

Priory Lane Community School

Priory Lane, Scunthorpe, Lincolnshire DN17 1HE

Inspection dates

14–15 June 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a school that requires improvement

- School leaders and governors are bringing about much-needed improvement, but their actions have not resulted in pupil outcomes that are consistently good.
- Leaders' checks on the quality of teaching and its impact on learning are not having sufficient impact, particularly in mathematics.
- The quality of teaching in key stage 1 and key stage 2 is too variable. As a result, pupils do not make good progress.
- Teaching is not routinely challenging for the most able pupils and those pupils who need to catch up from lower starting points. This is especially the case for mathematics.
- Learning time is not used well enough in mathematics because pupils are completing work that does not extend or deepen their knowledge, understanding and skills.
- Pupils have too few opportunities to apply their arithmetic skills to more-complex problem-solving.
- The leadership of subjects other than English is not effective enough. As a result, pupils' progress, and the coverage of some curriculum subjects, is too inconsistent.

The school has the following strengths

- The quality of pupils' writing is good. This has shown rapid improvement since the last inspection.
- Pupils behave very well and feel safe. They work and play together well. Pupils are confident and happy.
- In the early years, children receive a good start to their education. As a result, they are well prepared for learning in Year 1.
- The executive headteacher, along with a supportive governing body, is rebuilding the school culture following a period of change.

Full report

What does the school need to do to improve further?

- Improve teaching in key stage 1 and key stage 2 so that pupils make faster progress in mathematics, by:
 - making sure that pupils are not repeating work that they have previously achieved successfully
 - ensuring that teachers set work that is sufficiently challenging, especially for the most able pupils and those pupils who need to make rapid progress from low starting points
 - providing more opportunities for pupils to apply their arithmetic skills to complex problem-solving and investigation activities.
- Further improve the effectiveness of leadership and management by:
 - developing subject leaders' skills to focus their work more effectively on improving pupils' outcomes and ensuring that the curriculum meets pupils' needs
 - making more rigorous and frequent checks on the quality of teaching so that underperformance is identified and addressed sooner.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- The executive headteacher has led determinedly through a period of significant challenge. Numerous changes in staffing since the last inspection have hindered improvements in teaching and pupils' progress, especially in mathematics.
- Leaders are making checks on the quality of teaching, but the process lacks rigour and is too infrequent. As a result, the quality of teaching in key stage 1 and key stage 2 is not improving rapidly enough.
- Subject leadership, especially for subjects other than English, is underdeveloped. Subject leaders have limited opportunities to monitor the quality of teaching and pupils' learning in the subjects they are responsible for and so are not effectively contributing to improvement.
- Pupils study a wide range of subjects through a variety of interesting topics. The wider curriculum is enhanced through school visits, such as the one to a museum to support pupils' work on Ancient Greece. However, the teaching and learning in most subjects is not consistently monitored to ensure that the work that pupils do is appropriate to their needs and stage of learning.
- Systems for managing staff performance are in place. Targets for improvement are linked to pupils' progress and school priorities. Staff have access to training to help them reach their targets. For example, writing outcomes have improved as a result of effective professional development for teachers.
- Leaders and governors ensure that the additional funding for disadvantaged pupils is used carefully. This funding is used to employ additional teachers and teaching assistants to deliver targeted support to ensure that disadvantaged pupils in the school make the progress expected of them. Currently, there is little difference between their progress and that of others nationally.
- Provision for pupils who have special educational needs and/or disabilities is effective. This is because school leaders ensure that additional funding is used well so that the needs of these pupils are met.
- Leaders promote pupils' spiritual, moral, social and cultural development well. Pupils have a good understanding of different faiths. For example, a topic on India, which included a study of the Taj Mahal, resulted in pupils developing a good understanding of how the concept of peace is an integral part of different faiths. This led to some interesting poetry writing on peace by the pupils.
- Pupils have a good range of opportunities to raise money for different charities. During a recent World Book Day, a proportion of the money raised was given to an organisation that provides reading resources for less-fortunate pupils in other countries. Through the curriculum and assemblies, pupils have a good understanding diversity, fairness and tolerance. As result, pupils are developing a good understanding of British values.
- The physical education and sport funding has had a positive impact on pupils' participation in sporting activities. Pupils have good opportunities to attend a range of

after-school sports clubs and are achieving more success in sporting competitions.

- Since the last inspection the school has formed a federation with Westcliffe Primary School. Shared practices and procedures are beginning to have a positive impact on the school's performance.

Governance of the school

- The federation's governing body is committed to the school and shares the executive headteacher's aspirations for pupil success. They have supported school leaders through a difficult period since the last inspection, and are acutely aware of what still needs to be done.
- Governors bring a range of experience and expertise to the school and are keen to support school improvement. They have a good understanding of the school's context which enables them to challenge and support school leaders in equal measure. Governors are aware of how quickly things can change in a school and are beginning to establish plans to address unforeseen eventualities, such as changes in leadership.

Safeguarding

- The arrangements for safeguarding are effective. Those responsible for leading safeguarding work closely with external agencies to support pupils and families and minimise children's risk from harm. Appropriate records are kept and current school documentation confirms that concerns are followed up quickly.
- Staff training is up to date and all staff know what to do if they have a concern. Staff have a detailed understanding of individual children, which supports their ability to ensure their safety.
- School leaders have developed effective working relationships with parents and carers to make sure that all pupils are supported and feel well cared for. Unexplained absences are swiftly followed up to ensure that children are safe and secure.

Quality of teaching, learning and assessment

Requires improvement

- Teaching, learning and assessment are not consistently good. This is seen in both key stage 1 and key stage 2, where pupils do not make enough progress to achieve well, particularly in mathematics.
- Teachers do not have high enough expectations of what pupils are able to achieve. Too much learning time is lost in mathematics because pupils are expected to complete work that is too easy for them or spend time on activities that have little value. Too often pupils are not given the opportunity to apply their arithmetic skills to more complex problems and this limits their learning.
- The most able pupils are not consistently challenged. In mathematics, they do not complete tasks that deepen their learning often enough. Similarly, for those pupils who need to catch up from low starting points, activities do not build on previous learning well enough and so this limits the progress that they are making.
- Relationships between adults and pupils are positive and in most classrooms the

learning environment is calm and orderly. In a small minority of classes, pupils were less engaged when they found the work too easy.

- The teaching of writing in Years 5 and 6 is effective. Pupils are challenged to use interesting and adventurous vocabulary and a range of grammar techniques to enliven their writing.
- The quality of teaching in the early years is consistently good. Teachers plan interesting learning activities that effectively challenge and engage the children.
- The teaching of phonics enables pupils to decode and read words successfully because learning activities for younger pupils are pitched at the appropriate level. The teaching of reading for older pupils, through daily 'RIC' sessions, is helping some pupils to understand a text and answer key questions.
- Teaching assistants mostly provide good support on an individual or small-group basis. Some practice is particularly effective in supporting pupils' learning, for example where teaching assistants lead learning for small groups of pupils outside the classroom.
- Pupils, especially older pupils, generally take a pride in their written work, which is often neatly presented. Leaders have focused on improving the quality of handwriting, which is clearly evident in the work of most pupils.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils report that they feel safe when they are at school. They know whom to go to should they have a concern and are confident that adults will deal with any problems they may have.
- The 'sunshine room' provides a safe environment each morning break and lunchtime, where vulnerable pupils can socialise with each other under the supervision of school staff.
- Pupils understand bullying and the different forms it can take. They say it is rare but when it does occur it is quickly dealt with by adults.
- School leaders and teachers encourage pupils to aspire to do their best. Pupils of the week, who are chosen because of their positive attitudes as well as academic achievement, receive special privileges and rewards.
- Pupils spoke enthusiastically about the range of clubs that the school offers. For example, younger pupils enjoy the film club, which they attend each week, and older pupils spoke about the opportunities they have to take part in sporting clubs, such as cricket and ball sports. Pupils are very proud of their success in a local cricket competition, in which they did particularly well.
- Leaders promote spiritual, moral, social and cultural development well. Pupils are given good opportunities to support charitable causes for people who are less fortunate than themselves.

Behaviour

- The behaviour of pupils is good. They conduct themselves well both in lessons and around the school.
- Pupils are polite and well-mannered. They are respectful of each other and courteous to adults.
- Pupils mostly show a pride in their work, especially with their writing. Pupils' written work in most subjects shows care and attention to detail and good handwriting skills.
- Pupils' attitudes to learning are mostly positive. Very little off-task behaviour was observed during lessons and only on very rare occasions were pupils not fully engaged in their learning.
- Attendance for all pupils is similar to average. However, a small number of pupils regularly miss school, which results in persistent absences being above the national average.

Outcomes for pupils

Requires improvement

- In 2016, the proportion of Year 6 pupils achieving the standard expected for their age was lower than other pupils nationally for reading and mathematics. The progress pupils made in reading was significantly below average; in mathematics, progress was not significantly different to all pupils nationally. Consequently, the proportion of pupils who are well prepared for their next stage of learning is inconsistent.
- Pupils' achievement in key stage 1 in 2016 was stronger in mathematics than in reading and writing for pupils attaining the expected standard. However, the proportion of pupils attaining the higher standard in reading, writing and mathematics was noticeably lower than average.
- As a result of inconsistent teaching, current pupils are making variable progress. The work that pupils do in mathematics is hindering the progress of all groups of pupils, particularly those who need to catch up, and, as a result, pupils are not attaining the standards they are capable of.
- Work in books indicates that the most able pupils, including those most able pupils who are disadvantaged, could be challenged even more. Because pupils are not exposed to sufficiently challenging work, particularly in mathematics, this limits the progress they are making.
- Pupils who have special educational needs and/or disabilities make better progress than their peers. This is a result of close tracking by leaders to ensure that these pupils are given appropriate support.
- In 2016, the standards pupils attained and the progress they made in writing was well above that seen nationally. Inspection evidence suggests that these standards are being mostly maintained.
- Stronger phonics teaching ensures that pupils develop the basic skills they need to read and write well. Pupils' attainment in the phonics screening check has improved and is now similar to average. Additionally, a good proportion of those pupils who did

not meet the expected standard in Year 1 have subsequently caught up.

- In 2016, the progress that disadvantaged pupils made by the end of Year 6 was not significantly different from other pupils nationally for reading and mathematics; for writing it was significantly better. Inspection evidence is showing that disadvantaged pupils currently in the school are achieving as well as their peers.

Early years provision

Good

- Since the last inspection, there has been a significant improvement in the quality of provision in the early years setting, which is a strength of the school.
- The early years leader for the federation has supported the school very effectively by developing staff skills, introducing innovative assessment procedures and revamping the indoor and outdoor provision. These positive changes are motivating children to learn. As a result, children are now making good progress from their lower than typical starting points and an increasing proportion are ready for learning in Year 1.
- Teaching in the early years is good as a result of staff receiving good-quality professional development. Staff use an approach to learning that successfully motivates and engages children. For example, following a visit to a wildlife park, staff organised an enterprise week for the children so that they could raise funds to adopt two animals.
- Leaders and staff in the early years work very effectively with a range of nursery settings to ease transition. During the inspection, a significant number of nursery providers, children and parents participated in 'Booknic', an afternoon event that promotes the enjoyment of reading.
- Staff and children form positive relationships quickly. Routines are well established and understood, children behave well and enjoy school.
- Engagement with parents is strong and continuous throughout the year. Parents regularly participate in activities in school, such as 'stay and play'. Parents who spoke to inspectors were overwhelmingly positive and very happy with the provision in the early years. Several commented on the noticeable improvement in the early years over recent months.
- All staff are vigilant about health and safety and the well-being of children. Risk assessments are in place and there are no breaches of statutory welfare requirements.

School details

Unique reference number	117756
Local authority	North Lincolnshire
Inspection number	10031969

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	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	389
Appropriate authority	The governing body
Chair	Ian Berridge
Headteacher	Kate Buckley (Executive Headteacher)
Telephone number	01724 844812
Website	www.priorylanecommunityschool.com
Email address	head.westcliffeprimary@northlincs.gov.uk
Date of previous inspection	3–4 June 2015

Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school is larger than an average-sized primary school.
- Most pupils are of White British heritage.
- The proportion of pupils who have special educational needs and/or disabilities is similar to average.
- The proportion of disadvantaged pupils, who are known to be eligible for support through the pupil premium funding, is similar to average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- In the early years, Reception children attend full time.

- In September 2015, the school formed a federation with Westcliffe Primary School, which became the Westcliffe Priory Lane Federation.
- Since the last inspection, the school has been through significant changes in leadership and teaching staff.

Information about this inspection

- Inspectors observed learning in all classes. Several lessons were observed jointly with senior leaders.
- Pupils' work from all classes was scrutinised. These were mostly done jointly with the executive headteacher and the head of school.
- Inspectors listened to pupils read. Pupils selected to read were from all year groups in key stage 1 and key stage 2.
- Meetings were held with pupils, the headteacher, other staff, members of the governing body and a representative of the local authority.
- Inspectors observed pupils moving around the school outside lessons, including on the playgrounds during breaks, during breakfast club and in the dining hall.
- Inspectors scrutinised a number of documents, including the school's view of its own performance, school improvement plans, attendance and safeguarding.
- Inspectors took account of the 24 free-text opinions from parents and the 26 responses to Ofsted's online questionnaire, Parent View. The inspectors also took account of the 17 online questionnaires completed by members of the school staff.
- Inspectors spoke informally with parents at the start of the school day.

Inspection team

Alan Chaffey, lead inspector	Ofsted Inspector
Marianne Young	Ofsted Inspector
Christine Turner	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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