



27 February 2007

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

Dear Ms Khwaja

## SPECIAL MEASURES: MONITORING INSPECTION OF GARFIELD PRIMARY SCHOOL

### Introduction

Following my visit with June Woolhouse, Additional Inspector and Norma Ball, Additional Inspector, to your school on 21 and 22 February 2007, I write on behalf of Her Majesty's Chief Inspector to confirm the inspection findings.

The visit was the first monitoring inspection since the school became subject to special measures in October 2006.

This letter will be posted on the Ofsted website. Please inform the Regional Inspection Service Provider of any factual inaccuracies within 24 hours of the receipt of this letter.

### Evidence

Inspectors observed the school's work, scrutinised documents and met with the headteacher, the special educational needs co-ordinator, the senior team, school council representatives, the chair of governors and a representative from the local authority (LA). Twelve lessons were observed.

### Context

There have been significant changes in staffing since the school was inspected in October 2006. The permanent deputy is on sick leave and a part-time locum deputy and a part-time special needs co-ordinator currently cover the post. Three new members of staff have been appointed and a fourth is being appointed in March 2007 to concentrate on booster sessions in Year 6. Two support staff left and their posts will be filled before the end of the

current term. A senior teaching assistant was appointed to work specifically in Year 6 and to support and provide coaching for other teaching assistants. The school roll has fallen to 255 pupils and 42 children in the nursery.

### Achievement and standards

Standards in literacy and numeracy are well below average across the school. Pupil achievement remains too low. The senior leadership team and subject leaders for literacy and numeracy have identified clearly, why pupils do not achieve as well as they should. Senior leaders recognise that until recently, few strategies were in place to arrest the decline in standards. There is now a school wide acceptance that practice must change. Pupils are making better progress, especially in Years 5 and 6, in literacy and numeracy, because lessons are tightly planned with demanding learning objectives. Pupil targets, matched to the expected national curriculum levels of attainment, give them a much better idea of what they are expected to learn and termly assessments show that about a third of pupils are now making more than expected progress. This means that the gap between what they achieve and what they should achieve is closing. However, most pupils have not yet increased their rate of progress to this level.

In lessons observed, there were often insufficient opportunities for pupils to communicate their ideas verbally to each other or their teachers before they wrote down what they were learning.

The school has set challenging targets for the end of Key Stage 2 in 2007 and is tracking pupils closely, providing booster classes and targeting extra support in order to achieve them.

Progress on the areas for improvement identified by the inspection in October 2006:

- Raise standards and achievement in literacy and numeracy – inadequate progress

### Personal development and well-being

Pupils' personal development and well-being remain good. Pupils enjoy school, behave well and show positive attitudes to their lessons. Staff have worked with great determination to improve levels of attendance from an average of 92% in the autumn term to levels approaching 95% in the spring term. Attendance remains subject to the difficulties of long absences taken by some families to visit relatives abroad and the administrative need to keep some pupils on roll even after they have left the school. A range of effective procedures, including the appointment of a Parent Support Advisor to work

with selected families, have all had a satisfactory effect on improving attendance and punctuality. Where pupils have made insufficient progress in their learning, analysis of their attendance is carried out and shared with parents to emphasise the need for regular and prompt attendance at school.

Progress on the areas for improvement identified by the inspection in October 2006:

- Improve attendance and punctuality – satisfactory progress

### Quality of provision

There have been significant improvements to the quality of teaching since the recent inspection and as a result, the school is beginning to work towards achieving the targets for teaching, outlined in the post-Ofsted action plan. The school has worked hard to improve the quality of teaching and learning since the inspection. Appropriate training activities have focused on a range of changes, much of which has been rightly linked to raising standards in literacy and numeracy. The training and development activities have been accompanied by rigorous monitoring of teaching and learning. Observations have been helpful in pinpointing areas for improvement and the next steps teachers need to take to improve the quality of teaching. The whole school focus on identifying common features of good teaching is evident in the impact on the quality of planning, so that work is now better matched to pupils' needs. There is more consistency in teachers' planning, and assessment is being used to track pupils' progress and quickly identify those at risk of underachievement. The senior team has not been daunted by the challenges faced to improve teaching and learning in order to raise achievements and standards. Twelve lessons were observed and the teaching was good in four, satisfactory in seven and unsatisfactory in one.

There has been a significant improvement in the teachers' expectations of what pupils know, understand and can do and as a result, lessons are more challenging, and planning is usually appropriate. There is however scope to stretch the more able pupils. Learning objectives and success criteria were always shared with pupils. In the most effective lessons, these were reviewed and assessed at key points before the lesson moved on to the next stage. Questioning and paired work were well used to develop pupils' concentration, speaking and listening skills. Teachers skilfully used a range of resources to engage pupils, in particular the interactive white board. Pupils were encouraged to give their views thoughtfully and feedback was given on their work.

Common features of lessons that were just satisfactory were linked to the planning and teachers' subject knowledge, which was not always secure. The

planned activities were insufficiently matched to the different ability groups. Where teaching was unsatisfactory, pace was too slow, pupils relied too much on guidance to interpret their ideas and work independently, and over time, progress is slower than it should be.

There were examples of good quality marking with clear targets for improving work but this was not widespread across the school. In some books, poor presentation and basic errors, including mis-spelling of key vocabulary were left uncorrected.

Teaching assistants have undertaken appropriate training, which is beginning to impact on how they support pupils. However, formal observations of lessons and teachers' plans do not yet show how teaching assistants contribute to planning or how they are used in lessons.

The curriculum has been modified and improved since the last inspection. There is consistent use of the Primary National Strategy materials for planning literacy and numeracy. The LA medium term planning has been successfully integrated into whole school planning. Good support from an advanced skills teacher has resulted in a rich learning environment in the Foundation Stage and consistent good quality planning to deliver the early learning goals. Rigorous monitoring of progress has led to a better match between what is planned for individual pupils taking account of their specific needs, especially those who are underachieving.

The care given to all pupils remains a strength of the school. Pupils are known and valued as individuals and the personal care they receive is of a good quality. However, academic guidance is not yet good enough to enable all pupils to achieve as well as they should. The school has made a satisfactory start in collecting and analysing performance data but the use made of this data to inform lesson planning and to set clear and challenging targets is inconsistent between classes. Targets to improve pupils' literacy and numeracy skills are not set in all classes and are not always designed for the specific needs of each pupil so that they understand clearly, what they must do to improve their work. Subject leaders provide good role models but good practice is not widely shared.

Progress on the areas for improvement identified by the inspection in October 2006:

- Modify the curriculum and improve the quality of teaching and learning, especially increasing teacher's expectations, so that work is closely matched to the pupils' individual needs – satisfactory progress
- Support pupils' progress by making more effective use of teaching assistants – satisfactory progress

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

## Leadership and management

School leaders have begun to have an impact on the quality of education offered by the school. The school has prepared a thorough and detailed action plan. The plan takes into account other areas for improvement identified in the inspection report, for example, leadership and management and school-self evaluation systems. Senior and middle managers have adopted a consistent approach to developing good practice. Roles have been re-defined and carefully matched to individual skills. As a result, senior and subject leaders now have clear management briefs on monitoring and evaluating the school performance and on how to bring about improvement in the quality of provision.

There are good systems in place to brief the governors and involve them in developing the action plan. This has resulted in governors having a good understanding of the strengths and weaknesses of the school. Members of the governing body are now attached to the new link senior management team. This is enabling them to begin monitoring the performance of the school. They have had appropriate training on data analysis and are now better placed to hold the senior leaders and staff to account in relation to improvements.

The senior team and subject leaders are now more focused on driving improvement and have appropriately linked the quality of teaching to performance management. They have introduced effective systems to monitor pupils' progress in English, mathematics and information and communication technology. Data is analysed in relation to ethnicity, gender and ability groups. Regular analysis of assessment information is providing the teachers with a clear picture of the quality of teaching and of pupils at risk of underachieving at an early stage.

Since the inspection, senior leaders and external partners have given priority to monitoring lessons. The external support has helped to moderate the senior team's evaluation of teaching and learning. It has also contributed to senior and subject leaders identifying the strengths and weaknesses in provision. However, at this stage, there is insufficient focus on pupils' achievements to recognise whether progress is appropriate to their abilities and what steps teachers need to take to improve learning. At this stage, observation records do not take into consideration the deployment and role of teaching assistants in supporting learning.

## External support

The LA has brokered the short-term support of a special needs coordinator and locum deputy headteacher, whose support is valued by the school. The school is receiving good quality support from the local authority, in particular, regular meetings are held with senior officers to assess the school's progress in meeting the challenging targets and an additional experienced governor has been appointed to strengthen the governing body. Consistent advice and monitoring from the link adviser is helping senior and subject leaders to focus on improving pupils' attainment and progress. Coaching and monitoring of lessons as well as visits to other schools have helped teachers to improve the quality of provision in their area of work. For example, the Foundation Stage curriculum is now better organised and the literacy and numeracy co-ordinators have responded well to the additional training and support provided on the Primary Strategy.

The LA has prepared a clear statement of action, which identifies key objectives, and appropriate support and resources for the school to achieve them. The target date for removal of special measures is appropriate.

## Main Judgements

Progress since being subject to special measures – adequate

Newly qualified teachers may not be appointed.

I am copying this letter to the Secretary of State, the chair of governors and the Director of Education for Enfield.

Yours sincerely

Carmen Rodney  
H M Inspector