

Inspection of a school judged good for overall effectiveness before September 2024: Garfield Primary School

Garfield Road, Wimbledon, London SW19 8SB

Inspection dates:

26 and 27 November 2024

Outcome

Garfield Primary School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

Pupils love being part of this school. They feel happy and safe because they trust adults to help them if they have any worries. They look forward to coming to school every day. Pupils said the school is like one big family. Parents and carers value the school. They praise the real sense of community and know that their children are well cared for and enjoy their learning.

The school aims for its pupils to be 'ready for the future'. Pupils respond positively to this. Pupils achieve well overall, particularly excelling in reading by the end of Year 6.

Leaders and staff at all levels expect pupils to conduct themselves in a way that reflects the school's core values of friendship, respect and excellence. Pupils rise to this. They behave well, in and out of lessons. They are respectful towards each other and towards adults. They are confident, polite and courteous.

The school trusts its pupils with positions of responsibility. House captains fulfil their responsibilities with care. Eco-warriors lead on the school's sustainability projects. Pupils contribute to the borough's pupil parliament with discussions about issues such as accessible playgrounds. Pupils learn about what democracy means, for example by being able to vote on what special days they would like to see take place in school.

What does the school do well and what does it need to do better?

Pupils in this school are prepared well to succeed in their education. As soon as they start in Nursery, they are supported effectively to recognise different sounds that they can hear around them. This helps them when they begin to learn phonics in the Reception Year.

Throughout early years and Years 1 and 2, pupils receive plenty of opportunities to learn and practise their phonics knowledge. Staff use assessment information accurately to identify those who are falling behind. These pupils receive effective support, and they catch up quickly. As a result, most pupils are able to read fluently by the end of Year 2.

The school also ensures children in the early years get off to a strong start in mathematics. This includes providing children with ample opportunities to develop a strong understanding of numbers. In Reception, for example, children's role play as shopkeepers helps them to use their knowledge of number to count food items and money. This foundation in early years supports pupils when they learn more complex calculations in Year 1.

The school has put in place a carefully designed curriculum. It considers what pupils already know and can do before moving them on. It clearly defines the ambitious goals that leaders want pupils to reach. The school has organised learning in a way that aims to ensure that pupils gain a rich, connected body of knowledge. As a result, pupils are fully prepared for the next stages in their learning.

The curriculum is delivered well. Staff use examples and illustrations to help pupils understand new concepts. They give pupils the opportunity for helpful discussions in lessons so that pupils can recall and talk about what they know. Pupils with special educational needs and/or disabilities benefit from effective adaptations. As a result, pupils learn the curriculum well. Sometimes, however, teaching provides pupils with too much information at once. When this happens, pupils have too much to think about and do not learn as well as they could.

The school creates many opportunities for pupils to engage with and understand their local community. For instance, pupils collect and donate items to the local food bank. They also work in the local park, helping with litter-picking and tree planting. The school ensures that all pupils benefit from a range of opportunities and experiences that develop their character. For example, pupils enjoy opportunities to perform in large arenas and concert halls.

Pupils attend school regularly. When a pupil's attendance becomes a concern, the school does all that it reasonably can to support the family. This improves attendance.

Staff are proud to be a part of this school. They appreciate the support that they receive from leaders to ensure their workload is manageable. They know leaders are approachable and are willing to help. As part of this, the school has streamlined systems and processes to support staff.

Leaders and governors demonstrate a clear understanding of the school's priorities. They implement strategies that are in the best interests of pupils. The school is led and managed well.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, teaching gives pupils too much information at once. When this happens, it hinders them from being able to secure and retain as much knowledge as they could. The school should ensure that knowledge is taught in a way that makes it more manageable for pupils to learn and remember.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good for overall effectiveness in July 2015.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	102629
Local authority	Merton
Inspection number	10345825
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	301
Appropriate authority	The governing body
Chair of governing body	Helen O'Brien
Headteacher	Louise Aziz
Website	www.garfield.merton.sch.uk
Date of previous inspection	30 April 2019, under section 8 of the Education Act 2005

Information about this school

- The school does not currently use any alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector held discussions with the headteacher and other members of the senior leadership team.
- The inspector also met with governors, including the chair of governors.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered

the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

- The inspector also considered the views of parents through their responses to Ofsted's online survey.

Inspection team

Edison David

Ofsted Inspector

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