

Roman Way Primary School

Roman Way, Andover, Hants, SP10 5JY

Inspection dates 14–15 May 2013

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		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- It has created a very positive learning ethos so pupils achieve well. Their attainment is rising and is on track to rise further.
- Relationships amongst pupils and staff are outstanding, encouraging pupils to develop excellent attitudes to learning and behave extremely well at all times.
- Teaching is good, with carefully crafted lesson activities extending pupils' learning well.
- Very regular, comprehensive and rigorous analysis of pupils' progress ensures staff intervene swiftly if it slows. As a result, pupils who might be at risk of falling behind, including disabled pupils, those with special educational needs and pupils in receipt of pupil premium funding, achieve well.
- The executive headteacher is an exceptionally effective leader. This, together with strong support for staff development, ensures there is an effective team in place who are successfully driving forward improvement.
- Good development planning is underpinned by thorough and accurate checks on how well the school is doing. Consequently, improvement strategies are continually refined and updated.
- Governors fulfil their duties well, being extremely conscientious in holding Roman Way staff to account for the quality of education.
- The work of the Discovery Federation is a model of excellence and brings considerable benefits to Roman Way pupils.

It is not yet an outstanding school because

- There are still a few inconsistencies in teaching, particularly in the way pupils' work is marked and the use of pupils' targets to help pupils improve.
- The school has successfully raised the proportion of pupils reaching the expected levels for their age and is aware that more needs to be done to increase the proportion exceeding these levels.

Information about this inspection

- Inspectors observed 10 lessons, the majority of which were joint observations with the executive headteacher or the head of school. In addition, the inspection team made a number of other short visits to lessons, heard a sample of pupils read and scrutinised a sample of pupils' written work.
- Meetings were held with groups of pupils, members of the governing body and staff including senior and middle managers. A representative of the local authority was also spoken to.
- Inspectors took account of the 10 responses to the on-line questionnaire (Parent View) and the 163 responses to the school's own parental questionnaire. A small number of parents bringing their children to school was also spoken to.
- They observed the school's work and scrutinised a number of documents including the school's records on current pupils' progress, behaviour and attendance. Documents relating to planning, monitoring, safeguarding and the work of the federation were also looked at.

Inspection team

Diane Wilkinson, Lead inspector

Additional Inspector

Anthony Green

Additional Inspector

Full report

Information about this school

- Roman Way is a smaller-than-average-sized primary school. It is part of the Discovery Federation, sharing an executive headteacher, governing body and some other leaders and managers with Endeavour Primary and Knights Enham Junior schools.
- As well as staff sharing expertise across the federation, senior staff also provide support to other local schools.
- The proportion of pupils with special educational needs supported by school action is well above the national average. The proportion supported by school action plus or a statement of special educational needs is broadly average.
- Few pupils are from minority ethnic backgrounds or speak English as an additional language.
- The proportion of pupils known to be eligible for the pupil premium, which provides funding for children in local authority care, children from service families and pupils known to be eligible for free school meals, is high when compared to the national average.
- A larger proportion of pupils than is seen nationally joins or leaves the school part way through their primary education.
- The school has met government floor standards in English and mathematics. These are the minimum standards for pupils' attainment and progress required by the government.

What does the school need to do to improve further?

- Build on, and extend, the strategies to raise attainment and ensure more pupils exceed the levels expected for their age through:
 - helping pupils develop the capacity to deduce what might happen or how a situation could be resolved from clues in the stories they read
 - providing opportunities for pupils to write in a wide range of formats and styles from a younger age
 - setting mathematical investigations where pupils themselves collect the relevant information, decide which methods to use and devise a report on their findings.
- Increase the proportion of outstanding teaching by:
 - ensuring that all staff consistently follow the school's marking policy and clearly indicate what pupils have achieved and how they can improve
 - making better use of pupils' targets in lessons so that pupils are continually reminded of what they need to do to achieve them and encouraged to do so
 - providing more opportunities for pupils to discuss their work with each other and ensuring all are encouraged to answer questions posed by adults.

Inspection judgements

The achievement of pupils is good

- Children's knowledge, understanding and skills on entry have declined in recent years. They are now below the levels expected for their age, especially in communication and literacy skills.
- Progress in Reception is good, with the proportion of children reaching the levels expected by the end of the year increasing well, although few exceed them.
- Good progress continues across Years 1 to 6 because staff benefit from very regular and accurate information regarding pupils' progress and plan well to extend important skills and knowledge. Pupils and their parents are rightly confident that progress is good.
- Attainment at the end of Year 2, which was below average for a number of years, rose well last year and continues to do so for current pupils. Weaknesses in pupils' phonic awareness (the sounds letters make in words) identified in the Year 1 phonic screening check last year were swiftly addressed. The very large majority of Year 2 pupils read at the level expected for this age; their attainment being broadly average.
- Attainment in Year 6, including in reading, has been average in the last three years, clear evidence of pupils' good progress as the pupils were below average at the end of Year 2. The proportion of pupils exceeding the levels expected for their age in writing is much better than that seen nationally, although the proportion is around that expected in reading and mathematics.
- Year 6 pupils write confidently in a wide range of styles and formats, using language very effectively to engage the reader and create suspense or a vivid picture of what is happening. This year there has been a strong focus on improving writing in the younger classes, although the full effect on their attainment is not yet fully evident in their end of year assessments.
- Year 6 pupils are confident readers, greatly enjoying books and benefiting considerably from the work of the federation librarian. They enjoy talking about what they read, but only a minority are skilled at deducing character traits or what might happen next from clues in the text.
- A strong emphasis on calculation helps Year 2 pupils to add and subtract with tens and units and multiply or divide using two, five and ten. This is built on well in Years 3 to 6, with pupils applying their skills well when working with measures or data. They solve mathematical problems set by their teachers well, but have few opportunities to plan and carry out this form of work independently which limits the proportion of pupils exceeding the expected level.
- The school's commitment to equality of opportunity is evident in the exceptionally strong assessment and planning for disabled pupils and those with special educational needs or who speak English as an additional language. Pupils make outstanding progress when working on the special programmes to help them catch up, ensuring they benefit from classroom activities and achieve well.
- Pupil premium funding is allocated very effectively to support those pupils who receive it, all of whom achieve at least well. Most are closing the attainment gap well on their peers, although they are still about six months behind in both English and mathematics by Year 6. The attainment of pupils from service families matches that of their peers.

The quality of teaching is good

- The quality of teaching has improved well over the last two years, with uniform strengths in the large majority of aspects which promote learning well. However, there is some variation in quality and only a small minority of lessons are outstanding.
- All staff, including classroom assistants, exhibit good subject knowledge, explaining and demonstrating new learning and correcting pupils' misconceptions well. Occasionally, during whole class or group activities, however, not all pupils are adequately involved in question and answer sessions to extend their learning.

- Work is well planned to meet the range of ability in each class and challenge pupils to do well, with those pupils who find learning difficult always supported well by adults.
- Behaviour management, based on outstanding relationships and mutual respect, is excellent. Pupils themselves highly praise the commitment of staff to helping each pupil do well, citing it as a major strength of the school. Parents also recognise and praise this.
- Pupils' excellent behaviour and maturity means pupils work exceptionally well together in groups and when discussing their work or testing out ideas with a partner. However, not all staff capitalise well enough on this keenness to learn.
- The school's marking policy, when used effectively, is very helpful to pupils. At its best it is clear that pupils respond very thoughtfully, improve their work well and make rapid progress as a result. However, there is a considerable range in the way the policy is applied, with staff sometimes praising effort without helping pupils recognise what they need to improve, which limits pupils' capacity to move on quickly.
- All pupils are set improvement targets which are assessed regularly and used well to help track their progress. However, the majority of teachers do not remind pupils to refer to them during lessons which prevents pupils from working towards achieving them on some occasions.

The behaviour and safety of pupils are outstanding

- Pupils' excellent behaviour, courtesy and attitudes to school play a significant role in helping achieve their good progress. The school is a very happy and safe place to be, with attendance levels rising well. Currently, they are broadly average.
- Staff not only want pupils to do well, but involve them where possible in all aspects of the school's work so that pupils develop maturity and a strong capacity to support others. Pupils take their roles very seriously with the inspection team being very effectively welcomed to the school each day by the Head Girl. The work of pupil librarians contributes exceptionally well to the strong commitment to reading in the school.
- Around school, pupils are unfailingly polite and helpful, holding open doors, and showing concern for others which benefits shyer and younger pupils considerably. Break times are very happy and safe occasions, with poor behaviour or bullying extremely rare and always dealt with swiftly and very effectively. Pupils develop a real empathy for others which discourages discrimination and supports pupils' cultural awareness and preparation for life in modern Britain exceptionally well.
- Pupils who find good behaviour difficult receive excellent support from staff, including the specially trained classroom assistants partly funded by the pupil premium grant. Those pupils receiving it are especially well supported by their work.
- Pupils have excellent awareness of how to look out for others, deal with the different, rare forms of bullying they may encounter and avoid hazards when using the internet.
- Pupils, their parents, staff and visitors to the school comment very favourably on the high standards the school achieves in this aspect.

The leadership and management are good

- Roman Way benefits considerably from the strengths of its executive headteacher, not least in her capacity to develop other senior and middle managers and her exceptional skills in team building. As a result, the quality of leadership and management has improved well; ensuring staff have driven forward improvement effectively since the previous inspection and are very well placed to ensure future improvement.
- A significant reason why achievement has improved is the very effective and regular analysis undertaken of pupils' progress. This provides the school with an accurate picture on the quality of education, leading to rigorous checks on its effectiveness and development planning that is

regularly adjusted to address weaknesses.

- The school is correct in its analysis of what has already improved well and where further improvement is needed. Plans in place are already addressing remaining weaknesses, although the full success of these is not yet evident.
 - Regular monitoring of teaching quality, effective feedback on where it needs to improve and very good opportunities for staff training have ensured teaching is good, with staff determined to improve further.
 - The curriculum is adapted well to meet pupils' needs and interests, promote very positive attitudes and encourage pupils to do well. Reception children have a good balance of activities led by an adult and those where they explore new learning for themselves. Spiritual, moral, social and cultural development is supported exceptionally well, which has a very positive effect on pupil outcomes.
 - Staff and governors are rigorous in applying safeguarding policies and procedures, updating their training and ensuring that child protection and staff vetting are thorough.
 - The school engages well with parents who support their children's learning effectively, especially in reading. Parents' views of school are very positive, as are those of staff and pupils.
 - The local authority provides effective challenge and support and especially good training that has enhanced the quality of middle management considerably. These strengths have helped the school to improve well since its previous inspection.
 - The Discovery Federation provides excellent support for the quality of education and pupil outcomes at Roman Way. The employment of senior staff to the federation rather than a single school allows effective changes in deployment to cover lengthy absences and the appointment of staff such as the federation inclusion manager and librarian who provide high quality expertise in these areas. Staff development and training opportunities are also enhanced considerably. Teachers and assistants have many opportunities to work with excellent practitioners from other federation schools. In particular, this supports newly qualified staff to plan and monitor with staff in other schools who teach the same age group. The federation regularly provides its own or buys in training tailored exactly to the needs of staff in its schools. As a result, there has been a swift rise in the quality of middle leadership, a key factor in raising attainment in Years 1 and 2 at Roman Way. Pupils benefit from a much wider range of learning resources as the federation, staff plan topics in a way that allows resources to be shared.
 - **The governance of the school:**
 - Governors are very effectively organised to ensure they support and challenge Roman Way well and help it to benefit from being part of a federation. Good financial management ensures funding is used extremely wisely; for example, by collating purchases for three rather than a single school. Governors benefit from the very comprehensive and regular updates on pupils' progress, monitoring and evaluation and development planning, the new way of presenting this information enhancing their understanding considerably. They have a strong commitment to training, including with regard to safeguarding. Governors' good understanding of data supports the comparison of pupils' achievement with other schools nationally and their very pertinent questions hold staff to account effectively. A range of monitoring, including visits to all classes, ensures governors are well aware of teaching quality. Performance management is very thorough and extremely well focused on important school priorities, allowing governors to make well informed decisions regarding salary increases. The impact of pupil premium funding, effectively allocated to special programmes to help pupils catch up, activities to encourage their positive attitudes to school and the employment of trained members of staff to support pupils with social and emotional needs, is very regularly monitored.
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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	116038
Local authority	Hampshire
Inspection number	401553

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	177
Appropriate authority	The governing body
Chair	Robin Hughes
Headteacher	Anne Hughes
Date of previous school inspection	6–7 October 2009
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