

Inspection of Newnham Junior School

Newnham Avenue, Ruislip HA4 9RW

Inspection dates:

6 and 7 March 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Previous inspection grade

Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since October 2011.

What is it like to attend this school?

The school provides a strong and vibrant education. Pupils excel in their learning. This is because the school has high academic ambitions for all pupils, including those with special educational needs and/or disabilities (SEND). The school lives by its motto 'non progredi est regredi' which means 'to not go forwards is to go backwards.'

Pupils' behaviour is exemplary. They are highly motivated and show respect and kindness to adults and each other. The school's key values of resilience, respect, resourcefulness, responsibility and reflection develop a sense of community and empathy. The school encourages pupils to see challenges and setbacks as opportunities for improvement.

The school provides pupils with a wide range of valuable experiences and opportunities to develop their character and confidence and broaden their knowledge. Pupils attend science workshops, take parents and carers on a tour of their history work, and take part in a daily diet of clubs and events. One pupil's comment, typical of many, was to describe the school as 'exciting' and 'surprising' as each day brings a new adventure.

Pupils are happy and safe at this school. The school works closely with parents and families, creating a warm and friendly atmosphere. Pupils attend the school well.

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

Pupils follow a rich and ambitious curriculum. The school has identified the knowledge and skills pupils need to learn and remember. This is logically sequenced so that pupils practise and build a depth of knowledge and understanding. Teachers think carefully about what is learned and when, and guide pupils to make connections between different aspects of learning. In English, pupils are encouraged to bring together their learning of reading, grammar and writing. They read a wide range of ambitious texts. As a result, pupils not only understand sophisticated language but use words such as 'coax, entangle, deportment' and 'clutched' in their own work. Pupils are taught how to craft and edit their writing and produce work of a high quality in all subjects.

Pupils routinely reflect on their own learning. Consequently pupils, including those with SEND, make exceptional progress. Teachers have strong subject expertise and routinely check pupils' knowledge is firmly embedded. Teachers think carefully about the topics they teach to engage pupils. For example, in history pupils learn about the Indus Valley in addition to other ancient civilisations and in music, pupils study an array of musicians, including Ravi Shankar.

A love of reading is evident in the school and pupils gain fluency quickly. Staff use the phonics programme successfully for those who need additional support. These pupils are identified quickly. Any intervention and support given to pupils is timely

and effective. Pupils with SEND are almost always fully included in ambitious learning within the classroom.

Leaders plan considerable enrichment opportunities to deepen pupils' understanding. Pupils go to local parks to complete artwork, visit local libraries, farms, museums, Mountfitchet Castle and go on residential trips. Provision for pupils' personal development is exceptional. A wide range of clubs is provided, including chess, yoga, dodgeball, creative technology and a very active choir. Pupils take roles of responsibility and leadership in the eco-team, become history ambassadors, music prefects, class reps and sports captains. Their work is evident around the school, and they are rightly proud of the contributions they make. The school has a strong personal, social, health and economic education curriculum and pupils are prepared well for life in modern Britain. Pupils are taught how to stay healthy and how to keep themselves safe, including online.

Pupils are highly motivated to learn in class and behave impeccably across the school site, even when exciting events occur, such as World Book Day or when visitors deliver talks. Pupils are courteous and kind. They live the values of the school and see the school as a 'home from home'. Parents are overwhelmingly positive about the school. They feel the school communicates well and they are regularly invited in for coffee mornings, workshops and to take part in activities. This close relationship between families and the school, creates a nurturing community and ensures pupils' attendance is high.

Leaders and governors are determined that all pupils succeed and flourish. Staff are dedicated to the school and feel valued. Leaders provide high-quality professional development and create a culture of high ambition.

Safeguarding

The arrangements for safeguarding are effective.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	102393
Local authority	Hillingdon
Inspection number	10289842
Type of school	Primary
School category	Community
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	357
Appropriate authority	The governing body
Chair of governing body	Tanya Huehns
Headteacher	Neil Wilkey
Website	http://www.newnham-jun.hillingdon.sch.uk/
Dates of previous inspection	6 and 7 October 2011, under section 5 of the Education Act 2005

Information about this school

- The school runs its own breakfast club.
- 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. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspections are a point-in-time judgement about the quality of a school's education provision.
- The inspectors met with senior leaders, some teaching and support staff, governors and a representative from the local authority.

- The inspectors carried out deep dives in these subjects: reading, mathematics, music and history. For each deep dive, the inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Other subjects were also considered as part of this inspection.
- The inspectors scrutinised a range of documents, including leaders' evaluation of the school and priorities for school improvement.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors took account of the views of pupils, parents, and staff, as gathered through discussions and Ofsted's surveys.
- Inspectors checked the school's policies and records, including those related to behaviour and pupils' wider development.
- Inspectors held meetings with staff and spoke with pupils during social times. They observed pupils' behaviour across the school, including as they arrived and left school.

Inspection team

Sarah Saunders, lead inspector	His Majesty's Inspector
Joel Sager	Ofsted Inspector
Rutinderjit Mahil-Pooni	Ofsted Inspector
Katerina Christodoulou	Ofsted Inspector

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