



# Newnham Infant and Nursery School

Inspection Report

**Unique Reference Number** 102394  
**Local Authority** Hillingdon  
**Inspection number** 286360  
**Inspection date** 12 February 2007  
**Reporting inspector** Keith Williams

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

<b>Type of school</b>	Infant	<b>School address</b>	Newnham Avenue
<b>School category</b>	Community		Eastcote
<b>Age range of pupils</b>	3-7		Ruislip HA4 9RW
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01895 671964
<b>Number on roll (school)</b>	326	<b>Fax number</b>	020 8866 8947
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr Steven Buxton
		<b>Headteacher</b>	Miss Susan Hodges
<b>Date of previous school inspection</b>	10 March 2003		

<b>Age group</b> 3-7	<b>Inspection date</b> 12 February 2007	<b>Inspection number</b> 286360
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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

Over half of the pupils at this popular, larger than average infant school are of White British heritage. The remainder represent a wide range of ethnic backgrounds, the largest of which are other White backgrounds and other Asian and Indian backgrounds. A very small number of pupils are at an early stage of learning English. The proportion of pupils identified with learning difficulties is about average, although this number has risen in recent years. A very small proportion is eligible for free school meals. The school has Investors in People status.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good school with some outstanding features. The school is successful because it is well led and managed, teaching and learning are good, pupils are very eager to learn and their behaviour is exemplary. Pupils are exceptionally well cared for, supported by excellent links with outside agencies, and a very close check is kept on their academic and personal development. As a result, pupils enjoy school and make good progress. Most parents have a high level of confidence in the school, one reflecting the views of many in commenting, 'I am very happy with the school and so is my daughter'.

From their starting points, pupils achieve well to reach above average standards. This is reflected in the national test results, which have been significantly above average in recent years. Despite this success, there is no complacency because the excellent headteacher, well supported by staff and governors, is clearly focused on continuing improvement. The very capable senior staff keep a close check on teaching and learning and very careful assessments are made to track pupils' progress. The school leaders are very effective at analysing this information and other test data to highlight potential areas of underachievement. Any weaknesses are tackled rigorously and systematically. Consequently, pupils benefit from teaching that is regularly good and sometimes outstanding. Lessons are calm, productive, interesting and enjoyable. Teachers give pupils a good understanding of how well they are doing, although there are inconsistencies in the way that marking is used to prompt pupils about their next steps.

Pupils' personal development is good. Their enjoyment of school stems from their very positive attitudes, eagerness to please and the interesting curriculum provided by teachers. Many take part in the good range of activities offered outside of lessons. A drop in the pupils' rate of attendance is being tackled effectively by the school. Improved figures for the autumn term are promising, but the school rightly recognises the need to continue to raise the rate to previously good levels. Pupils make a good contribution to their school and the wider community. Children in the Foundation Stage get off to a good start because the good provision meets their social and learning needs. Many parents report their delight at how quickly their children settle when they first join the Nursery.

The school leaders' track record of maintaining above average standards, identifying and tackling areas for improvement and their very accurate view of the school's effectiveness means that they have excellent capacity for improvement.

### What the school should do to improve further

- Reduce inconsistencies in marking.
- Work with parents to increase the rate of pupils' attendance.

## **Achievement and standards**

### **Grade: 2**

Pupils' attainment when they first join the school covers a broad range but, overall, it is average. Children in the Nursery and Reception achieve well, because they are well taught and a close eye is kept on their welfare and progress. Most reach the goals expected of them as they enter Year 1 and a few exceed those goals. Good progress continues in Years 1 and 2 and standards are above average. This is reflected in the school's results in national tests for seven year olds, which have been significantly above average in recent years. Although results fell in 2006, this was anticipated by the school because of weaknesses in the cohort and results were still significantly above average. The school's careful monitoring identified aspects of pupils' progress that could be improved, including boys' writing and mathematical development amongst more able girls. These areas have been dealt with effectively. Consequently, pupils of all ability, background, gender and those with limited experience of English achieve well. Pupils with learning difficulties, and the very few with special educational needs, are very well supported, so that they make similar progress to their classmates.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Most pupils enjoy school and are keen to attend, although poor attendance amongst a few families, and unavoidable absences for medical reasons, mean that the attendance rate has fallen to average levels. This is being tackled effectively by the school and the leaders have rightly identified the need to continue to work with parents to return to previous above average levels. Pupils' excellent behaviour has a significant impact on their standards and progress. It means that lessons are invariably calm and there is a clear focus on their learning. Pupils know what makes a healthy and energetic lifestyle and make healthy choices at lunchtime. They appreciate the help and support they are given and say that they feel safe and able to talk to an adult if they are worried. Pupils respond well to the opportunities for quiet reflection, for example in assemblies, and to the very strong moral and social code promoted through their 'school rules song'. They make a good contribution to the school community by taking on extra responsibilities and understand why it is important to support those less fortunate than themselves through charity fund-raising. Pupils' good progress in literacy and numeracy means that they are well prepared for their future economic well-being.

## Quality of provision

### Teaching and learning

#### Grade: 2

Good teaching ensures good learning and there are some significant strengths, including lessons that are sometimes outstanding. Teachers are very evaluative of their work and act shrewdly to share good practice and improve their performance. Lessons are well organised, interesting and enjoyable. The imaginative use of interactive whiteboards helps to capture pupils' attention, motivate and engage them. Good teaching in the Foundation Stage contributes to the children's good start. Across the school, work is planned carefully to match pupils' needs. Very good teamwork between teachers and teaching assistants means that all pupils, including those with the greatest need, are fully included and able to make good progress. Good questioning is used well to keep a check on pupils' understanding and any misconceptions are dealt with swiftly and sensitively. Conscientious marking adds to this ongoing assessment by giving pupils a clear understanding of how well they have done. In the best examples, teachers provide clear feedback on how they can improve, too, but this is not consistent.

### Curriculum and other activities

#### Grade: 2

The school provides a good curriculum that contributes well to pupils' progress and enjoyment. Children in the Nursery and Reception benefit from stimulating and well resourced planning that includes regular access to the impressive new outdoor area. Across the school, planning for literacy and numeracy is thorough. There are good opportunities for pupils to use these skills in other subjects. This contributes to pupils' good achievement. An occasional over-reliance on worksheets in mathematics limits opportunities for pupils, particularly the more able, to make choices about how the work may be set out. The school is rightly reviewing the way that planning in all subjects builds upon what pupils have learned in previous years, to avoid unnecessary repetition. Similarly, links between subjects are being strengthened and an increased emphasis on special 'themed weeks' is supporting this improvement. A good range of visits and visitors enhance the curriculum and pupils enjoy the opportunities to extend their skills in out-of-school clubs.

### Care, guidance and support

#### Grade: 1

Outstanding care, guidance and support underpins all that the school does for its pupils and has a major impact on their all-round development. All staff are fully committed to the pupils' welfare and pupils report that they are consistently kind and fair. Parents, too, are very appreciative of this aspect of the school's provision, one commenting, 'The admin and welfare staff are always pleased to help with problems big and small'. Links with outside agencies are very strong. The early and accurate identification of pupils' learning and social needs begins as soon as children join the

Nursery. This means that additional help can be sought for those who need it. Pupils with learning difficulties are very well supported so that they make good progress towards the specific targets identified in their learning plans. There are excellent procedures to ensure the safety and protection of pupils and a particularly close check is kept on those who might be vulnerable. Very thorough assessments contribute to the excellent academic guidance given to pupils. As a result, most pupils, particularly the older ones, have a good understanding of their individual targets and what they need to do to reach them.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good and there are some significant strengths. The excellent headteacher ensures that every effort is taken to enable pupils to learn in a safe, supportive and attractive environment. All pupils are valued, whatever their background, gender or ability, and are fully included in school life. All staff share the headteacher's commitment to school improvement and there is strong sense of teamwork. The very effective deputy headteacher and senior staff, including phase and subject leaders, ensure that a very close check is kept on all aspects of the school's performance. Close monitoring of lessons gives staff a clear idea of what aspects of their work might be improved. Inconsistencies are ironed out, although the new marking policy is not yet applied fully across the school. Governors make a good contribution to the life and development of the school. Systems are currently being reviewed and governors have rightly identified the need to place the way they gather information to monitor the school's performance on a more formal footing. The school leaders have a very accurate view of the school's effectiveness. They know what needs to be done to improve still further and are very well placed to get there.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	1

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

As you know, your school was recently inspected. I am writing to thank you for the very friendly way you welcomed me into school and to tell you about my findings.

Many of you told me how much you enjoy school and feel that you are getting on well. I agree with you that your school is good and there are many things happening in it that are better than in many other schools.

Your excellent headteacher and all the teachers make your school a very happy and safe place to learn and I was delighted to see that you are doing so well with your work. This is because you try hard, listen carefully to your teachers and are keen to learn. Another reason is that your teachers keep a close eye on how you are doing and work out what they need to do to make things even better. Your behaviour is excellent, which means that everyone is able to get on with their learning. Although it rained and I was not able to see you playing outside, you told me that you get on very well together at playtimes and enjoy the games you play.

Like you, most of your parents are proud of your school and are pleased with what the school does to help you. Your teachers have worked very hard to help you improve your reading, writing and mathematics and I know you will want to help them make your work even better. I have asked your teachers, when they mark your work, to give you some more ideas of what you need to do improve. I agree with them that they should carry on making sure that everyone comes to school regularly. Remember, you cannot learn properly if you are away too often.

Thank you very much for your help. I enjoyed talking to you. I am sure that you will carry on working hard and doing well and I wish you good luck for the future.

Yours sincerely

Keith Williams

Lead inspector