

Newfield Primary School

Inspection report

Unique reference number	101522
Local authority	Brent
Inspection number	376582
Inspection dates	20–21 March 2012
Lead inspector	Sarah McDermott

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	329
Appropriate authority	The governing body
Chair	Ian Wybrew-Bond
Headteacher	Sarah Bolt
Date of previous school inspection	13–14 July 2009
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Age group	3–11
Inspection date(s)	20–21 March 2012
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Introduction

Inspection team

Sarah McDermott

Additional inspector

Graham Saltmarsh

Additional inspector

Susan Thomas-Pounce

Additional inspector

This inspection was carried out with two days' notice. The team observed twenty five lessons taught by seventeen teachers, totalling twelve and a half hours. The inspectors held meetings with the Chair of the Governing Body, members of the senior leadership team and several groups of pupils. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. They observed the school's day-to-day activities and scrutinised school documentation including school development planning. They also investigated procedures for keeping pupils safe, scrutinised behaviour logs and looked at pupils' work. They analysed responses to pupil and staff questionnaires as well as 146 questionnaires returned by parents and carers.

Information about the school

Newfield Primary is a larger-than-average-sized primary school. The proportion of pupils known to be eligible for free school meals is above average. Nearly all pupils are from minority ethnic groups, predominantly of Black Caribbean or Black African, including Somalian heritage. Over a half of pupils speak English as an additional language. The proportion of pupils who are disabled or have special educational needs is above average. Their needs mostly relate to speech, language and communication problems or behaviour, emotional and social difficulties. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

The school is in the process of expanding and has just completed major building work. Currently there are two classes in every year group except Year 6, although numbers in each class are small in Key Stage 2. The Early Years Foundation Stage comprises one Nursery class and two Reception classes. A third of the teaching staff are newly qualified teachers. More pupils than usual leave and join the school in the middle of term. The school manages a breakfast club and after-school club and these were included in this inspection. The school holds the Healthy School award.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- Newfield Primary is a good school that successfully helps each individual pupil make the most of their learning. It is going from strength to strength under the ambitious and determined leadership of the headteacher. As a result, achievement, behaviour and attendance have improved. The school is not outstanding because pupils' achievement in mathematics is in need of improvement. In addition, the school is not successful enough in emphasising the importance of daily school attendance with parents of Nursery and Reception age children.
- All groups of pupils make good progress from their point of entry. Pupils who arrive in the middle of the term with little spoken or written English come on in leaps and bounds because of careful attention to their language needs. Pupils who are disabled or have special educational needs also make good progress. Younger pupils are quickly picking up the basic rules of sounding out letters and blending them into words.
- The quality of teaching is good. Teachers prepare for lessons well and ensure all pupils are thoroughly engaged in their learning. They are especially good at encouraging pupils to grow in independence and make sensible choices about the best way to learn. The school recognises the need to ensure that numeracy skills are better promoted in other subjects and pupils have a better knowledge of what they need to improve on in mathematics.
- Pupils have good attitudes to learning and behave well around the school because of firm, fair and high expectations of staff. The good behaviour and attitudes of the children in the Early Years Foundation Stage help them to acquire other skills quickly. Pupils feel safe and know who to turn to if worried.
- The headteacher and her senior leadership team are extremely clear about what needs to improve. They monitor and manage the teaching and performance of teachers very carefully, in particular giving effective support to the newly qualified teachers.

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What does the school need to do to improve further?

- Raise achievement in mathematics by:
 - ensuring teachers plan for more opportunities to practise numeracy skills in subjects beyond mathematics lessons
 - making sure pupils know in which areas they personally need to improve their numeracy skills so they can improve mathematics independently at every opportunity
 - celebrating pupils' best mathematics work in display around the school.
- Work closely with parents of children in the Early Years Foundation Stage to emphasise the importance of daily attendance so good habits are firmly embedded and attendance rises as they start statutory school.

Main report

Achievement of pupils

Pupils are invariably enthusiastic and keen to learn. Children arrive in the Early Years Foundation Stage with skills well below those expected for their age and often with little spoken and written English. Whatever their starting point, pupils make good progress because the school is quick to establish each pupil's needs and find just the right ways to help them achieve well. Of special note is the confidence of pupils with English as an additional language in offering ideas and suggestions, even if their grasp of English is not perfect. Pupils collaborate well together to share their thoughts, help each other and improve their learning. In lessons, they make the most of their 'talk partners' to bounce ideas off each other. Pupils respond well when given the opportunity to choose from a range of tasks pitched at different difficulty levels. They like to challenge themselves to stretch their learning further.

Attainment at the end of Key Stage 1 and Key Stage 2 has been rising for several years. Pupils' good progress from low starting points means pupils achieve well, although by the time they leave school, pupils' attainment in writing, reading and mathematical is still lower than average. Last summer, attainment in reading was broadly average for Year 2 pupils. This is a notable achievement given many pupils speak English as an additional language. Pupils enjoy reading. The systematic teaching of letter sounds in lessons to give pupils essential building blocks to tackle new words is boosting their reading confidence. Achievement in mathematics is improving but not as strong. Pupils from different ethnic backgrounds, those who are eligible for free school meals and those who are disabled or who have special educational needs make just as good progress as their peers. Their needs are identified quickly and specialist help and well-targeted activities help them keep pace with others. Parents are pleased with the way their children are progressing. One parent or carer commented, 'I think the school is a good learning environment for all children no matter what their race, religion or colour.'

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Quality of teaching

Nearly all parents and carers justifiably feel that the quality of teaching is good over time and pupils informed inspectors that they learn a lot in lessons. Teachers organise lessons well so that resources are to hand, teaching assistants are clear about their deployment, particularly in helping those pupils new to learning English, and learning can move along smoothly. All staff check that pupils know what they should have learnt by the end of the lesson, although teachers do not always ensure that pupils know how to practise basic skills, particularly in numeracy, in other subjects or when at home. Thorough questioning ensures teachers step in to help those pupils who have not understood properly. Teachers introduce interesting activities to capture pupils' imagination and bring learning to life. In a good Year 6 mathematics lesson, the teacher successfully explained translation of shapes by demonstrating the movement of dancers' feet in the television show 'Strictly Come Dancing'. Teachers often give pupils free rein to find things out themselves, as in a good Year 1 science lesson when pupils experimented with different ways of making sound. Teachers promote spiritual, moral, social and cultural development well.

Teachers, right from the Nursery, place a high importance on pupils replying to questions in full sentences, using the correct grammar and adding new words to their vocabulary at every opportunity. The teaching of reading is successful because of daily and systematic sessions when younger pupils are carefully organised into small groups according to ability. Teachers generally make good use of information on pupil performance to set activities well matched to different abilities. Teachers mark pupils' exercise books thoroughly, often giving helpful hints and setting small extra tasks to embed learning. However, this practice is not as established in mathematics and pupils are not always clear as to precisely what is needed to improve.

Behaviour and safety of pupils

Pupils behave well in lessons and out at play. They agree that behaviour is typically good and their learning does not suffer from disruption. Pupils appreciate the ways they can be rewarded for positive attitudes to learning and keenly wait to find out whether the 'secret student' selected by the class teacher for behaviour monitoring has improved their behaviour by the end of the day. The school manages the few pupils with challenging behaviour linked to particular special educational needs very well, ensuring they have extra support to get them back on track as soon as possible. Pupils, parents and carers confirm that instances of any type of bullying, including racist or homophobic comments, are very rare. Parents are confident that their children are safe in school. Should any name calling happen, pupils know adults are quick to put a stop to it by helping pupils to sort out their arguments. As a result, pupils say they feel very safe in school. Older pupils are learning to look after themselves as they prepare to move on to secondary school. School councillors are proud of their roles and can identify ways they have helped improve the school, such as introducing rackets and balls for active lunchtime breaks. Children in the Early Years Foundation Stage grow in confidence because of safe and secure surroundings

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and good attention to their welfare needs.

Attendance rates have improved dramatically over the last three years and are now in line with the national average. The school has been persistent in chasing up unnecessary absence. The family support worker and deputy headteacher constantly remind parents of the need for daily attendance, ensuring letters are translated into relevant languages. Pupils look forward to finding out if they have won the class prize for best attendance. However, this concerted work is not yet having sufficient impact on the parents of children in the Early Years Foundation Stage. School records show that absence levels for children in the Nursery and Reception classes are significantly higher than the rest of the school.

Leadership and management

The headteacher has a clear focus on ensuring the school does all it can to help each pupil achieve their best. She has been instrumental in moving the school from needing substantial improvement four years ago to good levels now. Much of the success is down to a bedrock of consistent practices that help all staff, especially newly qualified teachers, to provide a good quality of teaching. Senior leaders monitor teaching practice closely, tailoring training carefully to the professional needs of the teacher and the strategic needs of the school. Middle managers are growing in their competence to evaluate the quality of provision in their subject areas. The governing body shares in the headteacher's ambition, not shrinking from asking challenging questions and providing a good strategic steer for the school. It, along with school leaders, ensures safeguarding meets all legal requirements. Positive improvements to date demonstrate that the school has good capacity to sustain improvement.

Pupils enjoy a wide range of experiences to positively promote their spiritual, moral, social and cultural development. They enjoy performing 'remembrance' concerts for local elderly residents, participate in many sports and eat a balanced diet, justifying their Healthy School award. The breakfast and after-school clubs provide an enjoyable and safe start and end to the day. The curriculum generally meets the diverse needs of pupils well. Teachers combine literacy with interesting topics to enhance reading and writing, such as the study of Indian traditional tales or ideas to improve the local community. However, the threading of numeracy into other areas of the curriculum, such as science, geography or physical education, is not sufficiently developed to guarantee faster progress in mathematical achievement. The proud display of pupils' own mathematical investigations is not prominent enough around the school building.

The school leaders and staff ensure no pupil is discriminated against and all have an equal opportunity to achieve. Senior leaders use assessment information well to ensure that all groups of pupils achieve equally well, particularly those groups of pupils who are new to either speaking or writing English. Parents are very appreciative and growing in their involvement in their children's learning. One parent commented, 'I wholeheartedly recommend this school to other parents in our

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community.'

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



22 March 2012

Dear Pupils

Inspection of Newfield Primary School, London NW10 3UD

Thank you very much for welcoming us to your school. Newfield Primary is a good school. The headteacher has successfully moved your school from needing improvement to good. She and her team of senior teachers lead the school well. They work well together and know what needs improving.

You make good progress and leave school with attainment below average in English and mathematics. You enjoy school and feel you learn a lot in lessons. We judge teaching to be good because teachers organise lessons well, allowing you to choose the best way to learn. Teachers explain clearly what you need to learn and mark your books helpfully. You all feel very safe at school and know how to look after yourselves. Your behaviour is good. You have told us you have few worries about any types of bullying, confident that teachers will sort out problems. Your attendance has improved to average levels. Well done!

To make your school even better we have asked your headteacher and teachers to:

- raise achievement in mathematics by regularly reminding you what you personally need to improve in your numeracy skills so you can practise in subjects such as science, geography and physical education or even when out shopping at home. It would be good to see more of the best mathematics work displayed around the school
- remind parents of those of you who have places in the Nursery and Reception classes to bring you to school each day so that good attendance habits are set in preparation for starting in the main school.

We certainly enjoyed our visit to your school. We know that your teachers and their assistants make your school a very special place for you. All of you can help by always trying to do your best, continuing to behave well and making your families and the school proud of you.

Yours sincerely

Sarah McDermott
Lead inspector

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