



Garfield Primary School

Inspection Report

Unique Reference Number 101992
Local Authority Enfield
Inspection number 286237
Inspection dates 5–6 October 2006
Reporting inspector Michael Lynes HMI

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

Type of school	Primary	School address	Springfield Road
School category	Community		London
Age range of pupils	3–11		N11 1RR
Gender of pupils	Mixed	Telephone number	02083684500
Number on roll (school)	280	Fax number	02083618232
Appropriate authority	The governing body	Chair	Mr Geoff Jacobs
		Headteacher	Ms Karen Khwaja
Date of previous school inspection	24 June 2002		

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

Description of the school

Garfield Primary serves an area of considerable social deprivation. A very high number of pupils are eligible to claim free school meals. Almost two-thirds of them are at the early stages of learning English. Attendance is much lower than the national average. The number of pupils on the school's roll fluctuates significantly during the year, and has fallen steadily since the last inspection. These factors present significant challenges to the school.

A day care centre, managed by the governors, shares the site and some classrooms with the school. This provision was inspected separately in July 2006 and judged to be satisfactory.

At the time of this inspection the headteacher had been in post for one month, following the retirement of a long serving headteacher in July 2006.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 4

Garfield is a warm, caring school but it is ineffective overall because standards are exceptionally low and pupils' achievement is inadequate. The school has made inadequate progress since the last inspection and provides poor value for money. In accordance with section 13 (3) of the education act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its students an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

The academic progress that pupils make is inadequate. Achievement and standards have been declining since 2002, and Key Stage 2 results in 2006 were even lower than previous years. Although there has been an increase, during that time, of pupils at the early stages of learning English, this does not in itself explain the very low achievement. There has been too little progress on the key areas for improvement identified at the last inspection: use of teaching assistants; attendance and punctuality, and matching work to the abilities of pupils. These remain key areas for the school to improve.

Leaders and managers have been too ready to accept external factors, such as social deprivation, as explanation for underachievement by pupils. They have not had a rigorous enough focus on improving the quality of teaching and learning and consequently teaching has not improved. There are signs that under the new headteacher there will be higher expectations and a greater drive to improve teaching and learning. However, there has been insufficient time to demonstrate the impact of her actions.

The senior leaders have been more successful in maintaining a satisfactory level of care. Staff really rise to the challenge of looking after pupils who often begin school with a wide range of prior experiences and needs. Consequently, their personal development and well-being are good. Pupils feel very safe, adopt healthy lifestyles and are supportive of the school. Their behaviour is good as is their spiritual, moral, social and cultural development. The pupils with learning difficulties receive satisfactory support and they make better progress than their peers. The quality and standards in the Foundation Stage are satisfactory. However, attendance is well below average and pupils are not well prepared for the next stage of their education as their numeracy and literacy skills are weak.

What the school should do to improve further

- Raise standards and achievement in literacy and numeracy by modifying the curriculum and improving the quality of teaching and learning, especially increasing teacher's expectations, so that work is closely matched to the pupils' individual needs
- Support pupils' progress by making more effective use of teaching assistants
- Improve attendance and punctuality

- Develop rigorous use of assessment information and monitoring procedures that will inform future planning for improvement.

Achievement and standards

Grade: 4

Achievement and standards are inadequate. Standards have fallen considerably since the last inspection and are exceptionally low. By the time pupils reach Year 6, their standards are more than a year behind those in schools nationally. Some of this decline is due to pupils' weaker attainment on entry, and to high levels of mobility. However, too much is due to inadequacies in teaching, which leads to unsatisfactory progress. Achievement is therefore inadequate.

After a year-on-year decline for several years up to 2005, standards at the end of Key Stage 1 rose in 2006, although they were still well below the national average. The school does not have sufficiently robust systems to show whether this improvement was due to better provision or simply because this group of pupils had higher standards when they started. Standards in Key Stage 2 have also declined steadily for several years, and have been particularly weak in mathematics. Standards fell again in 2006, particularly in English, and are well below average in English, mathematics and science.

Pupils with learning difficulties and disabilities make broadly satisfactory progress, because of the effective extra help that the school provides. Girls do significantly better than boys at Key Stage 2. There is no significant difference between the achievements of different ethnic groups.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Pupils behave well in classrooms and when moving around the school. They are polite and helpful. They enjoy coming to school. One girl in Year 4 spoke about the helpful adults and how she felt safe and valued. Pupils know how to make informed choices about healthy foods and the importance of taking exercise.

The good arrangements in the Foundation Stage for care and support ensure that pupils make a sound start in developing personal qualities. They build on this as they pass through the school and develop good attitudes to work. Pupils make a good contribution to the community. They support many charities and help to maintain the nearby Millennium Green.

Pupils grow into mature and thoughtful youngsters because of the good arrangements to promote their spiritual, moral, social and cultural development. Assemblies play a strong part in this: dealing with issues such as putting trust in God and the need for 'manners'.

Attendance remains well below the national average. Some parents do not support the school well enough in this matter. The school has put into place some strategies

to bring about improvement but they are not sufficiently coordinated. Pupils are not prepared well enough for future economic well-being because standards in literacy and numeracy are so low.

Quality of provision

Teaching and learning

Grade: 4

Teaching and learning are inadequate. Teachers and their assistants support pupils' personal development well and have high expectations of their behaviour. However, too often the pace of lessons is slow and pupils have too little input into what is going on. Opportunities are missed to enable pupils to talk about their work, or to develop critical thinking skills. This does not support them well enough in developing their language skills. Where teaching is good it is done in a lively manner and at a brisk pace.

Not enough progress has been made in addressing the issues identified by the last inspection. Teachers still do not do enough to ensure that the work pupils are given is matched closely to what they need to learn next. Teaching assistants work conscientiously to help pupils but, as was found during the last inspection, teachers do not always use them to best effect.

Better teaching was seen in Key Stage 1, with good use made of information technology to help pupils learn and efforts made to challenge more able pupils. However, teaching and learning are inadequate in Key Stage 2 because teachers do not always expect enough of pupils. There is not enough good teaching to ensure that achievement is raised, especially in view of the legacy of underachievement.

Curriculum and other activities

Grade: 4

The curriculum is inadequate because of a lack of match to pupils' academic needs, and expectations that are too low. As a result pupils' progress is inadequate, particularly in literacy and numeracy.

Other aspects of the curriculum have strengths that support pupils' good social and cultural development, and their enjoyment of school. There is a thorough programme for personal, social, cultural and health education, including sex and anti-drugs education. Pupils have good opportunities to visit a range of places locally, taking advantage of free transport. Pupils are encouraged to lead healthy lifestyles, and this is enhanced by good opportunities to take exercise. There is a wide range of extra-curricular clubs, which pupils enjoy and which contribute to their cultural understanding and healthy lifestyles.

Care, guidance and support

Grade: 3

Care, support and guidance are satisfactory. Some aspects of the school's provision are very good. The arrangements to support pupils' emotional and mental health are of a high quality. Measures such as the 'Place to Talk' and the involvement of mental health professionals support pupils' development very well. Staff show a strong commitment to caring for, and supporting pupils. The multi-agency liaison meetings, which bring together professionals from different disciplines, are a further strength. The measures to safeguard pupils are effective. However, the way in which the school uses information about pupils' academic progress is not well coordinated and has insufficient impact on raising achievement.

Leadership and management

Grade: 4

Leadership and management are inadequate. There has been little progress on the issues identified at the last inspection in 2002. Leadership and management at all levels have been insufficiently focused on these areas for improvement. Effective action has not been taken to prevent the decline in achievement since 2002. Leaders and managers attribute this to: social deprivation, increasing numbers of pupils at the early stages of learning English, and high pupil mobility. These are challenges but they are not convincing reasons for the continuing significant underachievement. Expectations of the academic potential of the pupils are too low. Systems for tracking and analysing pupils' progress, monitoring teaching and learning are not rigorous enough to evaluate and identify targets for improvement.

Governors ensure that all statutory requirements are met. They have attempted to challenge the senior leadership team regarding underachievement. However, they have not pursued this vigorously enough.

There are signs that the new headteacher enjoys the confidence of parents, pupils, and staff. One parent stated that: "I support the new headteacher fully ... there seems to be a lot of positive, progressive steps taken that are drawing the school together". She has a good vision for the school and high expectations for pupils' achievement. However, she has not had sufficient time to impact upon the school's performance.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	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?	4
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	4
The capacity to make any necessary improvements	4
Effective steps have been taken to promote improvement since the last inspection	No

Achievement and standards

How well do learners achieve?	4
The standards ¹ reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and disabilities make progress	3

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	2
The behaviour of learners	2
The attendance of learners	4
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
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	4

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	4
How well do the curriculum and other activities meet the range of needs and interests of learners?	4
How well are learners cared for, guided and supported?	3

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.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	4
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4
How effectively performance is monitored, evaluated and improved to meet challenging targets	4
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	4
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	Yes
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

You may remember that I came to visit your school with two other inspectors to see how well you were getting on. Thank you for talking to us, and for being so polite and friendly. I am writing to let you know what we thought about your school.

You really like your school, feel safe and think that the teachers look after you very well. We agree with you. We think that you behave very well in classrooms and that you are very sensible when you move around the school. Your classrooms have good resources like computers and interactive whiteboards, and you have lovely big spaces to play in.

However, we do not believe that you learn fast enough, so we are going to give the school special help to improve. We have asked the school to make improvements in:

Literacy and numeracy

- Giving you the right work to help you learn more quickly
- Using the teaching assistants to give you better help
- Attendance and punctuality

Some of you do not come to school every day on time. You can help yourselves and the school by making more effort with this. You can also help your teachers by asking questions about your learning and working hard in class. Inspectors will visit the school regularly to see how you are getting on.

We know that you like your new headteacher and we are sure that you will work really hard to help the school to improve.

Best wishes

Michael Lynes, Her Majesty's Inspector