

# New Road Primary School

New Road, Whittlesey, Peterborough, Cambridgeshire PE7 1SZ

## Inspection dates

7–8 December 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Inadequate

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Since the previous inspection, the school has been through a period of considerable change. A new trust was appointed to run the school in July 2016. Significant changes have been made to improve the school at all levels, but these have not yet had time to impact fully.
- Pupils in Key Stage 2 are beginning to make stronger progress than in the past. However, there is still inconsistency in the quality of teaching currently and underachievement because of weak teaching historically.
- New strategies introduced to improve teaching have helped to accelerate the progress of current pupils.
- Strategies for supporting more able disadvantaged pupils to do well are not in place.
- Standards are improving particularly in reading and writing, but not quickly enough in mathematics.
- Pupils do not have enough opportunities to apply their mathematical skills in problem-solving and reasoning activities. This limits their progress in mathematics.
- The most able pupils in key stage 1 and key stage 2 do not always receive enough challenge to enable them to make the progress of which they are capable.
- Where teaching is less effective it is because expectations of what can be achieved are too low and teachers do not take opportunities to deepen pupils' learning.

### The school has the following strengths

- The headteacher has managed the recent turbulence in staffing well and has put in place a strong leadership team supported effectively by high-quality staff development programmes.
- The new trust has taken decisive action to improve outcomes by strengthening governance, using high-quality support from an external adviser and sharing good practice between both primary schools in the trust.
- The behaviour of pupils is good. Pupils enjoy learning, are well cared for and feel safe.
- All groups of pupils make good progress in the early years from their different starting points.
- The curriculum is a strength of the school. Thoughtful and stimulating activities have been introduced which are having a positive impact on the progress pupils make.

## Full report

In accordance with section 13(4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

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

- Improve the progress that pupils make, particularly in mathematics, by:
  - providing pupils with more opportunities to improve their problem-solving and reasoning skills
  - providing more challenge and support for the more able pupils in key stages 1 and 2
  - putting in place a strategy to support the more able disadvantaged pupils so that they can reach the higher standards.
- Ensure that the quality of teaching, learning and assessment is consistently good by:
  - making sure that expectations of what pupils can achieve are consistently high
  - giving more opportunities for pupils to deepen their thinking during class activities and extend their skills and knowledge
  - developing the quality of questioning by teachers so that it is used to extend pupils' knowledge and understanding
  - encouraging teachers to intervene more quickly in class to support pupils when misconceptions occur.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- Leadership requires improvement because there is still more work to do to ensure that teaching improves further and outcomes in reading, writing and mathematics continue to improve. Since the previous inspection there has been considerable disruption to staffing and a new trust has taken on the sponsorship of the school. The executive headteacher has managed these changes well but this instability has slowed the improvement in outcomes for pupils, particularly at the end of Year 6.
- The executive headteacher and executive deputy headteacher have worked well together to develop a positive culture in the school. Effective systems for monitoring the quality of teaching have been put in place. Strategies for improvement are closely linked to tailored staff development plans for each member of staff. There is, however, inconsistency in the quality of teaching across the school.
- The new trust has also had a positive impact. Since taking over in July 2016 it has acted swiftly to improve governance. The chief executive officer attends all governing body meetings and is in school on a weekly basis. His drive and determination support the leadership well so there is a unified plan for how New Road School will continue to improve.
- The school's self-evaluation is accurate. Leadership have rightly identified key issues related to improving outcomes at key stage 2 and strengthening the quality of teaching. The school improvement plan has put in place appropriate strategies to improve both these areas, but it is still too early to see their impact.
- Since the previous inspection there have been new appointments to the posts of English and mathematics coordinators as well as the special educational needs coordinator (SENCo) and pupil premium lead. Training programmes to develop the skills of these leaders have been put in place so that they have the right skills and abilities to make the improvements needed.
- The leadership of special educational needs (SEN) is particularly effective. The SENCo uses the funding provided to support pupils effectively. She provides good advice to teachers and support staff and has developed close working relationships with external agencies such as those providing support for speech and language development or dyslexia.
- A new curriculum has recently been introduced as part of the strategy to improve pupil outcomes. This curriculum has begun to accelerate pupil progress in reading and writing, but is not as effective in mathematics. There are strengths in other subjects such as computing and physical education.
- Pupils' spiritual, moral, social and cultural development is promoted well. A recent example of this is the way in which the pupils took part in a range of activities relating to Remembrance Sunday. This included pupil representatives taking part in the town ceremony. The school helps pupils prepare for their lives in modern Britain. The curriculum plans a range of opportunities to learn about different cultures. Pupils visit places of worship for different religions and learn about the importance of respect for one another.

- The primary school physical education and sports premium is used well to provide a broad range of sporting activities and to enable pupils to keep fit and healthy. A specialist physical education teacher delivers a high-quality curriculum. Pupils are given access to a wide range of sports clubs and numerous inter-school competitions.
- A relatively high number of disadvantaged pupils attend the school. Leaders take time to consider the needs of every pupil and put in place programmes to support their progress. In the past, progress for this group of pupils has been slow but this is now accelerating. Since the previous inspection too few most-able disadvantaged pupils have been supported effectively so that they can reach the higher standards by the end of Year 6.
- The trust has commissioned additional support from an external school improvement consultant. This is highly effective and has provided the school with appropriate challenge to improve in a range of key areas. These reports are shared with the local governing body, the trust board and staff. The recommendations from these visits are responded to quickly.

### **Governance of the school**

- Governance at trust level is strong. Effective systems for challenge and support have been put in place so that the school is being held accountable for the necessary improvements.
- The chief executive officer of the trust attends all local governing body meetings ensuring that governance at a local level is closely aligned with that of the trust. Governors bring a range of suitable expertise and experience to their roles. Governors appropriately oversee the executive headteacher in the performance management of staff and contribute to the executive headteacher's own performance management.
- Governors have good systems in place to check that the pupil premium and sport premium funding are being used to improve pupils' outcomes. They have also checked to see that funding for pupils who have SEN is well spent. They have identified the need for more disadvantaged pupils to reach the higher standard and are developing plans to strengthen their strategy to support this group of pupils.
- Governors have a good understanding of their statutory responsibilities with respect to safeguarding. They make regular visits to school to check that systems are being implemented effectively and are particularly keen that there is a culture where everyone is valued.

### **Safeguarding**

- The arrangements for safeguarding are effective and all statutory safeguarding requirements are met.
- Leaders have developed a caring environment, in which pupils feel safe. The executive deputy headteacher, along with the executive headteacher, have worked hard to develop a culture where safeguarding is given a high priority. Records kept are thorough and actions taken to intervene are prompt when required.

- Staff, pupils and parents know how to raise concerns. From nagging doubts to serious issues there is confidence that everyone will be listened to. Staff are aware of the government's 'Prevent' duty to protect pupils from radicalisation and extremism.
- Leaders keep parents well-informed about safeguarding procedures. The vast majority of parents spoken to during the inspection and those who responded to the Ofsted online questionnaire, Parent View, were positive about the systems in place.
- Pupils understand how to keep themselves safe in the playground and when using school equipment. Pupils of all ages are taught how to stay safe when using computers. Discussions with pupils showed that they could give practical examples of what to do in a range of different concerning situations when using a computer online.

### Quality of teaching, learning and assessment

### Requires improvement

- The quality of teaching is inconsistent. Leaders are beginning to strengthen teaching through regular monitoring, shared sessions with the other primary school in the trust and targeted training, but improvements are not yet embedded.
- Weak teaching in the past has caused underachievement across the school but particularly in key stage 2. This means too many pupils have not reached the expected or higher standard in recent years. Teaching is now better in some classes, for example in Years 5 and 6, but teachers are having to accelerate progress from a low starting point.
- Recent improvements have begun to have an effect on reading and writing. Teachers have adopted new strategies to improve progress in reading. More pupils are reading regularly to staff and the quality of phonics teaching is good. Effective questioning in some classes is beginning to support more pupils working at the expected level.
- The teaching of writing is also improving. The headteacher and new trust have supported teachers with a new curriculum and trust-wide strategies to improve the quality of handwriting. Considerable efforts have been made to make writing purposeful and interesting for pupils such as in the Year 5/6 class where pupils were writing as part of their science topic.
- Teaching is variable across the school because in some classes teachers do not intervene effectively enough to clarify learning when pupils make mistakes. They also miss opportunities to consolidate and deepen learning.
- Where teaching is strongest, expectations are high, work is planned to match pupils' abilities and good teacher subject knowledge is used to challenge pupils' thinking.
- In mathematics, pupils are not given enough opportunities to develop their reasoning and problem-solving skills, leading to a weakness in their knowledge by the end of Year 6.
- Pupils who have SEN and/or disabilities are given good support and guidance. Teachers and support staff take time to personalise their learning and give additional help where necessary.
- Teaching assistants are used well to support different groups of pupils. Staff work closely together to carefully plan this help. Teaching assistants across all age ranges

make a positive contribution to pupil progress using good questioning and appropriate strategies to help pupils keep on task.

- Pupils' learning in subjects other than English and mathematics is strengthening. Inspiring topics encourage progress in the wider curriculum. In one activity pupils were creating electrical circuits so they could send an emergency Morse code message to a spaceship. Pupils' response to this activity was very positive and outcomes were good.
- Overall, across the school the challenge provided for the most able pupils is not strong enough to help them make good progress and reach the higher standards. Not enough thought has been put into planning activities that will develop their abilities over time. There is currently no effective strategy to support more-able disadvantaged pupils to do well.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Staff know pupils and their families well. The school is a welcoming place and leaders have a good understanding of the challenges that many families face within the community. Considerable effort is made to ensure that pupils feel safe and looked-after in school.
- A strength of the school is the welcome given to new pupils who transfer in from other schools or countries. Each pupil's needs are considered, and plans are put in place to support those who need extra help to settle in quickly.
- Pupils enjoy celebrating their successes in class and in assembly time. The trust, executive headteacher and physical education coordinator have helped develop a culture which values and enjoys competition in a safe and supportive way. Pupils are proud of the school's achievements.
- Pupils say that bullying is rare but when it does happen, leaders deal with any incidents quickly and fairly. Pupils feel that they can talk to teachers or support staff when they have a concern and that the executive headteacher and executive deputy headteacher are very caring.
- Pupils have a good understanding of how to stay safe in school, in the community and when online using a computer.

### Behaviour

- The behaviour of pupils is good.
- Around the school, in classrooms, during assembly and at breaktimes pupils behave well. From early years to Year 6, pupils show good attitudes to learning and the ability to stay on task and concentrate when required.
- Pupils share the playground space well. They show respect for one another and the adults. There is a good range of playground equipment available and resources such as

the climbing and adventure trail are easily accessible. Pupils take care and act responsibly when using the equipment.

- Most pupils come to school regularly and attendance has improved from below the national average to in line with the national average. This is because changes to the curriculum and improvements to teaching have made the school a more enjoyable place to learn. In addition, the attendance officer knows families in the community well and provides effective support where there are attendance problems. This support has helped reduce the proportion of pupils who are persistently absent this year. Last year this figure was higher than the national average.
- Pupils are keen to take on extra responsibilities. House captains told the inspector how they have a responsibility to look after pupils at breaktime. They are conscientious in looking for anyone who might be left out of games that are being played.
- The school's records show that incidents of poor behaviour are recorded and analysed thoroughly. Logbooks show that behaviour is improving. Almost all parents who responded to Parent View, Ofsted's online questionnaire, were positive.
- Pupils reported that on occasion there is some minor disruption to behaviour in lessons. This is often the case where lessons are not challenging enough to engage the pupils fully.

### Outcomes for pupils

### Requires improvement

- There has been a history of underachievement at the end of key stage 2 in reading, writing and mathematics.
- In 2017, provisional national test data showed that pupils' progress from their differing starting points was in the bottom 10% nationally for reading, writing and mathematics. As a result of slow progress too few pupils reached the expected or higher standard. A major contributor to slow progress was the high level of turbulence in staffing and inconsistencies in teaching.
- In 2017 the proportion reaching the expected standard at the end of key stage 1 was broadly in line with national averages for reading, writing and mathematics. This improved picture was a result of actions taken by the new trust and the senior leadership to improve the quality of teaching, strengthen leadership and raise expectations. The proportion of pupils achieving greater depth in key stage 1 is still lower than it should be.
- Since the previous inspection the support for pupils who have SEN and/or disabilities has improved so that now the majority of these pupils are making good progress. Strong leadership by the SENCo, who is ably supported by teachers and non-teaching staff, means individual programmes to support learning are effective. Good partnerships with external agencies are also contributing to this improved progress.
- Across the whole school the most able pupils do not attain as well as they should. This is because expectations have been too low, class activities have not been matched to pupils' abilities and resources have not been directed to support this group of pupils.
- Inspection evidence through lesson observation, work scrutiny and interviews with pupils shows that progress in key stage 2 is accelerating, particularly in reading and

writing. More pupils in Years 5 and 6 are now working at the expected level for their age and a number are working above the expected level. The school's own assessment information shows that progress and attainment is slower in Years 3 and 4.

- In mathematics the progress is slower because expectations, particularly for the more able, are too low; not enough attention has been given to supporting the development of problem-solving and reasoning skills.
- The proportion of pupils reaching the expected standard in their phonics skills check in Year 1 was close to the national average in 2017. Current pupils are likely to make similar progress to last year.
- The number of disadvantaged pupils in school is low in each year group so it is not possible to report on these pupils as a group. Progress varies on an individual basis though current school assessments and historical test results show that not enough of these pupils have been supported to reach the higher standards possible.
- Achievement in reading is improving across the school at all levels. New strategies have been put in place that are having an impact. Listening to readers during the inspection showed the inspector that in Year 1 there are good strategies to support the development of early reading skills and good systems for communication with parents.
- Discussions with all Year 6 pupils show that the majority enjoy reading and have good opportunities to read in class individually and in a group. The library area has been developed well and is appreciated by pupils.
- Current pupils' books show that achievement in writing is improving. Expectations have been raised and more opportunities are being given to pupils so that they can write at length. The quality of feedback given to pupils has recently been strengthened in line with the school policy so that pupils have a good understanding of how to improve their work.

## Early years provision

**Good**

- The early years leader has been in role now for four terms. She has a good understanding of children's skills and abilities on entry to Reception class. She meets with parents, liaises with the pre-school providers and observes the children closely. Careful use is made of this information to plan appropriate programmes for the children. As a result, almost all children make good progress in Reception class.
- The quality of self-evaluation is good. Strengths and areas for development are understood clearly and the Reception phase invited a school 'health check' to take place to give them an external view on the progress being made. School self-evaluation has identified that developing the outdoor environment is the next step in the improvement journey for the class.
- Good leadership within the foundation stage has supported the development of good teaching. Teaching is characterised by good classroom organisation, a range of stimulating and purposeful activities, good questioning of children, effective teaching of phonics and positive relationships in class.
- All adults in the early years team work closely together. Clear and effective routines have been established which keep pupils safe and encourage their development.



Recently children have adopted a self-registration system, which is encouraging them to develop independence.

- In 2017 the proportion of children reaching a good level of development, which is the expected level by the end of Reception class, was broadly in line with the national average.
- Parents are encouraged to play an active role in their children's learning. Leaders provide training sessions for parents and welcome them into class to provide additional help. Good systems for communication mean that parents can share with the school the learning that is taking place at home. Teachers and other staff take a keen interest in this and build on these experiences in the class.
- Behaviour in class is good. Children behave sensibly, and staff offer skilful support to any that need help with the activities they are working on. Children can take turns and follow instructions well.
- Children develop their early skills in reading and writing well. Good phonics teaching combined with a stimulating and challenging curriculum means that most pupils are ready for their learning in Year 1. The curriculum is planned effectively to support those pupils who start with skills and abilities that are below those typical for their age. A strength of the phase is the early identification of these pupils, with appropriate support plans being put rapidly in place.
- Children learn to love mathematics. Many choose to engage enthusiastically in activities linked to counting and shape. Most able children are being challenged effectively and are starting to use two-digit numbers and solve a range of mathematical problems.
- Additional funding for disadvantaged pupils is used well. It is targeted at reducing any differences between their progress and that of others within the class. This is achieved by providing additional support in class.
- Children who have SEN and/or disabilities are supported to achieve well. Good links have been made with external agencies such as speech and language providers so that any child needing extra help gets additional resources quickly.
- All welfare requirements are met. The early years leader has a clear understanding of how to safeguard children effectively. Children are kept safe through a culture of care and vigilance. Risk assessments have been developed where needed.

## School details

Unique reference number	140538
Local authority	Cambridgeshire
Inspection number	10036276

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	109
Appropriate authority	Board of trustees
Chair	Corinne Whitehand
Executive Headteacher	Rob Litten
Telephone number	01733 204 422
Website	<a href="http://www.newroadprimary.com">www.newroadprimary.com</a>
Email address	<a href="mailto:office@newroad.cambs.sch.uk">office@newroad.cambs.sch.uk</a>
Date of previous inspection	Not previously inspected

## Information about this school

- The school complies with Department for Education guidance on what academies should publish.
- The school meets requirements on the publication of specified information on its website.
- New Road Primary is a smaller than average-sized school.
- In July 2016 the school joined the Aspire Learning Trust.
- The executive headteacher and executive deputy headteacher work across two schools.
- Leadership of English and mathematics is shared across the two schools.
- There has been a high turnover of staff historically. New leaders are in place for almost all key posts.

- The proportion of pupils who have a statement of SEN or an education, health and care plan is above average.
- The proportion of disadvantaged children eligible for support through the pupil premium, though small, is above average.
- In 2016 the school met the government's floor standards, which set the minimum standards for pupils' progress and attainment.
- The school provides a breakfast club each morning and an after-school club.
- The majority of pupils are of a White British background. The proportion of pupils from minority ethnic groups is in line with that of schools nationally.

## Information about this inspection

- The inspector observed teaching and learning throughout the school conducting a series of joint lesson observations with the executive principal.
- The inspector checked pupils' work to see what the learning and progress have been like this year.
- The inspector observed pupils at different times during the school day, including lessons, breaktime and lunchtime.
- The inspector watched the school nativity show presented by Reception class.
- The inspector talked with a range of pupils about their school. This included discussions with pupils in class, a meeting with all Year 6 pupils and discussions in the playground.
- The inspector reviewed 19 responses from parents to Ofsted's online questionnaire, Parent View, reading all free-text responses. The inspector read one letter sent to Ofsted prior to the inspection.
- The inspector reviewed the current school assessment system noting the school's own assessment of pupil performance in all classes.
- The inspector looked at a range of documents including: the school's self-evaluation; improvement and action plans; behaviour logs; records showing the monitoring of teaching and learning; information relating to safeguarding; and records of pupil attendance.
- The inspector spoke informally to parents at the beginning of the school day.
- A series of interviews were held with the executive headteacher, the executive deputy headteacher, the SENCo, the attendance officer and the early years leader.
- Several discussions were held with the chief executive of the trust who was actively involved with the inspection process.
- The inspector met with representatives of the local governing body.
- The inspector spoke by telephone with the external school adviser appointed by the trust.

## Inspection team

Duncan Ramsey, lead inspector

Ofsted Inspector

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