

# Inspection of Priory Lane Community School

Priory Lane, Scunthorpe, Lincolnshire DN17 1HE

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Inspection dates: 8–9 October 2019

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Early years provision

**Good**

Overall effectiveness at previous inspection

Requires improvement

## **What is it like to attend this school?**

Pupils are happy and safe at Priory Lane Community School. The school is a caring, calm and orderly place to be. Pupils work hard and enjoy their lessons. They enjoy coming to school. Lessons are calm, and pupils like to take part in learning activities. If any silly behaviour happens, teachers deal with it. Pupils told us how important being tolerant and looking after each other are. Staff make sure pupils have lots of chances to earn rewards and be responsible. There are lots of clubs and activities for pupils to take part in.

Staff have high expectations of all pupils, but they have not made sure pupils cover as much science as they should have. Those pupils who are disadvantaged are catching up with other pupils. Those pupils with special educational needs and/or disabilities (SEND) get the support they need in the classroom. Because of this, they can take on the learning challenges other pupils do.

Pupils told us that they feel safe in school. All those we spoke to said they could talk to any adult in school if they had any worries. Pupils told us bullying does not happen often. If it does, teachers sort things out.

## **What does the school do well and what does it need to do better?**

The quality of education requires further improvement. In science, for example, lessons are not put into an order that helps pupils to learn well and remember what they have learned, so pupils do not achieve as well as they could in some important areas.

Pupils have not experienced as much science as they should have. Also, what science is taught, and when, have not been thought about enough. This has not helped pupils use the important knowledge they need for more difficult science work which they will cover later on. School leaders are aware of this and are working hard to put this right.

Younger pupils are quick to learn their phonics. Teachers are expert at using the phonics programme to achieve this. Leaders check pupils' knowledge and understanding. They allow no one to fall behind. Teachers know that building the vocabulary of pupils is an important area to improve further, but sometimes, the books that pupils choose do not always match the sounds pupils are learning. Teachers do not make the best use of pupils' phonics skills in other subjects across the school. There are not enough opportunities for pupils to practise reading suitable books in these subjects. Although pupils' reading is improving, there is more work to do to improve it further.

Pupils' achievements in mathematics have improved a lot. This includes the achievement of those pupils with SEND and disadvantaged pupils. Teachers have made sure plans cover important mathematical concepts in a sensible order. This means pupils build up their knowledge and use it to help them with more

complicated work. However, some gaps in pupils' learning are not always identified as they should be.

The 'school drivers' are an important part of pupils' learning. They allow pupils to revisit important pieces of knowledge. This helps pupils remember them. In key stage 1, in driver sessions about knowledge of the world, pupils learn about capital cities of the United Kingdom, the major oceans and continents. This helps them in their geography lessons when they study maps and symbols, for example.

The school aims to help pupils become well informed, confident and ambitious young people. The 'school drivers' help pupils learn about the world, different beliefs and how to stay healthy. There are also lots of extra activities for pupils to take part in. Pupils told us they enjoy having responsible jobs as part of their prefect roles.

Children are safe and happy in the early years foundation stage. Staff have high expectations of the children. Staff have established clear routines that allow the children to develop their independence. They encourage children to read at every opportunity. Staff use their skills to develop the vocabulary of the children through talk and play. The outside and inside learning spaces encourage children to learn. Activities are well thought out and structured. These activities help children to develop their reading, writing and mathematical skills. The children are happy when playing together. They concentrate and are not discouraged if there is something they can't do.

Leaders and staff have worked very hard since the last inspection to improve this school. This hard work has resulted in improvements in mathematics and reading, but there is still more to do to improve the quality of education further.

## **Safeguarding**

The arrangements for safeguarding are effective.

School leaders ensure that those pupils who are vulnerable are safe. The register that records the checks on all adults in school is compliant with all the legal requirements. These checks make sure that the adults the school employs are suitable to work with children. Staff and governors are regularly trained. There is a culture of safeguarding throughout the school. Pupils feel safe and they are confident that staff will support them and help them with any concerns.

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

### **(Information for the school and appropriate authority)**

- Leaders should, as a matter of urgency, ensure that the statutory requirement to deliver the complete national curriculum programme of study for science at key stage 1 and key stage 2 is in place. It is also important that leaders consider the sequencing of the delivery of science so that pupils can build on their prior learning and make use of it to understand more complex concepts in future

learning.

- Curriculum leaders should develop plans for learning further, so that the order in which key components are studied helps pupils with their learning and allows them to use this knowledge to understand and successfully complete the work that follows.
- Assessment methods across subjects vary, and in some examples do not always identify the gaps that may be a barrier to future learning. Leaders should develop assessment methods that are focused on the key concepts and components of learning that are essential for each subject area. It is important that teachers can identify whether pupils know and remember these important elements.
- Pupils will benefit from the development of their vocabulary for reading and learning. Teachers and leaders have already recognised that this is an area that requires further work. They should make sure that every opportunity is taken in early years as well as in key stages 1 and 2 to encourage pupils to recognise new words, understand their meaning and use them in different contexts to enhance their learning.
- Opportunities are being missed for pupils to develop their reading skills in a range of subjects. This is because some class teachers are unaware of the phonics level that pupils are at. Teachers should make use of pupils' reading skills to engage pupils in learning by reading for purpose in a wide range of subjects.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

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.

## School details

<b>Unique reference number</b>	117756
<b>Local authority</b>	North Lincolnshire
<b>Inspection number</b>	10110571
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	376
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Dr Eleanor Wasley
<b>Headteacher</b>	Mrs Katharine Buckley (Executive headteacher), Mr A Renney (Acting head of school)
<b>Website</b>	<a href="http://www.priorylanecommunityschool.com">www.priorylanecommunityschool.com</a>
<b>Date of previous inspection</b>	14–15 June 2017

## Information about this school

- The school was previously inspected under section 5 of the Education Act 2005 on 14–15 June 2017. A further progress monitoring inspection under section 8 of the Education Act 2005 was carried out on 25 October 2018.
- This school is larger than the average-sized primary school. It also runs a breakfast club for pupils.
- The proportion of disadvantaged pupils is above the national average.
- The proportion of pupils who speak English as an additional language is below the national average.
- The proportion of pupils with SEND is above average.

## Information about this inspection

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

- We met with the executive headteacher, acting head of school, senior leaders, curriculum leaders and other members of staff. I talked with school improvement representatives from the local authority. Inspectors also met with a group of governors, including the chair of the governing body. We took account of the 22 responses to Ofsted's staff survey.
- We observed pupils' behaviour in lessons and around the school, including at breakfast club, playtimes and lunchtimes. We gathered pupils' views about the school through formal and informal discussion.
- We scrutinised a range of documentation, including the school's self-evaluation and improvement plans, minutes of governing body meetings and safeguarding documents. We also evaluated information relating to pupils' behaviour and attendance.
- We took account of the views of 17 parents who responded to Ofsted's online questionnaire, Parent View, along with nine responses submitted as free-text comments.
- We looked in depth at the following subjects: reading, mathematics, science and geography. In doing so, we visited classes across year groups and reviewed pupils' work. We spoke to pupils about their learning and listened to them read. We also met with teachers.

## Inspection team

Barry Found, lead inspector

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Melissa Milner

Ofsted Inspector

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