

Roman Way Primary School

Address: Roman Way, Andover, Hampshire, SP10 5JY

Unique reference number (URN): 116038

Inspection report: 19 May 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Attendance and behaviour

Expected standard 

Leaders have a clear approach to managing attendance and behaviour positively. Pupils' attendance is analysed forensically to ensure that the right support is put in place and to successfully remove barriers for pupils. Attendance is broadly in line with national averages. Leaders track attendance systematically and monitor pupils closely. Leaders quickly identify pupils who fall below expected attendance levels and take appropriate actions. Attendance for pupils with special educational needs and/or disabilities has improved in response to leaders' conscious and deliberate efforts. Rightly, this work continues.

The school's approach to supporting pupils' behaviour, being 'ready, respectful and safe', is understood throughout the school. Staff offer personalised support to pupils who are more vulnerable, disadvantaged and pupils with special educational needs and/or disabilities. This helps all pupils to develop positive attitudes to learning. Routines are established well. Staff and pupils have very positive relationships. Pupils are kind, respectful and greet each other and staff politely. Harassment and discriminatory language are tackled directly, ensuring that the school maintains a positive, respectful community. Bullying incidents are rare. Pupils say it does not happen regularly. If any incidents happen, pupils are confident that they will be dealt with quickly by school staff.

Curriculum and teaching

Expected standard 

Leaders have a clear understanding of the strengths and areas for development of the curriculum and teaching. Where teaching is most effective, staff have developed expert subject knowledge. In core subjects such as mathematics and English, staff present information clearly and systematically check pupils' understanding. Teaching is inclusive. Resources and materials are used effectively, including in the school's resourced provision. Generally, there is a sharp focus on vocabulary throughout the school, which helps pupils to remember and then use key knowledge. The early years curriculum has a similar focus, although this is at an earlier stage of implementation.

Phonics and reading are prioritised effectively. Staff teach the school's synthetic phonics scheme systematically and exactly as it is designed to be taught. Those pupils who need support are receiving the help they need so that gaps in knowledge and skills are closing. Strong foundations in pupils' reading, writing and mathematics develop securely. However, the wider curriculum is not implemented as effectively. At times, some staff do not check pupils' understanding of the curriculum before introducing new knowledge, leading to a small proportion of pupils retaining errors and misconceptions. In addition, some activity choices to support pupils' learning in the wider curriculum do not consistently help pupils to build on their prior knowledge as effectively as they could.

Early years

Expected standard 

Leaders have created an engaging, positive and ambitious early years curriculum for all children. Key learning sequences are set out to support learning across the curriculum. Wellbeing and welfare practices are well established. Inclusive practices are based on a

close understanding of children's needs, including those with special educational needs and/or disabilities, which helps target resources appropriately. Staff have high expectations for all children. They assess children's progress regularly, for example, in phonics, identifying gaps quickly and putting interventions in place to help children keep up with their peers. Children learn the curriculum well. They can talk about relationships, healthy choices, personal safety and managing risks, for example, learning how to maintain hygiene, such as brushing teeth, sleeping well, and crossing the road safely.

Children engage in purposeful activities that support the development of their key knowledge and skills. Children confidently share their learning and talk about topics such as the hatching chickens and their painting. Staff interact with children positively. Vocabulary is made explicit in curriculum planning and is taught well to help children communicate effectively. However, opportunities to develop children's vocabulary are not yet used to their full potential across the early years curriculum.

Inclusion

Expected standard 

Leaders are passionate about the success of pupils with special educational needs and/or disabilities (SEND), looked after and previously looked after pupils, and those who are disadvantaged. They act quickly to assess and identify pupils' needs. Leaders ensure staff receive the training they need to provide suitable adjustments and adaptations to the curriculum. Personalised support for pupils, such as individual workstations, visual timetables, and physical adaptations to the learning environment, is used routinely. Leaders have high expectations for pupils with SEND and those who are disadvantaged. There is a clear, embedded commitment from all staff that is at the heart of the school.

The school works closely with parents and carers of pupils with SEND and those who are disadvantaged. Leaders use funding such as premium funding thoughtfully and effectively to support disadvantaged pupils. A support hub within the school provides highly effective care and pastoral support, including wider support for families. The school also operates a specially adapted enhanced provision to help ensure that pupils with SEND thrive. Learning in this provision is closely aligned with the school's curriculum and thoughtfully and skilfully adapted by knowledgeable, caring staff. Where needed, the school uses alternative provision appropriately to enable more vulnerable pupils to thrive and succeed in their education.

Leadership and governance

Expected standard 

Leaders understand the school's context well. They provide a clear rationale for their improvement priorities and, in many areas, demonstrate positive improvement. Where aspects of the school's provision are not as effective as they should be, leaders act decisively and in the pupils' best interests. Leaders are role models who lead by example. Governors know the school's strengths and areas for development well. Governors appreciate the close family relationships and the senior leaders' commitment to the school community.

Leaders are considerate of staff wellbeing. Staff appreciate the support they receive, as reflected in a very positive staff survey carried out during the inspection. The school team support each other very well. Leaders celebrate diversity and difference, which is warmly

appreciated by staff. Clearly established systems and processes help the workload feel manageable. Governors check progress against the school improvement plan and hold leaders to account robustly. The pupil premium strategy, for example, is thoughtful and deliberate, and governors know that its use is effective.

Parents are generally supportive of the school, its ethos, staff and leadership. The majority of parents' survey responses indicate that the school is a happy place which their child enjoys attending. Generally, parents feel that their concerns are addressed. They talk positively about staff being accessible and the warm relationships they have with pupils. One parent summarised the thoughts of many others, stating, 'It is a fantastic school, that feels like a family, full of love and support.' Staff's dedication to supporting the most vulnerable pupils is clear for all to see.

Personal development and wellbeing

Expected standard 

Leaders have a clear approach to supporting pupils' personal development. They ensure that the provision is in line with statutory requirements. Leaders adapt the curriculum to pupils' needs. For example, pupils learn about road safety, water safety and how to manage risks when playing outside school. Pastoral support workers are skilled in specialist interventions that help pupils and families. The programme includes helping pupils to learn about online safety - a continuous reminder throughout the school year that helps both pupils and parents.

Pupils know right from wrong. Staff challenge inappropriate language and behaviour directly, for example, challenging prejudicial language. Pupils debate challenging issues in a balanced way, helping them understand concepts such as racism and protected characteristics in meaningful and memorable ways. Pupils are reflective and respectful of different beliefs and different views. Staff celebrate diversity in positive ways. Pupils have a developing understanding of British values such as the rule of law and democracy. Pupils value leadership roles such as school councillors. They are elected using official polling equipment, which connects their school experience to life beyond it. Pupils' talents and interests are nurtured in a supportive way. Staff make sure that pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils can take full part in extracurricular activities. Specific educational visits, for example, for pupils with SEND and young carers, are used thoughtfully.

The impact of the school's personal development programme is clear. Pupils say that they feel happy and safe. They develop their knowledge of the relationships, social and health education curriculum appropriately. Pupils enjoy a range of sporting clubs and activities, including inter-school competitions and events. Artistic and musical opportunities are available for all, including tuition for musical instruments.

Achievement

By the end of Year 6, too many pupils are not secure in the knowledge and skills they need to be fully prepared for their next stage of education. Historically, pupils' results in the national curriculum tests at the end of key stage 2 have been mixed, with outcomes in reading less secure than in writing and mathematics. However, disadvantaged pupils typically achieve more securely across subjects, and pupils with special educational needs and/or disabilities make positive progress from their starting points, reflecting the school's inclusive approach. Pupils have responded well to the school's recent work to strengthen the curriculum and teaching, particularly in reading.

Where pupils have learned the wider curriculum securely, they talk confidently about it. Although the wider curriculum is clear and ambitious, some pupils retain errors and misconceptions, and are not as secure in their knowledge and understanding as they should be.

What it's like to be a pupil at this school

Pupils know the school's SHIELD values well and can clearly describe qualities such as determination and integrity. Pupils feel safe, included and valued. Pupils celebrate diversity and the wide range of cultures and backgrounds that are represented across the school community. Pupils develop a clear sense of belonging. Pupils enjoy participating in a range of additional activities provided for them, such as football and tag rugby. Most pupils attend school regularly, and if any pupils are at risk of lower attendance, they are well supported.

Pupils with special educational needs and/or disabilities (SEND) are supported effectively. They have their learning and emotional needs identified quickly. Staff, including those in the school's resourced provision for pupils with SEND, adapt the curriculum successfully to remove barriers and help pupils thrive across all areas of school life. Most pupils with SEND and disadvantaged pupils make clear progress from their starting points and are prepared well for their next stage of education.

Over time, many pupils learn the curriculum well, including in the early years. Where the curriculum and teaching are most effective, pupils successfully build on their prior knowledge. However, the curriculum is not implemented consistently well across all year groups and subjects. Some of the activities to help pupils advance their learning are not as precise as they could be, and staff do not always check pupils' understanding of the curriculum before teaching new material. This means that by the end of key stage 2, some pupils do not always achieve as securely as they should, particularly in reading. Leaders have rightly identified this as a priority area.

Pupils have positive behaviour and attitudes towards their learning. They understand what is expected of them and consistently respond to staff's high expectations. Staff deal with any bullying quickly. Pupils say it is not a regular feature of school life.

Next steps

- Leaders should ensure that all groups of pupils achieve securely in reading, writing and mathematics by the end of key stage 2, and that this is reflected in published test results.
 - Leaders should ensure that the full curriculum is taught consistently well across all year groups and subjects, with activities matched to pupils' needs and staff checking pupils' understanding before moving on, including in the early years.
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About this inspection

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

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with the headteacher and other school leaders. Inspectors spoke with the chairs of governors and other members of the governing body. Inspectors also spoke to a representative of the local authority.

The inspectors confirmed the following information about the school:

The school does uses one registered alternative provision.

Headteacher: Sarah Jones

Lead inspector:

Carl McCarthy, His Majesty's Inspector

Team inspectors:

Judith O'Hare, Ofsted Inspector

Luke Graham, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 19 May 2026

School and pupil context

Total pupils

204

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

240

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

40.20%

Above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

5.39%

Above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

17.65%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	53%	61%	Below

Year	This school	National average	Compared with national average
2024/25 (final)	45%	62%	Below
2023/24 (final)	60%	61%	Close to average
2022/23 (final)	54%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	63%	74%	Below
2024/25 (final)	55%	75%	Below
2023/24 (final)	67%	74%	Below
2022/23 (final)	68%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	71%	72%	Close to average
2024/25 (final)	69%	72%	Close to average
2023/24 (final)	70%	72%	Close to average
2022/23 (final)	75%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	69%	73%	Close to average
2024/25 (final)	59%	74%	Below
2023/24 (final)	67%	73%	Close to average
2022/23 (final)	82%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	37%	46%	Below
2024/25 (final)	31%	47%	Below
2023/24 (final)	42%	46%	Close to average
2022/23 (final)	38%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	55%	62%	Close to average
2024/25 (final)	54%	63%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	58%	62%	Close to average
2022/23 (final)	54%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	55%	59%	Close to average
2024/25 (final)	54%	59%	Close to average
2023/24 (final)	50%	58%	Close to average
2022/23 (final)	62%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	58%	60%	Close to average
2024/25 (final)	46%	61%	Below
2023/24 (final)	50%	59%	Close to average
2022/23 (final)	77%	59%	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	37%	68%	-31 pp
2024/25 (final)	31%	69%	-38 pp
2023/24 (final)	42%	67%	-26 pp
2022/23 (final)	38%	66%	-28 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	55%	80%	-24 pp
2024/25 (final)	54%	81%	-27 pp
2023/24 (final)	58%	80%	-21 pp
2022/23 (final)	54%	78%	-24 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	55%	78%	-22 pp
2024/25 (final)	54%	78%	-24 pp
2023/24 (final)	50%	78%	-28 pp
2022/23 (final)	62%	77%	-16 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	58%	80%	-22 pp
2024/25 (final)	46%	81%	-34 pp
2023/24 (final)	50%	79%	-29 pp
2022/23 (final)	77%	79%	-2 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	5.9%	5.2%	Close to average
2023/24 (3 term)	6.0%	5.5%	Close to average
2022/23 (3 term)	7.4%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	13.2%	13.0%	Close to average
2023/24 (3 term)	14.8%	14.6%	Close to average
2022/23 (3 term)	20.4%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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