

New Road Primary School

Inspection report

Unique Reference Number	110647
Local Authority	Cambridgeshire
Inspection number	356789
Inspection dates	23–24 March 2011
Reporting inspector	Christopher Green

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	93
Appropriate authority	The governing body
Chair	Jim Saunders
Headteacher	Daniel Pilsworth
Date of previous school inspection	16 April 2008
School address	New Road Whittlesey, Peterborough PE7 1SZ
Telephone number	01733 204422
Fax number	01733 350847
Email address	office@newroad.cambs.sch.uk

Age group	4–11
Inspection dates	23–24 March 2011
Inspection number	356789

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

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

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 13 lessons and observed all seven teachers. They held discussions with staff, governors and pupils. Inspectors looked at the school's work, its policies and procedures, teachers' planning, records of pupils' progress and the school's monitoring and evaluation records and improvement planning. Questionnaires from 41 parents and carers were analysed and others from staff and from Key Stage 2 pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key questions.

- Are the more-able pupils receiving teaching which is sufficiently challenging?
- Are pupils with special educational needs and/or disabilities making enough progress from their different starting points?
- Is information and communication technology (ICT) helping to increase pupils' rates of progress and their opportunities to become independent learners?
- How effectively do leaders and managers at all levels monitor teaching and learning in order to bring about further improvement?

Information about the school

New Road is a smaller than average-sized primary school, catering for its immediate area of the town and for a few families from further afield. The vast majority of pupils are White British. The proportion of pupils with special educational needs and/or disabilities, including those with statements of special educational needs, is well above average. The nature of these needs lies mainly in the range of moderate to severe learning difficulties. Almost a third of pupils are known to be eligible for free school meals, which is well above average. There is Early Years Foundation Stage provision for children aged four to five in a mixed Reception and Year 1 class. A before-school care and breakfast club is provided on the site. The school has Healthy School status and the Activemark award.

A new headteacher joined the school in September 2008. There have been significant changes in the senior leadership team during 2010-2011 while the headteacher was released for two terms to assist a nearby school. Members of staff took on additional responsibilities and have maintained these since his return. The pre-school provision on site is privately managed and subject to a separate inspection.

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

New Road Primary is a satisfactory school which is improving rapidly. Under the focused and well considered leadership and management of the headteacher, improvements are significant and gathering momentum. Systems are now firmly in place to track pupils' progress and swift action is taken where pupils might be at risk of falling behind. These interventions are particularly effective in teaching reading and, as a result, pupils with special educational needs and/or disabilities now make good progress. Year-on-year, attainment is broadly average. Progress is at least satisfactory for all groups and it is improving strongly so that many pupils make good progress. However, more able pupils do not achieve as well as they might in Years 3 to 6, mainly because they have limited opportunities to develop their skills as independent learners. There remain some weaknesses in writing, particularly in the extent to which more able pupils in Key Stage 2 produce extended and well presented written work across the curriculum. Skills in mathematics are not used and developed enough in subjects such as science, history and geography, which limits achievement and progress for these pupils also.

The senior leadership team work well together to tackle the school's key priorities and good progress is evident in the Early Years Foundation Stage and in the achievement of pupils with special educational needs and/or disabilities. The governing body is supportive and challenging. It is well led by its chair, who focuses attention essentially on monitoring the performance of groups of pupils and on the levels of care they receive. The school's self-evaluation is rigorous, accurate, and feeds effectively into improvement planning. Implementation of the school improvement plan has been effective in addressing the recommendations made at the previous inspection. Since the last inspection, much better provision for information and communication technology (ICT) and an improved distribution of leadership and management responsibilities have resulted in the school moving forward. Changes to the curriculum have made learning more relevant for pupils, particularly in the range of visits and visitors they experience. Pupils whose circumstances make them more vulnerable are very well cared for. Improvements have been slower in helping the more-able pupils to achieve as highly as they might and in becoming more confident and independent as learners. When taking account of the school's circumstances, improvement since the previous inspection is good and the school has good capacity to sustain its improvement.

Parents and carers welcome the changes introduced over the last three years. Many make very positive comments, typically saying, 'The school has given my daughter and myself every assistance needed and more; I am very impressed' and 'Brilliant school, outstanding headmaster and teachers, it deserves to be an outstanding school!' The school has made good strides in engaging with parents and carers, seeking their views and communicating effectively. Good home to school links begin in the Early Years Foundation Stage where children get off to a good start because of the good provision and leadership. Children

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

settle well, make good progress and enjoy working alongside the older Year 1 pupils in the bright and well-resourced classroom and spacious outdoor areas.

Across the school, relationships between pupils and between adults and pupils are excellent. These relationships underpin good pupils' behaviour and consistently satisfactory teaching. The teaching often has elements of good practice where the pace is brisk, expectations clear and tasks well matched to the pupils' differing needs and prior learning. However, not enough teaching ensures these features, which is the reason why the higher attaining pupils do not make good progress. These issues are being addressed directly and effectively by the headteacher and senior leadership team.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise achievement and improve the rate of progress of more-able pupils in mathematics and writing in Years 3 to 6 by:
 - increasing opportunities for pupils to build on their prior learning and use mathematical applications and writing across the curriculum
 - improving handwriting and the accuracy and presentation of pupils' written work
 - increasing opportunities for pupils to take greater initiative in developing their work independently.
 - Improve teaching so that more of it is good by:
 - simplifying learning objectives and making their relevance clear to pupils
 - ensuring that there is a suitable balance between listening and tackling tasks so that pupils' participation is maximised
 - using assessment information effectively in planning the next steps in learning
 - ensuring that pupils act on the feedback they are given about their work, including marking
 - using the headteacher, senior staff and staff from partner schools to model best teaching and learning routinely alongside teachers and teaching assistants.

Outcomes for individuals and groups of pupils

3

Children start the reception year with skills and abilities often well below those usually typical for their age and make good progress in the Early Years Foundation Stage and into Year 1. Achievement is satisfactory in Key Stages 1 and 2, leading to attainment that is usually close to the national average by the end of Year 6. In 2010 attainment was low due to a year group that had lower starting points. Over the previous two years attainment was broadly average. Currently, attainment in Year 6 is average.

In lessons, pupils apply themselves well enough, but because they are not challenged to do so, the more able are not as precise in their writing and use of grammar. Although they learn of strategies to improve writing, such as using connectives to join ideas, opportunities to use these with purpose are not frequent enough. The increased use of ICT as a learning tool has helped all pupils to work independently, and has accelerated

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

progress, particularly for pupils with special educational needs and/or disabilities. These pupils are given well-judged support to complete structured tasks and they cooperate well with teaching assistants who provide this. As a result, they grow in confidence as learners. Pupils listen effectively and follow instructions well, but occasionally there is too little time for them to tackle tasks because direct teaching continues for too long. In mathematics, while pupils are able to handle numbers and mathematical ideas quite competently, their skills of application in practical situations are more limited. However, in reading and speaking and listening achievement is good.

Pupils say they feel safe at school, a view strongly supported by parents and carers. Pupils behave well, they are polite and positive. The award of Healthy School status and the Activemark recognise pupils' willingness to adopt healthy lifestyles. Their understanding of how to make healthy choices is good. Pupils contribute well to the school community, some as elected school councillors. Nearly all take part in at least some of the many events organised for or by the wider local community. Attendance is average. The school is taking concerted action to improve this, such as close monitoring and swift follow-up on absences.

Pupils are learning to build their basic skills effectively, so are preparing satisfactorily for the next stage of their education. They are learning social skills and moral values well. The spiritual and cultural elements of their development are similarly good, through reflective times in assemblies and the creative opportunities they have in music, art and cultural visits. Their understanding of cultures other than their own is well developed through the curriculum experiences provided.

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

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	3
The quality of pupils' learning and their progress	3
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	2

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 create a positive classroom atmosphere and have established warm working relationships with their pupils. Teachers are becoming adept at using assessment data to set learning objectives that pupils understand and see as relevant, but this is not yet consistent. They track how well pupils are doing and intervene to assist those who fall behind. They do not always ensure that pupils act on the good guidance they provide in order to improve their work. Questioning is used well to check pupils' understanding and teachers ensure that pupils do make progress. Teaching assistants' contributions are invariably good as they provide good support for those pupils who find learning difficult. For instance, they ensure that they maintain pupils' concentration, keep pupils' motivation high and prompt and praise appropriately. Despite there being some good features of teaching, it is not better than satisfactory because on occasions there is too much reliance on pupils listening to adults and completing tasks that do not challenge all pupils equally well.

Suitable emphasis is given to English, mathematics and science, including within the mixed-age classes. Links between subjects, which add relevance and meaning to learning are developing well. There is limited practical work to enhance cross-curricular and cross-key-stage learning. Improved enrichment, such as an outing to the Hindu temple, which followed an earlier visit to school by a faith member, are helping pupils to learn from real experiences.

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

Good quality care, support and guidance are at the heart of the school's aims and contribute well to pupils' well-being. Parents wrote, 'There is a warm, nurturing feeling to the school' and 'I feel able to approach any teacher at any time'. Support for those pupils who find it difficult to behave consistently well is highly effective as is that to pupils whose circumstances make them more vulnerable and their families. The before school care and breakfast club, cookery club and the range of sporting opportunities which the pupils are keen to join are well organised and are examples of the school's successful endeavour to offer good care. Lunchtimes promote healthy eating, whether pupils take the high quality school meals or bring a packed lunch.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
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 headteacher's purposeful approach has brought a clear vision and ambition for improvement. He communicates high expectations of staff. This is driving the school forward systematically. He has made many changes, significantly implementing effective procedures to measure pupils' progress and to hold teachers accountable for the impact of their work. The school has a positive ethos, with many of the building blocks helping to accelerate progress. There is a skilled senior leadership team. Those who now have increased responsibility have honed their skills while the headteacher was away, and so the team is in a strong position to take developments forward. For example they have identified precisely where improvements are needed in teaching and learning, and are improving this by sharing good practice.

The governing body is supportive and effective in asking challenging questions. It is closely involved in the life of the school. Governors monitor the school's progress in tackling its key priorities conscientiously and this is bringing improvements.

There are good links with parents and carers who are very pleased with the many improvements that are taking place. Parents and carers are kept well informed and help to support their children's learning.

The school has identified the groups that are achieving less well and is working to boost their achievement. Pupils with special educational needs and/or disabilities are included well in the life of the school. Safeguarding procedures are thoroughly managed and achieve good practical arrangements, including for child protection, safer recruitment health and safety. The school engages well with the range of groups it serves and as a member of various partnerships, including health and social services, the sports partnership, its partner schools and its local cluster of schools. Stakeholders' views are heard and represented in the development planning processes.

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

The promotion of community cohesion is satisfactory, with very good local links and contributions being made. Following a recent review, the school is revisiting its audit to give closer attention to the school's religious, ethnic and socio-economic circumstances. There are established links with Dr Barnados and the school has been active in supporting global appeals, such as the Haiti earthquake disaster appeal earlier in the year.

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	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
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	2
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 enter with skills below those expected, particularly in language and personal, emotional and social development, some with significant developmental delay. They settle quickly because they have a wide range of interesting and stimulating experiences across the areas of learning, both indoors and out and good teaching engages them. They enjoy what they do and make good progress in speaking and listening, which in turn helps their personal, social and emotional development and understanding of language. The accommodation is attractive and well resourced. There is plenty of room inside and out for children to learn and play.

Arrangements for 'free flow' between inside and out are constrained by the building, resulting in the external areas not being used as spontaneously as they otherwise might. Opportunities for children to think, talk, play, plan and learn for themselves across the different areas of learning are good.

There are many opportunities for children to initiate their own learning activities alongside pupils in Year 1, who often provide a good lead. In one session, children enjoyed evaluating the loudness and faintness of sounds from different musical instruments, as they listened and recorded at close quarters and from 100 metres away. Their progress in gaining scientific knowledge and understanding, and in speaking and listening was clearly

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

apparent. Adults helped organise, observed and noted the progress of individual children carefully.

Good leadership has brought considerable improvement to the Early Years Foundation Stage for the children in the reception group. Detailed records are kept which are externally moderated. Effective systems are in place to ensure children make good progress and that curriculum experiences build on their prior learning and interests. Parents and carers are effectively involved in helping their children to learn and develop.

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

A higher than usual proportion of parents and carers returned questionnaires. These were overwhelmingly positive, with parents and carers almost unanimous in their support of the school's work. There were no common themes to the very few doubts expressed. Inspectors found that the school provides a satisfactory level of education for its pupils, is improving and engages well with parents and carers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at New Road 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 41 completed questionnaires by the end of the on-site inspection. In total, there are 93 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	71	11	27	1	2	0	0
The school keeps my child safe	28	68	13	32	0	0	0	0
My school informs me about my child's progress	28	68	12	29	1	2	0	0
My child is making enough progress at this school	25	61	14	34	0	0	0	0
The teaching is good at this school	24	59	17	41	0	0	0	0
The school helps me to support my child's learning	25	61	15	37	1	2	0	0
The school helps my child to have a healthy lifestyle	26	63	15	37	0	0	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)	26	63	10	24	4	10	0	0
The school meets my child's particular needs	26	63	15	37	0	0	0	0
The school deals effectively with unacceptable behaviour	21	51	15	37	5	12	0	0
The school takes account of my suggestions and concerns	25	61	16	39	0	0	0	0
The school is led and managed effectively	25	61	16	39	0	0	0	0
Overall, I am happy with my child's experience at this school	28	68	13	32	0	0	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



25 March 2011

Dear Children

Inspection of New Road Primary School, Peterborough, PE7 1SZ

Thank you for your welcome and for sharing your work and views with us. We thoroughly enjoyed our visit. You told us that you enjoy school and feel safe and well supported and we agree. Your school is satisfactory, which means it does some things well and other things that need to be improved. Here are some of the school's strengths:

You behave well and everyone is considerate towards one another.

There are lots of visits and visitors for you to enjoy and learn from.

The school cares for you all well.

If you are finding learning difficult then the adults are good at helping you.

The school works well with your parents and they appreciate the school a lot.

The headteacher has made changes which have helped the school to improve.

Children in the Early Years Foundation Stage get off to a good start.

We have recommended the following so the school might get even better.

Those of you who find school work fairly easy should take care with your writing and use writing and mathematics more in different subjects so that you make faster progress.

Teachers should help you to develop your work on your own more.

Teachers and leaders should help each other to make more of the teaching good, especially by helping you to build more quickly on what you already know and understand.

You can help by continuing to work hard at learning new things and attending well.

Best wishes for the future.

Yours sincerely

Christopher Green

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.