

Newnham Junior School

Inspection report

Unique Reference Number	102393
Local Authority	Hillingdon
Inspection number	376716
Inspection dates	6–7 October 2011
Reporting inspector	Keith Sadler

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	346
Appropriate authority	The governing body
Chair	Tanya Huehns
Headteacher	Kulvinder Nahal
Date of previous school inspection	8 December 2006
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Introduction

This inspection was carried out by three additional inspectors, who observed 19 lessons led by 15 different teachers. The inspectors held meetings with members of the governing body, staff, parents and carers and groups of pupils. They observed the school's work and looked at a wide range of documentation. This included the school's analysis of pupils' progress, teachers' lesson plans, the school improvement plan, leaders' monitoring records and pupils' work. Questionnaires from staff, pupils in Key Stage 2 and 204 parents and carers and were analysed and their responses taken into account.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The rates of pupils' progress, particularly in writing, and the impact of the school's development target to strengthen achievement in writing.
- The strengths of teaching and how well teachers use assessments to match activities to pupils' learning needs.
- The impact of the role played by teachers with particular responsibilities in the school's monitoring and evaluation procedures.

Information about the school

Newnham is much bigger than most primary schools. Most of the pupils live in the immediate vicinity. About two thirds of the pupils are White British and the remainder are from a wide range of minority ethnic backgrounds. The proportion of pupils who speak English as an additional language is average and there are a few pupils at an early stage of learning English. The proportion known to be eligible for free school meals is about a third of the national average. The number of pupils identified as having special educational needs and/or disabilities is below average. Most of these pupils have learning difficulties.

The school has gained a number of awards, including National Healthy Schools status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

Newnham Junior is an outstanding school. Pupils of all backgrounds and abilities are fully involved in all that the school has to offer and they all are treated as unique individuals. This is because the staff place the children's welfare and well-being at the heart of its provision. Consequently, the care, guidance and support provided are outstanding. Parents and carers are overwhelmingly supportive and many wrote fulsome comments about how pleased they are to have chosen the school for their children and how much they enjoy school. Their views are summarised by the parent who wrote: 'My son is thriving on all the activities, clubs and projects and is a very happy boy. The spirit within the school is second to none and we have been very impressed with everything. We can't fault the time and effort put into my son's education and future.'

Pupils say that they love school and learning. They work together extremely well and have highly positive attitudes. For example, Year 6 pupils are very proud of their art projects. Attainment in art is high, and all around the school many superb displays celebrate the pupils' achievements. Attainment at the end of Year 6 is consistently high and pupils make good progress from their above-average starting points. Even though attainment in English is high, it is better in reading than writing. The school is keenly aware of this discrepancy and staff recognise that pupils' skills in developing complex sentences are not sufficiently well developed. Pupils' overall achievement is outstanding because teaching is consistently good, and often outstanding. Teachers plan lessons carefully and ensure that work is matched well to pupils' learning needs. Prior assessments are used very well to ensure that work is consistently challenging for all groups of pupils. However, even in good lessons, teachers sometimes plan too many activities or spend too much time introducing topics, and this limits pupils' progress because they are not given enough time to consider their learning. On rare occasions when lessons are no more than satisfactory, the pace of learning dips because teachers spend too long introducing lessons. Behaviour is exemplary, and pupils say that they feel very safe and have confidence in all the adults to help them if the need arises. By the time that they reach Year 6, pupils have developed into mature and confident young people with high self-esteem. They are prepared exceptionally well for their move to secondary school and life beyond.

An outstanding curriculum promotes learning exceptionally well. An excellent range of topics and themes has been developed and these are matched exceptionally well to the pupils' interests and needs. Effective provision for pupils with special educational needs and/or disabilities plays a key part in this. Provision for these

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pupils is aided by the excellent partnership that the school enjoys with other schools and support agencies.

An important element of the school's success is the quality of leadership and management. There is a united vision, firmly based on continuous improvement. All the staff work closely as a team and staff morale is high. Pupils' progress and the school's provision are monitored rigorously and this results in senior leaders having an accurate view of the school's strengths and development needs. This accurate self-evaluation is used well to support an excellent school improvement plan. The improvements in provision and the school's outstanding overall effectiveness are a clear demonstration of the school's excellent capacity to improve further.

What does the school need to do to improve further?

- Raise the quality of teaching and learning from good to outstanding by:
 - accelerating pupils' progress in writing by strengthening their skills in the writing of complex sentences
 - ensuring that lessons do not provide so many activities that pupils cannot reflect on their learning
 - ensuring that teachers do not spend too long introducing lessons.

Outcomes for individuals and groups of pupils

1

Pupils achieve outstandingly well both academically and in their personal development. By the end of Year 6, attainment has been high in English, mathematics and science for the past five years. Observations in lessons and teachers' assessments show that most Year 6 pupils are already reaching the levels of attainment expected at the end of the year in reading, science and mathematics. Pupils' writing is improving because writing tasks are linked particularly well to the topics being studied. This was evident in an outstanding Year 6 lesson in which pupils rose to the challenge of using role play to produce a balanced argument about child labour in Victorian times. Pupils also exhibited exceptional interpersonal and collaborative skills as they presented and sustained a point of view. All pupils, including those with special educational needs and/or disabilities and those who speak English as an additional language, make good progress.

Pupils are exceptionally polite, sensible and friendly and show respect to adults and to each other. They take a keen interest in a range of other cultures around the world, as well as celebrating the variety of cultures represented in the school. They show great empathy for those in need, taking a pride in the work they do to raise money for many charities. Newnham's National Healthy Schools award is reflected in pupils' very good knowledge of how to keep healthy. They enjoy a variety of exercise both as part of the curriculum and in the wide range of well-attended, after-school clubs. Pupils undertake many jobs around the school, and Year 3 pupils and their parents commented positively about the buddying system in which Year 5 pupils look after Year 2 pupils when they move from the infant school. Some Year 6 pupils say

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that they still maintain friendships with their younger partners.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account:	
Pupils' attainment ¹	1
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Good quality teaching ensures that pupils progress well in their learning. During the inspection, almost half the lessons seen were outstanding. In these lessons, teachers planned exciting and interesting activities that captured the pupils' interest. As one Year 6 pupil said, 'Our teachers make our lessons active and really exciting.' High expectations are evident in most lessons. In a good quality Year 4 mathematics lesson, for example, pupils thoroughly enjoyed learning to compare and estimate the mass of different objects. Because the teacher provided a wide range of resources and suitably challenging tasks, almost all pupils managed to convert kilograms and estimate the mass of products, and the most able were extended by the 'real-life' problem set. The teaching of mathematics, science, art and information and communication technology is particularly strong. Teachers manage pupils very well, resulting in excellent behaviour and high levels of endeavour, and classrooms are calm and purposeful. Teaching assistants play a valuable role in providing support for pupils who have learning difficulties. These pupils' needs are identified well and good support programmes are quickly put into place to ensure that they make good progress towards their individual targets.

A very high priority is given to the development of language and scientific skills in the school's excellent curriculum. Learning is enriched by specialist music and language teaching. Pupils learn to sing very successfully and develop their musical skills. They

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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thoroughly enjoy all the enthralling projects planned for them. Year 6 pupils, for example, were animated when talking about their coal mine in which they were given the opportunity to dress as miners and to explore what it might feel like to be deep underground. Enrichment is excellent with a wide range of theme days, educational visits and after-school and lunchtime clubs. Each year group has the opportunity to plan a major event. For example, Year 4 pupils are currently planning the harvest festival and Year 6 pupils prepare a production at a local theatre. The school provides a very bright and rich learning environment, including an outdoor classroom, which is used exceptionally well.

The school has an extremely welcoming and friendly atmosphere which is clear to visitors. Relationships are very positive and pupils receive high levels of support from staff. A very strong programme for developing pupils' social and emotional skills enhances the informal guidance and support from adults and provides pupils with a clear moral and social framework. Pupils whose circumstances make them particularly vulnerable receive high-quality support from staff and, where necessary, from external support services.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account:	
The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher's outstanding drive, commitment and clear educational direction are shared by all the staff. The highly effective systems to maintain strengths and promote improvements are a key feature of the school's leadership and management. Subject leaders play a prominent role in the accurate and detailed evaluations that have resulted in a strengthening of provision and the acceleration of pupils' progress. Subject leaders play a prominent role in these procedures and those staff with responsibilities make an excellent contribution to the school's self-evaluation. The promotion of equal opportunities is central to the school's work and its great success is demonstrated by how well all groups of pupils achieve and enjoy school. There is a very close and productive relationship with parents and carers. For example, during the inspection, a high-quality and well-attended workshop for parents and carers was being provided by the school's English and mathematics leaders.

The governing body has a good understanding of the school's strengths and weaknesses and provides good support and challenge, although governors are over-reliant on the headteacher and senior staff for information. The governing body

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ensures that all regulatory requirements are met in full, and safeguarding and staff vetting procedures are very thorough. The school is a cohesive community with an exceptionally positive and inclusive ethos, where pupils' differences are celebrated. The different cultures in the United Kingdom and the wider world are studied and celebrated, most notably in a number of international days.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Views of parents and carers

A much higher proportion of parents and carers responded to the questionnaire than in most other primary schools. They are overwhelmingly supportive of the school. Almost all responded positively to 10 of the 13 questions asked. In particular, they said that their children enjoy school, that the staff keep their children safe and that teaching is good. There were no areas of significant concern.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Newnham Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 204 completed questionnaires by the end of the on-site inspection. In total, there are 346 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	122	60	78	38	2	1	0	0
The school keeps my child safe	146	72	52	25	3	1	0	0
The school informs me about my child's progress	98	48	94	46	4	2	1	0
My child is making enough progress at this school	91	45	92	45	11	5	0	0
The teaching is good at this school	117	57	77	38	3	1	0	0
The school helps me to support my child's learning	98	48	96	47	3	1	0	0
The school helps my child to have a healthy lifestyle	97	48	98	48	5	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	105	51	85	42	3	1	0	0
The school meets my child's particular needs	94	46	93	46	9	4	0	0
The school deals effectively with unacceptable behaviour	89	44	89	44	13	6	0	0
The school takes account of my suggestions and concerns	69	34	109	53	8	4	0	0
The school is led and managed effectively	111	54	76	37	5	2	1	0
Overall, I am happy with my child's experience at this school	125	61	70	34	5	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



10 October 2011

Dear Pupils

Inspection of Newnham Junior School, Ruislip HA4 9RW

Thank you for making us so welcome when we came to inspect your school. Newnham is an outstanding school. You told us that you really enjoy lessons and learning, and we can see why! Your teachers make lessons interesting and they plan lots of interesting activities for you to do. This helps you to make good progress. We particularly enjoyed listening to Year 4 practising for the harvest festival. Your singing was beautiful!

You told us that your school is a very happy place and that the adults look after you well. We agree with you, and so do your parents and carers. We were impressed by how well you get on together. Your behaviour is excellent, you have an excellent understanding about being healthy and you feel very safe in school. We think that your headteacher is doing an excellent job and she is helped by all the staff. They are always checking on how well you are doing because they want you always to do as well as you can.

Even in an outstanding school like yours, there are things to improve. We have asked your teachers to make sure that your learning gets even better by improving your writing skills and helping you to use more complex sentences. We have also asked your teachers not to have too many activities in lessons and not to spend too long introducing your lessons. You can help by continuing to work hard and asking questions when you don't understand something.

We really enjoyed our time in your school. Thank you for taking time to talk to us and allowing us to watch your lessons. We hope that you continue to find your time in school enjoyable.

Yours sincerely

Keith Sadler
Lead inspector

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