

Inspection of a good school: Roman Way Primary School

Roman Way, Andover, Hampshire SP10 5JY

Inspection dates:

9 and 10 March 2022

Outcome

Roman Way Primary School continues to be a good school.

What is it like to attend this school?

Pupils feel safe and secure because staff work as a team to look after them. They are taught important values about integrity, excellence and determination. As a result, pupils try hard in lessons and are learning to become more resilient.

Staff have high expectations of pupils' behaviour and academic success. In turn, pupils want to do their best and achieve. Pupils behave well in lessons and around the school. They respect their peers and enjoy the extensive grounds available to play and learn in.

Pupils say that bullying is rare and that staff deal effectively with any concerns. Pupils notice and appreciate the kindness shown by all staff. Pupils are proud of the way they get along and are also kind to each other. Pupils are happy in each other's company and eager to learn new things.

Leaders ensure pupils experience a broad range of subjects. They also provide opportunities beyond the classroom. All pupils, for example, take part in forest school, which they really enjoy, and look forward to working together cooperatively as a team.

Parents value the way the school approaches pupils' needs. Staff prioritise building relationships with families. One parent said, 'The staff genuinely know my child and how best to meet his full potential.'

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

Leaders demonstrate a relentless focus on improving the quality of education that pupils receive. They prioritise what is most important and act decisively. This includes designing an ambitious curriculum. Subject leaders ensure that learning in most subject areas is ordered well to help pupils build their knowledge and securely remember what they have been taught. However, in some subjects, such as history, the learning is not as well planned as it is in subjects like mathematics. Leaders have not yet demonstrated enough clarity about precisely what they want pupils to know, and in what order.

Leaders ensure that pupils with special educational needs and/or disabilities (SEND) get the help they need. Individual needs are identified quickly and accurately, starting in the early years. Well-matched support is in place for each child, so they are ready to learn. Staff at all levels communicate well so that teaching meets the precise needs of individual pupils and helps to move learning on. The strong teamwork enables pupils with SEND to learn and thrive alongside their peers.

Leaders recognise that ensuring all children learn to read well is central to pupils fulfilling their potential. Leaders have put together a well-structured phonics programme, which starts as soon as children begin at Roman Way. Pupils enjoy these daily sessions because committed staff help them develop their knowledge and skills quickly. Those who are struggling receive regular and effective help from a team of well-trained staff. The books that pupils are given to read support their development because they match the sounds they have learned in class.

Staff have high expectations of pupils' behaviour and apply the school's rules consistently. The foundations of the positive culture are firmly laid down in the early years. Pupils respond well to the positive modelling and praise they receive from adults. They want to behave and choose to do so, both in the classroom and outside. Teachers develop strong classroom routines right from the start so that lessons are both focused and purposeful. Pupils quickly recognise the importance of treating others with respect and being respected themselves. They are polite and courteous in lessons and at social times. There is a very small number of pupils with SEND whose behaviour can sometimes disrupt lessons. However, teachers take effective action to minimise the impact of this and get learning back on track.

Leaders prioritise personal development for all pupils. For example, strategies to teach pupils how to look after themselves or how to be a good friend to others are very well considered. However, opportunities to develop pupils' interests and talents beyond what they study has been affected by COVID-19. The impact of COVID-19 on staffing has significantly restricted the school's capacity to offer the range of clubs, trips and opportunities previously in place. However, leaders plan to restore these soon. Pupils understand the school's values and maturely discuss why they are important in their own decision-making and development.

Those responsible for governance help to improve the school by providing effective challenge and support to leaders. Governors have an accurate view of the school's strengths and priorities moving forward. Staff are proud to be part of the team. They value the way that school leaders are both compassionate and considerate of staff's workload and well-being. Leaders listen to concerns and act appropriately.

Safeguarding

The arrangements for safeguarding are effective.

Leaders take the safeguarding needs of all pupils seriously. They have devised and implemented rigorous procedures to ensure that records are maintained well. Leaders ensure all staff are well trained and alert to any risk. Governors regularly monitor safeguarding practices in the school.

The school has a strong culture of nurture as well as vigilance. Staff know the pupils as individuals and work as a team to care for them. Leaders work productively with families to help support them when there is difficulty. They communicate well with other agencies and are persistent to secure the right resources for those who need help.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum in history is not as well implemented as those in other subjects, such as mathematics. As a result, pupils are not currently able to build and develop their knowledge and skills well enough. Leaders should ensure that curriculum improvement work continues so that all subjects are equally well planned and sequenced to the same high quality. Leaders should ensure that staff are trained so that they have the subject knowledge they need to plan and teach all subjects effectively.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in September 2016.

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 information from Ofsted Parent View 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 are the school and you are 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	116038
Local authority	Hampshire
Inspection number	10207112
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	233
Appropriate authority	The governing body
Chair of governing body	Tanya Hampton
Headteacher	Sarah Jones
Website	www.romanwayprimary.org
Date of previous inspection	24 January 2017, under section 8 of the Education Act 2005

Information about this school

- There is a breakfast club and an after-school club run on site, managed by the school.
- The school does not currently use any alternative provision.
- In recent years, the school has experienced significant changes in staffing and stability of subject leadership, for example due to multiple staff on maternity leave.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector held meetings with the headteacher, the deputy headteacher and the acting special educational needs coordinator. The inspector met with four governors, including the chair of governors.
- The inspector met with a representative from the local authority.
- The inspector carried out deep dives in reading, mathematics and history. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample

of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work. The inspector also heard pupils read.

- To inspect safeguarding, the inspector reviewed a wide range of safeguarding documents, including the school's record of recruitment checks. The inspector met with the designated safeguarding lead. The inspector also spoke with pupils and staff.
- The inspector took account of parents' responses to Ofsted's survey, Ofsted Parent View, and parents' written comments. The inspector also talked with parents on the morning of the second day of inspection.
- The inspector gathered pupils' views throughout the day, including during classroom visits as well as at playtimes and lunchtime. He also considered the responses to Ofsted's pupil survey.
- The inspector met with a range of staff to gather their views about the school and took account of staff's responses to Ofsted's confidential staff survey.

Inspection team

Gareth Flemington, lead inspector

Her Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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