

Garfield Primary School

Inspection report

Unique Reference Number	101992
Local Authority	Enfield
Inspection number	317211
Inspection dates	6–7 November 2007
Reporting inspector	Carmen Rodney HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	297
Appropriate authority	The governing body
Chair	Mr Geoff Jacobs
Headteacher	Ms Karen Khwaja
Date of previous school inspection	5 October 2006
School address	Springfield Road London N11 1RR
Telephone number	020 8368 4500
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Introduction

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

Description of the school

Garfield Primary, which is larger than the average primary school, draws most of its pupils from one of the most deprived wards in the borough. Pupils come from a diverse range of ethnic and cultural backgrounds, with the largest groups coming from Eastern European and Black British African heritages. Over 70% of pupils speak English as an additional language, which is very high. A high proportion of pupils enter and leave the school, other than at normal times and an increasing number live in temporary accommodation. About a quarter have learning difficulties or disabilities, which is above average. The proportion of pupils entitled to free school meals is high. The school provides an after school service, which is shared with a neighbouring school. At the time of the last inspection in October 2006, the school was placed in special measures, a category of concern, because pupils were performing less well than expected.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Garfield Primary has improved considerably and has made good progress in tackling the issues identified at the last inspection. Consequently, the school's overall effectiveness is now good and its capacity to improve further is good. Therefore, in accordance with section 13 (4) of the Education Act 2005, HMCI is of the opinion that the school no longer requires special measures.

Much has been achieved under the guidance and expertise of the headteacher. Following the previous inspection, the then new headteacher astutely reviewed practice and outcomes before introducing substantial changes in all areas of provision throughout the last academic year. The workforce has been reorganised and the school now has well-structured systems and procedures, which means that staff and pupils have a clear understanding of expectations. The senior team has an accurate understanding of the challenges the school faces. This is because of the headteacher's good leadership and the way she has inspired all staff to play a part in accelerating improvement. Consultation with staff, parents and their children is now a regular feature, as is promoting diversity. The monitoring and evaluation of performance are positive features and the benefits of wider professional development are spread widely. The headteacher has gained considerable loyalty from the staff, who have been motivated by her plans for the school's future. The senior team works well together and has built a strong foundation for moving the school forward.

The quality of teaching and learning has improved considerably since the last inspection, and is good overall. As a result, standards are improving. Well-reasoned policies on teaching and learning mean that pupils are now making satisfactory or better progress as work is tailored to their individual needs. Pupils say that 'Work is more challenging and somehow, teachers make it fun too.' The role of teaching assistants is now clearly defined and teachers make effective use of them to support pupils with specific learning or language needs.

Standards have risen significantly at the end of Key Stage 2 where the school achieved its best results for the last four years. Standards remain below average but the gap with national results is now much narrower. Pupils' rates of progress have varied but progress is now good overall as teachers build very well on pupils' learning as they progress through the school. Teachers' analytical use of assessment information to identify gaps in learning is a significant factor in improving pupils' progress. Well designed strategies are matched to their needs to boost achievement in English, mathematics and science. In Years 1 and 2, standards, though improving, remain well below average. This is because pupils enter from a very low base, a relatively high number join the school quite late during the academic year and many are unable to access the curriculum immediately as they are an early stage of learning English. Provision in the Foundation Stage is good.

Care, guidance and support for pupils are good. Across the school, pupils feel safe and secure and most attend regularly. However, too many children are still taken out for long holidays during term time despite the rigorous actions taken by the school. A satisfactory and much improved curriculum now meets the needs of all pupils but there are insufficient opportunities to use information and communication technology (ICT). There are new and innovative features that are linked to academic needs and the diverse cultural heritages the school embraces.

Effectiveness of the Foundation Stage

Grade: 2

The vast majority of children entering the school have very low basic skills, well below those expected for three-year-olds. By the time, they enter Reception, most fall short of the expectations for their age group. This can be linked to the low language skills on entry and the increasing number of children who need to learn English. Children have a lot to do to catch up, but changes to staffing and improvements to the curriculum are helping to accelerate their progress. For instance, teachers successfully use 'talk modelling' to develop all elements of children's language skills. Good transition arrangements between the home to the Nursery, Reception and Year 1 are helping the children to settle quickly in their new learning environment and partnership work with parents is contributing to extending learning beyond the school. Children make the most progress in their physical development, and their personal, social and development. Overall, progress is good.

The curriculum is satisfactory. It is appropriate for the groups of children and further work on the curriculum is planned to include the statutory guidelines relating to learning in the Foundation Stage. For instance, steps have been taken to ensure that children with little or no English receive the right support. Assessment of children's achievement is a strength and the procedures ensure that no child is prevented from having full access to the curriculum. Good quality care and teaching motivate children and prepare them well for the next stage of their learning in Key Stage 1. Energetic use of resources and well-planned activities increase the children's curiosity and development in all areas of the curriculum. The children gain a good grounding in healthy lifestyles, which are well integrated in the curriculum. Good leadership and management of the Foundation Stage ensure that teachers can adapt their practice quickly to provide good quality welfare and accelerate the children's learning and development

What the school should do to improve further

- Improve pupils' communication, language and literacy skills in order to raise standards further, particularly in the Foundation Stage and Key Stage 1.
- Build on the working relationship with parents to improve the rate of attendance for pupils who are taken out of school on extended holidays.
- Increase the opportunities available for pupils to use ICT.

Achievement and standards

Grade: 2

Pupils' rates of progress were previously slow but, because of recent significant changes on a wide range of fronts, there is a rising trend in pupils' performance although standards are still below average. These changes are having a positive impact: pupils are making faster progress and more are reaching the higher levels. For example, the curriculum has been revised to match pupils' needs; there is emphasis on motivating pupils through higher expectations and the use of booster sessions has led to substantial improvements in the 2007 unvalidated results. The school's test results show that the proportion of pupils who reached the level expected for their age group at the end of Year 6 was broadly in line with the national average. Standards improved marginally in Year 2 but remained well below average. Steps have been taken to rectify this and include the rigorous use of assessment to monitor and spot underachievement and support those who require extra mentoring to move to the next level. Further work on

literacy such as the Big Write is being introduced to improve basic communication skills. When pupils' starting point is taken into consideration, achievement is good.

The many pupils with learning difficulties and disabilities, and those at the early stages of learning English make good gains in developing basic skills because of good support. However, in 2007, some pupils of Turkish descent did not achieve as well as their peers as they joined the school late in the academic year. Girls do better than boys.

Personal development and well-being

Grade: 2

Pupils clearly enjoy school and approach their learning with enthusiasm. They speak highly of the school and say that behaviour has improved because there is a newly written behaviour policy and rewards structure. Pupils are given responsibilities around the school such as 'block patrol', running the fruit stall and the school council. This when combined with the provision of the First Class Skills programme in Year 6 and other opportunities to market their own business, means that pupils are well prepared to develop their economic well-being.

The school council has real impact and, in particular, is working well on promoting healthy eating. Pupils are well aware of the importance of staying healthy and make good use of the fruit stall at break time. An outstanding illustration of pupils' enjoyment and positive attitudes to school was the Key Stage 2 assembly where pupils were fully engaged in singing and willing to go to the front to lead others. The school has made good progress in improving attendance, which is now satisfactory. A good range of imaginative, appropriate strategies has been employed, and there is a flexible approach to supporting families who take extended holidays during term time. This includes providing training opportunities and working with the parents adviser to increase parents' understanding of the education system.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning has improved substantially. Weaknesses identified at the last inspection have been eradicated and teaching is good overall. This reliable and improving teaching profile, combined with the very good level of support from the teaching assistants and pupils' enthusiasm and good behaviour contribute to them making consistently satisfactory or better progress. As a parent pointed out, 'The teachers have the key to make them learn well.' This is illustrated in the well-planned lessons with clear learning objectives and success criteria, which teachers explore with pupils at the start and end of lessons to assess their understanding of the work. Teachers now have high expectations of what pupils can achieve and, in turn, pupils readily accept the challenges and work enthusiastically in a well-ordered and positive learning environment. Most pupils meet or exceed their targets because of the following features: routines are well established and pupils settle quickly to their work; displays of key words and concepts support learning; the much improved planning and good teamwork among teachers; teachers ensure that work is carefully matched to individual and groups. For instance, work is increasingly personalised, the more able pupils are pushed to work independently while those with a special educational need and those learning English are given maximum support. Marking of pupils' work is careful and constructive with useful 'wish' statements that pupils use to improve the quality of their work.

Curriculum and other activities

Grade: 3

The school's curriculum is satisfactory and now meets pupils' needs well. It meets national requirements and reflects the cultural heritages of its pupils. Following the previous inspection, the curriculum has been carefully reviewed and includes a number of creative features. For example, thinking skills, a new subject introduced this academic year, uses the Edward de Bono approach to deepen pupils' learning and helps them to identify good working habits. Other activities such as 'brain gym' and 'Take 10' are increasingly used to improve concentration. Pupils have additional opportunities to take part in extended school which includes study club, where the extra support in developing language and numeracy skills is contributing to accelerating their progress.

Curriculum planning and development are better established and the new planning format ensures continuity and consistency. In particular, it is helping pupils to apply their knowledge of basic skills across the curriculum. There are good systems in place to support the increasing number of pupils who enter the school with very little English. There is a good range of clubs, educational visits and opportunities for gifted and talented pupils to display their skills and talent. However, there are insufficient opportunities for using ICT regularly.

Care, guidance and support

Grade: 2

Pupils feel well cared for and know that staff will always help them. The Place 2 Be and Place 2 Talk support services provide greatly valued opportunities for pupils to discuss their concerns. Pupils are given clear guidance on what they need to do in order to improve their work. In one example, a pupil had written a detailed response to the teacher's comment on a piece of their work. There are robust systems for identifying and tracking the progress of different groups of pupils and the newly introduced ICT programme further enhances the practice of identifying pupils needing support before using appropriate interventions to help them make satisfactory or better progress. Thorough reports to parents give detailed information about pupils' achievements.

The school works well with parents who value the regular contact and communications such as the Friday Flyer. Its focus on improving attendance and punctuality is well received by parents who feel it is having a positive impact. Parents work well with the parents' adviser. The school's partnership with a wide range of outside agencies is used effectively to support its priorities. Arrangements for safeguarding pupils are secure.

Leadership and management

Grade: 2

Since the last inspection, the school has focused intensively on raising standards. The impact has been evident in the school's results. The headteacher and senior staff give a strong lead and are committed to sustaining improvements. They have kept up the momentum for improvement, although they realise that there is still more to do to raise standards. The headteacher has paced the changes required to ensure good impact by balancing the demands of internal pressures to bring about rapid improvement and by focusing on improving teaching and learning. Leaders at all levels are increasingly held accountable for the pupils' progress and

the standards they reach. School performance review is rigorous and all teachers are required to use data analytically. For example, in-depth analysis of the achievements of minority ethnic groups, able pupils, those learning English and those with a special need ensures that all groups have equal opportunities to achieve. All teachers including the teaching assistants now play a major role in driving improvement; there is a strong sense of ownership of the actions taken to bring about improvement.

Planning for improvement is extensive and initiatives are tested before they are adopted. Various initiatives such as the use of data have been introduced since the last inspection and while the impact is evident, they are still being established.

The governance of the school is good. Governors provide an effective level of support and challenge and are focused on working with the school to raise standards further. The unstinting support from the local authority has helped to school to drive forward its improvement plan.

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Annex A

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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

15 November 2007

Dear Pupils

Inspection of Garfield Primary School, London, N11 1RR

Quite a lot of you were able to remember that I visited your school on two different occasions to find out how well you were working. My third and last visit on 6 and 7 November was good for your school. In October 2006, your school was placed into a group called special measures because most of you were not reaching your targets. Your school has worked very hard to make sure that you are learning more so that you can reach your challenging targets. I am pleased to tell you your school is no longer in the special measures group. Garfield Primary is now a good school. This is tremendous news. The school council gave my colleague a lot of information about your views on your school. We were delighted to listen to you and your parents talking so positively about the school. Thank you all for sharing your views and welcoming us every time that we visited.

The teaching is good and you use the displays and other materials to help you with your learning. We agree with you and your parents that the teachers are helping you to learn and you know how to improve your work. Your test results have improved and you are all making much better progress. Your teachers make sure that you can all receive the right support if you are learning to speak English or struggling with the work.

Your behaviour is good and you impressed us with your good manners. We agree with your parents that your school cares for you very well and you are all safe, happy and look forward to going every day. Some of your parents told us that even when you are unwell, you are still keen to go. This tells us a lot about your school! You work enthusiastically, know a lot about healthy eating and have lots of ambition to do well.

We know that your school has more plans to help you learn even more so we have asked the leaders and staff to make more improvements by helping you to use ICT in your work, getting better results in all year groups and working with parents to make sure that you all attend regularly.

We wish you all the very best.

Carmen Rodney
Her Majesty's Inspector of Schools