

Priory Rise School

160 Bronte Avenue, Tattenhoe Park, Milton Keynes, MK4 3GE

Inspection dates

22–23 January 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Early years provision		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- The headteacher and deputy headteacher have managed and led the growth of the school extremely well. They do not accept second best.
- The headteacher and other senior leaders have been relentless in their very successful drive to ensure continued rapid improvements in the quality of teaching and pupils' attainment. This has ensured that the achievement of pupils is now outstanding.
- Leaders have an excellent understanding of the school's priorities because they check all aspects so thoroughly. They understand where the school's numerous strengths lie and plan carefully so that it can continue to improve. They are supported superbly in this by a knowledgeable governing body which is involved in all aspects of the school's life.
- There is a tremendously happy atmosphere in school that reflects the way that leaders value all members of the school community so that they feel part of the push for continued development.
- Pupils make outstanding progress across the school. By the end of Year 6, attainment is consistently well above average in reading, writing and mathematics.
- Disadvantaged pupils make excellent progress and attain at least as well as their classmates by the end of Year 6. Disabled pupils and those who have special educational needs also achieve extremely well.
- Across the school, teachers get on very well with pupils. They have very high expectations of what pupils should achieve. They make school fun and plan work that motivates and inspires pupils to do very well.
- Children improve their skills very rapidly in the early years provision. Excellent teaching supports children's learning very strongly and helps them to settle very quickly when they start school.
- Pupils are very proud of their school and its success. Their behaviour is exemplary and they work hard all of the time, reflecting their excellent attitudes towards learning.
- Pupils rightly feel very safe and they learn the importance of tolerance and respect for others. They leave school as well-adjusted, happy and very confident individuals who have been very well prepared, both socially and academically, for the next stage of their education.
- Parents and carers are very pleased with the work of the school and they support it whole-heartedly. They play a very important part in its success by funding projects and helping their children at home.

Information about this inspection

- The inspectors observed pupils' learning in 21 lessons, seven of which were observed jointly with the headteacher or the deputy headteacher. In addition, the inspectors made some short visits to lessons.
- Discussions were held with pupils, staff, a representative from the local authority and members of the governing body.
- The inspectors took account of the views of 100 parents and carers who responded to the online questionnaire, Parent View. Inspectors also analysed the school's own surveys of parental views and talked to parents and carers at the end of the school day.
- The inspectors observed the school's work, heard pupils read and looked at a number of documents, including: the school's own information about pupils' learning and progress; planning and monitoring documents; the school development plan; records relating to behaviour and attendance; safeguarding information; and health and safety documentation.
- The inspectors analysed 63 questionnaire responses from staff.

Inspection team

Mike Capper, Lead inspector	Additional Inspector
Peter Box	Additional Inspector
Steve Nelson	Additional Inspector

Full report

Information about this school

- This is a larger than average-sized primary school. The number on roll has been increasing every year since the school opened in 2008 as it moves towards capacity.
- Pupils come from a wide range of ethnic backgrounds, with around six in 10 White British and one in 10 Indian. Around one in five of pupils speak English as an additional language. The most common home languages for these pupils are Gujarati and Punjabi.
- Children in early years provision are taught full time in one of three Reception classes, and part time in the Nursery.
- The proportion of disabled pupils and those who have special educational needs is around one in 10. This proportion is below average.
- Around one in 10 pupils are supported by the pupil premium. This is lower than the national average. The pupil premium is additional government funding provided to give extra support to disadvantaged pupils known to be eligible for free school meals and to children who are looked after by the local authority.
- The school meets the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress.
- The breakfast club and after-school club are run by the school and managed by the governing body.

What does the school need to do to improve further?

- Strengthen the role of leaders in sharing the school's many examples of outstanding practice across the wider educational system to help other establishments to improve.

Inspection judgements

The leadership and management are outstanding

- Leaders are successful in ensuring that pupils achieve very well, enjoy school and develop a love of learning. They have focused on this relentlessly and to very good effect since the school opened. This is reflected in high quality provision in all aspects of the school's work.
- The headteacher and deputy headteacher have successfully placed securing high quality teaching and learning at the heart of everything they do. They have an impeccable track record for improving teaching and supporting new teachers. Teaching is checked regularly and clear targets for improvement are set.
- The headteacher has successfully established a strong group of leaders and other staff. All staff are expected to contribute to school development and they do so very well. Together, they very diligently promote equality of opportunity, foster good relationships and tackle discrimination so that all pupils can fulfil their potential.
- Middle leaders, such as those in charge of subjects, play a full part in driving improvement. They provide excellent support to their colleagues based on a very secure understanding of what still needs improving.
- Leaders make very good use of the pupil premium to support disadvantaged pupils by, for example, funding access to activities outside lessons and providing extra help where needed. The success of this is seen in the outstanding achievement of eligible pupils by the end of Year 6.
- Leaders ensure that additional government funding for school sport is also used to very good effect. Skilled sports coaches have worked with teachers to improve their skills and have greatly increased sporting opportunities for pupils. Leaders carefully evaluate provision and there has been a rise in the number of pupils taking part in physical activity.
- The subjects and topics taught help pupils to develop high levels of literacy and numeracy skills. The very strong focus on developing pupils' creativity is seen in the high quality artwork on display. Activities both in and out of lessons contribute very strongly to pupils' great enjoyment of school and to their spiritual, moral, social and cultural development. Key values such as trust and kindness are implicit in the school's expectations and they are modelled by the headteacher, other members of staff and governors. This means that pupils are prepared very well for life in modern Britain. Pupils learn to respect and tolerate the beliefs of others and they develop important attributes such as perseverance and resilience.
- Leaders have established high quality partnerships with parents and carers. Parents express high levels of satisfaction with all aspects of the school's work.
- The local authority has given good quality support to the school as the number on roll has increased. The school works very well with providers of initial teacher training to support students in developing skills.
- Other partnerships are less well established. Leaders know that they do not yet play a big enough part in improving the wider education system by, for example, sharing the school's many examples of outstanding practice with other establishments.
- Safeguarding arrangements meet requirements. Members of staff are carefully checked for their suitability for working in school and are very well trained in how to care for the pupils. Systems for supporting children at risk outside school are very robust.
- **The governance of the school:**
 - The skilled and knowledgeable governing body has played a very strong part in the school's success. Governors are rightly proud of the way the school has developed since it opened. They share the headteacher's vision for the school and they provide high levels of support and challenge. Governors have a very clear picture of how well the school is performing in comparison with others but they are not complacent. They have thorough systems to check provision for themselves, including looking at all available data to see whether pupils are doing well enough. They know where teaching is especially strong and how it is continually being improved. They check that only good or better teaching is rewarded financially through performance management. Governors ensure that all spending is sharply focused on improving provision for pupils, closely monitoring additional funding to ensure that it is used well to improve the attainment of disadvantaged pupils.

The behaviour and safety of pupils are outstanding**Behaviour**

- The behaviour of pupils is outstanding.
- Pupils and parents and carers agree that behaviour is a key strength of the school. Inspectors found that pupils' behaviour is impeccable at all times and they develop a love of learning. Their thirst for knowledge is seen clearly as they motivate themselves to do well and to improve, often choosing the hardest work when an easier option is available. This contributes strongly to their excellent overall achievement.
- Pupils move very sensibly around the building and in the playgrounds. They love adults to join in with their games and conversations, but also play very sensibly without close supervision.
- Pupils have very good manners and are very courteous. They take good care of each other and the school building. They take great delight in each other's successes because they want everyone to do well.
- Pupils have very positive attitudes towards learning. There is a delightful atmosphere when pupils are working. They work hard at all times and are very keen to succeed. They are not worried about making mistakes because they have learned to follow the school's guidance that they should 'reach for the stars'; as one pupil commented, 'Mistakes are good if you learn from them.'
- Pupils take on responsibility readily. There is an active student council and pupils contribute strongly to school life in many ways. For example, they pitch their imaginative business ideas to parents and carers in preparation for fund-raising activities.
- Pupils' great enjoyment of school is seen in well above average rates of attendance. The very well-attended breakfast club has helped to improve attendance and gives pupils a very enjoyable start to the school day. Behaviour in both the breakfast and after-school clubs is outstanding, with pupils from different year groups playing together very happily.

Safety

- The school's work to keep pupils safe and secure is outstanding.
- Parents and carers who responded to the online survey unanimously agree that their children are kept very safe. Pupils confirm this. They are very confident that any worries would be tackled immediately, with one commenting that the 'grown-ups really care'.
- Behaviour logs confirm that incidents of misbehaviour such as bullying are extremely rare but are handled very effectively if they do happen. Pupils are very knowledgeable about the different types of bullying. The school is diligent in teaching pupils about e-safety and they know what to do to avoid cyber bullying.
- Pupils have an excellent understanding of how to avoid dangers. For example, pupils explain clearly how they were prepared for recent building work on the school site. The student council visited the building site and shared what they had learnt with others so that the need to keep safe was very clearly understood by all.

The quality of teaching is outstanding

- Teaching consistently inspires and engages pupils. Pupils are keen to do well because they know that this is what is expected, but also because they are confident that if they do find something difficult they will be given immediate help. This means that pupils work without fear of failure.
- Across the school, pupils' books show that the teaching of reading, writing and mathematics is very successful, with skills improving very quickly. Phonics (letters, and the sounds that they make) is taught very effectively and this, coupled with a systematic approach to teaching spelling, grammar and punctuation, helps writing skills to improve especially quickly.
- Teachers provide high levels of challenge to all pupils, including the most able. They know pupils' different starting points and adapt work to reflect this. When pupils are working, teachers constantly check their understanding so that they can adjust work if need be. For example, if teachers see that pupils have grasped a concept they quickly move them on to the next stage so that time is not wasted.
- Teachers make very imaginative use of resources such as information technology to bring subjects alive. For example, the use of computer tablets helped a class of Year 2 pupils to quickly obtain information about elephants so that they could write down key facts.
- Teaching assistants and other adult helpers are instrumental in pupils' excellent achievement. They are well trained and work extremely closely with teachers to plan work. Their well-targeted support to pupils, especially the disabled and those who have special educational needs, helps pupils to learn very quickly.
- Teachers have excellent subject knowledge. This means that they are able to confidently talk about complex concepts in subjects, such as negative numbers in mathematics. Teachers with specific skills in

art, music and physical education introduce new skills highly effectively and contribute greatly to pupils' enjoyment of school.

- Parents and carers are very positive about the quality of teaching. Homework is appreciated by most pupils, who say, 'It is fun!'

The achievement of pupils

is outstanding

- Pupils make extremely rapid progress across the school and their attainment in reading, writing and mathematics is consistently well above the national average by the end of Year 6.
- In Key Stages 1 and 2, pupils' work in the different subjects, including literacy and numeracy, builds very well on the excellent start they make in early years provision. By Year 6, pupils read very confidently and use a range of texts to carry out research. In mathematics, as they get older, pupils carry out increasingly complex calculations and successfully solve problems that require them to think like mathematicians.
- Pupils' attainment and progress in writing are especially strong because grammar, spelling and punctuation are taught highly effectively across the school. The school consistently exceeds the national average in the phonics screening check at the end of Year 1 with most pupils reaching the expected level. Pupils are given numerous opportunities to write purposefully in subjects such as history and geography so that skills can be practised and reinforced. This means that by Year 6 pupils write extremely enthusiastically in different subjects, and spell and punctuate very accurately.
- The school promotes equality of opportunity very successfully by ensuring that all groups achieve very well. The school's work to help the small number of disadvantaged pupils who receive additional support through the pupil premium is exemplary. In national tests at the end of Year 6 in 2014, these pupils were working at the same high levels as their classmates in mathematics and reading, but were around two terms ahead of them in writing. They were outperforming all pupils nationally by around a year in mathematics and reading and by nearly two years in writing. This was achieved through the excellent use of individual and small-group support that is very well focused on individual needs.
- Disabled pupils and those who have special educational needs make equally strong progress because of the extra help they receive. Last year, these pupils in all years made similar or better progress than their classmates and virtually all reached at least the expected level for their age by the end of Year 2 and Year 6.
- The most able pupils also make extremely rapid progress. They are fully challenged through activities in lessons or when being supported in smaller groups, and a very high number of pupils in the current Year 6 are already two years or more ahead of the level they are expected to reach by the end of the academic year.
- Pupils who speak English as an additional language, including those from Indian families or other backgrounds, achieve exceptionally well. They make rapid progress in improving their speaking skills. Their attainment in reading, writing and mathematics is at least as high as others' by the end of Year 6.

The early years provision

is outstanding

- Children in the early years provision are prepared extremely well both socially and academically for the move into Year 1. When they start school, in either the Nursery or Reception Year, around half of children are working at a typical level of development for their age. They make excellent progress and, by the end of the Reception Year, their attainment is above average in all areas of learning.
- Teaching promotes excellent learning. Teachers, nursery nurses and teaching assistants know the children very well and provide work that provides appropriate levels of challenge for all, including those who are disabled or who have special educational needs. Work, both indoors or outdoors, is motivating and engaging and helps skills to improve very quickly. The very well resourced outdoor area is used very effectively to extend children's learning, both through adult-led activities and those that the children choose for themselves.
- There is excellent challenge for the most able children in all classes because adults know exactly when to intervene to move learning on by, for instance, asking questions or making suggestions about what to do next. For example, children very quickly developed an understanding of the properties of ice as a teaching assistant prompted them to think about what would help it to melt and how it had been formed.
- Teachers check that children with English as an additional language are fully involved in activities. They constantly check children's understanding of new vocabulary and take every opportunity to encourage

them to talk about what they are doing. This helps them to make the same excellent progress as others.

- Children are very happy and behave exceptionally well. Adults set very high expectations for behaviour from children's first days in school and this ensures that routines are very quickly established and followed. Children get on very well together and persevere with work without adult support. They are very keen to learn and know what they must do to stay safe.
- Leadership and management are excellent. The early years leader checks provision very carefully to ensure that it is equally strong in all classes. Children's progress is tracked very carefully. This means that leaders can respond very quickly to help any child who is not doing well enough.
- Parents and carers are very pleased with the quality of early years provision. They are delighted with the happy atmosphere in lessons and say that children come home every day 'full of what they have learnt at school'.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	135272
Local authority	Milton Keynes
Inspection number	449685

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	462
Appropriate authority	The governing body
Chair	Lisa Little
Headteacher	Sue Cox
Date of previous school inspection	7–8 December 2009
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