

Inspection of New End Primary School

Streatley Place, Hampstead, London NW3 1HU

Inspection dates: 28 and 29 June 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	Good

What is it like to attend this school?

This is a friendly and caring community school. Parents shared that staff are very nurturing towards their children. This enables pupils to look forward to coming to school every day. Staff help pupils to become articulate and confident.

Pupils show care towards one another. They look after each other well and play calmly together. Pupils are safe and say that bullying or name-calling are rare and that adults deal with it swiftly if it happens.

Staff have high expectations for all pupils, including those with special educational needs and/or disabilities (SEND). Parents of pupils with SEND were overwhelmingly appreciative of the expertise of adults at the school. They valued the level of support that staff provide.

Staff encourage pupils to develop their understanding of how to become responsible individuals. Pupils take great pride in their local area, including by working with local artists and writers. Throughout the school, pupils continue to take pleasure in learning. They take part in wider school activities such as chess, a range of sports and musical tuition. Staff enable pupils to become highly skilled at computer coding and using electronic devices to create animations and to organise, edit and store their work.

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

The school has constructed an ambitious curriculum that enables pupils to achieve well. Pupils undertake challenging work, and this is usually of a high standard. For example, pupils' knowledge and expertise in computing are highly developed. In some subjects, leaders are developing their plans and curriculum thinking. Sometimes, subject leaders and teachers do not have the secure expertise they need to build on what pupils have learned before. This means that pupils do not remember as easily what they have learned in these subjects so that they can deepen their knowledge.

There is a strong priority in the school to develop a love of reading. Leaders have put in place a new phonics curriculum, which they teach consistently and well. Children in the Nursery Year listen to a range of carefully selected stories. Where pupils fall behind in reading, staff provide them with the appropriate strategies and support so that pupils can catch up quickly. This helps pupils to read fluently and with confidence. Teachers support pupils to develop their deeper understanding of texts throughout the school well. This leads to most older pupils being enthusiastic and fluent readers. On occasions, in Reception Year, staff do not develop children's communication and language precisely. This limits some children in being fully ready for Year 1.

Leaders are quick to identify the needs of any pupils with SEND. They ensure that appropriate plans are in place to support these pupils. Pupils with SEND receive effective support from well-trained staff to access the same curriculum as their peers. Adults carefully adapt activities for these pupils so that they can make progress and learn successfully.

Staff implement a consistent and positive approach to managing pupils' behaviour. Pupils respond well to these and understand the clear routines and expectations of them. As a result, behaviour is good in lessons, at playtimes and all around the school. Pupils concentrate on their learning in lessons. In early years, children take turns and follow instructions well.

Pupils' spiritual, moral, social, cultural and personal development is at the core of the school's work. Staff support pupils to be active citizens. They give pupils opportunities to get involved in school and community projects. Pupils are proud to be reading and eco ambassadors, as well as school councillors. They are taught about equality and diversity and the importance of living healthy lifestyles. Pupils access age-appropriate relationships in sex and health education. They learn about the importance of what is needed to have positive relationships.

The governing body has a detailed knowledge of the school, including the curriculum and pupils' wider personal development. They provide support and challenge to leaders to ensure that the ambitious expectations for all pupils continue to be achieved.

Staff and parents spoke extremely highly of the school leadership and ethos. Staff recognise that leaders are considerate of their workload and well-being. They are very proud to work at the school. Parents spoken with and who shared their views would overwhelmingly recommend the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make sure that safeguarding is a high priority. They ensure that all staff receive regular training. Leaders and staff know the pupils and their families very well. Staff know how to report concerns. Leaders respond to concerns promptly. They involve parents and external agencies to get the right support for pupils.

Pupils know what to do if they have any worries or concerns. They recognise what staff do to keep them safe. Pupils talk confidently about keeping themselves safe online. The curriculum is planned well to help pupils learn about safety in and out of school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's aims for some foundation subjects are new and not embedded. Subject leaders' and teachers' expertise in implementing this curriculum is still developing. The school needs to continue to prioritise developing the subject-specific knowledge and understanding of staff so that pupils' understanding develops deeply in these subjects.
- On occasions, in the early years, staff do not develop children's communication and language precisely. This limits a few children to be fully prepared for Year 1. Leaders should ensure that all staff in the early years have the expertise to deepen children's learning so that they are fully ready for future content.

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	100019
Local authority	Camden
Inspection number	10268740
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	344
Appropriate authority	The governing body
Chair of governing body	Helen Andrews
Headteacher	Karyn Ray
Website	www.newend.camden.sch.uk
Date of previous inspection	12 December 2017, under section 8 of the Education Act 2005

Information about this school

- 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. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation.
- Inspectors met with the headteacher and other school leaders. They held discussions with members of the governing body, including the chair. Inspectors spoke with a representative of the local authority.
- Inspectors carried out deep dives in these subjects: reading, mathematics, geography, computing and art and design. For each deep dive, the inspectors met with subject leaders, considered the curriculum, visited a sample of lessons, spoke to teachers and pupils, and looked at samples of pupils' work.

- Inspectors considered the curriculum in other subjects.
- Inspectors reviewed a wide range of documentation relating to safeguarding. This included the record of pre-employment checks for staff.
- Inspectors met with parents at the start of the school day and considered the views of parents, pupils and staff, including through responses to Ofsted’s online surveys.

Inspection team

Sean Flood, lead inspector	Ofsted Inspector
Tom Canning	Ofsted Inspector
Jonathan Newby	Ofsted Inspector

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