

# Garfield Primary School

## Inspection report

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<b>Unique Reference Number</b>	101992
<b>Local Authority</b>	
<b>Inspection number</b>	335815
<b>Inspection dates</b>	11–12 November 2009
<b>Reporting inspector</b>	Margaret Coussins

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

The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	315
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Geoff Jacobs
<b>Headteacher</b>	Karen Khwaja
<b>Date of previous school inspection</b>	6 November 2007
<b>School address</b>	Springfield Road New Southgate London N11 1RR
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<b>Email address</b>	headteacher@garfield.enfield.sch.uk

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<b>Age group</b>	3–11
<b>Inspection dates</b>	11–12 November 2009
<b>Inspection number</b>	335815

**Number of children on roll in the registered  
childcare provision****Date of last inspection of registered  
childcare provision**

Not previously inspected

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 14 lessons and held meetings with the chair of the governing body, staff with leadership and management responsibilities including the children's centre leader, other staff and groups of pupils. They observed the school's work and looked at a range of school documentation, including the self-evaluation form, the school development plan, records of pupils' progress and safeguarding procedures. Questionnaires from 42 parents were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how well the school is improving pupils' early literacy and their writing skills
- how well information and communication technology (ICT) is used to support learning across the curriculum
- the extent to which the curriculum meets the needs and the interests of all groups of pupils
- how well advanced is the school's work on community cohesion.

## Information about the school

This primary school is larger than average. Pupils come from a wide range of ethnic and cultural backgrounds, the largest groups being those with Black British African or Turkish heritage. The large majority of pupils speak English as an additional language and many are at an early stage of learning English. A high proportion of pupils enter or leave the school other than at normal times. The governing body manages a children's centre on the school site. It provides day care for up to 12 two-year-olds with a total of 24 places for full-time day care. The school's nursery class is situated within the children's centre.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**2**

## Main findings

Garfield successfully includes pupils from a wide range of social, ethnic and cultural backgrounds, and pupils get on well together, feel valued and enjoy coming to school. This is shown by their increasingly regular attendance, which is now satisfactory.

Despite a dip in the provisional 2009 national test results because of the exceptionally low starting points of this cohort and the fact that around one third of the year group did not start at the school until Year 6, attainment has been improving over time and is broadly average by the time pupils leave in Year 6. The school provides effectively for pupils who are learning English as an additional language and they make similar progress to others. However, attainment in English is weaker than other subjects, and pupils' writing skills in particular hold them back. The school provides good care, guidance and support and as a result, pupils develop good personal skills and feel safe and secure in the school's caring, nurturing environment.

The headteacher and senior leaders ensure that there are effective systems for identifying and providing additional support to help accelerate progress, particularly for the high numbers who are learning English as an additional language. As a result, some pupils, given their starting points and particularly those with special educational needs, make good and sometimes even better progress in catching up. During the inspection, however, observations and pupils' work show that progress is satisfactory rather than good. There are some good examples of marking and verbal feedback, which give pupils clear pointers about how they can improve their work but this is not consistent. On occasion, the tasks set for different groups within lessons are not well matched to pupils' abilities so they are either too hard or not sufficiently challenging. This can sometimes slow the learning of high attainers more than any other group.

The headteacher leads the school successfully. Her drive and vision have ensured that all staff have a shared commitment to raising attainment and improving provision. This is illustrated by the improving general upward trend in overall attainment by the end of Key Stage 2. The impact of the work of the school can also be seen in the improvement made in information and communication technology (ICT) provision, which is now good, and attendance, which has improved. These were both issues at the last inspection. Hence, the school has a good capacity to improve. This is because its self-evaluation is robust and well led by the headteacher and other senior staff so that there is an accurate identification of the school's key strengths and weaknesses and effective action is taken to bring about improvement.

**What does the school need to do to improve further?**

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- Improve attainment in writing by:
  - ensuring pupils have more opportunities to apply their writing skills for a range of purposes in subjects across the curriculum
  - giving pupils more time to write extended pieces of writing
  - enriching pupils' vocabulary for writing through the development of reading skills.
- Improve pupils' learning and progress by ensuring consistency in the quality of teaching through:
  - planning lessons that provide good challenge to pupils of all abilities
  - ensuring that teachers' marking and feedback helps pupils to be clear about what they need to improve
  - sharing the good practice already found in the school.

**Outcomes for individuals and groups of pupils****3**

In Years 4, 5 and 6 in particular, pupils often make accelerated progress and reach average attainment because work challenges as well as interests them and they learn at a good pace. For example, in one lesson, pupils enjoyed the challenge of using 'movie maker' linked to their literacy work on writing instructions. They worked at pace to challenging deadlines in different sections of the lesson. They also used their ICT skills well to deepen their understanding of features of a specific writing genre and made good progress in both. The same level of challenge and pace is not consistent across the school and so progress is uneven.

Pupils start at school with skills and knowledge that are well below expectations and their attainment remains low by the end of Year 2. Although many are still acquiring English language skills and have not had enough time to 'catch up', others are making slower progress because work is not stretching them to their full capabilities. For example in Year 2, some pupils were making good progress working with the teacher on their letters and sounds but the independent work set for other groups, especially more able pupils, was too easy, provided little challenge and slowed their progress. Consequently, not all groups are achieving as well as they might and although enjoyment is high, achievement is only satisfactory overall.

Relationships are trusting and respectful and pupils feel safe and confident that there are adults to turn to should the need arise. One pupil said, 'I am new to this school. If I have a problem, I can go to the 'Place to Be' for help. They listen to you and help you.' Pupils respect and appreciate different cultures and beliefs, and their cultural development is a real strength of the school. The work the school has done to achieve a Healthy School Award means that pupils know how to keep healthy and safe. Behaviour is good and pupils have every confidence in the adults around them and know how to stay safe in a variety of situations. However, their responses on their questionnaires indicate that a few are apprehensive about a small minority of the behaviour in the school. Pupils are keen to take on responsibility, for example organising the sale of fruit

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at break times and taking on monitor roles. They also feel that their views are listened to and are taken seriously. Their good personal skills and the level of their basic skills prepare them adequately for the next stage of their education.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Teachers have good relationships with pupils and manage their classes very well. Pupils know what they are expected to achieve in individual lessons but have insufficient awareness and understanding of what their longer term targets for learning are.

Inconsistency in marking means that pupils are not always well informed about how they can improve their work. A particular strength is in ICT. This is because of the decision to provide dedicated leadership and management in the subject that has benefited pupils and teachers in developing their skills. It has also ensured that pupils have good opportunities to use ICT to support their learning in a range of subjects.

The curriculum is enriched with a good range of extended provision, including breakfast and after-school clubs, trips and visitors to school. Special events and focus weeks, such as the science week that was taking place during the inspection, add to pupils'

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<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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enjoyment and experience. Celebrations of religious and cultural festivals and 'International Week' make a very positive contribution to pupils' good spiritual, social and moral development and, in particular, the strengths in their cultural development. One parent commented very positively on 'the rich variety of cultures and celebrations'. The curriculum is still developing to ensure that changes are embedded across the school.

The large majority of pupils and their parents agree that the school is a safe place to be. There are good arrangements and support systems to ensure that pupils who are new to the school settle quickly. The school works well with parents and provides good support for families as well as for the children. Partnership with other agencies is embedded within the work of the school and makes a very positive contribution to pupils' well-being and provides well-targeted support for pupils. Vulnerable pupils, including those who have specific needs, are well provided for through a range of provision, including the work of an inclusion leader and a nurturing group. All pupils benefit from access to counselling from the school's 'Place to Be' and 'Place to Talk' provision which helps them achieve as well as their peers.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The school successfully promotes equal opportunities and tackles discrimination very effectively to ensure that all pupils have every chance to take part in all of its activities. Staff and pupils show a good understanding of, and respect for, cultural and social differences and value the diversity of the school community. This has been recognised by the award of an Inclusion Quality Mark. The school also makes a good contribution to community cohesion. It has developed an understanding of the needs of its community. For example, it actively promotes cohesion through its extended school provision and the multicultural dimension of the curriculum. Arrangements for the safeguarding of pupils are good and the school ensures that pupils have a clear understanding of how to keep themselves safe.

The headteacher is ambitious for the school and ensures that all senior leaders and middle managers are motivated to initiate change, and are accountable for school improvement and working together well to bring about changes for the benefit of the pupils. Governors are supportive and know the school well but their work is not focused sharply enough on holding the school to account for its performance or evaluating the

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impact of its work.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children settle quickly, feel safe and secure and happily engage in the wide range of interesting activities provided indoors and in the outside area. However, this is more effective in the Reception classes than in the Nursery and the children's centre, where such opportunities are satisfactory rather than good. Children from different backgrounds and cultures socialise well together, behave well, have good relationships and make good progress in their personal, social and emotional development and their physical development. Children's language and communication skills are considerably below expectations when they start, since a majority have English as an additional language and many are at the early stages of learning English. Their learning in letters and sounds has improved as there is a continuing focus on developing children's early literacy skills. This has helped to improve their writing but has not yet had the same impact on reading. Adults sometimes miss opportunities to extend the children's speaking and enrich their language. Staff have not always ensured that the appropriate adult/child ratio is maintained when free-flow play is available between the children's centre and the Nursery. The provision for 0-3 year olds in the children's centre complies with the requirements for registration. Early Years Foundation Stage provision is satisfactorily led and managed.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

Only a small minority of parents responded to the Ofsted questionnaire with their views about the school. Almost all of these were happy with their child's experience of school and all agreed that their children enjoyed school. This reflects the findings of the inspection. A few have concerns about the following: how well the school informs them about their children's progress; how well they are helped to support their children's learning; how well their children are prepared for the future; how well the school meets their children's particular needs. The inspection findings did not support these concerns. The inspectors found that the school's engagement with parents is good and that the school is already successfully further strengthening links with parents, identified as priorities in its school improvement plan.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Garfield Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 42 completed questionnaires by the end of the on-site inspection. In total, there are 315 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	62	16	38	0	0	0	0
The school keeps my child safe	28	67	13	31	0	0	0	0
The school informs me about my child's progress	16	38	24	57	1	2	0	0
My child is making enough progress at this school	14	33	23	55	0	0	3	7
The teaching is good at this school	16	38	26	62	0	0	0	0
The school helps me to support my child's learning	19	45	18	43	1	2	3	7
The school helps my child to have a healthy lifestyle	23	55	18	43	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	15	36	19	45	3	7	0	0
The school meets my child's particular needs	14	33	20	48	1	2	3	7
The school deals effectively with unacceptable behaviour	19	45	22	52	1	2	0	0
The school takes account of my suggestions and concerns	13	31	24	57	0	0	0	0
The school is led and managed effectively	21	50	17	40	3	7	0	0
Overall, I am happy with my child's experience at this school	18	43	23	55	1	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



13 November 2009

Dear Pupils

Inspection of Garfield Primary School, London N11 1RR

You may remember that I visited your school recently with two other inspectors. I am writing to thank you for being so friendly and telling us what you thought about your school. You and your parents told us that you enjoy coming to school.

We agree with you and your parents that Garfield Primary is a caring and safe place to be. Your school is satisfactory overall. This means that some things are good and some things need to be better. The headteacher and all the teachers and other adults work very hard to make it better for you. You do as well as children in other schools in your mathematics and science work but you could be doing better in your reading, and particularly in your writing. This is hard for many of you who are learning English, but your teachers are good at helping you with this. You make steady progress but we think some of you could do even better. We were impressed with your good behaviour and very pleased to hear that you enjoy coming to school. Well done for trying so hard to become fit and healthy and for looking after each other so well! Teachers help you learn, but we would like to see more good lessons. We have asked everyone in your school to do the following important things.

- We have asked your teachers to give you more time to practise your writing skills in different subjects and help you extend your vocabulary for writing through lots of reading.
- Staff should make sure that all of your lessons are as good as the best ones so you always learn as well as you can and know exactly what you have to do to improve your work.

The headteacher and staff are determined that you can do even better and you can help them by always working hard and doing your best.

Yours sincerely

Margaret Coussins

Lead inspector

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