

# Newnham Infant and Nursery School

## Inspection report

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<b>Unique Reference Number</b>	102394
<b>Local Authority</b>	Hillingdon
<b>Inspection number</b>	335890
<b>Inspection dates</b>	18–19 March 2010
<b>Reporting inspector</b>	Keith Sadler

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	301
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Tamara Ashley
<b>Headteacher</b>	Sue Hodges
<b>Date of previous school inspection</b>	19 March 2010
<b>School address</b>	Newnham Avenue Ruislip HA4 9RW
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## Introduction

This inspection was carried out by three additional inspectors. Inspectors observed teaching by 12 teachers and practitioners, visiting 17 lessons. The inspectors held meetings with governors, staff and groups of pupils. They observed the school's work and looked at a wide range of documentation, which included the school's analysis of pupils' progress, teachers' lesson plans, the school's improvement plan and also pupils' work. In addition, 124 questionnaires from parents and carers were analysed and their responses taken into account.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the progress pupils make in writing
- how well assessments are used to promote learning
- the extent of the role that teachers with responsibilities play in the school's monitoring and evaluation procedures
- how well the curriculum is planned to ensure learning is continuous between the Nursery and Reception Years.

## Information about the school

Newnham Infant and Nursery is bigger than most schools. Most pupils live close to the school. About a third of the pupils are of White British heritage and there are some from a very wide range of ethnic backgrounds. Almost half the pupils do not speak English as their home language, though there are currently only four who are at an early stage of learning English. The proportion of pupils entitled to free school meals and the proportion who have learning difficulties and/or disabilities are about half the national average.

The school provides breakfast and after-school care for pupils at both the infant and junior schools. The breakfast club is managed by the governors and was inspected as part of this inspection. After-school care is not managed by the governing body and is subject to a separate inspection report.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

### Main findings

Newnham is a good school. The headteacher, ably assisted by the two deputy headteachers, knows the school's strengths and what needs to be improved. They have systematically identified the correct priorities and they are effectively tackling them. The very positive ethos results from all the staff and governors working together to provide well for the pupils and ensures that the good provision and pupils' progress is maintained and strengthened. Consequently, the school is very well placed to build on its positive features and has a good capacity to improve further. Parents are unanimous in saying that they are happy with their children's overall experience at the school. Their many positive comments are summed up by the parent who wrote: 'As a family we couldn't be happier with Newnham. Every member of staff makes an effort to make our child feel special and every part of her journey through school all we ever hoped it would be.'

Children get off to a good start in the Nursery or Reception classes from starting points that are usually in line with the skills and abilities expected for their age. They achieve well and become confident learners because all adults encourage them to be independent and enjoy their learning. Pupils' attainment in Year 2 is significantly above average and is improving each year. Progress is particularly strong in reading and mathematics. In writing, although a very high percentage of pupils gain the expected level, there is some underachievement of the more able pupils, particularly boys, and only an average portion gain the higher levels. School data and inspection findings confirm that current Year 2 pupils are on track to continue to achieve well. Even though there are signs of improvement in the progress of more able pupils in writing, their attainment still lags behind that of reading and mathematics. An important reason for this is because too much emphasis has been placed on developing pupils' experience and skills in writing narrative texts at the expense of non-narrative writing. In addition, work for these pupils is not sufficiently challenging.

The school's provision is of good quality and there are some significant strengths, particularly in care, guidance and support. This is outstanding and results in pupils who enjoy school, behave outstandingly well both in lessons and around the school, and have an excellent understanding of the need to adopt a healthy lifestyle. Pupils feel very safe. Even the youngest children in the Nursery know, for example, that they have to wear their helmets when using the wheeled toys so they do not hurt their head! Teaching is usually good and often outstanding though occasionally satisfactory. Teachers manage the pupils well, have good relationships and they ensure that they provide interesting activities that capture the pupils' imagination. Teaching would be even better if teachers ensured that the pace of learning was as quick as in the best

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lessons and that their questioning helped to extend the pupils' language.

**What does the school need to do to improve further?**

- Accelerate the progress of higher ability pupils in writing by:
  - ensuring that there are more opportunities for non-narrative writing
  - ensuring that there are more opportunities for non-narrative writing
- Make the quality of teaching as good as the best by:
  - ensuring that the pace of learning is fast in all lessons
  - making sure that the questioning of pupils demands extended answers in order to develop speaking skills further.

**Outcomes for individuals and groups of pupils****2**

Observation of lessons during the inspection confirmed that all groups of pupils make good progress regardless of their background or ability. In almost all lessons, teachers provide appropriately challenging activities and have high expectations of their pupils. As a result, progress made by pupils in lessons is good. The school's focus on strengthening progress in writing is paying dividends, particularly for middle and lower ability pupils. Almost all now attain the expected level because staff ensure that those who find learning hard are supported well. The effective work of the teaching assistants enables pupils to remain on task and achieve well. Higher ability pupils achieve well in reading and mathematics. However, in writing, teachers do not have sufficiently high expectations of these pupils. When linked to the lack of opportunity to write for a wide range of purposes, including non-narrative writing, these expectations result in average rather than good progress.

The excellent provision for the care, guidance and support results in pupils making strong and effective progress in their personal development. Parents and carers are unanimous in saying that their children enjoy school and this is reflected in their good levels of attendance. Staff are successful in developing the pupils' social skills by ensuring that there are many opportunities for them to work collaboratively. The excellent moral code, evident throughout the school, helps pupils to become confident, have high self-esteem and a clear understanding of right and wrong by the time they leave the school. Pupils make a good contribution to the school community and enjoy the many opportunities that are provided for them to take responsibility. For example, the influential school council asked for a play leader to make lunch breaks more interesting. The school advertised a new post and the council were involved in interviewing and selecting candidates.

*These are the grades for pupils' outcomes*

<sup>1</sup> 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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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
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
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

The staff work hard to create attractive classrooms and shared areas with imaginative displays and thus provide a positive learning environment. Classes are well equipped and much use is made of interactive whiteboards to motivate pupils to learn. This contributes well to the good quality teaching. In the most effective lessons, work is matched very well to pupils' needs and the careful planning is implemented with enthusiasm and care. In addition, assessments are used exceptionally well to boost learning. This was evident in an outstanding lesson in a Year 2 numeracy lesson. The teacher was very skilful in reviewing previous work and prompting the pupils to rapidly assess their skills for themselves against the clear learning outcomes for the lesson. This enabled them to gain an understanding of what was expected of them. In addition, the teacher constantly monitored the pupils' responses and provided further exciting questions which ensured excellent progress. High expectations of pupils' behaviour are evident in all classrooms. Teachers and teaching assistants are very skilful at creating positive relationships in which pupils feel secure and this contributes well to both the pupils' good progress and also their enthusiasm for learning.

The curriculum is of good quality. It promotes pupils' basic skills of literacy, numeracy and information and communication technology (ICT) well. The planned refinements for promoting the writing skills of more able pupils are well-founded and already having a positive impact, particularly in the Early Years Foundation Stage. The staff's belief that work should stem from first-hand experiences has enabled the curriculum to be relevant and interesting to the pupils, particularly when linked to the good range of visitors to the school, which brings interest and enjoyment to the pupils' learning. The good quality

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breakfast club, which is thoroughly enjoyed by pupils, makes a strong contribution to the care and support provided to families. Parents and carers are appreciative of this facility.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

Senior leaders work in close collaboration to provide good direction for the school. All teaching staff are closely involved in monitoring the school's work, which they do with enthusiasm and skill. The evaluation of the school's work is honest and accurate. The effective governing body is fully involved in the process of evaluation and supports and challenges the school well. The school welcomes and works with pupils whatever their individual needs, helping each one to benefit equally from all that the school provides. Procedures to safeguard and protect pupils are robust and of good quality, and all members of staff are well trained. The school is a cohesive community and senior staff strive to ensure that pupils make a strong contribution to the local community and gain a wider understanding of the world. A good quality plan and clear actions are in place that promote pupils' understanding of the locality very well and is particularly strong in promoting understanding of the many different faiths represented in the school. A link has been established with the Living Fountain Academy in Kenya which has helped pupils to appreciate the global dimension.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>

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<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children make good progress in their learning and development and this lays strong foundations for their school careers. Almost all attain the expected goals by the time that they leave the Reception classes and many exceed them. Children do particularly well in their writing because a recent strong emphasis on developing these skills means that there are many opportunities, both indoors and outdoors, for children to practise them. Many parents and carers remarked how quickly and well their children settle when they start school. This is aided by the strong induction procedures that include staff making home visits. Children quickly become independent in looking after themselves, for example by putting on their own coats to go outside. They enjoy a wide range of activities both inside and outdoors and the staff are adept at ensuring that there is a good balance between those activities that are directed by the adults and those that the children choose for themselves.

Provision is good, and staff plan well and ensure that there is continuity in learning between the Nursery and Reception Years. When linked to the good quality arrangements for assessing children’s progress, this ensures that children progress well between the two year groups. The Early Years Foundation Stage is managed well. The leader ensures that the staff work closely as a team, promote good links with parents and carers, and ensure that roles and responsibilities amongst the staff are clear.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The vast majority of parents and carers are highly satisfied with the school. They were unanimous in their support in six of the 13 areas covered with only a small percentage making negative evaluations in the other areas. Inspection findings confirm the positives in that the pupils enjoy school, children are kept safe, teaching is good and meets the pupils’ needs, the school helps pupils to have a healthy lifestyle and that the school is



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led and managed effectively.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered Newnham Infant and Nursery 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 124 completed questionnaires by the end of the on-site inspection. In total, there are 324 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	90	73	34	27	0	0	0	0
The school keeps my child safe	90	73	33	27	0	0	0	0
The school informs me about my child's progress	71	57	50	40	3	2	0	0
My child is making enough progress at this school	72	58	49	40	1	1	0	0
The teaching is good at this school	87	70	37	30	0	0	0	0
The school helps me to support my child's learning	78	63	43	35	3	2	0	0
The school helps my child to have a healthy lifestyle	75	60	49	40	0	0	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)	61	49	46	37	2	2	0	0
The school meets my child's particular needs	74	60	43	35	2	2	1	1
The school deals effectively with unacceptable behaviour	64	52	51	41	1	1	0	0
The school takes account of my suggestions and concerns	61	49	57	46	3	2	0	0
The school is led and managed effectively	89	72	34	27	0	0	0	0
Overall, I am happy with my child's experience at this school	95	77	27	22	0	0	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 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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



22 March 2010

Dear Pupils

Inspection of Newnham Infant and Nursery School, Ruislip HA4 2RW

Thank you for making us so welcome when we came to inspect your school. This letter is to tell you what we found. Yours is a good school. The teachers work hard to make lessons interesting and they plan lots of exciting activities for you to do. This helps you to make good progress in your learning. The youngest children settle very quickly and well in the Nursery and they also do well.

You told us that your school is a very happy place and that the adults look after you really well. We agree with you and so do your parents/carers. We were very impressed about how well you get on together. Your behaviour is excellent, you have an outstanding understanding about being healthy and also you feel very safe in school. We think that your headteacher and the deputy headteachers do a good job and they are 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 a good school like yours there are things to improve. We have asked your headteacher and governors to make sure that those of you who find learning easy make more progress in writing. We have asked your teachers to make sure that they give you more writing jobs that are non-narrative and also that you are always given work that is challenging for you. We have also asked that teachers try to make all the lessons to be as good as the best, including making sure that your lessons run quickly and that when teachers ask you questions they do it in ways to make you give longer answers.

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

Yours sincerely

Keith Sadler

Lead Inspector

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