

Roman Way Primary School

Inspection report

Unique Reference Number	116038
Local Authority	Hampshire
Inspection number	338712
Inspection dates	6–7 October 2009
Reporting inspector	Deborah Zachary

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	180
Appropriate authority	The governing body
Chair	Mr T Prentice
Headteacher	Mr M Garside
Date of previous school inspection	1 November 2006
School address	Roman Way Andover SP10 5JY
Telephone number	01264 352118
Fax number	01264 352381
Email address	headteacher@romanway.hants.sch.uk

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

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Introduction

This inspection was carried out by three additional inspectors, who visited 11 lessons and held meetings with governors, staff and groups of pupils, and with two representatives of the local authority. They observed the school at work, and looked at the school's assessments and tracking of pupils' progress, the school improvement plan, pupils' work, monitoring records and curricular planning. They also studied 55 questionnaires returned by pupils, 11 questionnaires returned by staff and 79 questionnaires returned by parents.

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

- learning and progress of the most able pupils, including those who are gifted and talented, at Key Stages 1 and 2 to determine whether teaching is sufficiently challenging for them
- progress made by pupils who have been at the school through most of a key stage
- quality of support for the pupils whose circumstances have made them the most vulnerable and for new arrivals, including an investigation of safeguarding
- way pupils in the Early Years Foundation Stage have their needs met and the progress they make
- vision for and commitment to improvement among staff at all levels.

Information about the school

Roman Way draws most of its pupils from the local community, but it has high numbers of pupils arriving and leaving between Reception and Year 6. About half its pupils have special educational needs and/or disabilities, which is much higher than usual. Most pupils are of White British backgrounds. A few pupils speak English as an additional language.

The school is currently undergoing major building work. As a result of this, pupils in the Early Years Foundation Stage (Reception) have a temporary classroom in the school grounds. There have been significant staff changes since the last inspection. At the time of this inspection the acting headteacher had been in post for two weeks, and the deputy headteacher and Key Stage 1/Early Years leader had been in post for one month.

The school was accredited with the PE and Sport Strategy and the Healthy School Enhanced Award in 2008, and became a UNICEF Rights Respecting School in 2009.

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?

3

The school's capacity for sustained improvement

2

Main findings

Roman Way is a satisfactory school that is improving rapidly. Attainment by the end of Year 6 has been low for a number of years, but current Year 6 pupils are on track to reach average standards. The local authority has worked very closely with the school's leaders to improve teaching and learning ' and to very good effect, especially in literacy. During the inspection most teaching seen was at least good and a small minority was outstanding. Pupils' learning and progress are now good at all key stages.

The leadership of the school has changed this term, but this has not interrupted the pace of improvement. The new leaders have achieved a phenomenal amount since their arrival, and staff are galvanised and extremely confident that improvement will continue. The capacity to improve further is good. The new leaders have a precise and accurate view of the school's strengths and weaknesses. Rigorous tracking of attainment enables quick intervention when individual pupils fall behind. Development planning is explicit and challenging, both at subject level and at whole-school level. Monitoring of teaching is also rigorous and accurate but, appropriately up to this stage, has focused on the implementation of whole-school priorities rather than being fine-tuned to tracking individual teachers' development.

One of the whole-school priorities has been the introduction of assessment techniques that really involve pupils in checking their own learning. This has become highly effective in some classrooms, enabling pupils to drive their own learning forward, but is not so well developed in others. Teachers know their pupils' capabilities well, and give different work to different groups. This often works extremely well for middle- and lower-attaining pupils, but the work for higher attainers sometimes develops organisation or presentation skills rather than extending the depth of subject understanding. Historically the school has had few higher attainers, but more are now coming up through the school and long-term plans and support materials for mathematics and in science do not give enough attention to this group. The curriculum is satisfactory, though leaders have exceptionally exciting and innovative plans for its development.

The pupils come to lessons ready to learn. Behaviour is good, both in lessons and in the playground. Pupils are well aware of how to keep themselves and others healthy and safe. They are very happy in school, keen to help and make a good contribution to its smooth running. They receive good care, guidance and support from adults. This particularly helps the vulnerable pupils and the many new arrivals to settle and feel comfortable in school, and gives them a platform on which they may learn.

The governing body has been through a period of much change and has had many vacancies. It is now fully functional, with statutory policies in place and an established mechanism for their review. Governors have a broad knowledge of the school's strength and weaknesses, and its direction. Some governors, but not all, have an in-depth

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understanding of the school and what it needs, and are pushing for its success. They understand the importance of developing their role in relation to the school's engagement with parents, for example 'a key area for improvement already identified by the current school leadership. However, until recently, few governors have been able to challenge and question the school, and some governors still do not demonstrate this capacity.

What does the school need to do to improve further?

- Improve learning where elements of teaching are weaker than in the best lessons by:
 - giving pupils the right lesson objectives for their stage of learning, so they can feed back their level of understanding to the teacher
 - making sure marking in all subjects and year groups gives clear advice on how to improve
 - making sure the separate work given to the most able pupils in lessons takes them further in their understanding of the subject
 - closely linking individual improvements to teaching by tracking whether previous development points have been acted upon in future lesson observations.
- Improve the curriculum for the most able pupils by:
 - providing guidance to teachers about the work the most able mathematicians should follow as they move through the school
 - ensuring that guidance for teachers about how key science concepts are to be developed from year group to year group includes a final stage of understanding that would be required of the most able in Year 6.
- Improve governance by:
 - ensuring all governors have a depth of understanding of the school so that strategy is set and challenge given by the whole governing body
 - involving governors in working with the school to enhance engagement with parents.

Outcomes for individuals and groups of pupils

3

The school's tracking identifies pupils' standards each term, and shows clearly that progress is good through each key stage. Most lessons are vibrant, and pupils thoroughly enjoy their classroom learning. Particularly effective is the way they often clarify their understanding when the teacher gives them a moment to talk to a partner. Pupils often keep up a high pace in their learning, and love using computer technology. When given the opportunity, they can assess how well they have understood their work. Year 5 loved following a Harry Potter theme to communicate their understanding to their teacher with signs and words from 'spells'. Pupils who have special educational needs and/or disabilities make good progress, as do those who speak English as an additional language, because of the good quality support both groups receive. The small but rising numbers of pupils who have higher attainment occasionally make slower progress in lessons, when the work they are given engages them but the difficulty comes from the complexity of the task

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rather than the subject matter. Improvements to teaching are recent enough to have had only a limited impact on the learning of last year's Year 6. This year group of 20 had 13 pupils who arrived during the key stage, including some who entered the school only a few months before the tests. Those who were in the school for the full key stage made adequate progress, but it was not as good as the pupils are making now. Achievement is satisfactory overall rather than good, because attainment at the end of Year 6 has not yet improved to the levels seen in other schools.

Pupils are well aware of the school's expectations about behaviour. They play together very well and work well in groups. They understand the need to help others and respond well to staff. They sing in the local community and enjoy helping in school through membership of the school council and through being a 'trailblazer'. They have developed a good understanding of rights and responsibilities, and can reflect about themselves and their lives. Though satisfactory, they have, as yet, a relatively limited understanding of the wide range of cultures present in modern Britain.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teachers use resources very well to plan very interesting activities for the pupils. In one outstanding lesson, pupils watched absolutely entranced as a shape was slowly uncovered on the whiteboard. Teachers also question very well to draw out pupils' understanding, and build on pupils' answers. They use praise very well. In some lessons pupils are given a

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range of things to aim for ' at different levels for different abilities, and written in language pupils can understand. This enables the pupils to evaluate how well they have done at the end of the lesson. Where this is done particularly well, the evaluation is then used by the teacher to plan the next session. In other lessons the objective for the lesson is too general, and does not help pupils' learning. Marking is inconsistent, too. In some classes it is a real dialogue; both the teacher and the pupils write comments about the work, and good progress can clearly be seen as a result. Sometimes work is just ticked. Literacy is often marked more effectively than numeracy.

Subject leaders have ensured that there is resource material to support teachers and a general progression of work through the year groups. At the moment there is no specific curricular pathway for the most able in mathematics, so teachers are planning extension work lesson by lesson. There is guidance for teachers in science about what aspects of a key concept such as forces should be covered each year, but not enough guidance about what higher-level understanding in Year 6 would cover. The curriculum for many aspects of personal, social and health education is good. Pupils who have special educational needs and/or disabilities have their needs met well, and the school liaises well with outside specialists to support them and other pupils, such as those at the early stages of learning English.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The school leaders embed ambition and drive improvement well. The new headteacher is a highly visible presence at the start and end of the day, and parents appreciate this. In just two weeks he has already greatly reassured staff and given them much support to continue the pace of development. He and the other members of the leadership team already have a very clear and accurate understanding of the direction the next stage of improvement should take. Improvement so far has been focused on addressing inadequacies and ensuring general improvements, but the new leadership team demonstrates the skills necessary to take the school to the next level. The deputy headteacher provides boundless enthusiasm and energy, combined with a highly systematic approach. He has analysed pupils' progress, including that of groups who might be disadvantaged, with great accuracy so that plans can address any areas of slower progress. Equality is promoted satisfactorily. The school is already a secure environment where safeguarding requirements are met and there is no discrimination. The basics have similarly been done to ensure the school fulfils its duty to promote community cohesion, with an audit, strategy and evaluation of the school's position. The school itself is cohesive and it is engaging with local groups and starting to ensure that pupils have a good

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awareness of the different cultures of the world. Pupils have fewer opportunities to engage with the range of cultures present in Britain, and the school plans to improve this.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children make good progress from starting points that are generally below what is expected nationally, particularly in communication, language and literacy. This is because teaching is good, and the children are given activities that meet their different needs. Despite the temporary nature of the accommodation the environment is safe, secure and stimulating. The outside area, however, has no shelter so cannot be used in the rain. Even at this early stage of the new school year the children are already following good routines; they behave well, and show they can persevere because they are interested in the activities they are given. The adults work well as a team and show high expectations of the children. They are friendly and caring. There is a good balance between children choosing activities for themselves and adults directing them. Planning is effective, and linked well to national guidance, with clear lesson aims. Objectives for individual activities are sometimes not so tightly focused. Leadership is good. In the short space of time since taking up post, the Early Years Foundation Stage leader has already analysed data and worked with the teacher to produce ideas for an innovative curriculum and a well thought-through action plan to improve provision further.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

Parents are broadly happy with the school. Several praised the new headteacher and they also value the staff, with one writing 'a big thank you'. They feel the needs of their children are met and parents of new arrivals praise the way the school has helped them. Inspectors agree with these points. The negative comments on questionnaires were all individual concerns. Ticks on questionnaires showed some concern about behaviour, but this was not corroborated by inspection evidence. There was also concern about how parents are involved and helped to support their children. The school intends to improve this and inspectors agree that improvement is needed.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Roman Way Primary 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 79 completed questionnaires by the end of the on-site inspection. In total, there are 180 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	41	52	34	43	2	3	1	1
The school keeps my child safe	42	53	33	42	3	4	0	0
My school informs me about my child's progress	30	38	42	53	6	8	0	0
My child is making enough progress at this school	30	38	39	49	8	10	0	0
The teaching is good at this school	30	38	41	52	7	9	0	0
The school helps me to support my child's learning	24	30	42	53	7	9	0	0
The school helps my child to have a healthy lifestyle	32	41	42	53	3	4	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)	27	34	47	59	2	3	0	0
The school meets my child's particular needs	25	32	48	61	5	6	0	0
The school deals effectively with unacceptable behaviour	18	23	45	57	11	14	3	4
The school takes account of my suggestions and concerns	14	18	55	70	7	9	0	0
The school is led and managed effectively	24	30	42	53	9	11	1	1
Overall, I am happy with my child's experience at this school	34	43	38	48	6	8	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 all 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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



8 October 2009

Dear Pupils

Inspection of Roman Way Primary School, Andover SP10 5JY

Thank you all for the way you welcomed us to your school. A special thank you to those who gave us your views, either by talking to us or by filling in questionnaires. We think you go to a satisfactory school that is improving quickly. We were impressed by your good behaviour and by the way you keep yourselves and others safe and healthy. You told us how much you enjoy lessons and we agree that you are taught well. We also think you are looked after very well. You have had a lot of changes of teachers and changes to who is leading the school, but you told us how happy you are with the new staff. You are already learning well in most lessons, but sometimes some learning is a bit slower. Your leaders and teachers want to make sure the school goes on improving. We have asked them to do these things to improve the school.

- Make sure pupils in all classes learn really well, and keep an even more detailed check on teaching. We want you to be sure you always know what it is you should be learning in the lesson so you can tell the teacher how well you have understood. You can help with this, and also help by always reading carefully what teachers write in your books.
- Plan the right work for those of you who find learning quite easy. We want to make sure you are always given things to do that teach you more about the subject you are studying.
- Make sure more governors are involved more closely with leading the school and with working with your parents or carers.

With best wishes for the future

Yours faithfully

Deborah Zachary

Lead inspector

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