

Newfield Primary School

Longstone Avenue, Willesden, London NW10 3UD

Inspection dates

11–12 June 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Since the previous inspection, the headteacher and senior leaders have taken decisive action to bring about improvement. This has resulted in improving standards across the school.
- Skilled and well-informed governors regularly challenge and support the school in its efforts to improve.
- The introduction of new systems for tracking individual pupils' progress is having a positive effect on outcomes.
- The vast majority of pupils make good progress from their starting points because teaching has improved. However, teachers do not have consistently high expectations of what the most able pupils can achieve.
- Disadvantaged pupils are making strong progress. The difference between their progress and that of other pupils is diminishing quickly.
- The early years provision is well led. Children make good progress through the year and are well prepared for Year 1.
- Pupils' behaviour is good. Their conduct around the school is calm and orderly. They show kindness and consideration to one another. They have positive attitudes to their learning. However, sometimes they take insufficient care with the presentation of their work.
- Pupils feel safe and appreciate the family atmosphere. Parents are supportive and are confident that every effort is made to ensure that their children are looked after well.
- The developing curriculum is broad and balanced. It includes a wide range of subjects, but pupils have few opportunities to deepen their knowledge and skills in subjects other than English and mathematics.
- Pupils with special educational needs and/or disabilities (SEND) make good progress. This is due to good-quality teaching and to the effective support provided by teaching assistants.
- Rates of pupils' attendance have improved since the previous inspection as a result of leaders' effective actions.

Full report

What does the school need to do to improve further?

- Develop the roles of middle leaders so that they have the skills, knowledge and understanding necessary to enable them to deepen pupils' learning in their subjects.
- Improve teaching further by:
 - ensuring that teachers have high expectations of what the most able pupils can achieve
 - increasing the amount of pupil participation, so that pupils are more actively involved in their learning
 - providing more opportunities for pupils to produce high-quality written work in different subjects
 - ensuring that pupils' presentation of their work reflects their strong attitudes to learning
 - enabling more opportunities for problem-solving and reasoning in mathematics.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher, other leaders and governors have brought about many improvements since the previous inspection. The emphasis given to effective teaching and pupils' positive attitudes to learning creates a culture which is apparent throughout the school.
- Leaders' clear identification of what needs to be done to secure improvement and their promptly implemented action plans and training have secured a rise in standards over the last two years. In particular, clearly focused programmes of support and professional development have improved the quality of teaching across the school.
- The headteacher has given greater responsibility to senior leaders and they have risen well to this challenge. They check the progress of pupils carefully and take an active role in developing the skills of class teachers and teaching assistants. As a result of this guidance and training, teaching is now more effective in English and mathematics than in the past.
- The improved quality of monitoring and deeper analysis of information about pupils' progress have resulted in improved teaching and assessment across the school. Senior leaders also review the progress made by pupils more rigorously than previously. Those who may make slower progress from their starting points receive better support. This has enabled different groups, including disadvantaged pupils and pupils with SEND, to make good progress from their starting points. The school's effective provision ensures that all pupils have an equal opportunity to succeed.
- The leadership of English and mathematics is effective. Leaders in these areas are fully engaged in checking and confirming pupils' progress and attainment, and they work actively to improve their areas of responsibility. This leadership role is not yet established in other subjects.
- The curriculum is broad and enables pupils to study a wide range of subjects. However, in subjects other than English and mathematics, the curriculum does not provide for depth of learning and the sequential development of skills.
- Leaders have accurately identified barriers to improvement of pupils' reading. One of the issues is that many pupils are not given enough opportunities to develop their reading skills by reading regularly to an adult at home. As a result, leaders are now raising the profile of reading for pleasure, which pupils are very enthusiastic about.
- The curriculum supports pupils' personal development. In studying the Second World War, for example, Year 6 pupils explored the feelings of Anne Frank while in hiding from the Nazis. Such topics promote pupils' spiritual, moral, social and cultural development well.
- Additional physical activities to promote pupils' healthy lifestyles and physical well-being have been introduced using the extra funding for sports. Sports specialists visit the school and sporting activities have been extended. More pupils are taking part and they talked enthusiastically about their competitions.
- Parents speak positively about the school. Many commented about the positive changes that the leadership team has introduced. One parent, echoing the views of

many, remarked that this is 'a pupil-centred school with great variety of activities for the kids and a real nurturing and inclusive environment. It also deals with diversity very well and children are happy and are highly supported in their learning.'

Governance of the school

- Governors are enthusiastic about the school, committed to their roles and determined to strengthen their effectiveness further. They ensure that leaders provide them with the information they need in order to fulfil their roles. As a result, they have an accurate understanding of the school's strengths and weaknesses.
- Governors ensure that additional funding for disadvantaged pupils is used effectively and check the impact of spending on pupils' achievement. They have also ensured that the PE and sport premium is used to provide pupils with a wide range of sporting opportunities.
- Governors regularly check how well initiatives are succeeding, with individual governors linked to particular developments. Governing body minutes of meetings show an extensive list of visits to the school in a wide range of contexts.
- The governors are supportive, but also challenge the school and hold leaders to account for its performance. Governors have contributed actively to bringing about the school's considerable improvements since the previous inspection.

Safeguarding

- The arrangements for safeguarding are effective.
- Senior leaders ensure that pupils are safe by creating a culture that centres on pupils' well-being. Policies and procedures are securely in place and are well understood and followed by all staff in the school. The school conducts a range of risk assessments to keep both pupils and staff safe. Staff are vigilant about site security. Procedures for keeping pupils safe on off-site visits are rigorous.
- Strong systems ensure that staff and volunteers are suitable to work with children. Leaders ensure that all staff receive up-to-date training about safeguarding issues and that safeguarding is regularly reviewed in weekly staff meetings.
- Pupils were very keen to make it clear to inspectors that there are only rare instances of bullying in the school. School records confirm that this is the case. Pupils know exactly what to do if they were to find themselves in need of help, including talking to an adult.
- Pupils and their parents agree that children are well cared for. Pupils are rightly confident that adults will sort things out if they fall over in the playground or have a disagreement with others, for example. Pupils are taught how to keep themselves safe in different situations, including when using the internet.

Quality of teaching, learning and assessment

Good

- Teaching has improved since the previous inspection and supports pupils in making good progress. The work undertaken to improve the quality of teaching at the school continues to drive up the quality of learning for all pupils.

- Teachers use questioning skilfully, checking pupils' progress and probing their understanding. Teachers are quick to address any misconceptions that pupils may have and offer them good opportunities to explain and clarify their ideas. However, opportunities are missed to encourage active participation in lessons through talk and discussion.
- Senior leaders place a strong emphasis on pupils' mastery of the basic skills that they need to achieve well in English and mathematics.
- In mathematics, teachers use clear explanations and demonstration to develop pupils' understanding of calculation and mathematical operations. However, pupils do not have sufficient opportunities to reason and apply these to solve mathematical problems.
- The teaching of writing is improving. Teachers are giving more attention to pupils' handwriting and presentation, which have been weaker aspects of their writing in the past. However, pupils are not given sufficient opportunities to write in detail in subjects other than English to practise and enhance their written skills.
- Whole-class reading is improving pupils' vocabulary and comprehension skills and has inspired their writing.
- The extra activities to help those pupils who have fallen behind to catch up, and to identify and remedy any current underachievement, are highly effective. This is why the school is especially good at helping most pupils reach the expected standard for their age. However, teachers do not consistently provide activities that challenge the most-able pupils.
- Teaching assistants provide good support to the pupils with SEND and, as a result of the help they get, they are making good progress from their individual starting points.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Relationships throughout the school are positive and respectful. This contributes to a harmonious, purposeful school community. Pupils are supportive of one another in their learning, listening respectfully to each other's ideas and helping one another to correct and improve their work.
- Strong promotion of moral and social qualities and the British values of tolerance and respect helps pupils from different backgrounds to get on well together. Pupils are well prepared for their future life in a diverse society. As one pupil commented: 'We all work together; no one is excluded.'
- Pupils respond well to additional responsibilities such as serving on the school council and being sports leaders and lunchtime helpers. The school council decide the charities that the school supports each year.
- In most classes, pupils maintain their concentration on activities well. They work hard and responsibly. Pupils say that lessons are fun that they enjoy coming to the school.
- Pupils know what bullying is and say that it happens occasionally at the school. They

know that, should bullying occur, adults at the school would deal with it quickly and effectively.

- Pupils say that they feel safe at the school. They know about the dangers associated with the internet and can explain how to keep safe online.

Behaviour

- The behaviour of pupils is good.
- Pupils enjoy coming to school and their attendance has improved since the previous inspection and is now average.
- Around the school, pupils are polite and courteous. Pupils treat each other and staff with respect. For example, in a meeting with inspectors, they listened to each other, valued what each other said and made sure that everyone had their say.
- Pupils have a clear understanding of the reward systems and what happens if their behaviour falls short of the school's expectations. The relationships they have with all members of staff are positive. Adults foster good relationships in class and during breaks and lunchtimes.
- Teachers and teaching assistants manage behaviour very well, developing in pupils a very positive attitude to school life. However, in classes where the levels of challenge are not high enough, some pupils lose focus and go off task.

Outcomes for pupils

Good

- In the previous inspection, pupils' achievement required improvement because not enough pupils were making good progress. Subsequently, decisive and positive action has been taken to raise pupils' achievement. Throughout the school, most pupils are now making good progress from their varied starting points.
- In 2018, Year 6 pupils' attainment improved in all areas and was much closer to national averages. This continues a trend of steady improvement since the previous inspection. Pupils' progress was particularly strong in writing.
- In key stage 1 pupils are also making good progress, particularly in mathematics. Although in 2018 the proportion of pupils who attained the expected standard in reading and writing was below the national average, the school's current data and work seen in books shows improvement in these areas.
- The proportion of pupils who reached the nationally expected standard in the Year 1 phonics check was below the national average in 2018. Pupils who read to inspectors, used their phonics skills when reading difficult words, especially pupils who speak English as an additional language and pupils with SEND.
- The support provided to disadvantaged pupils through the additional funding is increasingly effective. Current data show that disadvantaged pupils are making strong progress, and that gaps in attainment with others are diminishing, especially in mathematics.
- The school has a large number of pupils with SEND. Through targeted support, pupils with additional needs make good progress from their individual starting points.

- Pupils' books examined during the inspection show some good examples of the use of literacy and numeracy skills in other subjects. For example, pupils in Year 4 used their literacy skills to record their experiments in the correct way when describing a fair test in science. However, literacy and numeracy are not developed consistently well across the curriculum. Additionally, pupils do not develop their knowledge and skills as well in other subjects as they do in English and mathematics.

Early years provision

Good

- Children enter the Reception class with knowledge, understanding and skills often lower than typically found for their age, particularly in communication and language. Most children make good progress in all areas of learning because they are well taught and are provided with interesting activities which are well suited to their individual needs.
- Leaders have an accurate understanding of the strengths of the early years provision, and the priorities for improvement. They have set high expectations and have developed a well-resourced, inviting, language-rich learning environment.
- Children demonstrate good listening and concentration skills and learn quickly. For example, during a short adult-led English lesson using pictures to tell the story of 'Jack and the Beanstalk', children were eager to respond and were encouraged and motivated by the adults to contribute to the creation of the story.
- In their lessons, children move freely between activities and are fully immersed in the tasks they chose to explore. Adults provide a number of focused activities, such as the sorting and counting of vegetables. These activities are engaging and promote good learning.
- The outside area is well resourced and used effectively to support learning. Children play and learn together, take turns and listen to the ideas of others carefully. They behave well and enjoy engaging visitors in conversation and explaining what they are doing.
- From the start of the early years, a strong emphasis on phonics and on learning to write cursively benefits children's reading and writing skills. During the inspection, children were observed writing in high-quality sentences. Children are well prepared for the work they will have to do in Year 1.
- Parents are positive about the communication they receive from the school. They welcome the opportunity to talk to staff before and after the school day and enjoy contributing to the 'learning journals'.
- Safeguarding policies are effective. All staff in early years are fully qualified. All support staff in early years have all undergone paediatric first-aid training.

School details

Unique reference number	101522
Local authority	Brent
Inspection number	10107643

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

Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	348
Appropriate authority	The governing body
Chair	Narinder Nathan
Headteacher	Sarah Bolt
Telephone number	020 8961 1566
Website	www.newfield.brent.sch.uk
Email address	admin@newfield.brent.sch.uk
Date of previous inspection	24 May 2017

Information about this school

- Since the inspection of the school in May 2017, the school has had several changes in staffing, including senior leaders and teachers.
- Newfield Primary School is an average-sized primary school.
- The majority of pupils are from a Black or Black British-African background, with pupils from any other White background forming the next sizeable ethnic group.
- The proportion of pupils who speak English as an additional language is well above the national average.
- The proportion of pupils eligible for the pupil premium is above the national average of schools.
- The proportion of pupils with SEND is above the national average.

Information about this inspection

- Inspectors observed teaching and learning in all classrooms alongside school leaders, and additionally observed intervention groups.
- Meetings were held with school leaders, teachers and groups of pupils. Inspectors met with the headteacher, the chair and vice-chair of the governing body, one other governor and the school improvement adviser from the local authority.
- The inspection team worked in partnership with the school's senior leaders when analysing information about the school. The inspectors looked at pupils' outcomes, the school's evaluation of its own performance, minutes from governing body meetings, the school development plan, and monitoring and evaluation records relating to the quality of teaching. Behaviour and attendance records and information relating to safeguarding were also checked.
- The inspectors walked around the school with pupils to find out more about their work from displays and extra-curricular activities. Inspectors interviewed groups of pupils from across the school to determine their views on behaviour and safety.
- Inspectors observed pupils' behaviour in the playground, at playtime and in the lunch hall. They listened to pupils read and looked at work in pupils' books, alongside senior leaders.
- Inspectors took into account the views of parents by analysing the 17 responses to Ofsted's online survey, Parent View, and the school's own evaluation of parental responses to an in-house questionnaire. They also spoke informally to parents during the inspection.
- Inspectors took into account the views of pupils by analysing the 33 responses to the pupils' online survey as well as speaking to pupils during the inspection.
- Inspectors took into account the views of 13 staff who responded to the staff survey.

Inspection team

Danvir Visvanathan, lead inspector	Ofsted Inspector
Janice Howkins	Ofsted Inspector
Karen Jaeggi	Ofsted Inspector

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