

New Road Primary School

Sowerby New Road, Sowerby Bridge, Calderdale, HX6 1DY

Inspection dates

31 October–1 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- New Road has made significant improvements in all aspects of its work since the time of the last inspection, particularly in tackling underperformance.
- Teaching is good in all phases of the school. Improvements in teaching are accelerating pupils' progress.
- From their generally low starting points in the Reception Year all groups of pupils make good progress so that by the end of Key Stage 2 attainment is average.
- The school is successfully closing any gaps between how well different groups of pupils are doing compared to similar pupils across the country because their progress is checked regularly and well-targeted support ensures they succeed.
- Pupils' attitudes and behaviour are good both in classrooms and around the school. Pupils know that they are looked after well. They feel safe and secure.
- The curriculum makes a positive contribution to pupils' good spiritual, moral, social and cultural development.
- The new executive headteacher has made her high expectations absolutely clear. In a relatively short time, with the support of the local authority, she has brought about many rapid improvements including proven rigorous systems to evaluate and improve provision.
- The governing body has been re-organised and its members have undertaken training which ensures that it challenges school leaders appropriately.
- Parents are highly supportive of the school.

It is not yet an outstanding school because

- Although teaching is good overall it is not of a consistently high quality to bring about outstanding achievement. It sometimes does not challenge the more-able pupils enough.
- Through the school pupils are not always given sufficient opportunities to apply and develop their basic skills in writing and mathematics across a range of subjects and topics.
- The marking of pupils' work does not always provide sufficient guidance on how pupils can improve their work.

Information about this inspection

- The inspection was carried out by one additional inspector. He observed eight lessons of which four were joint observations with the executive headteacher. In addition, the inspector made a number of other short visits to lessons and listened to pupils read.
- Meetings were held with one group of pupils, the Chair of the Governing Body, staff from both the school and its federated partner and two representatives from the local authority.
- The inspector took account of six responses to the online questionnaire (Parent View) in planning the inspection.
- The inspector observed the school's work and took into account the work in pupils' books, the school's own data on pupils' current progress, the school's improvement plans, planning and monitoring information, minutes of the governing body meetings, records relating to behaviour and attendance and documents relating to safeguarding.

Inspection team

Anthony Kingston, Lead inspector

Additional Inspector

Full report

Information about this school

- This school is much smaller than the average-sized primary school. It has been in a federation with Copley Primary School since February 2012.
- The proportion of pupils known to be eligible for the pupil premium is well above average.
- The proportion of pupils supported through school action is well above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- Nearly all pupils are White British.
- The school meets the current floor standards, which set the government's minimum expectations for attainment and progress.

What does the school need to do to improve further?

- Raise pupils' attainment and increase the proportion of teaching which is outstanding by:
 - making sure that the best practice is used more effectively as a model of high-quality teaching
 - ensuring that there is always sufficient challenge, especially for the more-able pupils
 - ensuring that the quality of marking is consistent in showing pupils what they need to do to improve their work
 - making sure that pupils have more opportunities to solve problems in mathematics.
- Improve the presentation of pupils' work by:
 - making sure that there is a consistent style of handwriting throughout the school
 - raising the expectations which teachers have of their pupils to present work neatly.

Inspection judgements

The achievement of pupils is good

- Previous underperformance throughout the school has been tackled successfully and attainment by the end of Year 6 is now average. From pupils' low starting points this represents good and improving progress in reading, writing and mathematics for all groups of pupils, including those eligible for the pupil premium and those with special educational needs. However, the more-able pupils do not always achieve all that they are capable of because the level of work set is occasionally not always sufficiently challenging.
- Most children start school with skills that are well below those typically expected for their age. They experience a range of well-planned activities that develop good attitudes to learning. For example, children enjoy learning their letters and sounds because the school has introduced a carefully structured programme of teaching these skills. Children make good progress in these lessons with most being able to spell simple words accurately and independently by the time they enter Year 1.
- Reading continues to be a priority throughout Key Stages 1 and 2. As a result pupils tackle unfamiliar words confidently and read with increasing fluency and expression. The levels of challenge are well matched to pupils' abilities and they quickly move on to gain personal enjoyment from reading books independently and discussing content with adults in small groups. As a result pupils' enjoyment of reading is growing securely and rapidly. This was exemplified by a Year 6 pupil who said, 'I can relax with a book and use my imagination to become a part of the adventure.'
- In lessons, pupils work well in pairs and groups where they talk about their work together so that they develop their communication skills and ability to think things through for themselves. However, pupils generally are not provided with enough opportunities to develop and apply their mathematical skills to problem-solving activities
- Pupils are proud of their work. However, the quality of their presentation is variable. This is because the school has not adopted a consistent style of handwriting and teachers have not impressed on pupils enough the importance of high standards of presentation.
- Pupil-premium funding is used creatively and effectively to provide additional support both in the classroom and through one-to-one teaching. This is making a positive difference to the achievement of pupils eligible for this support so the gap with other pupils is closing securely.

The quality of teaching is good

- Throughout the school teaching is consistently good or better.
- A well-structured system for teaching letters and sounds is securely in place. Guided reading sessions take place daily and this, say many pupils, has increased their love of reading.
- In the best lessons teaching makes sure that the pace of learning is fast. In one Key Stage 2 mixed-age mathematics lesson, for example, within minutes of pupils entering the room, the teacher had the pupils working enthusiastically on meaningful problem-solving activities well-matched to their needs. The teacher questioned, challenged and consolidated the learning of each group without putting the learning of others on hold. This resulted in promoting good understanding and progress, especially for the more-able pupils who relished having time to theorise, put forward their hypotheses and solve challenging problems.
- Teachers know how well each pupil is doing. They use this well in planning lessons and matching activities to the needs of pupils. However, sometimes, the more-able pupils do not make as much progress as they should because they are not always given enough time to engage in sufficiently challenging work.
- Skilled and committed teaching assistants work effectively with individual pupils who have special educational needs and the few pupils who speak English as an additional language. They

target support for groups in the classroom and provide focused time-tabled support for individuals and small groups in quiet work bases around the school. This underpins the impressive progress these pupils now make.

- Learning targets are clear. However, not all pupils are always sufficiently clear about what is expected of them and are not, therefore, able to understand how well they are doing.
- The marking of pupils' work is up-to-date but does not consistently provide guidance for pupils on how to improve and not enough opportunities are provided for pupils to respond to the advice given.

The behaviour and safety of pupils are good

- A very large majority of parents rightly believe that their children are safe at school and are well looked after. This view is shared by pupils.
- Pupils are cared for well and, through personalised support, those with behavioural difficulties learn how to control their own behaviour. This process is appreciated by many pupils, one of whom said, 'Teachers listen to me and help me to learn how to control my behaviour. I can now stop myself from getting angry when I feel that I can't cope.'
- Pupils find lessons interesting and have positive attitudes to learning. They are keen to help each other in class, listen to the views of others, eager to answer questions and offer their opinions and join in the many clubs available. This enjoyment of school is reflected in rapid improving rates of attendance which in 2011 was low but is now average.
- Conversations with pupils reveal that they have a clear understanding of what constitutes bullying. They were keen to tell the inspector that incidents of bullying of any type are rare and that the school deals with them promptly. Scrutiny of behaviour records shows that the number of incidents of unacceptable behaviour has fallen dramatically since the previous inspection.
- Of those parents who responded to the questionnaire, Parent View, none had concerns about behaviour.
- Pupils are confident about sharing their concerns because they are listened to. They feel safe and know who to turn to if they are worried about anything. They are aware of the actions needed to keep themselves safe when using the internet.
- Pupils understand the impact of their actions on others. This reflects the school's emphasis placed on developing pupils' behaviour, values and attitudes through the well planned programme of personal, social and health education.
- There are many opportunities for pupils to take on roles and responsibilities in and around the school. Pupils are not only willing to take on these responsibilities but say that they would like more because, 'it's a good way to say thank you to our teachers for making our school much more fun now'.

The leadership and management are good

- Since the previous inspection the local authority has appointed an executive headteacher whose capable and uncompromising leadership has been key to the school's rapid and secure improvement.
- Leadership has a crystal clear view of how successful the school can be. With the support of the local authority the headteacher has made brave decisions and implemented many actions to bring this about. For example, following a period of considerable difficulties and changes in staffing, she has built a strong team by selecting new staff wisely and developing an effective programme of training to further develop and improve their skills and remove any risk of complacency.
- The school has an accurate view of its strengths and has identified the appropriate issues for development. Clear plans and actions are in place focused firmly on the areas of development with ambitious targets for improvement. As a result the school is improving rapidly and securely as seen in pupils' much improved achievement.
- New and rigorous processes to check and manage the performance of teachers have been

implemented. They are clearly focused on pupil outcomes and hold teachers to account for the progress pupils in their care make.

- The school's leadership promotes and checks equal opportunities extremely well. It has put plans in place and carried out a number of well-considered actions aimed at improving pupils' attainment. For example, additional income received by the school to support those pupils eligible for the pupil premium is used very effectively to accelerate the progress they make.
- A new and more creative approach to planning the curriculum through topics which integrate several subjects is in its early stages of development. It is firmly based on developing oral, literacy, numeracy and information and communication technology skills through links between subjects. However, there are insufficient opportunities for pupils to transfer, apply and develop their writing and mathematical skills across other subjects.
- The use of visits and visitors to enrich the curriculum brings to life pupils' learning experiences. This was summed up by a child who said of his visit to the National Mining Museum as being, 'awesome but frightening because it was so dark. It made me feel as though there was no space and I was being squashed.'
- The quality of the curriculum, especially its focus on pupils' personal, social and health education, makes a good contribution to pupils' spiritual, moral, social and cultural development.
- Links with parents are strong. All who responded to Parent View said they would recommend the school to other parents. In discussion, many parents commented on the changes which have taken place since the appointment of the executive headteacher with one saying, 'It's not the same school. It's been transformed. The children are quiet and well-behaved. Teachers care for the children, are interested in them and keep them safe. I can't praise or thank the school enough for the changes that have been made.'
- **The governance of the school:**
 - The governing body is led effectively by the newly appointed Chair of the Governing Body. It has been re-organised to ensure effective systems are in place so that best practice can be shared across the federation. Most members visit the school regularly and have a good understanding of what needs to be done for it to further improve. The training they have undertaken and the good quality information they receive ensures they can challenge school leaders appropriately. Their challenge has made a significant contribution to the rapid improvements in teaching and pupils' attainment and progress. The governing body discharges its duties effectively and makes certain that safeguarding arrangements meet statutory requirements. All adults, including administrators and lunchtime staff pay close attention to pupils' safety and well-being.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	107518
Local authority	Calderdale
Inspection number	405107

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	61
Appropriate authority	The governing body
Chair	Lisa Liddle
Headteacher	Nan Oldfield
Date of previous school inspection	5 October 2010
Telephone number	01422 831351
Fax number	01422 831862
Email address	admin@newroad.calderdale.sch.uk

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