

# Inspection of New Haw Community Junior School

The Avenue, New Haw, Addlestone, Surrey KT15 3RL

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Inspection dates: 2 and 3 February 2023

## **Overall effectiveness**

**Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Previous inspection grade

Not previously inspected under section 5  
of the Education Act 2005

Ofsted has not previously inspected New Haw Community Junior School under section 5 of the Education Act 2005. However, Ofsted previously judged New Haw to be outstanding before it opened as an academy.

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

Pupils do extremely well in this aspirational school. Staff are determined that all pupils achieve highly and enjoy many memorable and interesting experiences. Pupils show impressively mature attitudes. They are unfailingly polite and respectful, taking great care of the school environment. Pupils' conduct around the school is exemplary.

Leaders place great importance on pupils' mental and physical well-being. Children take part in the 'power half hour' at lunchtime and the daily mile. They confidently describe the benefits associated with being active. There are ample roles to develop leadership skills, for example through joining the eco committee and digital leaders' programme. Pupils feel their view is important and teachers listen to them readily. Pupils enjoy an extensive range of after-school clubs, including sports, baking and arts. There are regular rich opportunities for pupils to challenge themselves and show resilience, such as the performing arts evening. Pupils say this makes them 'step outside their comfort zone'.

Pupils work and play harmoniously together. Bullying is extremely rare, but very occasionally pupils are unkind to each other. They trust any member of staff to help them sort out problems. Staff make sure pupils understand why unkindness is not acceptable. Relationships throughout the school are warm and nurturing.

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

Pupils learn and achieve exceptionally well. Leaders have designed a very ambitious and expertly planned curriculum across all subjects. The curriculum is enriched with many pertinent and engaging activities. For example, in art and design, pupils study photography as part of a digital media unit. This relevant and interesting learning prepares pupils very well for secondary school. The same high expectations are in place for pupils who have special educational needs and/or disabilities (SEND). Pupils with SEND are very well supported by experienced and skilful staff who have carefully considered the best resources and activities needed to gain success. Pupils who find mathematics and English difficult manage to keep up with the demanding curriculum extremely well. This is because staff are clear exactly what they want pupils to learn and how to break this learning down effectively.

Teachers make sure that pupils hear and use a wide range of subject-specific and technical vocabulary. Staff check pupils' knowledge and learning very effectively. If pupils have not understood, they immediately address misconceptions. Reading forms the backbone of learning in the school. Leaders swiftly identify younger pupils who struggle to read fluently and put extra help in place. This means pupils catch up quickly. Pupils relish the plentiful books on offer and show real delight in reading. Often, they choose books with more mature themes to challenge themselves.

Staff have very high expectations of pupils' behaviour. Pupils concentrate very well, persevere and take pride in their work. Pupils understand that some children find it

hard to behave well all the time. Those with behavioural needs are supported adeptly by highly proficient staff. Over time, pupils learn to regulate their behaviour well.

Staff, including teachers new to the profession, feel very well supported by leaders and governors. Staff appreciate the many professional development opportunities offered and that leaders seek to reduce their workload. Governors perform their statutory duties very effectively. They understand the school strengths and priorities very clearly, providing helpful support for leaders.

Pupils' personal development is extremely strong. Leaders carefully consider how best to broaden pupils' experiences, prioritising children from disadvantaged backgrounds. Leaders plan regular, high-quality activities that bring the curriculum to life. For example, pupils attend classical music concerts and visit art galleries. A visit to the 'living rainforest' gives pupils direct experience of a tropical climate as part of their geography learning. Pupils develop confident presentation skills by performing regularly in front of an audience. The personal, social, health and economic curriculum is highly effective, ensuring that pupils fully understand healthy relationships and staying safe. Diversity is celebrated in this very inclusive school. Pupils say, 'It's good to be different.' They show curiosity about the wider world and embrace different faiths and cultures.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a very strong culture of vigilance in the school. The knowledgeable and experienced safeguarding team has put in place robust and comprehensive systems. These means that leaders check the welfare and well-being of pupils regularly. Staff report all concerns they may have about pupils, however small. Leaders are determined that vulnerable children and their families get the most appropriate support. Leaders are tenacious in seeking help and advice from external agencies. Recruitment checks on new staff and volunteers are timely and thorough. Staff and governors have detailed and regular safeguarding training. Pupils are taught effectively about staying safe, including online.

## **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>	140876
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10242346
<b>Type of school</b>	Junior
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	7 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	359
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Chris Drury
<b>Headteacher</b>	Marie Cahill
<b>Website</b>	<a href="http://www.new-haw.surrey.sch.uk">www.new-haw.surrey.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school converted to an academy in May 2014.
- Since the school became an academy, the headteacher has taken on the role of executive headteacher. A head of school has also been appointed.
- The school runs a breakfast and after-school club.
- The school does not currently use alternative provision for its pupils.

## 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 this into account in their evaluation of the school.
- Inspectors held a range of meetings with the executive headteacher, head of school, senior leaders including the special educational needs coordinator, teaching and support staff.

- The lead inspector met with three members responsible for governance, including the chair of trustees.
- Inspectors carried out deep dives in the following subjects: reading, mathematics, physical education, art and design and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers and pupils and looked at samples of pupils' work. The lead inspector heard pupils read aloud to a known adult.
- Inspectors checked a range of policies and documents, including the school's single central record. They also reviewed the school's website and other records regarding the welfare of pupils.
- Inspectors gathered evidence to explore the impact of pupils' behaviour and the school's wider curriculum.
- Inspectors talked to pupils and staff throughout the inspection to gain their views about the school. This included the views of pupils and staff submitted via Ofsted's confidential surveys.
- Inspectors talked with parents at the start of the school day and considered the views of parents submitted via Ofsted's parent survey.

### **Inspection team**

Maria Roberts, lead inspector

His Majesty's Inspector

Vickie Farrow

Ofsted Inspector

David Cousins

Ofsted Inspector

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