

Inspection of New Road Primary School

Sowerby New Road, Sowerby Bridge, West Yorkshire HX6 1DY

Inspection dates: 18 and 19 April 2023

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils thrive at New Road Primary School. Their behaviour is exceptional. Staff have high expectations of pupils' attitudes and behaviour. Pupils are rightly proud of how well they meet these expectations. They are keen to learn. Lessons are calm and pupils focus extremely well. Bullying is very rare. If pupils fall out with each other, they often resolve it themselves. Adults support them, quickly and effectively, if necessary.

Pupils learn well. Leaders and staff provide highly effective support for pupils with special educational needs and/or disabilities (SEND). Children in the early years get off to a great start. They are nurtured by well-trained staff. Leaders and staff make sure that early years activities are purposeful and fun. Most pupils learn to read quickly.

There are a wide range of clubs available. Pupils enjoy boxing and karate, as well as photography club and comic club. Leaders change the extra-curricular activities regularly to provide new opportunities for pupils. The clubs are well attended. Staff encourage pupils to move, be active and participate in sport, which helps pupils to develop a healthy lifestyle. Pupils also contribute to the wider community well. For example, their author biographies are on display at the local library.

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

Leaders prioritise reading. Staff are trained well. They deliver the early reading scheme to a consistently high standard. Daily interventions support pupils who need extra help. Pupils with SEND engage well and enjoy reading. The books pupils are given to read match the sounds they know. This helps them learn to read quickly. Staff provide workshops for parents and carers so they know how to support their children with reading.

In most subjects, leaders have already identified the important knowledge for pupils to learn and remember. Small steps in learning are clearly identified. Staff know what to teach and when. Pupils remember their learning well over time. In some foundation subjects, such as physical education (PE), the curriculum needs refining further to meet the same high standard. Leaders are addressing this. Where the curriculum is sufficiently detailed, assessment helps teachers to identify gaps in pupils' learning with precision.

Staff address pupils' misconceptions effectively. They break down the learning into small steps so that all pupils learn well. Pupils with SEND are extremely well supported, including those who have complex needs and struggle with communication. Staff are well trained to meet pupils' needs. Pupils get the right help at the right time.

In Reception, the curriculum is carefully planned so that children are ready for Year 1. Teacher-led sessions are well designed and delivered. Leaders choose independent and group activities that are purposeful and build well on teacher-led sessions. Staff take every opportunity to develop children's vocabularies. Children are happy and learn well.

Pupils' behaviour is exceptional. Leaders help pupils to take responsibility for themselves and others right from Reception. Staff establish very clear expectations from the get go. These are maintained throughout the school. Pupils are excited to learn new things. They often work together in a pair. This 'paired talk' is highly effective. Pupils have high levels of self-control. They do not get distracted. Pupils are extremely supportive of one another. Older pupils support younger ones willingly and well. For example, they play with younger children at breaktime to make sure everyone feels involved.

The curriculum for pupils' personal, social and health education (PSHE) is thoughtfully planned. Pupils remember some aspects of the PSHE curriculum better than others. For example, they remember their learning about online safety and keeping healthy very securely. Pupils are less confident in their knowledge of other faiths. They do have a clear understanding that it is important to respect people from different backgrounds. Pupils welcome new class members and visitors with warmth and enthusiasm.

There are a wide range of clubs available to pupils. Leaders encourage all pupils to join clubs. Most pupils have attended at least one club this academic year. Pupils with SEND are very much involved in the wider life of the school. There is a series of educational visits linked to the planned curriculum. These reinforce what pupils have learned in class. For example, visiting the local industrial museum helps pupils when they learn about the industrial revolution in history. Pupils have opportunities to take on responsibilities and are proud to do so. Pupils in Year 6 are particularly proud to mentor the Reception children.

Leaders have an accurate view of the school's effectiveness. Governors offer highly effective support and challenge to help develop the school further. Governors and leaders have created a supportive ethos. Staff morale is very high. Staff receive effective training and support. There are regular opportunities for collaborative working and a culture of mutual support.

Safeguarding

The arrangements for safeguarding are effective.

Leaders are dedicated to ensuring that pupils are safe and well cared for. There is a focus on maintaining close relationships with families. Leaders involve external support, such as the local authority's children's services, when needed. Staff understand their responsibilities in keeping children safe. They know how to spot signs that a pupil might need support. Staff know how to report concerns. They are

vigilant at checking that pupils are safe and happy. Pupils feel safe and they are safe. They learn about local risks, such as the dangers of being around water.

Leaders carry out all of the necessary checks to make sure staff and visitors are safe to work with children.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, leaders have not clearly identified the most important knowledge for pupils to remember. In these subjects, pupils do not remember and connect their learning securely over time. Leaders should continue with their planned programme to refine curriculum planning so that staff teach knowledge in small steps, and know the most important content for pupils to remember, across all subjects.

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.

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	107518
Local authority	Calderdale
Inspection number	10242173
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	159
Appropriate authority	The governing body
Chair of governing body	John Frank
Headteacher	Sharon Harwood
Website	www.newroadprimarycalderdale.org.uk
Date of previous inspection	14 November 2017, under section 8 of the Education Act 2005

Information about this school

- There is a new chair of governors since the previous inspection.
- The school does not make use of any alternative provision.
- The proportion of pupils with SEND is above the national average
- The proportion of pupils entitled to receive pupil premium funding is also above the national average.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The lead inspector held several meetings with the headteacher during the inspection.

- The lead inspector met with several members of the governing body.
- Deep dives were carried out in these subjects: early reading, mathematics, history and PE. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and, where appropriate, looked at samples of pupils' work.
- An inspector observed pupils reading to a familiar adult.
- Inspectors spoke to pupils formally and informally about their learning and experiences at school. An inspector also spoke to parents as they dropped their children off at the school gate.
- Safeguarding documentation and records for behaviour and attendance were checked.
- Inspectors observed pupils' behaviour throughout the school day, including during lesson visits and at breaktimes and lunchtimes. Inspectors spoke to groups of pupils about their views on behaviour and the wider experiences they receive at school.
- Inspectors reviewed the parental responses received through the Ofsted online questionnaire, Parent View, including free-text responses. Inspectors also considered the responses received through Ofsted's staff questionnaire and the responses to Ofsted's pupil questionnaire.

Inspection team

Zoe Helman, lead inspector

His Majesty's Inspector

Natalie Fountain

Ofsted Inspector

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