

# Inspection of a good school: Kings Priory School

Huntington Place, Tynemouth, North Shields, Tyne and Wear NE30 4RF

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Inspection dates: 26 and 27 June 2024

## **Outcome**

Kings Priory School continues to be a good school.

The principal of this school is Philip Sanderson. This school is part of Woodards Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Mike Pettifer, and overseen by a board of trustees, chaired by Sally Pelham.

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

Kings Priory School has very high academic standards. The school is ambitious for all of its pupils, including pupils with special educational needs and/or disabilities (SEND). The number of pupils in key stage 4 who study the English Bacallaureate suite of subjects is well above the national average. From the early years, through to the sixth form, pupils are supported to achieve their academic potential.

Across all key stages, most pupils behave very well. Pupils are safe. Bullying sometimes happens. Most pupils trust staff to deal with issues effectively. Most pupils demonstrate consistently positive attitudes to learning and to their peers.

Pupils access a very wide range of opportunities to develop their interests and talents. Pupils can get involved in a range of sports, drama and music activities. There is a range of clubs such as computing, debating and chess. At the time of the inspection, a number of pupils were on an expedition for the Duke of Edinburgh's Award scheme. A high number of pupils were involved in the school production of 'Grease'. Many sixth-formers were attending a question-and-answer session ahead of the looming general election.

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

All pupils, including pupils with SEND, learn a highly ambitious and academic curriculum. Starting in the early years, the school has identified the important knowledge and skills that it wants pupils to know at each key stage. The curriculum has considerable breadth. In key stage 4, pupils often study more than the content that is needed for the GCSE

examinations. For example, in English, pupils study additional works by Shakespeare to develop a broader appreciation of genre and character types. In science, pupils learn additional content about space. Learning is clearly sequenced so that pupils build on their knowledge over time.

From early years to the sixth form, the curriculum is taught consistently well. The school has identified key principles for teaching, known in school as 'modus operandi'. These principles are embedded. For example, lessons often start with a retrieval task. Teachers provide models or examples of high-quality work. Teachers regularly check pupils' understanding.

As a result of consistently effective teaching, pupils achieve very well. In national tests in 2023, the proportion of pupils in Year 6 meeting the expected standard in reading, writing and mathematics is above the national average. In key stage 4, pupils make excellent progress across most subjects. The proportion of pupils achieving strong passes in GCSE English and mathematics is well above the national average. Achievement in the sixth form is also strong.

The school supports pupils with SEND well. There has been a renewed focus on the ways that pupils with SEND are supported in lessons. Teachers receive clear information about pupils' needs through plans and 'pupil passports'. The support identified in pupils' support plans is implemented effectively. Pupils with SEND tend to engage fully in lessons, access the same ambitious curriculum as their peers and achieve well.

Reading is a high priority in the school. Phonics teaching begins at the start of Reception. Pupils read books that are appropriate to their phonics knowledge. Staff have received training on how pupils learn to read. As a result, they deliver phonics very well. Pupils who fall behind in their reading are supported well to catch up. Pupils enjoy reading a range of genres and stories. In the secondary phase, there is a programme that is embedded to ensure pupils continue to read for pleasure. Students in the sixth form are effective role models. They support some of the younger pupils by listening to them read.

Provision for children in the early years is effective. Routines are well embedded. Children are nurtured by caring adults. Children are encouraged to develop their independence. Children are supported well to develop their communication and language skills. By the end of Reception, the majority of children are ready for the demands of Year 1.

Pupils are clear about the school's behaviour policy. In the primary phase, pupils behave particularly well. Pupils follow school routines. They engage enthusiastically in lessons. Outdoor play and learning resources support pupils' social development well. Pupils play cooperatively together. In the secondary phase, most pupils behave well and work hard in lessons. However, there is a small number of pupils who do not engage in lessons as fully or as positively as other pupils do.

The school's personal development curriculum is comprehensive. Pupils study a detailed and age-appropriate personal, social and health education. Pupils have a secure understanding of how to keep themselves safe online. All pupils receive information about potential next steps. Pupils are prepared very well for the next stage of their lives.

Students in the sixth form are supported very well through the process of applying to university. The school teaches pupils about the importance of respect and tolerance. However, a small number of pupils in the secondary phase are not consistently respectful of some protected characteristics. This leads to some pupils being made to feel uncomfortable.

Members of the local academy council and trustees know the school well. They regularly visit the school to quality assure aspects of the school's work. They know their statutory duties and fulfil them well. Staff are positive about working at the school. They feel supported by leaders. They value the steps leaders have taken to help them with their workload. For example, they appreciate the recent policy change that focuses on feedback to pupils rather than marking. Staff value the professional development opportunities they receive.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- Some pupils do not display the positive attitudes and behaviour of other pupils. Some pupils feel uncomfortable about the behaviour of others. The school should further develop its work so that behaviour systems and education ensure greater consistency, respect and positive attitudes in all pupils.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in March 2019.

## **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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	139658
<b>Local authority</b>	North Tyneside
<b>Inspection number</b>	10320378
<b>Type of school</b>	All-through
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	4 to 18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	1,536
<b>Of which, number on roll in the sixth form</b>	202
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Sally Pelham
<b>CEO of the trust</b>	Mike Pettifer
<b>Principal</b>	Philip Sanderson
<b>Website</b>	<a href="http://www.kingsprioryschool.co.uk">www.kingsprioryschool.co.uk</a>
<b>Date of previous inspection</b>	7 March 2019

## Information about this school

- The school is part of Woodards Academies Trust, which is a multi-academy trust. The school joined the trust in September 2013.
- The school uses one registered alternative provision for a small number of pupils.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

## Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspection team held meetings with the chief executive officer, the principal, senior leaders, middle leaders, teachers and pupils.
- The lead inspector met with the chair of the board of trustees and members of the local academy council.
- The inspection team carried out deep dives in these subjects: English (including early reading), science, geography, and physical education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- An inspector met with the leader of the early years and foundation stage curriculum.
- An inspector met with the primary phase leader for mathematics and visited a sample of mathematics lessons.
- Inspectors met with the special educational needs and disabilities coordinator.
- Inspectors met with the leaders in charge of the personal, social, health and economic curriculum, careers education and pupils' personal development.
- The inspectors observed pupils during social times.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The lead inspector considered the responses to Ofsted Parent View. He also took into consideration the responses to the surveys for staff and for pupils.

## **Inspection team**

Dan McKeating, lead inspector

His Majesty's Inspector

John Downs

Ofsted Inspector

Dawn Foster

Ofsted Inspector

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