

New Road Primary School

Bryant Street, Chatham, Kent ME4 5QN

Inspection dates

13–14 June 2017

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Outstanding
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher is ambitious for pupils and staff. She has recruited and developed a strong leadership team, which has improved the school effectively. Standards have risen rapidly.
- Leaders' actions have secured high-quality teaching. Leaders have a good understanding of how to embed further these improvements across the school, especially lower key stage 2.
- Pupils who have special educational needs and/or disabilities make good progress because their needs are understood by teachers who offer effective support.
- The early years is outstanding. Children enter the school with levels of development which are lower than those typical for their age. They make exceptional progress, so that by the time they start Year 1 they have caught up with other children nationally.
- Governors have secured strong leadership in the school. They check the work of leaders carefully and offer them challenge and support to do even better for pupils. As a result, leaders are held effectively to account for their actions.
- The behaviour of pupils is good. Pupils are well cared for and taught how to be respectful and courteous. Well-judged support for pupils and families is a strength of the school.
- Teachers and teaching assistants use their secure subject knowledge to guide and question pupils well. Lower-ability pupils are particularly well supported. However, the most able pupils, including the most able disadvantaged pupils, are not sufficiently challenged to reach the highest standards.
- Staff at all levels know how to keep pupils safe. Appropriate training, clear lines of communication and well-maintained records underpin the school's systems for safeguarding pupils.
- Pupils make a strong start to developing their reading skills because the teaching of phonics is of high quality.
- Pupils write well. They use their understanding of punctuation and grammar rules to improve their writing in subjects such as science, geography and history.
- Disadvantaged pupils make strong progress because leaders use pupil premium funding wisely. Pupils get the support they need.

Full report

What does the school need to do to improve further?

- Continue to improve the quality of teaching, learning and assessment in lower key stage 2 to match the high standards of the rest of the school.
- Improve outcomes by increasing the level of challenge for the most able pupils.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher, ably supported by the leadership team, has dramatically improved the school since the previous inspection. Leaders at all levels demonstrate ambition for pupils and have raised expectations of what both staff and pupils can achieve.
- Leaders' evaluations of the school are accurate and well informed. Staff regularly submit detailed and precise assessment information, and leaders use this incisively to identify strengths and weaknesses. When progress dips, leaders take swift and appropriate action to help pupils catch up, deploying additional funding where necessary.
- Leaders at all levels are tasked with delivering improvements in school. Effective monitoring of the school improvement plan ensures that actions are carried out in a timely fashion and with a high degree of success. As a result, the school continues to develop and now provides a good standard of education to pupils.
- Leaders set out clear and ambitious expectations for staff to follow. Regular monitoring, feedback and professional development are used to increase the skills of staff. Leaders offer insightful training to staff to improve, for example, their use of feedback to pupils, and their questioning and assessment. As a result, the quality and consistency of teaching, learning and assessment has improved apace.
- Leaders at all levels seek valuable advice from successful schools, both locally and nationally. Appropriate links provide leaders and governors with useful external validation on their use of the pupil premium, the quality of teaching and the accuracy of assessment in the early years. Leaders use these judgements to confirm their own evaluations and sharpen their planning for improvement.
- Leaders use additional funding for disadvantaged pupils wisely. For example, additional tuition in the well-planned 'Saturday school' successfully helps pupils who are falling behind to catch up. Leaders have improved the attendance of disadvantaged pupils through a range of activities, such as the provision of uniform and equipment. This has led to a direct improvement of the attendance of disadvantaged pupils. As a result of the wide range of support provided, achievement for disadvantaged pupils now matches those of others in school.
- Sports premium funding is used well to provide useful training for teachers and additional opportunities for pupils to access sport during the school day and through extra-curricular clubs. Pupils are trained as sports leaders to set up games and provide coaching for others at breaktimes and playtimes. Consequently, a greater proportion of pupils now take part in physical activity.
- The inclusion manager understands the needs of pupils who have special educational needs and/or disabilities, and works with a range of external agencies to identify the best way to offer support. Funding is used to provide staff and resources that allow pupils to access the work that their peers are undertaking. For instance, the additional support provided by teaching assistants before lessons is proving effective in helping pupils to make a great start to their tasks in class.
- The curriculum encourages pupils to develop the key skills of reading, writing and

mathematics at an early stage. Pupils are taught about the arts and speak enthusiastically about their music lessons. Design and technology lessons teach pupils to plan, build and evaluate structures, such as bridges and towers. Leaders rightly plan the curriculum to promote pupils' understanding and tolerance for those from different backgrounds. Religious education is particularly well taught, and pupils have high levels of respect for and understanding of different beliefs.

- Local authority support is regular and effective. Officers have a clear understanding of the school's needs and offer useful training to staff, particularly those who are new to leadership. The local authority is skilled at supporting school leaders to make useful links with other providers.

Governance of the school

- The governing body possesses a wide range of skills and experience. Governors have improved the school by recruiting a strong leadership team. Governors maintain a close watch on the impact of the school development plan. They regularly visit the school to check that leaders' actions are effective, and seek appropriate external validation when required. As a result, governors have an accurate understanding of the school's strengths and weaknesses and offer leaders challenge and support to improve further.
- Governors have a clear understanding of improvement over time. They use assessment information to check the progress of groups of pupils in the school, and they have established meaningful links between individual governors and departments in school. These allow governors' visits to be sharply focused on areas for improvement. For instance, the link governor for key stage 1 was able to describe in detail the improvements in the progress of pupils who speak English as an additional language.
- The governing body understands its role in publishing statutory information and holds regular meetings to review policies. Nevertheless, some information is missing from policies due to governors not always checking them carefully enough.

Safeguarding

- The arrangements for safeguarding are effective.
- Staff know families and pupils exceptionally well and work closely with them to find appropriate support when needed. Parents value the care the school provides for their children, and have a clear understanding of how to ask for help, improve the attendance of their children and report concerns.
- Leaders' work to protect children from harm is highly effective. All staff are skilled at identifying and reporting concerns and, once received, leaders take prompt and proportionate action. Records are carefully maintained and offer a clear, chronological view of concerns, actions and plans for individual pupils.
- Statutory checks on staff, governors and volunteers are conducted and recorded effectively. New staff members receive thorough safeguarding training before they start work at the school. Governors and leaders check staff and training files regularly to ensure that they are up to date, accurate and well maintained.

Quality of teaching, learning and assessment

Good

- Positive relationships between staff and pupils are evident throughout the school. Pupils know that staff expect a lot from them and increasingly rise to the challenges that they are set in class. As a result, pupils listen well to instructions and tackle their tasks with enthusiasm.
- Teachers have a very clear understanding of how to meet the needs of pupils, particularly the lower-attaining pupils. They set work that builds on pupils' understanding and offer support to prevent pupils from falling behind. As a result, the majority of pupils, including the lower-attaining pupils, make good progress. Nevertheless, the most able pupils, including the most able disadvantaged pupils, are not consistently given challenging tasks, and, consequently, they make less progress.
- Teaching of phonics is of a consistently high quality because staff have excellent subject knowledge. Pupils quickly develop a basic understanding of how to read and tackle progressively challenging texts as they move through the school. Reading standards are high and continue to rise.
- Writing standards are high. Teachers skilfully guide pupils to write for a particular audience or purpose and teach them to follow grammar and punctuation conventions that are appropriate for the text. Pupils write extensively in a range of subjects and, as a result, the majority of pupils are writing at a standard appropriate for their age.
- A consistent approach to the teaching of calculation supports pupils to develop secure mathematics skills. Teachers set work that allows lower- and middle-ability pupils to practise and refine their skills. As a result, standards in mathematics, particularly for lower-ability pupils, have risen. However, the most able pupils, including the most able disadvantaged pupils, do not yet achieve at the highest level, because they are not secure when using their calculation strategies to solve complex problems.
- Support for pupils who have special educational needs and/or disabilities is excellent. Personalised tasks and tuition allow pupils to access and understand what is expected. For instance, additional support for pupils who have speech and language needs teaches pupils to form sounds, speak clearly and communicate more effectively. As a result, these pupils make strong progress.
- While the vast majority of teaching across the school is of high quality, standards in lower key stage 2 are not as high. Teachers in these year groups do not routinely use accurate assessment information to set work at the right level for pupils. Additionally, staff do not consistently follow the school's expectation on providing pupils with meaningful feedback on how to improve. As a result, pupils in lower key stage 2 make slower progress than those in other year groups.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good
- The school's motto of 'Yes I Can' is used effectively by staff to promote pupils'

resilience and ambition to succeed. Pupils value their education and understand the link between hard work and success. As one pupil remarked, 'We only get one chance at a good education, so I always make the most of my learning.'

- Pupils are reflective and understand that their actions can have an impact on others. Staff teach pupils to consider the words they use and show them how to solve disagreements in a respectful and kind manner. As a result, pupils think carefully about how they speak, act and react to each other. They work hard to make amends when they do make mistakes.
- Pupils know how to keep themselves safe online. Regular assemblies teach pupils about the benefits and dangers of web-browsing, social media and email. Pupils' understanding means that they are well equipped to make sensible decisions when using electronic devices.
- Pupils' spiritual, moral, social and cultural development is promoted well. In this diverse school, teachers take every opportunity to study and share the cultural backgrounds and religious beliefs of every member of the school community. Pupils commented that they were 'on the map' in the reception area, which proudly displays pupils' cultural heritage. Pupils' understanding and celebration of others' beliefs and heritage prepares them well for life in modern Britain.

Behaviour

- The behaviour of pupils is good.
- Pupils across the school are polite and courteous towards each other and adults. High levels of respect, backed by strong and trusting relationships between adults and pupils, have secured improvements in behaviour over time.
- In class, pupils listen attentively to their teachers and set to task with purpose and tenacity. When they become stuck, pupils know that help will be forthcoming and are confident in asking for support. As a result, behaviour in most classrooms is calm and orderly. Nevertheless, in lessons where pupils are not sufficiently challenged, some instances of off-task behaviour remain.
- At breaktimes and lunchtimes pupils play well together. Adults supervise pupils effectively and are quickly on hand to help resolve occasional disagreements. As a result, behaviour on the playground is warm and harmonious.
- Pupils, staff and the majority of parents say that bullying is rare and is dealt with effectively by teachers. Pupils are exceptionally tolerant and respectful, including of those from different backgrounds, nationalities and faiths. As a result, pupils feel happy and safe in school.
- Incidents of poor behaviour are handled well by teachers and staff, who apply the behaviour policy and appropriate sanctions consistently and fairly. Exclusions are used in extreme circumstances to tackle unacceptable behaviour effectively. Pupils who are excluded receive personalised, intensive support to reintegrate, with a high degree of success.
- Behaviour in the school has improved considerably since the last inspection. Leaders log instances of poor behaviour using a number of different systems. However, these do not offer an overall picture of behaviour in the school. As a result, some leaders do

not have a sharp and accurate understanding of behaviour patterns as they emerge.

- Pupils' attendance is carefully monitored and appropriate support is offered to families to reduce absence. For instance, the family liaison officer works with families to develop routines and systems for the home so that pupils arrive at school on time and ready to learn. As a result, levels of attendance are good and disadvantaged pupils' attendance is rising.

Outcomes for pupils

Good

- Current pupils, including those who are disadvantaged, make rapid progress and are attaining in line with pupils nationally for reading, writing and mathematics. Teachers have a clear understanding of what pupils need to know and understand and carefully track pupils' progress. In 2016, the proportion of Year 6 pupils who attained the expected standard in reading was in line with the national average, but below the national average for writing and mathematics. Leaders have taken appropriate action to improve the quality of teaching, learning and assessment.
- Pupils in the early years and key stage 1 read well because they have a sound understanding of phonics. In addition to this, recent improvements to the teaching of reading have encouraged pupils to read for pleasure and to find information. As a result, pupils make sustained progress in reading.
- A wide range of effective additional support is utilised to help pupils catch up quickly. For instance, pupils who fall behind in reading work with a specialist teacher who provides effective additional teaching and personalised support. As a result, pupils, particularly those who have special educational needs and/or disabilities, make strong progress.
- The overwhelming majority of pupils write at the standard expected for their age. Standards of writing in subjects such as geography and science match those of English. For example, in science lessons, Year 6 pupils wrote high-quality leaflets to inform others of different ways that plants disperse seeds, carefully considering how to structure and punctuate their text. Nevertheless, the most able pupils, including the most able disadvantaged pupils, are not routinely challenged to write at the highest standard.
- Disadvantaged pupils are given helpful support to accelerate their progress. School leaders use pupil premium funding to provide effective, additional teaching after school, at weekends and during holidays. Consequently, differences between the progress of disadvantaged pupils and others in the school have diminished.
- Pupils in all year groups make good progress in mathematics. Pupils often complete work that supports their recall and understanding of number and calculation skills. This practice is particularly effective for the lower-ability pupils who make rapid progress. However, the most able pupils, including the most able disadvantaged, are not attaining at a high standard because they are not provided with work that requires them to think deeply.
- In 2016, the proportion of boys in Year 2 who attained age-related expectations for reading, writing and mathematics was below other boys nationally. Leaders and teachers have taken swift and effective action to raise the attainment of boys in key

stage 1. As a result, a greater proportion of boys are now attaining at the expected standard for reading, writing and mathematics.

- Improvements to the quality of teaching have secured good progress in the early years, key stage 1 and upper key stage 2. Nevertheless, weaknesses in teaching in lower key stage 2 has resulted in pupils making slower progress in mathematics and writing.

Early years provision

Outstanding

- Children in the early years join the school with levels of development below those typical for their age. By the time children start in Year 1, the proportion of children who achieve a good level of development matches national averages. This represents exceptional progress from children's starting points.
- Children, including those who speak English as an additional language, develop strong communication skills because the teaching of speaking and listening skills is first class. They speak confidently and listen to adults and each other with interest and patience.
- The teaching of phonics is excellent. Teachers model the correspondence between letters and sounds exceptionally well, which children mimic. For instance, Nursery children enjoyed working in pairs to record their own voices and playing the recordings back to see how they could improve. As a result, children have a very clear understanding of the link between letters, sounds and speech.
- Children in both the Nursery and Reception classes quickly embrace the school motto of 'Yes I Can'. They show a keen interest in the tasks they select, and adults expertly guide and question children to encourage discussion about what they are learning. As a result, children display resilience, enthusiasm and a zest for learning.
- Consistent routines ensure that not a minute is wasted in the early years. Classrooms and outside spaces are awash with activities that promote collaboration, discussion and teamwork. Disagreements and incidents of poor behaviour are rare because children are busy, joyful and proficiently guided by adults.
- The care and safeguarding of children in the early years is outstanding. Excellent child protection procedures in the early years mirror those of the rest of the school. Staff understand how to identify and report concerns about children's welfare. For example, children who speak English as an additional language use cards and signals to indicate when they are concerned, and a team of young interpreters is on hand to translate their feelings to adults.
- The early years leader has a deep and accurate understanding of the early years provision. She uses assessment information to plan sharply focused activities for children. Funding for disadvantaged children and those who have special educational needs and/or disabilities is used well to provide additional staff and resources for children. Children at all levels, including those who are disadvantaged, make rapid progress because they receive just the right level of challenge and support. Children who leave the Reception class are exceptionally well prepared for Year 1.
- Parents are positive about the early years and value the excellent start their children receive. Phonics and mathematics training events for parents are well attended. As a result, parents and teachers work closely to support children in the early years.

School details

Unique reference number	118320
Local authority	Medway
Inspection number	10032845

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	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	356
Appropriate authority	The governing body
Chair	Michael Campbell
Headteacher	Nicola Forrest
Telephone number	01634 843 084
Website	www.newroad.medway.sch.uk
Email address	forn018@medwaymail.org
Date of previous inspection	11–12 June 2015

Information about this school

- The school meets requirements on the publication of specified information on its website.
- This is a larger-than-average-sized primary school.
- The school meets the current government floor standards.
- The proportion of pupils who are supported by the pupil premium is higher than the national average.
- The proportion of pupils who have special educational needs and/or disabilities is higher than the national average.
- The proportion of pupils who speak English as an additional language is higher than the national average.

Information about this inspection

- Inspectors observed learning in 19 parts of lessons and three assemblies, some with senior leaders.
- Meetings were held with school leaders.
- In addition to discussions with parents, 32 responses to the online questionnaire, Parent View, were taken into account, including nine written comments.
- A range of school documentation was scrutinised to gather information on leaders' evaluation of school performance, systems for managing the performance of teachers, behaviour and safety of pupils, safeguarding, the progress and attainment of pupils, and curriculum leadership.
- Inspectors scrutinised the website to evaluate the quality of information for parents and whether the school meets statutory publishing requirements.
- Inspectors spoke to pupils to gather their views and heard pupils read.
- Inspectors met with representatives from the governing body, including the chair. They also met an officer from the local authority.

Inspection team

Daniel Lambert, lead inspector	Her Majesty's Inspector
Graham Chisnell	Ofsted Inspector
Jonathan Shields	Ofsted Inspector

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