

Inspection of Old Priory Junior Academy

Ridgeway, Plympton, Plymouth, Devon PL7 1QN

Inspection dates: 27 and 28 June 2023

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Good

Leadership and management

Outstanding

Previous inspection grade

Requires improvement

What is it like to attend this school?

The school's values of collaboration, individuality, resilience, ambition, respect and honesty are shared by everyone. Pupils love coming to Old Priory Junior Academy. They talk with pride and excitement about their learning. Staff know their pupils well and work closely with their families. This means that pupils thrive. Pupils understand the routines. They know what is expected of them, so they feel safe and well supported. Pupils are highly motivated and benefit from an ambitious and engaging curriculum.

Pupils attend school regularly. Behaviour, attitudes and relationships within the school are exceptional. Leaders have created a culture of reflection and kindness in their community. Pupils learn to support and care for each other. They are respectful and contribute positively to the school. Pupils work and play together harmoniously. They are supported to sort out their differences. Everyone is included and everyone has a voice.

Staff go 'above and beyond' for pupils and their families. Parents are overwhelmingly positive about the work staff do to support their children, including parents of pupils with special educational needs and/or disabilities (SEND).

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

Leaders have made substantial improvements to the curriculum, so that it is broad and relevant. Pupils learn well-sequenced content in every subject. As a result, they enjoy making links between prior and current learning. These connections often help them develop a deep understanding of the world around them. Staff swiftly identify pupils who have gaps in their learning or have misunderstood something. These pupils are supported to catch up. Some subject-specific knowledge and skills, such as undertaking an historical enquiry, have only just been planned for. This means that pupils are not yet able to demonstrate their knowledge fully.

There is a strong focus on oracy. Pupils work effectively together. They are articulate and confident when giving answers. This has also helped improve the quality of their writing. Pupils' work in books is extensive and well presented. Leaders have ensured that pupils become fluent in mathematics. There is a relentless focus on reading. Those who struggle are supported to catch up. Pupils have daily opportunities to read to adults, in groups and to themselves.

Pupils with SEND are accurately identified by leaders. They receive timely and appropriate support, including additional teaching when needed. Plans to support these pupils are regularly reviewed. Staff are skilful at adapting activities. This ensures that pupils with SEND progress through an ambitious curriculum.

Pupils have a strong sense of right and wrong. They are confident and polite around the school site. When adults need to intervene, pupils respond positively and take

responsibility. This means there is no persistent unkind behaviour. Staff are vigilant. They focus on rewarding positive behaviour and celebrating success. Pupils understand why others may need more attention or additional help and they are deeply respectful of this.

Pupils develop their talents and interests through a number of extra-curricular activities. Many pupils, including those with SEND, are involved in sports. There are also opportunities to take part in music workshops and an increasing number of trips into the local community. Disadvantaged pupils do not miss out. Pupils remember most of the important messages from the personal, social and health education curriculum. They have a strong understanding of how to stay safe online. Leaders also ensure pupils meet a variety of employers and learn about the world of work.

Leaders, including governors, work with drive and compassion to ensure the achievement and happiness of everyone in the school community. The school has a distinctive character. Pupils sit at the heart of leaders' discussions and decisions. Staff feel valued and proud to work here. Many have significant expertise and support other schools in the trust. There is an exceptionally strong sense of shared purpose.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding. Staff understand that this is 'everyone's business'. Leaders ensure that reporting and record-keeping is robust. Leaders have developed strong relationships with external agencies. This means they can support the most vulnerable children effectively, ensuring they secure the right support when needed.

Pupils feel safe and cared for and know there are many adults to turn to if they feel worried.

Staff carry out the required checks on the suitability of staff to work with pupils.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, elements of the curriculum are in the early stages of implementation. As a result, pupils have not yet developed the knowledge and skills leaders have identified in their plans. Leaders must continue to improve and embed their ambitious curriculum, so that pupils consistently know and remember more.

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 | 137876 |
| Local authority | Plymouth |
| Inspection number | 10245942 |
| Type of school | Junior |
| School category | Academy converter |
| Age range of pupils | 7 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 208 |
| Appropriate authority | Board of trustees |
| Chair of trust | Andrew Bailey |
| Headteacher | Suzie Ottewell |
| Website | www.oldpriory.com |
| Date of previous inspection | 27 May 2021, under section 8 of the Education Act 2005 |

Information about this school

- The school is federated with Plympton St Mary Infants.
- The headteacher, local governing body and some staff work across both schools.
- The school is a member of St Christopher's Multi-Academy Trust. The work of the school is overseen by the board of trustees.
- The school does not currently use any alternative providers.

Information about this inspection

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

- On the first day, inspectors carried out deep dives in the following subjects: early reading, English, mathematics and history. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, looked at a range of pupils' work and held discussions with teachers and pupils.

- Inspectors also spent time in the playground and met with pupil groups, both formally and informally throughout the inspection.
- Inspectors analysed responses to Ofsted’s online survey, Parent View, and online pupil and staff surveys.
- The lead inspector reviewed plans that support pupils with SEND.
- The lead inspector met with the designated safeguarding lead, reviewed documentation related to safeguarding and referrals to the local authority.
- Inspectors also spoke to staff about how they keep pupils safe.
- The lead inspector met with the leaders who oversee behaviour and attendance.
- An inspector also met with leaders who oversee pupils’ personal development.
- The lead inspector met with three representatives from the local governing body, the chief executive officer of and another director from St Christopher’s Multi-Academy Trust.

Inspection team

Victoria Griffin, lead inspector

His Majesty's Inspector

Wendy Marriott

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023