

Inspection of The Priory Primary School

Pamber End, Tadley, Hampshire RG26 5QD

Inspection dates: 4–5 February 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

What is it like to attend this school?

Leaders, staff and governors want pupils to do well academically and personally. They have high expectations. Pupils are encouraged, challenged and supported to do their best. Leaders and staff are ambitious for all pupils to succeed, including pupils with special educational needs and/or disabilities (SEND).

Pupils find their work fun and interesting. Several pupils told us that they enjoy the wide range of after-school clubs and activities. They also like going on trips and visits, for instance to a laboratory to learn about setting up fair tests and experiments. Such trips also help pupils to remember more about their work.

Pupils are safe and happy. A significant majority told us, 'There is no room for bullying here.' They are polite and have good manners. Pupils are friendly and welcome visitors warmly. Pupils hold positions of responsibility such as sports captains or house captains.

Pupils have a strong understanding and appreciation of different faiths, cultures and communities in modern Britain. They debate their opinions in a very mature manner. Pupils use their democratic right to make decisions such as to raise funds for charities and purchase equipment for playtimes.

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

Leaders have developed a vibrant and interesting curriculum in most subjects. They have made sure that teachers are clear about what pupils should learn and when. Teachers help pupils build well on what they already know and can do. For instance, in science, pupils link new learning about electricity with what they already know about electrical insulators and conductors. However, curriculum planning is less developed in history and geography. Leaders are currently working with staff to refine the curriculum further in these subjects.

Pupils behave well in lessons and around school. They have positive attitudes to learning. Pupils are respectful towards each other and their teachers. There is very rarely any low-level disruption. All pupils are treated equally and all study the full range of subjects during their time at the school.

The curriculum helps pupils prepare well for the next stage in education. Most teachers have strong knowledge about the subjects they teach. However, sometimes teachers do not always check what pupils have understood effectively enough. When this happens, pupils' misconceptions go unchallenged. As a result, some pupils, including those with SEND, do not always learn as well as they could.

Leaders place reading at the centre of the curriculum. They have made sure that the school's reading programme is well sequenced. Staff have the required expertise to teach early reading and phonics successfully. Children in the Reception class learn about letters and the sounds that they make effectively. They quickly move onto

reading simple books where these same sounds make up the words in a story. Pupils read to staff every day. Those who need extra help to catch up are well supported. Once pupils are in key stage 2, they continue to read regularly. They have a wide range of books to choose from. These include many by well-known authors. Pupils develop a strong understanding of texts that they have read. Staff and pupils share a tangible love of reading.

Children in the early years are happy. They are eager to learn and do more. The curriculum is well planned to meet children's needs and interests. Staff make sure that children make a prompt start to their early reading and mathematics. We observed children carefully count and measure the size and shapes of the different shops, amenities and services for the village they were 'designing and building'. Children develop a good understanding of the world around them. They are well prepared for their learning in Year 1.

Pupils' personal development is exceptional. Pupils learn why it is important to show respect for others. Pupils' work on projects such as 'build a nation' helps them deepen their appreciation of the importance of a fair and inclusive society. Pupils are very knowledgeable about their rights and those of others.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and governors ensure that the procedures for checking and recruiting staff are robust. Staff have regular training and updates so that they can identify the signs which cause concern. As a result, they take swift action to ensure that pupils receive the help they need. Pupils are taught how to keep themselves safe in a variety of situations. These include when they are out in the local community and when they are using the internet. Pupils know that they should tell a trusted adult if they have any concerns.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Overall, leaders have developed a broad, engaging curriculum for all pupils. It is well planned and sequenced in most subjects. However, leaders should continue their work to ensure that history and geography are equally well planned, so that pupils know more and remember more in these subjects.
- In some lessons, teachers do not check pupils' understanding and adapt their teaching accordingly. As a result, some pupils do not learn as much key knowledge. Leaders need to make sure that teachers have the skills to help them support pupils' learning, including those with SEND, successfully across the curriculum.

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 are the school and you are 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

Unique reference number	136447
Local authority	Hampshire
Inspection number	10133091
Type of school	Primary
School category	Academy
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	178
Appropriate authority	Board of trustees
Chair of trust	Jon Pender
Headteacher	Michael Stewart
Website	www.theprioryprimaryschool.org.uk
Date of previous inspection	4–5 March 2010

Information about this school

- The school converted to academy status on 1 February 2011.

Information about this inspection

We carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a section 5 inspection under the same Act.

- We held meetings with the headteacher, senior and subject leaders, members of the trustee board, including the chair of trustees.
- We did deep dives in the following subjects: reading, mathematics, physical education (PE) and science. In each subject, inspectors met with curriculum leaders, visited lessons, talked to pupils, spoke to teachers and looked at pupils' work.
- We considered views of staff from meeting with staff and from the responses of 31 staff to the confidential questionnaire.
- We reviewed safeguarding records, including the central record of recruitment checks on staff.

- We spoke to parents during the inspection and considered the views of 57 parents who responded to Ofsted's parental questionnaire, Parent View.

Inspection team

Shazia Akram, lead inspector

Her Majesty's Inspector

Chris Donovan

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