebrate each other's achievement.
- Incidents of poor behaviour and racism are rare. Logs are kept that show few other significant issues over the past year. Pupils play well together in the playground and look after each other when they do fall or hurt themselves. Pupils say that behaviour is good. This view is supported by staff and parents.
- Pupils are generally well motivated and keen to learn. This contributes to their good progress. Occasionally, when pupils are not sufficiently engaged by the work in class, a small number lose concentration.
- Attendance has improved considerably since the last inspection. It is now above average.

Safety

- The school's work to keep pupils safe and secure is good. Pupils say they feel safe and well cared for by all adults in the school. Pupils know all about the different forms of bullying, including cyber-bullying. They say that it is uncommon and are confident that it is dealt with quickly and effectively when reported.
- Pupils have a good understanding of how to keep safe in different situations in and out of school. Pupils know how to keep safe when walking or cycling to or from school. They are confident about maintaining their own safety when using the internet.
- Staff are well trained to keep pupils safe. Safeguarding procedures are robust. Thorough risk assessments ensure pupils are kept safe both on site and during visits outside the school.

The quality of teaching

is good

- Teaching is good across the school in all years and subjects. Improvements have been secured in both writing and numeracy.
- Teachers and pupils share good, positive relationships and the well-established routines in all classrooms ensure that pupils achieve well.
- Teachers are confident and have good subject knowledge. They give clear explanations to pupils of what is expected of them from the start, and this enables them to start work quickly. Teachers use time well to ensure pupils make good progress. They set and mark homework regularly to support classroom learning.
- Teachers use questions effectively to check pupils' understanding of work. They ask further questions to probe pupils' understanding and develop their thinking skills to embed what they have learned.
- Teachers mark pupils' work regularly. They give clear feedback about how to improve work, especially in mathematics and in writing. Presentation is usually neat. Books show evidence of good progress. Pupils usually respond to the comments made by teachers.
- Literacy and reading are generally taught well. Younger pupils can sound out unknown words using their knowledge of letters and the sounds they make. Pupils are encouraged to read and understand what they have read. However, they are not always given challenging enough texts to extend their comprehension skills further and so do not achieve as well as they could.
- Teaching assistants work effectively with teachers. They work with individuals and small groups of pupils, providing good support to disadvantaged pupils and those who are disabled or have special educational needs. This is helping these pupils to improve their attainment and make more rapid progress.
- Teachers provide a range of activities to match the capabilities of different pupils, but they do not always make full use of the information about pupils' progress available to them. Sometimes teachers set work that is too easy or too hard for pupils, particularly those who enter the school at a time other than at the start of the year. As a result, the pupils' focus drops and they do not achieve as well as they could.

The achievement of pupils

is good

- Pupils join the school with skills that are well below levels typical for their age. This is especially true of their language and communication skills. Pupils leave at the end of Year 6 with standards that are average in reading, writing and mathematics.
- Pupils make good progress as they proceed through the school. Overall attainment has improved since the previous inspection. In 2013 and 2014, pupils leaving the school at the end of Year 6 had made good progress overall, although it was better in writing and mathematics than in reading. Current information

shows a similar picture of rising achievement for pupils at the school. Pupils' work in this academic year indicates good progress is being sustained.

- The proportion of pupils reaching the required standard in the Year 1 screening check rose to above average in 2014. Pupils achieve well in mastering phonics because it is taught well and experienced, skilled staff encourage them to actively learn about sounds.
- Progress rates are rising across most years and subjects. While progress is generally good, there are still some variations between year groups. Pupils are still not all reading as well as they could in some year groups.
- The most able pupils attain well and make good progress. The proportion of pupils attaining higher levels at the end of Key Stage 2 has improved and is now above the national average. Work in books and current information show that this improvement has been sustained.
- The needs of the small numbers of disabled pupils and those who have special educational needs are clearly identified and good, effective support provided by well-qualified teaching assistants. As a result, they make the same good progress as other pupils.
- Pupils who speak English as an additional language achieve well as they are fully included in activities and given individual help with new vocabulary and how to speak English correctly. Reading skills are still slow to develop compared to those in mathematics and writing.
- The achievement of pupils from ethnic minority groups is routinely checked and reviewed in pupil progress meetings. As a result of the agreed interventions, they make similar progress to other pupils in the school. Pupils experiencing difficulties with language are given additional support. This ensures all pupils have an equal chance to succeed.
- Disadvantaged pupils make good progress. Such pupils attain in line with, and sometimes better than, other pupils nationally in English and mathematics. In 2014, pupils supported by pupil premium achieved standards in writing and mathematics that were around one term ahead of pupils nationally. Progress was not as rapid in reading, where attainment was in line with that of other pupils nationally. The attainment of disadvantaged pupils was around half a year behind other pupils in the school for reading, writing and mathematics.

The early years provision

is good

- Children have a good introduction to school and their learning in the Early Years Foundation Stage. They make good progress from their low starting points. This is true of all children, whether they join the school at the start of or during the school year.
- Children's behaviour is good. Relationships are good. They play cooperatively and take turns. Good teaching means that children apply themselves to their work over long periods of time, especially when they are interested in the activity.
- Children feel safe and well supported and enjoy their learning. Parents agree.
- Teaching is good. Activities are planned well. Much work is done to develop children's personal, social, language and number skills. Children are actively encouraged to talk with each other and with key adults to accelerate their development of speaking and listening skills. Role play is used to encourage children to apply these skills and use their imagination.
- Children make good progress so that most are equipped with the right level of skills to begin the next step in their education.
- Leadership of the early years is good. Staff work well together and keep good records of children's achievements. They ensure the learning needs of all the children are met successfully. Parents are involved and given helpful information about how well their children are getting on.

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

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| Unique reference number | 101992 |
| Local authority | Enfield |
| Inspection number | 442125 |

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 | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 457 |
| Appropriate authority | The governing body |
| Chair | Keith Carrano |
| Headteacher | Karen Khwaja |
| Date of previous school inspection | 21–22 November 2012 |
| Telephone number | 020 8368 4500 |
| Fax number | 020 8361 8232 |
| Email address | headteacher@garfield.enfield.sch.uk |

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