

Inspection of Napier Community Primary and Nursery Academy

Napier Road, Gillingham, Kent ME7 4HG

Inspection dates: 3–4 December 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this school?

Pupils like coming to their school. They told us this is because they get to learn lots of new things. Leaders' determination for every pupil to be the best they can be has raised expectations. Pupils know staff want them to do well. Pupils work hard and take pride in their work.

Pupils behave well in and around the school. They are polite, respectful and caring towards each other. They often have to work together and are keen to support one another. Some pupils told us that there are times when silly behaviour disrupts their learning, but they also said that teachers deal with it quickly.

Pupils feel safe because adults in school care for them. They said bullying had happened in the past, but it was now rare. They felt confident that if it did happen, it would be dealt with effectively.

Pupils enjoy taking part in a range of clubs, but they said it is difficult to join some of them. Leaders already have plans to make it easier for children to participate. There are lots of opportunities for pupils to get involved in school life. For example, being a member of the school council or leading assemblies.

What does the school do well and what does it need to do better?

The quality of education at the school has improved significantly since the last inspection. The new headteacher is determined for all pupils to achieve well. Staff share his strong vision. High expectations of pupils' behaviour now permeate the school. Pupils know what is expected of them. Leaders have established a nurturing and caring environment where pupils are able to learn.

The headteacher and staff have developed a broad and interesting curriculum that is meaningful for the pupils in this school. It is clear what leaders expect pupils to learn in each subject, year on year. This has been carefully planned and most teachers deliver the curriculum well.

Pupils enjoy reading. Leaders make reading and the teaching of phonics a priority. Because of this, there has been a marked improvement in the school's phonics provision. Staff are well trained and rigorous in their approach to teaching phonics. They know exactly what should be taught in each year group. Teachers quickly identify any pupils falling behind and help them to catch up.

Pupils understand the school's process for teaching writing and say it helps them to improve their work. One pupil told us, 'You start at the beginning and in the end your writing is really good, but you have got to follow the plan.' Pupils develop their use of language successfully. For example, pupils in Year 1 used the vocabulary they had collected to write about aliens. Most pupils are developing their writing skills well, although leaders agree that expectations for the most able pupils could be

higher.

In mathematics, teachers plan lessons that support pupils to develop their mathematical skills and solve problems effectively. Teachers constantly promote the accurate use of mathematical vocabulary. They question pupils to check their understanding and challenge their thinking. However, the most able pupils are sometimes given work that is too easy for them.

The teaching of physical education is effective. Pupils participate enthusiastically in lessons to practise and improve their skills. The science curriculum is sequenced carefully. However, the quality of science lessons varies across the school.

Leaders hold the same high ambitions for pupils with special educational needs and/or disabilities (SEND). Staff know these pupils well and adapt lessons effectively. Consequently, this vulnerable group is supported appropriately and these pupils enjoy the same broad curriculum as their classmates.

Staff provide many opportunities to help pupils develop into responsible citizens. For example, pupils develop respect for others by learning about different faiths and cultures. Visits and trips, such as the recent Year 6 visit to the London Eye, bring the curriculum alive.

Children get off to a flying start in the early years. Staff form strong relationships with children and care for them well. Children settle quickly and happily into school routines. They learn to play alongside each other. Teachers provide children with many interesting activities. These engage children and promote their learning successfully. Teachers carefully check how children are developing and provide support to catch up if needed.

Parents praised the improvements which the new headteacher has made. One parent commented, 'My children love going to school. I feel all the staff are encouraging and really want the children to achieve in every way possible.' However, some parents feel communication is poor. Leaders are already taking steps to improve this.

Safeguarding

The arrangements for safeguarding are effective.

Staff take safeguarding seriously. Leaders make sure all staff have regular safeguarding training. As a result, staff confidently identify pupils who may be at risk and report their concerns promptly.

Leaders always follow up safeguarding issues. They keep thorough records to maintain a clear overview of vulnerable pupils. They persist with external agencies to make sure pupils and families who need help get it.

Pupils benefit from a range of opportunities to learn about keeping themselves safe,

including when online. They understand that online behaviours can have consequences in the real world.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have taken effective steps to improve the quality of education since the last inspection. This is particularly the case with the school's phonics provision. New systems to promote pupils' learning are increasingly effective. Leaders understand that more still needs to be done to ensure consistently high-quality learning experiences for all pupils across the school.
- The most able pupils do not achieve as well as they should. Expectations are not consistently high enough. Leaders must ensure that all staff provide challenging work for the most able, particularly in writing and mathematics.
- While many parents are supportive of the school, some expressed concerns about the information they receive. Although leaders have begun to take steps to address this, they need to do more to strengthen their communication with parents so that they can work in partnership more effectively.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	141199
Local authority	Medway
Inspection number	10111419
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	589
Appropriate authority	Board of trustees
Chair	Stella Dillon
Headteacher	Louise Lynch (Executive Headteacher) Matthew Harris (Headteacher)
Website	www.napierprimary.org.uk
Date of previous inspection	3–4 October 2017

Information about this school

- The school is larger than the average-sized primary school.
- The large majority of pupils are White British. However, the proportion of pupils who speak English as an additional language is above the national average for primary schools.
- The proportion of pupils eligible for the pupil premium is also above the national average for primary schools.
- The proportion of pupils with SEND is similar to the national average for primary schools.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We met with the headteacher, members of the senior leadership team, subject leaders, class teachers, staff, pupils, members of the governing board and the trust.
- We looked at a range of safeguarding documents, including behaviour and racial

incident logs. We checked the school's register of pre-employment checks and records of statutory training for all staff.

- When considering the quality of the curriculum, we focused on certain subjects (deep dives). We did deep dives in these subjects: reading, writing, mathematics, science, computing and physical education. We visited lessons where these subjects were being taught. We held discussions with pupils while reviewing the work in their books. We also met with class teachers and listened to pupils read.

Inspection team

Linda Taylor, lead inspector	Ofsted Inspector
Stephanie Scutter	Ofsted Inspector
Jonathan Shields	Ofsted Inspector
Lizzie Jeanes	Ofsted Inspector

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