

# The Priory Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	102672
<b>Local Authority</b>	Merton
<b>Inspection number</b>	376751
<b>Inspection dates</b>	16–17 November 2011
<b>Reporting inspector</b>	Brian Netto

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>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	469
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sharon Higgins
<b>Headteacher</b>	Jane White
<b>Date of previous school inspection</b>	19–20 March 2007
<b>School address</b>	Queen's Road Wimbledon London SW19 8LX
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<b>Age group</b>	3–11
<b>Inspection date(s)</b>	16–17 November 2011
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## Introduction

This inspection was carried out by four additional inspectors. They visited 23 lessons or part lessons, and observed 16 teachers. They met with the headteacher and deputy headteacher, members of the governing body, and pupils. They observed the school's work, and looked at school development plans, records of pupils' progress, policies, minutes of meetings and school self-evaluation documents. They received and analysed 162 questionnaires from parents and carers, as well as surveys from pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The inspection team evaluated the consistency in achievement between different groups of pupils in different subjects, including girls, and pupils of lower and middle ability in mathematics.
- The effectiveness of middle and senior leaders in ensuring that the quality of teaching and assessment maintains good progress for all groups of pupils; and the extent to which pupils are involved in their own learning, particularly through assessment and the use of targets.
- Inspectors examined the impact of all leaders in driving improvement and accelerating progress.

## Information about the school

The school is larger than the average-sized primary school. Pupils from minority ethnic backgrounds make up the majority of the population, and the number of pupils who speak English as an additional language is much higher than the national average. An increasing number are known to be eligible for free school meals so that the proportion is now just below the national average. The proportion of pupils with special educational needs and/or disabilities is above the national average, with the number of pupils with a statement of special educational needs also above the national average. Recently, staff turnover has been high. The school runs a breakfast club and an after-school club. In September 2011, the school took on an additional class in the Reception Year. The school hold several awards including Healthy Schools status and Arts Mark Gold.

**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. It has some outstanding features. The headteacher's leadership has promoted effective teamwork between staff, governors and parents and carers, based on a shared understanding of the school's role in the local and wider communities. This has enabled the school to make significant improvements since the previous inspection, particularly in attainment which is now above average, and in attendance which is now high. The quality of governance has also improved. The governing body is supportive of the school, and makes good use of the information provided by the headteacher to evaluate the school's strengths and priorities. As a result the school has a good capacity for sustained improvement.

Pupils are known as individuals, and strong relationships across the school ensure that their personal development is well supported. Pupils whose circumstances make them vulnerable receive excellent support from a wide range of specialist agencies, which work in close partnership with the school, and as a result, they make good progress.

Children are given a good start in the Early Years Foundation Stage, where they make good progress in all areas. All groups of pupils are now making good progress across the school, including those with special educational needs and/or disabilities and those with a statement of special educational needs. Girls are now achieving at least as well as boys, and pupils of average ability are making improved progress. Pupils' attainment at the end of Year 6, is above average but fell slightly in 2011, particularly in mathematics. Pupils' participation in sports and arts-related activities provides them with exceptionally well-rounded experiences. A creative curriculum, which includes residential experiences in the United Kingdom and France for pupils in Year 4 and Year 6 respectively, contributes well to pupils' excellent spiritual, moral, social and cultural development. Projects like the Year 5 'MicroSociety' provide good support for their future economic well-being.

Teaching is largely good, and contributes to good overall progress. Most teachers use assessment well to inform their planning and promote pupils' progress. Variations in teaching result from some teachers not engaging pupils in using mathematical skills and concepts in different contexts, and applying these skills to help solve problems. This sometimes means that not all pupils are given challenges, which engage their attention. The curriculum has been designed to enable many links across different subjects so pupils' learning is coherent. There are particular strengths in the way that literacy is taught, as pupils are given many opportunities to

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write in different contexts. However, school leaders are aware that opportunities for pupils to practise and apply their mathematical skills in different areas of the curriculum are more limited.. Pupils are encouraged to develop their speaking and listening skills regularly, and in the best teaching this is further promoted by effective questioning by teachers and other adults.

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

- Raise achievement in mathematics to at least the levels achieved in reading and writing by June 2012, by:
  - ensuring that the quality of teaching and learning in mathematics is consistently good or better, and challenges pupils of all abilities
  - developing the curriculum in mathematics so that pupils have regular opportunities to practise and apply mathematical skills and concepts in different parts of the curriculum and in varying contexts.

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

**2**

All groups of pupils are now making good progress in all subjects. Girls are now achieving at least as well as boys and closing previous gaps in achievement. Pupils of average ability performed better in reading and writing than in mathematics in 2011, but recent curriculum initiatives in mathematics are beginning to close the gap. Pupils with special educational needs and/or disabilities make progress in line with their peers, as do the small numbers of pupils who are at the very early stages of learning to speak English as an additional language. This is because the school has well-targeted provision including one-to-one support, and effective induction arrangements for newly arrived pupils. Detailed marking and regular feedback enable pupils to understand their targets and feel confident about what they need to do to improve. This is especially so in literacy work. Pupils are articulate and have a wide vocabulary because of the emphasis placed on developing pupils' communication skills.

Pupils say they feel safe, and a large majority of parents and carers agree. Pupils are polite to and respectful of each other. Their behaviour in lessons often makes a strong contribution to their learning, and staff deal well with any minor lapses in concentration. Pupils were seen to work effectively in pairs and small groups, and showed keen attitudes to their learning. They enjoy taking on a range of responsibilities around the school. For example, Year 6 pupils talked enthusiastically about their experience of running small businesses in the 'MicroSociety' project. This enabled them to learn about how societies work, and about the roles of different people in government and business. With help from business partners, they developed new skills in managing money, and using it to the benefit of others. Year 6 pupils run a fair trade tuck shop, and this helps them learn about making choices around healthy lifestyles within a moral and social context where they can consider the needs of others. They also take part in local activities through the Wimbledon Guild, for example supporting local older people and the homeless, and raising

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money for a number of charities. This is helping pupils to understand how faith works in action to support the more vulnerable members of society. Pupils benefit from a wide range of sporting opportunities with their local partner schools, The Trinity Triad. This helps them to develop a good awareness of healthy lifestyles, as reflected in the Healthy Schools award. Pupils in Years 1, 2 and 3 enjoyed participating in a theatre production that helped them to understand how they can be helped to combat bullying and deal with difficulties through sharing a problem with others. They also learnt about the differences between right and wrong. The pupils’ spiritual, moral, social and cultural development is outstanding. This is reflected, for example, in the way that faith and prayer are integrated into each day. Pupils sing in assemblies and in lessons with a genuine sense of enjoyment. They are able to reflect deeply on personal and moral issues.

Pupils enjoy coming to school and this is reflected in their high attendance and punctuality.

*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>	2
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>	1
<b>The extent of pupils’ spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

The curriculum is enriched by a wide range of after-school clubs, with excellent provision for sports and physical exercise as well as music and the arts, as reflected in the award of Arts Mark Gold. There is a very high take-up for these clubs, which make a strong contribution to pupils’ enjoyment of learning. There are opportunities for residential visits, and the school’s proximity to a range of cultural and artistic sites further enriches the pupils’ experience. As one parent commented, ‘We love the

<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

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creative elements of the Priory which help the curriculum to become so much more stimulating and fun. As a result my child’s learning is very varied and engaging.’

Opportunities for pupils to use language in different contexts are varied and speaking and listening skills are used well to support improvements in writing. There are fewer opportunities for pupils to use and apply their mathematical skills. On occasions, these skills are taught well, for example when a class in Reception Year learnt about subtraction, and through skilful questioning by the teacher and teaching assistant they were able to make outstanding progress. Year 6 pupils investigated how different solutions dissolve in water. The pace and challenge in the lesson promoted strong engagement from the pupils, and probing questions from the teacher provoked some exceptional thinking and predictions. Pupils showed confidence in using and applying new vocabulary in different contexts. In a Year 4 lesson, effective modelling by the teacher helped pupils work well in groups to develop mathematical language skills in solving a problem. Pupils were able to talk in pairs and small groups, with adult support, about different ways of understanding a problem. However, the use and application of mathematical skills is not yet consistent across the school. Teaching is good, though inconsistencies remain, and as a result, pupils are not always provided with work at a suitable level of challenge, particularly in mathematics.

The Studio Club offers after-school care for a small number of pupils, and along with the breakfast club ensures that the needs of these pupils and their families are being met. Both sessions have good staff support, and a range of activities for the pupils to engage in.

Pupils whose circumstances make them vulnerable benefit from the outstanding care, guidance and support provided by the school, which works closely with a range of specialist agencies to meet specific needs. An outreach programme extends this support to vulnerable families. Staff know pupils well as individuals and show great sensitivity to their needs so that pupils feel very well cared for and confident that they can turn to an adult if they have any concerns. This strength was expressed by one parent who said, ‘I selected the Priory because I wanted a school with excellent pastoral care. They seek to really understand their children and adapt their approaches accordingly.’

*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	2
<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>1</b>

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## How effective are leadership and management?

The school has sustained improvement since the previous inspection, even though there have been significant recent staff changes, especially in posts of responsibility in mathematics. This is because of careful planning and the astute leadership of the headteacher. Leadership is shared with key staff. The senior leadership team is effectively supported by teams of governors, parents and carers, and staff each with a specific strategic focus. As a result staff morale is high. Monitoring and evaluation are rigorous, and there is a strong commitment to the headteacher’s vision. Governance is good because governors’ skills are well matched to the key areas of the school and the curriculum. They know the school’s strengths and priorities, and they use their close links with the wider community to support school improvement. Relationships with parents and carers are strong, and the school regularly involves them in special events and visits. Parents and carers work closely with teachers and governors through the governor teams.

Safeguarding procedures are robust, and members of the governing body play an active role in ensuring that pupils are kept safe. Documentation is detailed and staff are familiar with policies and procedures. Strong partnerships with local agencies ensure that those pupils experiencing potentially difficult circumstances are exceptionally well supported. The promotion of equality of opportunity is good, and this is supported through the school’s work with local partner schools and with local faith and community groups. The progress of different groups of pupils is tracked effectively.

The school is a cohesive community, with strong links with the church locally and across the diocese. These links are further strengthened by excellent partnerships particularly in relation to agencies which support the pupils’ well-being and personal development. Wider links have been established with a school in a contrasting part of the country, and with a school in Tanzania. The local and international links are now well established. As a result, the school’s contribution to community cohesion is good.

*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>

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<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

In September 2011, the school expanded to take on an additional class in the Reception Year. The fact that this class has been effectively integrated is due to the good leadership and team working in the area. Strong and purposeful relationships between adults and children, and a supportive team approach, contribute to an environment in which all children feel safe. The children’s behaviour is outstanding because of the care and attention given to them by the adults. They have many opportunities to be active, and there is a good balance of indoor and outdoor learning and play, and teacher-led and child-led activities. Parents and carers feel welcome and well informed about their children’s learning and progress. They are supported through a well-focused induction programme and follow-up workshops. Children enter the Early Years Foundation Stage with abilities typical for their age, and make good progress so that by the time they move into Year 1 their attainment is above expectations. Speaking and listening activities are well embedded in this area, and this is reflected in the fact that they are keen to engage in conversation and express themselves confidently when talking to adults. Children were encouraged to record their singing electronically, and listening to their own voice enabled them to further develop their language skills. However, learning objectives are not always made explicit, so it is not always clear what children are learning across the day.

Adults work well as a team so that planning ensures that all the children’s needs are met. Careful records are made to track individual steps in progress, so that the staff can then consolidate and extend this learning. Although staff have an accurate understanding of the strengths and weaknesses of provision in the Early Years Foundation Stage, monitoring is not yet regular enough to ensure that the information gathered is used to best effect.

*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

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## **Views of parents and carers**

The response rate to the Ofsted questionnaire was around the national average. A large majority of parents and carers who returned the form were very positive in their responses. A small number raised concerns about the behaviour of a few children, the progress of their child, and parents' and carers' access through one of the school gates. During the inspection, inspectors found behaviour to be well managed by adults, and that the progress of all groups of pupils is good. Members of the governing body have discussed arrangements for parents and carers to enter the school site, and have planned to rectify the situation with the school gate.

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

Ofsted invited all the registered parents and carers of pupils registered at The Priory Church of England Primary 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 162 completed questionnaires by the end of the on-site inspection. In total, there are 469 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	109	67	48	30	4	2	0	0
The school keeps my child safe	101	62	54	33	6	4	0	0
The school informs me about my child’s progress	63	39	90	56	4	2	1	1
My child is making enough progress at this school	68	42	72	44	13	8	5	3
The teaching is good at this school	80	49	71	44	4	2	1	1
The school helps me to support my child’s learning	78	48	70	43	10	6	1	1
The school helps my child to have a healthy lifestyle	79	49	74	46	6	4	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)	71	44	63	39	6	4	4	2
The school meets my child’s particular needs	61	38	80	49	11	7	4	2
The school deals effectively with unacceptable behaviour	66	41	64	40	19	12	3	2
The school takes account of my suggestions and concerns	51	31	80	49	18	11	2	1
The school is led and managed effectively	79	49	61	38	8	5	3	2
Overall, I am happy with my child’s experience at this school	85	52	68	42	3	2	2	1

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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 2011

Dear Pupils

**Inspection of The Priory Church of England Primary School, Wimbledon  
SW19 8LX**

Thank you for your warm welcome when we visited your school recently. We very much enjoyed our visit, and enjoyed talking to many of you. We would like to tell you about what we found. Yours is a good school, and it has some features, which are outstanding. These were some of the strengths:

- Most of you make good progress because the teaching is good.
- You enjoy learning, and this shows as you attend school very regularly.
- You have extremely good personal skills and an excellent understanding of right and wrong.
- You enjoy contributing to the school and helping people in your local community.
- The youngest children get off to a good start in the Early Years Foundation Stage and are looked after well.
- Those of you who find learning hard get extra help and do well.

We have asked the headteacher and her staff to make things even better by ensuring that your mathematics lessons help you to develop the skills you need to make better progress, so that your work in mathematics is as good as it is in reading and writing.

We hope that you all continue to enjoy attending your school and that you all do well in the future.

Yours sincerely

Brian Netto  
Lead inspector

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