

# Inspection of Newton Farm Nursery, Infant and Junior School

Ravenswood Crescent, South Harrow, Harrow, Middlesex HA2 9JU

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Inspection dates: 14 and 15 September 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	<b>Outstanding</b>

## **What is it like to attend this school?**

Pupils are enthusiastic about their school. They appreciate opportunities to learn different subjects and to take part in lots of interesting wider-educational activities. Pupils enjoy outings to concerts, museums and famous sporting venues that support their learning in class. Leaders make sure that there is an extensive and varied range of clubs and special events, including competitions and musical performances.

The school's 'three pillars' of respect, reflection and sustainability are upheld by staff and pupils, nurturing qualities and principles. Pupils are polite and considerate. They have high expectations for themselves and each other's behaviour. Teachers are quick to spot and deal with any issues, including bullying or if there is any falling out. Pupils are safe in school. They know who to go to if they have any concerns and are confident that issues will be resolved.

Leaders have high expectations for all pupils to achieve highly. They are quick to identify if any pupils need extra support so that they can make the most of their experience of school. Each week, selected pupils discuss and look through their work with teachers. This enables pupils to share their achievements and pinpoint any areas where they would like more help.

## **What does the school do well and what does it need to do better?**

Subject leaders have strong subject knowledge and are ambitious for their pupils' achievements. This is reflected in leaders' clear curriculum thinking. The content of each subject is well sequenced, enabling pupils to build on prior learning, progress to more complex ideas and develop sophisticated skills. Leaders ensure that technical vocabulary is introduced and reinforced from the early years onwards so that pupils are well prepared for each stage in their education.

Leaders support pupils to overcome barriers to their education and aspirations. Leaders identify difficulties that pupils might have with their learning and provide training and information to teaching staff. Teachers adapt their teaching and use carefully chosen resources to enable pupils, including those with special educational needs and/or disabilities, to learn the same curriculum content as others.

Leaders place high priority on helping pupils to learn to read. They have put in place a clear structure for staff training and delivery of phonics lessons. Pupils read books that help them to practise the sounds they are learning. Leaders organise a range of activities that promote pupils' appreciation of books and love of reading. Pupils develop reading fluency and comprehension skills swiftly. In the early years, leaders make sure that there is a clear focus on developing children's phonics, language and number skills, and this is underpinned with children's strong personal, social and emotional development.

Leaders use a range of approaches to check pupils' learning across all subjects. Where leaders identify when individual pupils have gaps in their learning, they provide them with additional support to catch up. Leaders make some use of assessment information to plan further professional development for teachers. However, occasionally, assessment is not used as effectively, and pupils' misconceptions are not identified or addressed. Leaders are in the early stages of using assessment information to inform future learning.

Pupils are highly attentive in lessons and responsive to their teachers' expectations. Pupils are very keen and motivated typically. They are interested in the subject content they are learning.

There is a comprehensive programme of personal, social and health education, which leaders have revised to incorporate relationships and sex education, with reference to statutory guidance. There is age-appropriate progression through a wide range of key themes such as puberty, healthy lifestyles, careers and finance. From the start of early years, staff encourage pupils to recognise and manage different feelings such as stress and anxiety, raising pupils' awareness of the importance of looking after their own and others' mental health.

Leaders, including members of the governing body, are thoroughly committed to ensuring that all pupils have an equal opportunity to access all aspects of the life of the school. For example, all pupils benefit from having a turn in a position of responsibility, including as playground pals, helping in the school's library or being members of the learning and student councils.

Staff, including those new to the school, are well supported by leaders and colleagues. Staff appreciate professional development opportunities that are available to them and the approachability of leaders should they have any concerns about their workload. Leaders have a number of initiatives in place to support staff well-being.

Members of the governing body are knowledgeable about the work of the school. They communicate regularly with senior leaders and receive external training so that they are clear about and uphold their responsibilities.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders are up to date with the latest safeguarding guidance. They provide training for staff. Leaders have established well-organised systems for the recording, follow up and review of any safeguarding concerns, and for the completion of pre-employment safeguarding checks of staff.

Staff work productively with outside agencies to gain support and seek advice for pupils and their families.

Leaders ensure that the curriculum supports safeguarding. Pupils are taught and have regular reminders about e-safety and understand what to do should they experience cyberbullying. Outside agencies and speakers promote safeguarding and help pupils to identify and avoid risks to their safety and well-being.

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

### **(Information for the school and appropriate authority)**

- Occasionally, assessment is not used to identify the key content that pupils misunderstand or have not learned securely. When this occurs, specific gaps in pupils' knowledge and misconceptions are not identified and resolved swiftly. Leaders should develop their use of assessment so that areas of the curriculum in which pupils need further support are identified specifically.
- Leaders are in the early stages of using assessment to check what pupils know and remember in each subject. This means that leaders have a limited view of the quality of the implementation and impact of their curriculum design. Leaders should develop their use of assessments to inform their further review and refinement of their curriculum and to provide them with a clear overview of pupils' learning.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	102181
<b>Local authority</b>	Harrow
<b>Inspection number</b>	10228749
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	472
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Julian Green
<b>Headteacher</b>	Matthew Bradley
<b>Website</b>	<a href="http://www.newtonfarm.harrow.sch.uk">www.newtonfarm.harrow.sch.uk</a>
<b>Date of previous inspection</b>	6 June 2008

## Information about this school

- Since the previous inspection, there have been changes to the headteacher and leadership team. The school has increased in size.
- The school does not make use of alternative provision.

## Information about this inspection

The inspector(s) carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with school leaders, including the headteacher, the chair of governors and four other members of the governing body, and held a telephone conversation with a representative of the local authority.
- Inspectors carried out deep dives in these subjects: early reading, science, history and music. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about

their learning and looked at samples of pupils' work. Inspectors also considered other subjects, including English, physical education, drama, art, mathematics, computing and geography.

- Inspectors reviewed the responses to Ofsted's online surveys completed by staff, pupils, parents and carers.
- The inspection of safeguarding included meeting with leaders with responsibility for safeguarding, looking at documents relating to safeguarding policy and practice, considering relevant aspects of the curriculum, and speaking to staff, pupils and parents.

### **Inspection team**

Amanda Carter-Fraser, lead inspector	His Majesty's Inspector
Lascelles Haughton	His Majesty's Inspector
Rosemarie Kennedy	Ofsted Inspector

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