

# Inspection of The Priory C of E School

Queens Road, Wimbledon, London SW19 8LX

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Inspection dates: 10 and 11 January 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

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

Pupils in this school are kind and considerate. They are kept safe because teachers always help and support them. Pupils know that if they have any worries staff will listen to them.

Pupils behave well in lessons and when moving around the school. This is because leaders have high expectations of them. Lessons are not disrupted by poor behaviour. Incidents of bullying are rare. If bullying does occur, it is dealt with quickly. Leaders and teachers encourage pupils to do their best. Pupils focus well in lessons and are enthusiastic about their learning.

Pupils are given positions of responsibility and enjoy carrying out their roles. For example, pupils are voted for by their peers to be faith leaders and members of the school council. Pupils understand that these are examples of democracy and that voting means that everyone has a voice in decision-making.

Pupils speak with enthusiasm about the range of after-school clubs they attend, from basketball and coding to drama. These are well attended.

Pupils develop an understanding of how they can support global issues. For example, they take pride in speaking about raising money to purchase solar panels for a school in Uganda.

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

Reading is given priority here. A well-structured approach helps pupils learn to read with enthusiasm. Leaders have made sure that staff are well-trained in early reading. This means they are consistent in the teaching of phonics. Pupils start learning phonics within the first few weeks of starting Reception. Books are matched carefully to the sounds pupils know. This helps pupils read with fluency and confidence. Staff quickly identify and support pupils who may need extra support to keep up. Pupils visit the local library, which encourages them to develop a love for reading.

Leaders have established a curriculum which is ambitious and set out in a logical order. They have considered what they want pupils to know to be ready for the next stage of their learning. However, in some subjects, the expectations of what pupils will learn in some units of work are not precisely set out. Where this is the case, the curriculum is not delivered in the way that leaders intend, and pupils do not achieve as well as they could.

Leaders ensure that time is given for pupils to recall previously taught knowledge and skills. This helps pupils to understand more complex ideas. For example, in mathematics pupils in Year 6 solve problems on distance successfully because they have previously been taught how to use multiplication facts to solve problems

involving conversions. In the early years, staff use assessment effectively. This helps them to provide activities that help children to develop their skills and understanding step-by-step. Children are given frequent opportunities to practise new vocabulary.

Leaders make sure that staff have the knowledge and skills they need to teach subjects well. Staff benefit from training and support to improve their teaching.

All staff have high expectations for pupils' behaviour. Therefore, learning is not interrupted by poor behaviour. Pupils, including in the early years, are confident and resilient, and are able to manage their feelings well. Staff ensure that positive partnerships help parents and carers to support their child's learning.

Pupils with special educational needs and/or disabilities (SEND) are identified quickly. They are given support so they can access all subjects alongside their peers. Teachers ensure that pupils with SEND develop independence through practising their skills regularly and often.

Children in the early years get off to a good start. Adults question children effectively. This helps children to explain their thinking and show their understanding. By the end of Reception, children are very well prepared for Year 1.

Across the school leaders choose activities to support the wider curriculum carefully. For example, pupils in Year 1 are given money by leaders so they can make decisions about what to spend and what to save. Leaders provide a range of after-school activities. These are well attended.

Leaders have put in place effective support to promote pupils' well-being. Pupils can explain the strategies they use to identify how they feel. The curriculum helps pupils to understand the importance of topics such as equality and diversity. Pupils are taught about how to keep safe on and offline.

Governors are ambitious for the school. They understand the school's strengths and weaknesses. They fulfil their statutory duties. They ensure that the well-being of both staff and pupils is a priority. Staff feel well supported by leaders.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding here. Staff understand their responsibilities. Staff receive regular safeguarding training and updates. Leaders follow up on any concerns swiftly and appropriate actions are taken to reduce the risks to pupils' welfare. Leaders work effectively with outside agencies to support pupils and families who may be at risk.

Leaders provide opportunities for pupils to learn about possible risks. This supports pupils' understanding of how to keep safe.

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

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

- In some foundation subjects, the expectation of what pupils will learn is not precisely or clearly set out. As a result, pupils do not achieve as well as they could in these subjects. Leaders need to ensure that they have identified exactly which key bits of knowledge pupils will learn in each unit of work so that pupils achieve well in all 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 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.

## 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>	102672
<b>Local authority</b>	Merton
<b>Inspection number</b>	10240298
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	209
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Simon Warrender and Nicola Morgan
<b>Headteacher</b>	Lesley Steward
<b>Website</b>	<a href="http://www.thepriory.merton.sch.uk">www.thepriory.merton.sch.uk</a>
<b>Dates of previous inspection</b>	19 and 20 October 2021, under section 8 of the Education Act 2005

## Information about this school

- The school has a Christian religious character. It is a Church of England school in the Diocese of Southwark. The school's most recent Section 48 inspection took place in December 2016.
- The school does not make use of any alternative provision.

## Information about this inspection

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

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher and members of the senior leadership team to discuss school development, behaviour logs and attendance.
- Inspectors met with members of the governing body. They also met with representatives of the local authority and the diocese.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, art and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited lessons, spoke to teachers, spoke to some pupils about their learning and looked at pupils' work.
- Inspectors also spoke to leaders and looked at samples of pupils' work in some other subjects.
- The views of pupils, parents and staff were gathered through discussions and through Ofsted's online surveys.
- Inspectors reviewed the arrangements for safeguarding by scrutinising records and through discussions with pupils and staff.
- Inspectors reviewed a wide variety of documentation provided by the school. This included leaders' self-evaluation, curriculum information and school policies.

### **Inspection team**

Deborah Walters, lead inspector

His Majesty's Inspector

Georgina Herry

Ofsted Inspector

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