

# Inspection of Abbey Road Primary School

Tewkesbury Close, West Bridgford, Nottingham, Nottinghamshire NG2 5ND

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Inspection dates: 17 and 18 October 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Ly Toom. This school is part of Equals Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Philip Palmer, and overseen by a board of trustees, chaired by Peter Foale.

## **What is it like to attend this school?**

This is a well-led school where pupils are full of enthusiasm for their learning. This enjoyment is evident across the curriculum. For example, one pupil said, 'Computing is great – we figure things out together.'

The school provides pupils with a rich set of opportunities to develop their talents. Many pupils, including pupils with special educational needs and/or disabilities (SEND), attend a wide range of clubs. These include Glee club, coding, roller skating and gardening. Pupils help and care for each other. They take on responsibilities as well-being councillors, sports leaders and foundation buddies.

The school has high expectations of pupils' work and behaviour. Friendly and well-mannered, pupils' behaviour is exemplary. In the playground, arguments are rare. In lessons, pupils focus on their work and pay careful attention to their teachers. Pupils feel safe and happy. They are confident that staff will always be on hand to help. As one pupil said, 'Every teacher is kind. You know that you can trust them.'

Parents have full confidence in the school. One parent, whose comment was typical of many, said, 'Our child has had the most wonderful primary school experience at Abbey Road. We feel so lucky to be part of the community there.'

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

This is a school which knows itself very well. Identifying areas for improvement with precision, the school keeps a sharp focus on moving forwards. The school has constructed a very ambitious curriculum for all pupils. In doing so, the school ensures that the curriculum builds in a logical way across all year groups. This starts in the early years. Children in Reception enjoy their learning. Supported well by adults, they explore with enthusiasm. From discussing the properties of 3D shapes to tackling the climbing wall, children respond well to challenges. They become independent learners, ready for the next stage of their learning journey.

Reading is a top priority. Children begin learning to read as soon as they start in Reception. The school provides timely support for any pupils who need help to keep up. Class rewards such as reading under a table with a torch or buying a new class book encourage a love of reading. Pupils enjoy reading. As one pupil said, 'I love getting my mind stuck in the book.' Pupils understand that reading can help in different ways. Another pupil commented, 'If I'm upset, reading takes my mind off that and makes me feel better.'

Mathematics is also prioritised. The curriculum builds up in small steps, lesson by lesson. As a result, pupils are confident in the tasks they undertake. From the early years onwards, teachers identify and close gaps in pupils' knowledge. Pupils understand the value of mathematics. They can reflect on their learning. Pupils discuss the satisfaction of 'getting it right'. For example, they enjoy grasping long division in Year 6.

The school takes a thorough approach to checking what pupils know. This begins in the early years, where the learning journey for each child is planned with care. Lessons in every year group encourage pupils to make connections between new and prior learning. This helps pupils to remember more in each curriculum area. Pupils reach high standards across the curriculum, including in mathematics and English. The school places a high importance on helping all pupils to achieve the best outcomes in all subjects. Curriculum development has led to many improvements. As one pupil said, 'We are learning so much more now.' The school is quick to identify pupils with SEND. Most parents of pupils with SEND are very happy with the provision. However, activities are not always adapted well enough to meet the needs of some pupils with SEND.

Personal development in this school is exceptional. The school has woven opportunities for character development into every area of school life. Pupils live out the school's 'take care' values. They appreciate the constant flow of enrichment and extra-curricular activities. These involve the many distinctive features of this school, such as the bike track. The well-attended clubs make a significant difference to pupils' development and well-being. For example, pupils in the accomplished orchestra create joyful memories. Through personal, social and health education lessons, pupils develop mature insights. They understand differences between people and show great respect. Pupils can discuss fundamental British values. They are very well prepared for life in modern Britain.

Governors, trustees and trust leaders know the school well. They provide strong support and challenge. Staff commit without reservation to the vision of the school. They appreciate the school's consideration of their workload and well-being. They feel valued and very proud to work at the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Some activities are not adapted well enough to meet the needs of some pupils with SEND. As a result, these pupils do not always build their knowledge as securely as they could. The school should ensure that staff understand how to provide the support that each pupil with SEND needs, to help them achieve the best possible outcomes.

## **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' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	148168
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10298548
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	427
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Peter Foale
<b>Headteacher</b>	Ly Toom
<b>Website</b>	<a href="http://www.abbeyroadprimary.co.uk">www.abbeyroadprimary.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school does not make use of any alternative providers.

## Information about this inspection

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

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other leaders, groups of staff, and pupils. They met with trust leaders, trustees and governors.
- Inspectors carried out deep dives in the following subjects: early reading, mathematics, English, history and computing. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke



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