

Inspection of The Priory Pembroke Academy

Croft Lane, Cherry Willingham, Lincoln, Lincolnshire LN3 4JP

Inspection dates: 25 and 26 January 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

The school's motto, 'Achieving together', is reflected in all aspects of its work. The school is highly inclusive, where all are welcome. Pupils and staff describe the school as a family. Pupils benefit from the calm, harmonious atmosphere. They enjoy positive relationships with each other and staff. Pupils recognise that staff have their best interests at heart and want them to succeed in all aspects of life.

Pupils understand the school's three simple rules: to be ready, safe and respectful. They appreciate that these rules apply equally to staff. Most pupils strive to meet staff's high expectations of their conduct and academic achievement. Pupils work to meet the school's 'pledges', designed to encourage participation in enriching activities. Many pupils wear achievement badges with pride. Some achieve the status of being a 'knight of Pembroke'.

Most pupils behave well in lessons and around the school. They do not consider bullying to be an issue at their school. Pupils say they are well supported by pastoral staff and would report any problems or concerns they may have. They feel safe at school. Pupils say they would recommend the school to others.

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

Leaders have developed a clear vision for the school. The curriculum is ambitious and is underpinned by the school's 'capitals'. These aim to develop pupils' academic, social, cultural and creative capital. Pupils study a broad range of subjects throughout key stages 3 and 4. The number of pupils studying languages at GCSE level is increasing.

Subject curriculums are well planned. Leaders have identified the most important knowledge they want pupils to know and by when. The curriculums are designed to help pupils build knowledge over time. Plans include opportunities for pupils to revisit content to help knowledge stick in their long-term memory. Leaders have thought about the impact of missed learning as a result of the pandemic. They have amended plans to make sure that gaps in pupils' knowledge are filled.

A well-planned reading curriculum promotes a love of reading across the school. Pupils experience a range of challenging texts.

Staff have good subject knowledge. They use this well in discussions to help develop pupils' knowledge. Pupils discuss and debate with confidence, and many are extremely articulate. Most pupils achieve well across the curriculum. Teachers provide well for pupils with special educational needs and/or disabilities (SEND). For example, they amend tasks to help these pupils achieve the same curriculum aims as all pupils. Teaching assistants are not routinely well deployed. They do not have a consistently positive impact on pupils' learning or experiences.

Leaders are reviewing the school's approach to assessment and feedback. Staff do not always give pupils effective feedback. Pupils say that they do not always find the feedback helpful. Not all staff challenge pupils when their work is of poorer quality than expected.

Most pupils behave well. However, on occasion, poor behaviour disrupts the learning of others. This is particularly the case when pupils do not have their usual teacher. Leaders take effective action to support pupils who struggle to attend regularly. Nevertheless, too many pupils are persistently absent from school.

Promoting pupils' personal development is a key focus of the school's work. The personal, social, health and economic education curriculum is well planned. Pupils learn about a range of appropriate topics that help prepare them for life in modern Britain. Pupils enjoy enriching experiences, such as visiting the theatre, and benefit from a variety of extra-curricular clubs. Pupils are tolerant and understand diversity. However, pupils do not learn enough about other cultures. Pupils receive high-quality careers education, advice and guidance. They go on to appropriate next steps when they leave the school.

Governance is effective. Trustees are knowledgeable and hold leaders to account well. The local governing body provides effective support and challenge.

Leaders work hard to support staff. Staff enjoy working at the school. They appreciate that leaders are considerate of their workload and well-being.

Parents are overwhelmingly positive about the school. Many expressed their gratitude for the positive difference that the school has made in their children's life.

Safeguarding

The arrangements for safeguarding are effective.

Positive relationships between staff and pupils enhance the school's pastoral work. Staff take all potential safeguarding issues seriously. They are alert to potential concerns and act promptly to ensure that pupils get the help they need quickly. Leaders involve external agencies when necessary.

Staff are aware of risks that are pertinent to the school's cohort and the local area. Staff know how to report concerns about an adult's conduct. Leaders ensure that thorough checks are carried out on staff to ensure they are suitable to work with children.

Pupils learn how to keep themselves safe through the curriculum. For example, they learn about healthy relationships.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not established a clear and effective approach to assessment and feedback. Pupils do not always benefit from helpful feedback. Leaders should ensure that they establish clear expectations for assessment and feedback. They should ensure that staff apply agreed strategies consistently. They should ensure that pupils find the feedback helpful.
- Not all staff challenge pupils when they produce work of poor quality. Leaders should ensure that all staff support pupils to produce their best work by sharing high expectations and checking that pupils have met these.
- Pupils with SEND are not well supported by additional adults. Leaders should ensure that teaching assistants are well deployed and support pupils in lessons.
- Too many pupils are persistently absent. Leaders should develop strategies to ensure that all pupils attend regularly.
- The curriculum does not ensure that pupils learn about other cultures in sufficient depth. Pupils do not have a broad and deep understanding of other cultures. Leaders should ensure that they develop pupils' understanding and experiences of a wider range of cultures.

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 information from Ofsted Parent View 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	145052
Local authority	Lincolnshire
Inspection number	10212012
Type of school	Secondary comprehensive
School category	Academy sponsor-led
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	449
Appropriate authority	Board of trustees
Chair of trust	Howard Gee
Headteacher	Simon Evans
Website	www.priorypembroke.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school is part of the Priory Federation of Academies Trust.
- The school uses the following alternative off-site providers: Acorn Free School, Build-a-Future Independent School, Springwell Alternative Academy Lincoln, The Pilgrim School and Hill Holt Wood. These providers are all registered.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.

Information about this inspection

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

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken this into account in their evaluation of the school.

- Inspectors met with senior leaders, subject leaders, groups of staff, trustees and representatives of the Priory Federation of Academies Trust.

- Inspectors met formally with groups of pupils and spoke with pupils in their lessons and around school. Inspectors observed pupils' behaviour at lunchtime and around school.
- Inspectors carried out deep dives in English, art, physical education and modern foreign languages. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work. The lead inspector reviewed the school's reading curriculum.
- Inspectors scrutinised the school's safeguarding arrangements. They spoke with staff and pupils about safeguarding. The lead inspector reviewed the school's safeguarding records and the school's single central record.
- Inspectors considered the 70 responses to Ofsted Parent View and the 66 free-text comments. They considered responses to the pupil and staff surveys.

Inspection team

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