

New Road Primary & Nursery School

Address: New Road, Whittlesey, Peterborough, Cambridgeshire, PE7 1SZ

Unique reference number (URN): 140538

Inspection report: 14 April 2026

| | |
|--------------------|-----------|
| Exceptional | |
| Strong standard | ● |
| Expected standard | ● ● ● ● ● |
| Needs attention | ● |
| Urgent improvement | |

✔ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Early years

Strong standard ●

Across both the Nursery and Reception classes, children benefit enormously from a highly ambitious curriculum. This is expertly taught by staff. Leaders' ambition and relentless focus on ensuring every child, particularly the most disadvantaged, learns and develops extremely well is borne out fully in practice.

Children benefit from rich interactions with adults. Staff are highly skilled at ensuring children receive regular and precise support, helping them develop their use and understanding of language. This is particularly the case for disadvantaged children, who are regularly sought out by staff. As a result, children become confident communicators with staff and with one another.

Not only do children learn to read, write and understand number extremely well, but they also benefit greatly from the rich wider provision. They learn to control their bodies and movements with great skill. They become independent in their environments, for example parking up their tricycles neatly before heading to tend to their newly planted seeds.

Staff understand children's individual needs effectively. Children with have special educational needs and/or disabilities are identified quickly. Support is swiftly put in place to help and guide them to learn really well. Staff form highly effective links with parents and carers by working in close partnership with them.

Expected standard ●

Attendance and behaviour

Expected standard ●

In the past, too many pupils missed too much school. Leaders have successfully addressed the culture of low attendance over the past few years. As a result, pupils now attend much more regularly, with attendance improving all the time. Leaders analyse attendance information closely. Because they know pupils and families well, they know exactly how to help if a pupil's attendance starts to fall. Leaders have been effective in securing these improvements in attendance. However, they know there remains more to do to further improve rates of attendance for some pupils. This is particularly the case for the small number of pupils who are persistently absent.

From youngest to oldest, pupils behave extremely well. Classrooms are highly conducive to learning, with pupils listening carefully to staff and to one another. This is also the case in the playground, where pupils play and socialise harmoniously together. While bullying is very rare, pupils are clear that disagreements with their friends may happen. If so, staff are on hand to help resolve these issues quickly. Positive attitudes to learning are highly prevalent. Pupils work hard in class. The youngest pupils develop high levels of independence and the ability to concentrate for ever growing periods of time. This in turn leads to their positive attitudes to learning as they move through the school.

Curriculum and teaching

Expected standard 

Leaders' effective work to improve and refine the curriculum is paying dividends. This, coupled with the effective work to bring about a shared approach to teaching across the school, means that pupils benefit from teaching that is well tailored to their needs. This was not always the case in the past, which resulted in too many pupils having not learned well enough by the end of key stage 2. This is no longer the case.

Now, on the whole, teachers teach well. They have sufficient subject knowledge to help explain concepts and ideas, so that pupils understand. They provide enough time for pupils to practise their new learning. Teachers check regularly that pupils understand. Leaders' fine work to improve teaching is bearing fruit. Pupils undoubtedly benefit from this effective teaching. However, leaders know there is more work to be done to fully embed the effective strategies in practice across key stage 1 and key stage 2.

Younger pupils are guided well to grasp knowledge to help them read, write and solve mathematical problems effectively. For example, staff are expert in teaching phonics because they have the depth of subject knowledge in this area. They quickly pick up if a pupil misunderstands and correct these misconceptions so that pupils are successful. Similarly, staff provide careful adaptations to activities and lessons to help pupils with special educational needs and/or disabilities learn the curriculum effectively.

Inclusion

Expected standard 

There is a well-established culture of inclusion across the school. Staff identify barriers to pupils' learning and wellbeing accurately. As a result, well-tailored support and guidance is in place to help pupils. For example, individual plans for pupils with special educational needs and/or disabilities clearly set out the important knowledge and skills these pupils need to master. This, in turn, helps staff to put in place the right support at the right time. Disadvantaged pupils and pupils known to social care receive similarly effective support. While staff focus on, for example, the emotional wellbeing of some pupils, this is not at the expense of academic support. Leaders wisely spend the additional pupil premium funding they receive to benefit disadvantaged pupils.

The school has a significant number of pupils who join from overseas, some speaking little or no English. As a result of the careful induction into school, these pupils settle quickly. Staff swiftly assess their individual needs. These pupils are skilfully guided to learn to communicate in English. As they become ever more proficient in their understanding of English, they access more and more of the curriculum and learn well.

Leadership and governance

Expected standard 

Over the past few years, leaders have guided the school well to address a range of changes effectively. Leaders have successfully managed the large growth in pupil numbers, and the associated structural changes needed, extremely well. This has been alongside the acquisition of the on-site nursery. Leaders have restructured the provision in the early years with enormous success.

Leaders have a clear and accurate view of the school. They know the strengths and areas for further development. They take the right action at the right time to bring about continual improvement. Work is still needed to translate the improvements in teaching to the published outcomes and to further intensify work to improve the attendance of a small number of pupils. Leaders demonstrate a clear strategy to tackle these aspects.

Trustees and governors approach their roles with rigour. There is a clear and effective flow of communication between the trust board and local governors. They receive much useful information from leaders as to what is working well and what needs further improvement. They make effective use of external agencies to provide an expert, impartial view of the school. Consequently, those responsible for governance maintain a strategic view of the school, providing effective leadership to continue to bring about improvement.

Staff are proud to work in this school. Much of this is due to the support and guidance they receive around their own workload and wellbeing. Along with this, they value the high-quality professional learning that they receive. This in turn continues to sharpen their own classroom practice.

Personal development and wellbeing

Expected standard 

Leaders have designed an ambitious personal development offer. This is closely matched to the needs of the school's context and community. Leaders keep a close eye on the take up of wider opportunities to ensure all pupils benefit from these, including opportunities to develop culturally through a rich extra-curricular offer.

Pupils learn the personal, social, health education curriculum well. They have well-developed understanding of different relationships, suited to their age. Alongside this, they have the knowledge they need to understand how to stay safe. This is particularly the case for older pupils, who are clear about the risks they face when online. However, they also know the benefits that online communication can bring if used with caution. Similarly, pupils have an age-appropriate understanding of staying healthy. For example, the youngest pupils are clear as to what makes up a healthy meal. Older pupils speak with clarity and conviction on ways to look after their mental health.

Pupils receive effective additional support to manage their feelings and emotions. This well-tailored pastoral support helps pupils who need this help to reflect on particular times where they may, for example, become anxious. Clear and useful strategies help pupils become ever more confident at managing their emotions and feelings. If they need help from staff, they know they just need to ask. A range of clubs and trips help to further broaden pupil's horizons. Older pupils take on roles such as chess captains and guide their younger chess-playing friends to take part and compete.

As a result of the school's personal development programme, current pupils are well prepared to leave the school at the end of Year 6 as thoughtful and respectful young people. They have an appropriate understanding of the aspects of diversity within modern Britain.

Needs attention ●

Achievement

Needs attention ●

In the recent past, too many pupils left the school at the end of Year 6 having not achieved well enough. This included disadvantaged pupils, who fared particularly poorly. Published outcomes at the end of key stage 2 had been well below the national averages for some time. However, the tide is now turning. Current pupils achieve much better. Older pupils are bridging the gaps in their knowledge and more and more are now producing work to the standard expected for their age. These improvements in pupils' achievement have yet to be reflected in pupils' outcomes in national tests, however.

Younger pupils learn very well. They learn the building blocks they need to help them to read, write and calculate numbers accurately. They are being prepared well for their future education, especially as they move from the Reception Year into Year 1. Along with this, pupils learn well in subjects, such as history, art and geography. Pupils with special educational needs and/or disabilities learn well.

What it's like to be a pupil at this school

Pupils are happy, cheerful and relish the company of their friends and staff. Pupils socialise well with one another, celebrating their individual differences with pride. A significant number of pupils join the school midway through their education. They soon settle and make friends because of the warm welcome they receive from staff and their peers. Those pupils who have moved to the school from overseas are proud of their heritage, while now also being proud to be a member of the school.

The youngest children in Nursery and Reception classes develop a thirst for learning. They delight in exploring the rich activities and experiences on offer. This enjoyment flows into classrooms across the school. Pupils behave well, paying close attention to staff and each other.

In the past, too many pupils left the school ill-equipped for secondary school. They failed to grasp enough of the important knowledge they needed in reading, writing and mathematics. However, older pupils now learn more. Younger pupils, along with children in the early years, make great strides in their learning.

Some pupils joining the school face barriers because they speak little or no English. Similarly, pupils with special educational needs and/or disabilities face challenges due to their individual needs. Staff see pupils as individuals and treat them as such. This careful individualised approach helps to break down pupils' barriers to their learning.

Attendance is much improved. Pupils attend school regularly, indeed, more regularly than they have in the past. Leaders know there is still work to do here. There remains some pupils who miss too much school.

The opportunities pupils receive to see the world beyond Whittlesey enrich their experiences

of the wider world. Outings to museums, places of worship and sporting fixtures, to name a few, provide opportunities for pupils to enhance their understanding of the world around them.

Next steps

- Leaders should ensure that effective teaching strategies are fully embedded so that pupils learn well across the curriculum and are very well prepared for their next stages of education, including being ready for secondary school by the end of Year 6.
 - Leaders should intensify their work around attendance to further improve the attendance rates of a small number of pupils.
-

About this inspection

This school is part of the Aspire Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Matthew Laban, and overseen by a board of trustees, chaired by Karl Munns.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMI.

Inspectors spoke with the executive headteacher, the executive deputy headteacher, a range of other school leaders and staff, the CEO of the trust and a number of trustees, including the chair of the trust board, and the chair of the local governing board.

The inspectors confirmed the following information about the school:

The school currently makes use of one unregistered alternative provision.

The school also, under the same registration, runs a nursery at the same address as the school. This includes provision for 2-year-olds.

The school has undergone a significant change since the last inspection. The number of pupils on the school roll has increased by around 100.

Executive Headteacher: Rob Litten

Lead inspector:

Nathan Lowe, His Majesty's Inspector


Team inspectors:

Mark Sim, Ofsted Inspector

Rod Warsap, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 14 April 2026

School and pupil context

Total pupils

261

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

260

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

36.99%

Above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

5.36%

Above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

14.18%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Close to average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

| Year | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 32% | 61% | Below |
| 2024/25 (revised) | 31% | 62% | Below |
| 2023/24 (final) | 14% | 61% | Below |
| 2022/23 (final) | 47% | 60% | Below |

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

| Year | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 44% | 74% | Below |
| 2024/25 (revised) | 44% | 75% | Below |
| 2023/24 (final) | 31% | 74% | Below |
| 2022/23 (final) | 56% | 73% | Below |

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

| Year | This school | National average | Compared with national average |
|------------------------------|--------------------|-------------------------|---------------------------------------|
| Latest 3 year average | 57% | 72% | Below |
| 2024/25 (revised) | 69% | 72% | Close to average |
| 2023/24 (final) | 38% | 72% | Below |
| 2022/23 (final) | 62% | 71% | Below |

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

| Year | This school | National average | Compared with national average |
|------------------------------|--------------------|-------------------------|---------------------------------------|
| Latest 3 year average | 37% | 73% | Below |
| 2024/25 (revised) | 38% | 74% | Below |
| 2023/24 (final) | 21% | 73% | Below |
| 2022/23 (final) | 50% | 73% | Below |

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

| Year | This school | National average | Compared with national average |
|------------------------------|--------------------|-------------------------|---------------------------------------|
| Latest 3 year average | 20% | 46% | Below |
| 2024/25 (revised) | 18% | 47% | Below |

| Year | This school | National average | Compared with national average |
|------------------------|--------------------|-------------------------|---------------------------------------|
| 2023/24 (final) | 8% | 46% | Below |
| 2022/23 (final) | 31% | 44% | Below |

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

| Year | This school | National average | Compared with national average |
|------------------------------|--------------------|-------------------------|---------------------------------------|
| Latest 3 year average | 28% | 62% | Below |
| 2024/25 (revised) | 27% | 63% | Below |
| 2023/24 (final) | 8% | 62% | Below |
| 2022/23 (final) | 44% | 60% | Below |

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

| Year | This school | National average | Compared with national average |
|------------------------------|--------------------|-------------------------|---------------------------------------|
| Latest 3 year average | 38% | 59% | Below |
| 2024/25 (revised) | 55% | 59% | Close to average |
| 2023/24 (final) | 15% | 58% | Below |
| 2022/23 (final) | 44% | 58% | Below |

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

| Year | This school | National average | Compared with national average |
|------------------------------|--------------------|-------------------------|---------------------------------------|
| Latest 3 year average | 25% | 60% | Below |
| 2024/25 (revised) | 18% | 61% | Below |
| 2023/24 (final) | 23% | 59% | Below |
| 2022/23 (final) | 31% | 59% | Below |

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

| Year | This school | National non-disadvantaged score | School disadvantage gap |
|------------------------------|--------------------|---|--------------------------------|
| Latest 3 year average | 20% | 68% | -48 pp |
| 2024/25 (revised) | 18% | 69% | -51 pp |
| 2023/24 (final) | 8% | 67% | -60 pp |
| 2022/23 (final) | 31% | 66% | -35 pp |

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

| Year | This school | National non-disadvantaged score | School disadvantage gap |
|------------------------------|--------------------|---|--------------------------------|
| Latest 3 year average | 28% | 80% | -52 pp |
| 2024/25 (revised) | 27% | 81% | -54 pp |
| 2023/24 (final) | 8% | 80% | -72 pp |
| 2022/23 (final) | 44% | 78% | -35 pp |

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

| Year | This school | National non-disadvantaged score | School disadvantage gap |
|------------------------------|--------------------|---|--------------------------------|
| Latest 3 year average | 38% | 78% | -40 pp |
| 2024/25 (revised) | 55% | 78% | -24 pp |
| 2023/24 (final) | 15% | 78% | -62 pp |
| 2022/23 (final) | 44% | 77% | -34 pp |

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

| Year | This school | National non-disadvantaged score | School disadvantage gap |
|------------------------------|--------------------|---|--------------------------------|
| Latest 3 year average | 25% | 80% | -55 pp |
| 2024/25 (revised) | 18% | 81% | -62 pp |
| 2023/24 (final) | 23% | 79% | -56 pp |

| Year | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------|-------------|----------------------------------|-------------------------|
| 2022/23 (final) | 31% | 79% | -48 pp |

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

| Year | This school | National average | Compared with national average |
|------------------|-------------|------------------|--------------------------------|
| 2024/25 (2 term) | 6.3% | 5.2% | Above |
| 2023/24 (3 term) | 8.1% | 5.5% | Above |
| 2022/23 (3 term) | 9.6% | 5.9% | Above |

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

| Year | This school | National average | Compared with national average |
|------------------|-------------|------------------|--------------------------------|
| 2024/25 (2 term) | 17.0% | 13.3% | Above |
| 2023/24 (3 term) | 24.7% | 14.6% | Above |
| 2022/23 (3 term) | 33.7% | 16.2% | Above |

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.gov.uk/ofsted

© Crown copyright 2026



© Crown copyright