

Inspection of Newhall Primary Academy

Round House Way, Harlow CM17 9SF

Inspection dates: 24 and 25 January 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Newhall is a vibrant and happy school. Pupils enjoy coming to school. They are kind to each other, and bullying rarely happens. Pupils develop positive relationships with staff, and this helps them to feel safe. They trust adults to resolve any problems quickly.

Pupils behave well and have a good attitude to learning. They work hard in lessons to meet leaders' expectations to do their best. The clear routines in place ensure that everyone moves calmly around the school.

In the early years, children quickly learn to read, so they are prepared for the next stage of learning. Pupils across the school like to read. Pupils learn successfully, and those who need extra help get the right support. Pupils are inquisitive and confident learners.

Pupils learn about other cultures and diversity. This prepares them well for the wider world. They appreciate the importance of school events such as 'Pride Day', 'the colour run' and anti-bullying week. Pupils understand that everyone should be treated with respect, regardless of any differences. They are confident to be themselves.

Pupils play a positive role in the school community by taking on responsibilities such as being a school council member or by fundraising for local charities.

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

Leaders are highly ambitious for all pupils to achieve well. The curriculum in all subjects sets out clearly what pupils will learn and when. Subject leaders have a clear overview of how their subject develops from Nursery, preparing pupils for future learning. In most subjects, teachers ensure that pupils revisit important learning to secure knowledge and understanding as they progress through the school. Children learn basic subject knowledge and skills in early years. Pupils build on their knowledge each year. However, in some subjects, the curriculum is not taught as leaders intend. There were inconsistencies in some subjects. Some pupils are developing gaps in their knowledge because of this.

Many pupils with special educational needs and/or disabilities (SEND) have their needs identified accurately and quickly. However, a small number, including in the early years, do not. Teachers do not have the information they need to support these pupils' needs effectively. This means that a small number of pupils with SEND are not always supported in the right way to access the curriculum and make steady progress with their learning.

Early reading is taught effectively. Phonics teaching starts in Reception. Children quickly learn the sounds needed to decode words. Teachers' knowledge and expertise in teaching reading are strong. They ensure that pupils become fluent,

confident readers. Pupils who fall behind with reading get the support to catch up and keep up with their peers.

In early years, the youngest children learn simple routines right from the start, such as getting their coats and selecting a snack. Children respond positively to staff. They follow instructions well. These positive attitudes to learning continue as pupils move through the school. During playtimes, pupils take turns and use the equipment with respect. Pupils move around the school calmly. Pupils enjoy the rewards for being sensible and kind to others.

Pupils join in activities such as after-school clubs and school trips. Leaders plan events such as eco week that allow pupils to think about current issues, share their knowledge and express their opinions. Pupils learn about the importance of healthy relationships. They learn about healthy eating and why this is important to their daily lives.

Governors and leaders work together to manage staff's workload and well-being effectively. Governors understand their roles and responsibilities. Governors know generally what the school does well and what needs to improve. However, they do not know enough about the quality of education in all subjects or how they can provide focused support and challenge leaders to make this even better.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have established a strong culture of safeguarding. There are robust processes in place to identify and manage concerns. Staff and governors receive regular training so that they are confident to spot and report concerns, including issues within the local community. Leaders work closely with external agencies to make sure pupils and their families are kept safe. They ensure external support given is appropriate and put in place quickly.

Pupils learn about risks when online and how to keep themselves safe in different situations.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders at all levels do not check how effectively some areas of the curriculum are being taught. This means that staff are not teaching some areas of the curriculum as leaders intend and some pupils are developing gaps in knowledge as a result. Leaders should ensure that teachers are implementing the curriculum plans as they intend, including curriculum adaptations.
- Teachers do not identify the needs of a small number of pupils with SEND quickly enough. This means they do not adapt their teaching to support some pupils'

needs effectively. Leaders must ensure that teachers have the guidance and expertise to identify pupils with SEND accurately and get accurate information on how to best meet pupils' needs in a timely fashion.

- Governors do not know enough about the quality of education in subjects other than English and mathematics. This means that governors do not hold leaders to account as well as they could or know if any changes being made are working as intended. Governors should ensure that they have sufficient information to support and challenge leaders about the quality of education in all subjects and the effectiveness of their actions to improve this further.

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

Unique reference number	145880
Local authority	Essex
Inspection number	10255000
Type of school	Primary
School category	Academy free school
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	361
Appropriate authority	Board of trustees
Chair of trust	Gavin Robert
Headteacher	Baz Duffy
Website	www.newhallacademy.org
Date of previous inspection	Not previously inspected

Information about this school

- This was the school's first inspection since opening in September 2018.
- The school has onsite provision for two-year-olds. The school has childcare provision that is registered separately.
- The school is a growing school and does not yet have Year 5 or Year 6 classes.
- The school does not use any alternative provision.

Information about this inspection

The inspectors 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 carried out deep dives in these subjects: early reading, mathematics, art, science and religious education. For each deep dive, inspectors considered the design of the curriculum, spoke with subject leaders, visited lessons,

scrutinised pupils' books, listened to children reading and spoke with teachers and pupils.

- The lead inspector spoke with the deputy director of education from the trust.
- To inspect safeguarding, meetings were held with the designated safeguarding lead, teachers and pupils. Inspectors also reviewed records, policies and documents relating to safeguarding.
- Inspectors spoke with governors and the leaders responsible for SEND and early years provision.
- To gather pupils' views, inspectors observed and spoke with pupils, including at breaktimes. There were fewer than five responses to Ofsted's questionnaire for pupils.
- Inspectors reviewed the 89 responses and the 87 free-text comments submitted to Ofsted Parent View, Ofsted's online questionnaire for parents.
- The inspectors took account of the 28 responses to Ofsted's questionnaire for school staff.

Inspection team

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