

Inspection of Drapers' Pyrgo Priory School

Settle Road, Harold Hill, Romford, Essex RM3 9RT

Inspection dates: 28 February and 1 March 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Requires improvement

Previous inspection grade

Good

What is it like to attend this school?

Pupils enjoy attending Drapers' Pyrgo Priory School. They work hard to demonstrate the school's values of responsibility and respect. Leaders' assemblies teach pupils what these mean and how they may show them, in and out of school. For example, older pupils happily support younger pupils in the playground with their play.

Pupils are respectful of others. This includes those of other faiths, and those in all different kinds of families. Pupils understand what bullying is. They know how to report any incidences that might arise. Staff resolve any problems quickly and this makes pupils feel safe and well cared for. Most pupils behave well. This is because staff regularly remind pupils of the schools' systems that support behaviour.

Leaders and governors are ambitious for pupils to succeed. However, the quality of education, particularly for pupils with special educational needs and/or disabilities (SEND) is not as effective as it could be.

Sometimes, children in the early years do not have access to purposeful learning experiences. This limits the opportunities for them to practise early mathematics and writing skills.

Leaders provide a range of clubs, including Latin, chess, and 'drop and draw'. These are well attended.

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

Leaders want every pupil to learn to read fluently and without delay. Staff read to pupils daily. This is to foster a love of reading. Staff are well trained in early reading. This means they are consistent in their teaching. In the early stages of reading, teachers check the sounds that pupils know regularly and systematically. This means that pupils who may find reading difficult are given help to catch up. Pupils' reading books are matched to the sounds they have learned. This helps to improve pupils' confidence and fluency. However, in the early years, teachers do not ensure that children have frequent opportunities to practise early reading or writing skills.

Leaders have put a well-structured curriculum in place. They have identified what they want pupils to learn, and this is broken down into logical steps. For example, pupils in Year 4 make detailed collages inspired by the book, 'The Iron Man' because they were first given the opportunity to explore an artist's style, practise their use of materials and to plan their designs. Teachers teach subject content clearly and usually identify those pupils who need extra support.

In some subjects, however, leaders have not identified the key vocabulary they expect pupils to learn. This means that pupils do not secure the language they need to expand their learning as they move through the school. In addition, adults in the

early years do not routinely demonstrate language effectively or extend children's vocabulary and sentence structure. This means that children miss out on opportunities to hear and practise new language in readiness for Year 1.

Pupils with SEND are accurately identified, and leaders seek appropriate advice from external agencies. However, too often, teachers do not make use of this guidance when adapting their teaching for pupils with SEND. Some pupils with SEND are not given the necessary support to access the curriculum effectively. Some do not have the same access to the broad curriculum as their peers. This impacts on their progress across the curriculum.

Pupils collaborate well. They share resources, take turns and are learning to manage their feelings. This includes children in the early years. Leaders have established systems to support pupils' behaviour. This means that adults deal with behaviour consistently and fairly, so learning is not interrupted.

Personal, social, health and economic education is well structured. Leaders aim for pupils to become responsible and respectful citizens. Pupils value and explore others' views. For example, pupils discuss and debate whether women in ancient Greece were treated as second class citizens. Lessons across the curriculum help pupils to understand how to identify risks, and how to recognise healthy and unhealthy relationships. Pupils learn about democracy through voting in school council elections.

Governors and trustees 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. They value the opportunities they have to develop professionally.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that safeguarding is a key priority. Staff are well trained. Leaders provide regular and relevant training. This helps staff to identify and report concerns swiftly. Leaders respond quickly to concerns raised. Leaders work closely with outside agencies to secure the necessary support for pupils and families. Governors and trustees understand their statutory duties. They carry out robust checks on staff before they are appointed.

Pupils have a good awareness of staying safe in different ways, including online safety. They know they should report concerns to an adult and know not to share personal information with strangers.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In the early years, children do not routinely benefit from a sufficient range of purposeful experiences across the curriculum. This means that children have limited opportunities to practise and apply early skills independently. Leaders should check that staff provide a sufficient range of learning experiences so that children develop the skills and understanding needed for future learning.
- In some subjects, leaders have not set out the key vocabulary they expect pupils to learn. In the early years, adults do not demonstrate language effectively, or extend children's vocabulary and sentence structure. This means that pupils do not develop an increasingly complex vocabulary as they move through the school. Leaders should ensure they precisely identify the key words they want pupils to learn. They should make sure that staff demonstrate language accurately and effectively.
- Sometimes, pupils with SEND do not progress successfully through the curriculum or have access to a broad curriculum. This is because leaders do not check thoroughly enough that the provision set out in support plans is in place. Leaders should check that the strategies provided by specialists are implemented consistently in the classroom.

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

Unique reference number	141577
Local authority	Havering
Inspection number	10255388
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	412
Appropriate authority	Board of trustees
Chair of governing body	Priscilla Turner
Principal	Louise Fisk
Website	draperspyrgo.com
Date of previous inspection	9 January 2018, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Drapers' Multi-Academy Trust.
- Leaders do not make use of any alternative provision.
- The school operates a breakfast club.

Information about this inspection

The inspectors carried out this graded 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 that into account in their evaluation of the school.
- Inspectors held meetings with members of the senior leadership team to discuss school development, behaviour logs and attendance.
- Inspectors met with members of the governing body and board of trustees. They also met with representatives of the local authority.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, science and geography. 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 French, history, and art and design.
- The views of parents and carers, and staff were also considered, including through Ofsted's 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
Helena Mills	Ofsted Inspector
Kieran Bird	His Majesty's Inspector

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