

# Newfield Primary School

## Inspection report

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<b>Unique Reference Number</b>	101522
<b>Local Authority</b>	Brent
<b>Inspection number</b>	331558
<b>Inspection dates</b>	13–14 July 2009
<b>Reporting inspector</b>	Natalia Power

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	232
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Ian Wybrew-Bond
<b>Headteacher</b>	Ms Sarah Bolt
<b>Date of previous school inspection</b>	1 May 2008
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Longstone Avenue Willesden London NW10 3UD
<b>Telephone number</b>	020 8961 1566
<b>Fax number</b>	020 8961 8517

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<b>Age group</b>	3–11
<b>Inspection dates</b>	13–14 July 2009
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This one-form entry school is average in size. Nearly half of the pupils are eligible for free school meals. Most pupils come from a wide range of minority ethnic backgrounds. Around a quarter come from Black African heritages, and almost a quarter from White backgrounds which are not British. Pupils from Black Caribbean backgrounds form the third largest group. Over half of the pupils have first languages other than English, most commonly Somali, Arabic and Albanian. A higher than average proportion of pupils have learning difficulties and/or disabilities. Of these, pupils with behavioural, emotional and social difficulties form the largest group. The proportion of pupils joining and leaving the school part way through the year is unusually high. When the school was inspected in May 2008, it was judged to be providing an inadequate education and required significant improvement in relation to standards, the quality of teaching, the quality of governance and the attendance of pupils.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

In accordance with section 13(5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. The school now provides a satisfactory quality of education. Pupils' personal development is good and attendance has improved. They now make satisfactory progress from their starting points, leaving with standards which are broadly average. These improvements are the result of the determined leadership of the headteacher, supported well by staff, governors and the local authority. Parents are happy with the education provided by the school. A typical comment is, 'I am proud to be part of Newfield and extremely happy my boys have the opportunity to learn and grow here.' The headteacher has successfully created an inclusive ethos where everyone feels valued. Pupils joining midway through the year, some at an early stage of learning English, are welcomed into the school community and good support is put in place to meet their needs. In this secure and peaceful environment, pupils develop good social and personal qualities. They behave well and are friendly and considerate towards others.

Teaching and learning are satisfactory. There are, however, inconsistencies which adversely affect the pupils' rate of progress. In the best lessons pupils play an active part in their own learning and are stimulated to make faster progress. Some lessons, however, are still too teacher-dominated, so that pupils lose concentration and make slower progress. In several lessons pupils are expected to complete too many worksheets, and this restricts their opportunities to develop their research and investigative skills. Marking does not always show pupils what they need to do to improve their work and reach the next level.

The school cares for its pupils well, so that all groups make similar progress. Pupils with behavioural, emotional and social difficulties, and those for whom English is not their first language, make similar progress to others, because they are given good care and support. The school works in effective partnership with a range of external agencies and with parents to support pupils' needs and develop their well-being.

Leaders and managers have a realistic understanding of the school's strengths and areas for development, and provide clear and determined direction. The start they have made in raising standards shows that the school is improving. There is a satisfactory capacity to improve further. Leaders and managers track pupils' progress accurately and use the information to provide effective specialist support for those who need it. They recognise that monitoring is not yet undertaken by all leaders and managers and does not yet have sufficient impact on ensuring that the quality of teaching and learning is consistent across all year groups. They promote equality of opportunity effectively, so that pupils from all backgrounds enjoy learning and are kind and friendly.

## Effectiveness of the Early Years Foundation Stage

### Grade: 3

Children enjoy their time in Nursery and Reception, and develop good personal and social skills, particularly through using the wide range of resources available to them. Adults promote children's welfare well. They provide firm but kind support and, as a result, children develop good social and emotional skills. The children are safe and secure and their welfare is given a high priority. Parents are well informed about what their children are doing in school and how they can help them at home. Children enter the Nursery with communication and language

skills below those expected for their age. Through satisfactory teaching, children make sound progress through the Early Years Foundation Stage. However, attainment remains below the expected level in language and number skills, and tasks to encourage children to write and count are not always sufficiently well planned or stimulating enough to enable them to make faster progress. The Early Years Foundation Stage is satisfactorily led. Children's progress is regularly monitored, but the information is not yet fully used to plan tasks appropriate to children's varying abilities.

### **What the school should do to improve further**

- Improve the consistency of teaching and learning through more rigorous classroom monitoring by all leaders and managers.
- Ensure that marking is consistent and makes clear to pupils how they can improve their work.
- Provide pupils with more opportunities to investigate and learn for themselves, to stimulate them to make faster progress.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Improvement has taken place, and pupils from all ethnic backgrounds now make satisfactory progress from starting points that are below the average for their age. By the time they leave they reach standards which are closer to the average, though still a little below. Pupils' progress is carefully tracked and those in danger of falling behind are given effective support from teachers, classroom assistants and outside agencies to help them catch up. As a result, standards have risen since the time of the last inspection and pupils' achievement is now satisfactory. The school diagnoses and caters effectively for the needs of pupils with learning difficulties and/or disabilities, for instance by providing specialist help for pupils with behavioural, emotional and social difficulties. Consequently they make sound progress. Pupils at an early stage of learning English are supported well, and make satisfactory progress in line with others.

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

### **Grade: 2**

Pupils' personal development has improved since the last inspection. They enjoy coming to school and develop harmonious relationships with others from diverse backgrounds. They attend regularly, and feel safe and secure. They have a good understanding of the school's behaviour policy and reward systems, and see them as fair. They are engaging and welcoming to visitors and like to talk about their school and the strong community it provides for them. They contribute well to this, for instance by supporting younger children in the Early Years Foundation Stage. They also contribute well to the local community, for instance by campaigning for slower traffic on local roads. Pupils respect different cultures and report that they enjoy cooking and sampling different dishes at events such as international weeks. They adopt healthy lifestyles and this is seen in their enthusiastic participation in out-of-school sporting activities. The spiritual, moral, social and cultural development of pupils is good. They have good opportunities for quiet reflection and are encouraged to think about their own personal experiences and the feelings of others. While pupils attain broadly average key skills, their

progress is not fast enough and consequently they are only adequately prepared for the next stage of their education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory overall, although inconsistencies remain and in the less effective lessons pupils' progress slows. The teachers are popular with pupils. One commented, 'I like the way the teachers explain our lessons - they make it easy.' In most, but not all, cases, teachers plan lessons well to ensure that there is work suitable for pupils of differing abilities. Some lessons are too teacher-dominated and, in these cases, pupils make slower progress, because the pace of learning is slow. Teachers manage pupils' behaviour well, so learning can continue without interruption. Pupils enjoy their lessons and appreciate the good relationships in the classroom. One commented, 'Teachers are very friendly and supportive.' Teaching assistants provide effective support for individuals and groups. Teachers use questioning well, ensuring that pupils understand their work. However, there are too few opportunities for pupils to discuss their work together and to use their initiative when researching tasks for themselves.

### **Curriculum and other activities**

#### **Grade: 3**

The focus on basic skills has raised standards since the last inspection, enabling pupils to achieve satisfactorily. Information and communication technology is used across a range of subjects and this enhances pupils' computer and research skills. However, opportunities are not always taken to develop pupils' numeracy and literacy skills across the curriculum. The school provides pupils with a wide-ranging programme of clubs, activities and visits to places of interest to enrich their understanding of other cultures and traditions. Pupils speak enthusiastically about their Italian lessons and enjoy the opportunities they are given to act in bilingual plays and build links with a school in Italy. A weakness of the curriculum, however, is the over-reliance on worksheets in some subjects and in some classes. This results in pupils being given too few opportunities to investigate and research subjects for themselves.

### **Care, guidance and support**

#### **Grade: 3**

The pastoral care provided for pupils is good overall. A strong feature is the development of the emotional well-being of pupils through the behaviour policy, and the links with such outside agencies as the Place2Be and the family support worker. This ensures that children at risk of exclusion are given appropriate support, and this has resulted in a dramatic drop in exclusions. Pupils feel safe in school, as they know that adults will listen to their concerns and deal with any incidents effectively. Child protection procedures are robust. As a result of vigorous and effective action by the school, attendance and punctuality have improved and are now average. However, academic guidance is less strong than pastoral support. The school recognises that it does not yet have a consistent marking policy, and that currently marking does not always provide sufficiently clear guidance on what pupils need to do to improve their work.

## Leadership and management

### Grade: 3

Parents strongly support the school's leadership. One commented, 'The headteacher has worked really hard with the teachers and parents to improve the school. I believe it has a very big potential.' The headteacher provides energetic leadership, and is committed to raising pupils' standards and preparing them better for the next stage of their education. She has created a loyal team who have worked together effectively to raise standards. They have successfully created an inclusive school where pupils from all backgrounds get on well, enjoy learning and are making satisfactory progress. However, classroom monitoring is not rigorous enough, and leaders and managers are not always sufficiently involved in levelling out inconsistencies in the quality of teaching and learning. Leaders and governors have a realistic understanding of the school's strengths and what still needs to be done. The school adequately promotes pupils' understanding of the outside world, but does not evaluate the impact of its policy on community cohesion with sufficient rigour. The governing body has improved since the last inspection. Governors are enthusiastic and committed to raising standards further. Their increasing knowledge of the school is beginning to help it to move forward more quickly.

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## Annex A

## Inspection judgements

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

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	3

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	3

<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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	3

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

03 September 2009

Dear Pupils

Inspection of Newfield Primary School, London, NW10 3UD

You may remember that two inspectors recently visited your school. We very much enjoyed our visit and you made us feel welcome. You told us how much you like your school and all the good things that go on. You are kind to one another and show great respect for the values and cultures of others. We like the way you took turns and were patient, even when you had to wait a long time for your turn at the skipping rope!

I am glad to tell you that your school has improved over the last year and is now giving you a satisfactory quality of education. You have all played your part in making this happen. You attend school more regularly and play a stronger part in making it a better place than when your school was last inspected. You are all doing better in your work, too, and reaching standards which are not so very different from other young people of your age. We think that your school is improving all the time and we have asked the adults to speed up the improvement in the following ways.

- First, by asking those in charge to visit more classes to make sure you are all learning as well as possible.
- Second, by asking your teachers to mark your work more clearly, to help you understand how to improve it.
- Third, by asking your school to put you in charge of your own learning whenever possible. This means giving you fewer worksheets and more chances to do your own research and present your findings to the rest of the class.

All the adults are keen to make this school as good as possible, and have already started making many improvements. You can play your part by working as hard as possible and doing your best to keep your name out of the 'Thin Ice Book'!

We wish you every success in the future.

Yours faithfully

Natalia Power

Lead Inspector