

# Priory Lane Infant School

## Inspection report

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<b>Unique Reference Number</b>	117756
<b>Local Authority</b>	North Lincolnshire
<b>Inspection number</b>	358189
<b>Inspection dates</b>	16–17 November 2010
<b>Reporting inspector</b>	John Foster

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	5–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	165
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ms Julie Fletcher
<b>Headteacher</b>	Mrs Susan White
<b>Date of previous school inspection</b>	20 March 2008
<b>School address</b>	West Common Gardens Scunthorpe Lincolnshire DN17 1EJ
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 14 lessons and observed eight teachers. They held meetings with members of the governing body, staff, groups of pupils and parents and carers. They observed the school's work, and looked at the school's development planning, documents relating to safeguarding, minutes of the governing body meetings, pupils' records and school policies. Analysis was made of the 66 parental questionnaires returned along with those from the staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- The differing rates of progress made by boys and girls.
- The accuracy of the school's evaluation of provision for children in the Early Years Foundation Stage.
- The effectiveness of the governing body in monitoring and evaluating the school's performance.
- The school's arrangements for promoting community cohesion.

## Information about the school

This is a small school where almost all pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is above average. While the proportion of pupils with special educational needs and/or disabilities is above average, the percentage with a statement of special educational needs is below average. The school has gained Healthy School status, the Basic Skills Quality Mark and the Global Dimension Silver Award.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school. Pupils, including those with special educational needs and/or disabilities, make good progress in their learning throughout the school. Children start in reception with skills that are below those expected for their age, but they make good progress in their learning and many reach the expected learning goals by the time they start in Year 1. Whilst the indoor provision is good, the outside environment has limited space to allow children in the Early Years Foundation Stage to develop their skills fully. The good progress continues through Years 1 and 2 so that by the end of Key Stage 1, their attainment overall is broadly average. Though variable across the school, the quality of teaching is good overall. While teachers assess pupils' work well, there is inconsistency across the school in the way in which assessment information is used to help pupils to learn. Where data are used well to plan future lessons, pupils are given challenging tasks to meet their learning needs. However, in some classes and lessons, many pupils are given the same task irrespective of their ability. This slows down the progress made by more-able pupils.

The school's leaders and managers have a clear vision for moving the school forward. The senior leadership team and the governing body work closely together in evaluating the school's work and developing plans for its improvement. The school's evaluation of its performance is largely accurate, closely matching inspection findings. As a result, the school is in a good position to maintain improvement. Subject coordinators manage their subjects effectively and know the strengths within their areas and where further improvement is needed. Governance is good. The school's arrangements for promoting community cohesion are satisfactory. Whilst global links have been established with a kindergarten in China, pupils are not sufficiently aware of the range of cultures found locally and nationally.

Arrangements for care are good. The welfare of its pupils is at the heart of the school's work. Consequently, pupils feel safe in school and behave well. The school has effective arrangements for improving attendance and, though it has improved since the last inspection, it remains broadly in line with the national average.

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

- Improve standards in English and mathematics by:
  - - ensuring that teaching is at least good or better in all lessons
  - - using assessment data more effectively to plan appropriate work for all ability levels.
- Develop pupils' understanding of cultures locally and nationally by:

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- - helping pupils to become more aware of the cultural mix found within their immediate locality and throughout Great Britain
- - developing the links with nearby schools where there is a wider range of pupils from minority ethnic heritages.
- Developing the outdoor learning areas for children in the Early Years Foundation Stage by:
  - - evaluating the current provision and its use for learning
  - - devising plans for improving the provision
  - - implementing the plans to ensure more effective outdoor provision for learning.

**Outcomes for individuals and groups of pupils****2**

Pupils achieve well and enjoy school. They come into school eager to learn. Their teachers welcome them each morning and they settle down well. In a Year 1 English lesson, for example, where pupils were developing skills in reading expressively, they were fully involved in the lesson, joining the teacher as they read about 'The Stick Man'. However, this high quality teaching is not consistent throughout the school. Where teaching is less effective in promoting good learning, teachers' planning does not identify clearly enough what pupils of different abilities are to learn. From their starting points in Early Years Foundation Stage, children are given a wide range of activities to help them to develop their skills. The school has identified that boys achieve less well than girls and has taken steps to counter the situation. Whilst girls' achievement is still better than the boys, the measures taken are beginning to show an impact on improving boys' achievement. By the end of Year 2, pupils, including those with special educational needs and/or disabilities, have made good progress and their attainment is broadly average.

Pupils told inspectors that they feel safe in school and that the adults care well for them. Their behaviour is good overall, but very occasionally the inappropriate behaviour of a few pupils disturbs the learning of their peers. Pupils know that they should eat healthy food and live healthy lives. They enjoy the fruit provided for them and take part enthusiastically in physical activities. Pupils support each other well and willingly take on tasks when asked to do so by their teachers. The staff have acted on suggestions by the school council to improve the facilities for their playground.

Pupils' spiritual, moral, social and cultural development is good overall with particular strengths in their spiritual, social and moral development.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Overall teaching is good and enables pupils to make good progress in their learning. Where teaching is at its strongest, pupils are given appropriate work to help them to develop skills and knowledge well. This is based on accurate assessment of pupils' work and progress. However, at times the data gained from these assessments are not used well enough to ensure that all pupils are given work to challenge their capabilities and develop their skills. In most lessons, pupils behave well because of the teachers' high expectations, but occasionally teachers spend too much time in controlling mildly disruptive behaviour rather than on their primary role of teaching. Support staff are used well to help with pupils' learning. They know what is required of them and work effectively alongside the teachers.

The school provides a good curriculum. Learning is based on a planned series of themes, to ensure that pupils gain skills and knowledge effectively. During the inspection, pupils were learning about the local emergency services and how they are affected by them. For example, they linked Road Safety Week with learning about the police and fire services. Visits and visitors are used well to support learning. A member of local museum service staff visited the school to show a range of toys from the past. The school uses specific events on which to base learning. During the recent World Cup, for example, activities were arranged to give pupils some knowledge of other countries in the world. This was

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integral to the school's work in developing pupils' global understanding through their links with a kindergarten in China.

The school cares for its pupils well. The close links developed with local pre-school providers help children to settle into school routines well. Pupils say that they are confident that if they have a problem they can rely on adults for support. Arrangements for child protection are effective. The school enjoys good links with the receiving junior school, and good transition arrangements enable the pupils to move confidently to the next stage of their education. Pupils with special educational needs and/or disabilities receive good support and make similar progress to other groups of pupils.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Leadership and management are good. The headteacher and senior leadership team work closely together and alongside their colleagues to monitor the school's work and develop it further. The school's evaluation of its performance provides a clear steer towards future improvement. Governance is good. Members of the governing body are fully involved in strategic planning and monitor the school's performance effectively.

The school has developed good relationships with parents and carers and welcomes them into school at any time. Regular consultations are held to discuss pupils' targets, with the children being involved in the process. The school has developed good partnerships to support its work, particularly with its partner schools. This is an all inclusive school and all pupils are given equal opportunities to participate in the activities provided for them.

Arrangements for safeguarding meet current government requirements. Appropriate policies are in place and risk assessments are carried out frequently. Whilst records are maintained these are not as meticulously kept as they could be. Whilst the school has undertaken effective work on promoting pupils' awareness of global cultures through the links with China, pupils' awareness of the rich mix of cultures locally and nationally are less well developed.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Starting school with skills that are below those expected for their age, children are taught well in Early Years Foundation Stage and as a result make good progress with their learning. By the time they start in Year 1, most children have reached the expected learning goals, although their language skills are not as well developed as other areas of learning.

Teachers in the Reception classes arrange many activities for children to make their own decisions about which activities they wish to follow. The indoor facilities are good, and teachers use space well to develop areas in which children can explore the world around them and develop their social skills through playing with each other. The outdoor areas, though used effectively, have limited space to enable children to learn as well as indoors. One child, for example, was rolling a car tyre but found that play was limited because of the climbing equipment. Children are encouraged to use all the equipment available and are taught to care for it and to share with others. Children know about health issues and make sure that they wash their hands before eating and after using the toilet. They eat healthy food and enjoy good social occasions at snack time.

The Early Years Foundation Stage is led well. The staff enjoy good relationships with parents and carers and they are welcome to talk to staff when they bring their children to school or collect them at night.

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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The great majority of parents and carers who responded to the Ofsted questionnaire support the school fully. The few negative responses relate mainly to the ways in which the school respond to parents' and carers' viewpoints. Inspection evidence endorses the views of the majority of parents and carers that the school deals with their concerns and views effectively.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Priory Lane Infant School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 66 completed questionnaires by the end of the on-site inspection. In total, there are 165 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	47	71	19	29	0	0	0	0
The school keeps my child safe	43	65	23	35	0	0	0	0
My school informs me about my child's progress	32	48	32	48	2	3	0	0
My child is making enough progress at this school	38	58	27	41	1	2	0	0
The teaching is good at this school	40	61	25	38	1	2	0	0
The school helps me to support my child's learning	36	55	29	44	1	2	0	0
The school helps my child to have a healthy lifestyle	35	53	31	47	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	30	45	28	42	2	3	0	0
The school meets my child's particular needs	36	55	28	42	1	2	0	0
The school deals effectively with unacceptable behaviour	30	45	33	50	2	3	0	0
The school takes account of my suggestions and concerns	30	45	31	47	2	3	0	0
The school is led and managed effectively	35	53	29	44	0	0	0	0
Overall, I am happy with my child's experience at this school	44	67	21	32	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



18 November 2010

Dear Pupils

**Inspection of Priory Lane Infant School, Scunthorpe, DN17 1EJ**

Thank you for the welcome you gave to us when we came to inspect your school recently. I would like to thank you for helping us with our work and to tell you what we found out about your school.

You go to a good school where you are taught well and this helps you to make good progress with your learning. By the end of your time at the school, most of you reach standards that are expected for children of your age. The staff care for you well and make sure that you are safe in school. Your behaviour is mainly good though occasionally a few of you do not behave as well as you should in lessons. When this happens, your teachers need to spend time ensuring that you are listening, rather than helping you with your learning. Your headteacher and deputy headteacher lead the school well, making sure that you receive a good education and that school is enjoyable for you.

In order to make the school even better, we have asked the headteacher, staff and governors to:

- help you to reach higher standards in your English and mathematics
- make sure that you know about the different cultures to be found in your local area and in Great Britain
- develop the outside learning area for the Early Years Foundation Stage children so that they learn as well outside as they do in the classroom.

You can help by continuing to behave well, by working hard to produce the best work you can and by making sure that you attend school regularly.

Yours sincerely,

Mr John Foster

Lead Inspector

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