

Newfield Primary School

Longstone Avenue, Willesden, London, NW10 3UD

Inspection dates 14–15 May 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Leadership and management		Require improvement	3
Behaviour and safety of pupils		Require improvement	3
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Leadership and management at all levels are not yet fully developed. Middle leaders are not totally involved in monitoring of whole-school initiatives.
- The progress of pupils is not yet consistent across all subjects. It is much stronger in reading than in writing and mathematics.
- The quality of teaching is not yet consistently good or better. At times pupils do not make sufficient progress in line with their abilities. Teachers do not make it clear for pupils how they can improve their work and this hinders progress.
- The standards of the most able pupils are too low. This is because their learning is not always scrutinised to make sure they are being well challenged.
- Pupils' full involvement in their learning is not consistent. When their work is not thoroughly checked by teachers in lessons, they become distracted and do not make enough progress.
- Disadvantaged pupils make good progress compared to other pupils in school in all subjects and compared to all pupils nationally in reading. They do not make similarly good progress compared to pupils nationally in mathematics and writing.
- Standards at the end of Years 2 and 6 are below national averages and variable across subjects. Additionally, they are lowered by the high proportion of pupils entering the school during the school year and with many just beginning to learn English.

The school has the following strengths

- The headteacher and senior leaders provide a clear vision for improvement. They understand the school's issues and are implementing effective improvement strategies to raise achievement and improve teaching. However, these are still developing and have not yet brought about desired progress.
- The governing body knows the school well and provides effective support and challenge to the headteacher.
- The provision for early years is good and, given their starting points, children make good progress. Their attendance has also improved well.
- The safety of pupils is good. They are well looked after and understand how to keep safe.
- The school provides many opportunities for spiritual, moral, social and cultural education, including a good understanding of British values, tolerance and mutual respect.
- The achievement and support for pupils with English as an additional language are good.

Information about this inspection

- Inspectors observed 21 lessons, including seven which were undertaken with headteacher and senior staff. They also looked at pupils’ work in books, both in lessons and with senior staff.
- Inspectors observed the start and end of school, break and lunchtimes, an assembly, registration, the breakfast club and three afternoon clubs.
- Inspectors held formal meetings with staff, representatives of the governing body and the local authority. Formal and informal meetings with pupils also took place.
- Inspectors analysed 16 responses to the online questionnaire, Parent View, and spoke to parents at the start of school. They also analysed 19 responses to the staff questionnaire.
- Inspectors looked a range of school documentation, including development planning, self-evaluation, policies and its analysis of both achievement and quality of teaching.
- They also examined documents relating to safeguarding, risk assessment, staff performance against targets and the minutes of the governing body. The school’s analysis of attendance and exclusions was also scrutinised.

Inspection team

Michael Merva, Lead inspector	Additional inspector
Sahreen Siddiqui	Additional inspector
Bruce Waelend	Additional inspector

Full report

Information about this school

- Newfield is a larger-than-average primary school.
- As a result of rapid expansion since 2012, pupil numbers have significantly increased. This increase has included a high number of pupils entering the school at various points during the academic year. Many of these pupils are new to the country with little previous schooling and no English.
- Provision for early years is full time for Reception and both full and part time in the Nursery.
- Most pupils are from ethnic minority groups and these proportions are well above the national average. Pupils from African, Caribbean and Other White backgrounds form the largest groups, but their numbers vary from year to year.
- An above-average proportion of pupils are entitled to support from pupil premium funding. This is additional government funding for those pupils eligible for free school meals or who are looked after.
- The proportion of pupils who have disabilities or special educational needs is broadly average.
- The large majority of pupils speak English as an additional language, many of whom arrive during the school with few English skills. This proportion is well above the national average.
- The school meets the government's floor targets, which set minimum expectations for pupils' attainment and progress at the end of Year 6.

What does the school need to do to improve further?

- Increase the proportion of good or better teaching and so improve achievement in Key Stages 1 and 2, especially in mathematics and writing, by:
 - making sure that all pupils, especially the most able, receive work which is appropriately challenging and interesting so that they always engage well in their learning and make good or better progress
 - making certain that all pupils understand what they need to do and how to improve, and that their progress is very carefully monitored
 - ensuring that disadvantaged pupils make similarly good progress in all subjects as all pupils nationally.
- Improve the efficiency of leadership and management by ensuring that middle leaders have a greater understanding and involvement in whole-school development and carefully monitor the progress made against their improvement plans.

Inspection judgements

The leadership and management

require improvement

- Leaders have not yet ensured that their plans for school development have secured the necessary improvements needed to raise achievement and secure good teaching. The headteacher's evaluation of the school is accurate. She has implemented appropriate strategies which have begun to bring about improvement. This has included the elimination of poor teaching.
- Middle leaders are committed to their areas of responsibility, but their role in driving forward whole-school initiatives is limited. They are not fully involved in the performance review of staff and do not independently monitor the quality of teaching within their areas of responsibility. As a result, they are not yet fully accountable for the impact of their actions in bringing about improvement.
- The monitoring of the quality of teaching is secure. Managed by the headteacher and senior leaders, it employs a range of systems to evaluate teaching and is related to staff performance. However, it has not yet eliminated the inconsistencies which prevent all pupils from making good progress.
- The headteacher promotes a clear vision based on the school's values of 'everyone learning together'. This helps to create a cohesive community within a diverse and ever-changing context.
- The leadership and management of early years are good. Careful assessments of children's needs, good teaching, resources and effective links with parents enable children to make good progress from very low starting points.
- The curriculum is broad and balanced; the new primary curriculum has been fully implemented and is well planned and often imaginatively delivered. It is designed to promote literacy, numeracy and home learning. British values and mutual respect are well promoted through the teaching of British history, religious education and personal, social and health education.
- A visiting theatre group, museum visits and a rural residential visit further extend pupils' learning opportunities. London is used as a resource to give pupils experience of more than just their local community. School clubs give pupils the opportunity to learn new skills, including judo, cooking and African drumming.
- The use of funding provided for disadvantaged pupils requires improvement. It is used to implement appropriate strategies to support learning. These include subject leaders for literacy and numeracy, and additional adults to provide individual and group support. The funding also is used to enable pupils to engage in visits and clubs. While these strategies have demonstrated some success in areas such as reading and attendance, their impact is currently variable.
- Funding for the primary sports programme has helped pupils to increase their engagement in sports and to develop a healthier lifestyle. Specialist coaches in judo, football and netball and the introduction of physical multiskills have allowed pupils to engage in new sports. Funding has also further developed staff expertise in the teaching of physical education.
- Opportunities for spiritual, moral, social and cultural education, including the teaching of British values and mutual respect, are very secure. Subjects, displays and assemblies all contribute to pupils' knowledge and understanding. The school council and a visit by a local politician have supported learning about democracy. Pupil engagement in music concerts has enhanced cultural development and self-esteem. The celebration of all religious festivals and events such as international food and costume days have developed tolerance and respect for other cultures.
- The school works hard to engage parents. Parents' evenings are supported by individual appointments for those unable to attend. The school makes every effort to communicate well with parents by providing clear information on the new curriculum, phonics (the sounds letters make) and home learning. Parents make an important contribution to celebrations and multicultural events.
- The local authority provides appropriate support through its Rapid Improvement Group. It is also currently supplying assistance with improving the quality of teaching and self-evaluation and the strengthening of middle leaders.
- Safeguarding meets statutory requirements. Pupils are kept safe by the rigorous implementing and monitoring of policies, procedures and protocols by school leaders. Meticulously kept records show that every effort is made to promote pupils' well-being and safety.
- The school's efforts to build a school community based on mutual tolerance and respect and clear policies and procedures support equality of opportunity well.
- **The governance of the school:**
 - Governors are very committed to the school. They know what it does well and what it needs to improve. They regularly receive information on pupil achievement and the quality of teaching, and monitor them effectively. They have implemented strategies such as focused school visits and

membership of a local authority monitoring group to help them assess the school's work. A comprehensive range of training, including in the use of data, has strengthened the governors' ability to accurately evaluate the pace of improvement.

- Governors understand the way staff pay is related to pupil achievement and only approve pay awards which are linked to increased pupil achievement. They carefully scrutinise school finance, including external funding provided by the pupil premium, and evaluate its impact.
- Governors' procedures for ensuring pupils are safe are robust. They are committed to ensuring all pupils have equal opportunities. They ensure that all policies are in place and review them carefully.

The behaviour and safety of pupils

require improvement

Behaviour

- The behaviour of pupils requires improvement. Pupils come to lessons ready to learn, but are sometimes hindered because teachers do not set clear expectations for their behaviour or what they are to achieve. As a result, they do not maintain full concentration and become disengaged. Sometimes, this results in disruptive behaviour.
- The school has systems to help pupils behave well and works hard to implement them. The behaviour policy provides an appropriate balance between rewards and sanctions and its expectations are well understood by pupils.
- Relationships are secure and behaviour is orderly and courteous during social times. Although exclusions remain high, they are improving. Those parents who responded to Parent view overwhelmingly feel that behaviour is typically good, as do the majority of staff.
- Pupils say they are happy in school and say that 'teachers are kind and helpful'. This attitude has helped support the school's rigorous and successful drive to improve attendance. Previously below the national average, attendance is currently average. Attendance in the early years was highlighted as an issue in the previous inspection, and leaders' effective efforts have ensured it has improved significantly.

Safety

- The school's work to keep pupils safe and secure is good. Processes for ensuring that pupils are safe at school are robust. Procedures for child protection are rigorous and all staff and relevant governors have received appropriate training. Pupils' understanding of keeping safe are well supplemented by activities such as E-safety week, 'Stranger Danger' and topics within the curriculum.
- Risk assessments are comprehensively implemented covering all aspects of school life, including school visits and the physical environment. Governors take an active role in checking this process.
- Pupils understand what constitutes bullying and its various forms, including cyber bullying and physical and verbal bullying. They indicate that some bullying does exist, but know where to get help and are confident that that their concerns will be dealt with. Pupils' awareness of bullying is supported by the school through anti-bullying week, assemblies and displays.
- Parents and staff overwhelmingly believe that pupils are safe at school.
- The breakfast club provides a calm and safe start to the school day.

The quality of teaching

requires improvement

- Teaching has not been good enough to make sure all pupils achieve well. Work is not always carefully structured to sustain concentration and maintain appropriate challenge, especially for the most able.
- Teachers produce useful resources to engage learning. In a Year 6 information and communication technology lesson on coding, pupils enjoyed using robots to make jam sandwiches, resulting in good engagement and progress. But resources are not always as well applied to secure consistently effective learning.
- The school has successfully implemented a new assessment policy linked to the requirements of the new primary curriculum. The use of a new electronic tracking system is helping to assess and monitor achievement. Regular marking of work and the use of a consistent system are in place, but at times teachers' comments make it difficult for pupils to grasp their meaning. This limits their understanding of where they are in their learning and how to improve. In addition, pupils do not always have opportunities in lessons to check and consolidate their learning.
- The majority of additional adults provide effective support, especially to pupils with disabilities and special educational needs. In a Year 1 mathematics lesson on problem solving, an additional adult employed very

focused support and appropriate resources to secure good progress for the pupils in their group. However, this level of effectiveness is not always evident across the school.

- Reading is well taught. The secure teaching of letters and sounds in the early years and Year 1 gives pupils, many with little or no English, sufficient skills to read and understand new words. Reading is a clear focus throughout the school. Homework is used to supplement the reading done in school. Writing, however, is not as consistently well taught. For example, teaching sometimes lacks the clarity and precision needed to enable rapid improvement and good progress to be made.
- The teaching of mathematics is not yet good. While good progress is evident in some pupils' work, this is not always the case. Work is not always well targeted to pupils' abilities to secure good learning and often does not provide sufficient challenge for the most able pupils.

The achievement of pupils

requires improvement

- Pupils' progress is not consistent. It is better in reading than in mathematics or writing. In 2014, the proportion of pupils making expected progress in reading and writing was above average, but below average in mathematics. The proportion of pupils doing better was also above average in reading, but average in writing and mathematics. Projections for 2015 indicate similar progress, except for some improvement in writing at the higher level.
- Standards at the end of Year 6 in 2014 were average in reading. However, standards in writing and mathematics were below average. The school's current data indicates there is some improvement in the levels pupils are working at in mathematics and writing this year.
- Standards at the end of Year 2 have improved from 2013 when they were below average in reading, writing and mathematics. Reading and mathematics improved in 2014 and school projections indicate a clear improvement in writing for the current year. The high number of pupils entering during the school year, including some with no previous education or few English skills, has had a negative impact on these standards.
- Disadvantaged pupils achieve well when measured against other pupils within the school. In 2014, there was no gap in standards between the two groups in reading and mathematics. In 2014 in writing, disadvantaged pupils were one term behind their peers in school, but current data indicates the gap has now been removed. However, there are greater differences between disadvantaged pupils and other pupils nationally. In reading in 2014, disadvantaged pupils were one term behind others nationally, while in mathematics they were three terms behind and two terms behind in writing. Gaps are closing in reading but in mathematics and writing there has been little improvement. Disadvantaged pupils make good progress in reading, writing and mathematics compared to other pupils nationally.
- Pupils with disabilities and special educational needs make good progress in Years 5 and 6 in line with their peers. They have not made as good progress in other year groups. However, the new assessment system and the spreading of good practice more evenly across the school are resulting in increased improvement for this group across the school.
- The school has well-defined and effective procedures in place for supporting the large numbers of pupils who speak English as an additional language. As a result, although often entering the school with little English, they make rapid progress from their starting points. From their starting points, pupils from ethnic minority groups make good progress in reading. Their progress in writing and mathematics is more variable.
- The standards achieved by the most able pupils require improvement. This is because checks on their learning are not sufficiently rigorous to make sure they receive the appropriate level of challenge.
- Pupils say they enjoy reading. Older pupils read confidently and with expression. Younger readers are able to use letters and sounds well to identify words. Both groups like the range of books available for them to choose and enjoy reading at home. This prepares them well for their next stage of education.
- Opportunities to develop pupils' numeracy skills are being planned in all subjects. The use of topic work, display and whole-curriculum days is supporting the use of mathematics across a range of subjects.

The early years provision

is good

- Children make good progress in the early years. They enter the Nursery with skill levels well below those typical for their age, and many have little or no English. A number also enter the early years at different stages. Children make good progress and enter Key Stage 1 with skill levels slightly below national expectations. Children make better progress in reading and number than in writing.

- The leadership and management are now good. Following changes in staffing, the early years are being directly managed by the headteacher with support from an early years specialist. Children's needs are carefully checked and measured. Appropriate support is then used to address any underachievement. Staff are well trained to support children's learning and the involvement of parents further enhances their progress.
- Teaching is good. Teachers plan interesting and engaging activities to fully involve children, supplemented by stimulating resources and a very attractive learning environment. Learning tasks are also carefully designed to support children with little English. In a Nursery lesson on rhyming words, the teacher used well-focused questions and careful repetition. This ensured that all children, including those initially reluctant to participate, were fully involved. This helped ensure that children were able to learn new words and make good progress.
- Behaviour is good. Children are keen to engage in activities, share resources and listen well. Relationships are good and they are reminded that 'We're all friends' and of school values such as 'kindness'. This helps children from different backgrounds to mix well and support each other.
- Children are kept safe in a caring and supportive environment. Well-rehearsed routines help them to make safe choices during all activities. Clear policies, a safe environment and thorough staff training make sure that safeguarding meets statutory requirements.
- The positive start in the early years prepares children well for Key Stage 1. However, not all children remain at the school after completing Reception and a significant proportion of older pupils enter the school during Key Stage 1.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	101522
Local authority	Brent
Inspection number	456075

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	451
Appropriate authority	The governing body
Chair	Wendy James
Headteacher	Sarah Bolt
Date of previous school inspection	20–21 March 2012
Telephone number	020 8961 1566
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