

# Inspection of a school judged good for overall effectiveness before September 2024: Newfield Primary School

Longstone Avenue, Willesden, London NW10 3UD

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Inspection dates:

11 and 12 March 2025

## **Outcome**

Newfield Primary School has taken effective action to maintain the standards identified at the previous inspection.

## **What is it like to attend this school?**

Pupils are nurtured at this school. They are looked after by staff and are safe in the school's care. Pupils are well behaved, happy and considerate of others. They know that if they ask for help, they will receive it.

The school is ambitious for what pupils, including those with special educational needs and/or disabilities (SEND), should learn. Many pupils achieve well across the curriculum.

Pupils benefit from undertaking a wide range of roles and responsibilities. Older pupils are particularly proud to serve as lunch and play leaders. These opportunities help pupils to build their confidence and sense of responsibility.

The school arranges a wide variety of engaging extra-curricular clubs throughout the academic year, for example the gardening and dance clubs. Pupils also have access to many sporting clubs and competitions, which are open to all. They speak passionately about their school's values, especially respect. They know and care about others' religions and cultures.

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

The curriculum is well designed and enriches pupils' learning across subjects. The expectations of what pupils will learn are clear. Subject curriculums identify the end points pupils are expected to reach, along with the important knowledge that pupils need to learn in each topic. Pupils develop a firm understanding of curriculum content.

Teachers have a secure understanding of the key knowledge pupils need to learn as they progress from the Reception Year to Year 6. Teachers make effective checks on pupils'

learning to make sure that pupils have fully understood their previous learning before introducing new information. Teachers provide additional support for pupils to address any gaps or misconceptions that might emerge. As a result, most pupils within achieve well.

In lessons, teachers use a variety of well-designed strategies to develop pupils' vocabulary and communication skills. Sometimes, the school does not ensure that it gives pupils sufficient opportunity to practise their speaking. This means that some pupils do not explain their learning as confidently or accurately as they might.

The school identifies pupils with SEND early. It adapts learning and resources well to cater for pupils' various additional needs. This includes those pupils in the specially resourced provision for pupils with SEND (specially resourced provision). Pupils with SEND learn the same ambitious curriculum as their peers. These pupils typically achieve positive outcomes.

Staff teach the school's chosen phonics programme well. In the Reception Year, staff support children's early reading well. Pupils in key stage 1 learn to become competent and fluent readers. Staff identify any pupils who struggle to keep up with the phonics programme and swiftly provide the support they need to catch up.

Pupils fully understand the school's expectations of their behaviour. They know that if they make the wrong choice, staff will support them in putting this right. Relationships between staff and pupils are very positive. Pupils care about each other. Respect for others is important to them.

The school's personal development offer has been exceptionally well thought out. Pupils are encouraged to develop their skills and talents. They benefit from a wide variety of clubs, such as netball, football, art and choir. The range of trips and visitors to school has been designed thoughtfully to enhance the curriculum. For example, the school's focus on careers and gender stereotypes enables pupils to have the skills they need in the future. Pupil leaders contribute effectively to the life of the school. They support younger pupils with learning and help to maintain the school environment through gardening and working in the library.

Most pupils attend school regularly. When this has not been the case for some pupils, the school has been quick to tackle absence levels. As a result, the attendance of these pupils has improved over time.

Staff are very proud to work at this school. They acknowledge their workload is sometimes high, but they fully appreciate the school's efforts to reduce unnecessary burdens.

Governors fulfil their roles well. They carefully consider the fine balance between offering the best support they can while also considering staff workload and well-being. This enables them to hold the school to account effectively.

## Safeguarding

The arrangements for safeguarding are effective.

## What does the school need to do to improve?

### (Information for the school and the appropriate authority)

- There is limited opportunity for some pupils to practise and develop their oracy skills. In these instances, pupils sometimes struggle to articulate their learning with confidence and precision. The school should ensure that pupils have the time they need to practise and develop their speaking.

## Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in June 2019.

## 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

<b>Unique reference number</b>	101522
<b>Local authority</b>	Brent
<b>Inspection number</b>	10345739
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	247
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Kim Beat (Co-Chair) Maranda Ikpeba (Co-Chair)
<b>Headteacher</b>	Sarah Bolt
<b>Website</b>	<a href="http://www.newfield.brent.sch.uk">www.newfield.brent.sch.uk</a>
<b>Dates of previous inspection</b>	11 and 12 June 2019, under section 5 of the Education Act 2005

## Information about this school

- The school operates a specially resourced provision that is equipped to support up to 15 pupils with autism.
- The school offers a breakfast and after-school club.
- The school does not use any alternative provision.

## Information about this inspection

- Inspections are a point-in-time evaluation of the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector spoke with the headteacher and other leaders, along with a range of staff. Meetings were held with governors and a representative of the local authority.
- The inspector visited a sample of lessons, spoke to pupils about their learning and

looked at samples of pupils' work.

- The inspector considered a range of documents. These included safeguarding records, attendance information, the school improvement plan and support plans for pupils with SEND.
- To evaluate the effectiveness of safeguarding, the inspector 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 responses to Ofsted Parent View were reviewed. This included the free-text responses.
- The inspector considered the responses to Ofsted's online staff survey.

### **Inspection team**

Karen Matthews, lead inspector

Ofsted Inspector

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