

Inspection of Priory Rise School

160 Bronte Avenue, Tattenhoe Park, Milton Keynes, Buckinghamshire MK4 3GE

Inspection dates:	24 and 25 June 2025
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Corinne Benham-Smith. This school is part of the 5 Dimensions Schools Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Tony Nelson, and overseen by a board of trustees, chaired by Malcom Dobell.

What is it like to attend this school?

Pupils thrive at Priory Rise school, where relationships based on mutual respect are at its heart. This helps to develop a deep sense of belonging in pupils, driven by the school's central value of love. The school has very high expectations of pupils, who strive to meet them. Pupils achieve exceptionally well. Pupils' behaviour is exemplary. They focus on their learning for sustained periods of time. Pupils consistently show kindness and consideration towards each other and staff.

From the time they start in Nursery, children are taught how to focus on their learning and think flexibly. They ask for help if they have any worries. Skilled staff ensure that pupils think about the feelings behind their behaviour so that they can self-manage effectively. Consequently, pupils feel safe and very happy.

Pupils embrace roles of responsibility and make meaningful contributions to the school community, for example, by becoming restorative leaders or school councillors. Pupils are proud of their roles because they understand the value of helping others. Pupils know that their views contribute to making their school a better place. They share their thoughts and opinions with staff to bring about change, such as raising awareness of sustainability around the school and local community.

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

The school provides children with a superb quality of education. This starts in the Nursery class and continues throughout the school. Children are well supported to develop their language, reading, writing and mathematical skills. The school also focuses on pupils' social development. These strong foundations help pupils to learn successfully across the whole curriculum.

Subject leaders are extremely knowledgeable. This leads to staff with secure subject knowledge across the breadth of the curriculum. As a result, expert staff teach the selected content in a well-structured order. The school swiftly identifies pupils' individual needs. Staff provide precise support, so pupils, including those with special educational needs and/or disabilities (SEND), successfully access the curriculum.

Across the school, effective teaching approaches ensure that pupils secure and retain deep knowledge. For example, in lessons, pupils are provided with many opportunities to practise independently, in pairs or in groups. Activities precisely match what pupils need to know and do. Staff routinely check pupils' understanding. Staff then use this information to address any misunderstandings pupils may have. Therefore, gaps in pupils' knowledge close very quickly.

Reading is central to the school's curriculum. Very high expectations of all pupils help them develop into fluent readers who enjoy a range of texts. This very much includes the pupils with SEND and disadvantaged pupils. Highly effective daily support helps pupils to keep up with the reading curriculum. A love of reading is fostered expertly in the school. Staff encourage pupils to recommend books to each other and experience different texts.

Behaviour is excellent, and pupils have impressive attitudes to learning. All pupils know and live up to the school's high expectations. In the early years, children learn and play

cooperatively. They move from one activity to another seamlessly and develop strong social and emotional skills. Pupils show high levels of motivation to learn more. The school works positively with families to ensure that pupils come to school regularly. As a result, all groups, including disadvantaged pupils and those with SEND, have very high attendance.

The detailed programme for personal development permeates other areas of the curriculum, helping pupils to flourish. This enables pupils to develop a strong sense of equality and the importance of difference. This was exemplified by one pupil who stated, 'We care about who a person is and celebrate this.' There is an impressive range of carefully planned school clubs, attended by all groups of pupils. These clubs broaden pupils' talents and interests. For example, the many chances to learn different musical instruments.

Leaders at all levels, very much including trustees and local governors, share an ambitious vision for the school. The expertise in the trust helps to challenge and support the school successfully. It works closely with the school on key aspects, such as SEND, the curriculum and learning and teaching. This level of rigour supports the consistently high standards in the school. The school has ensured that staff get high-quality training that enables them to teach the curriculum exceptionally well. Leaders prioritise staff's workload and well-being. As a result, staff at the school feel extremely well supported.

Safeguarding

The arrangements for safeguarding are effective.

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

Unique reference number	149460
Local authority	Milton Keynes
Inspection number	10379947
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	672
Appropriate authority	Board of trustees
Chair of trust	Malcolm Dobell
CEO of the trust	Tony Nelson
Headteacher	Corinne Benham-Smith
Website	www.prioryrise.milton-keynes.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- The headteacher was appointed in January 2025.
- This school is a part of the 5 Dimensions Schools Trust.
- The school does not currently use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in the evaluation of the school.
- Inspectors met with senior leaders, staff and pupils. The lead inspector also met with the representatives of the local governing board and the chair of trustees. Inspectors also met with the trust's CEO.
- The inspection team carried out deep dives in these subjects: reading, mathematics, religious education, history, modern foreign languages and science. They discussed the curriculum with subject leaders, teachers and pupils. Inspectors also visited lessons and looked at samples of pupils' work. Inspectors also discussed the curriculum in some other subjects.
- Inspectors considered the responses to the Ofsted Parent View questionnaire, including the free-text comments. They also took account of the responses to the confidential staff survey and gathered the views of both staff and pupils throughout the inspection.
- To evaluate the effectiveness of safeguarding, 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.
- Inspectors reviewed and scrutinised a range of the school's documentation, including leaders' plans for improving the school, minutes of local governing board meetings and records of attendance and behaviour incidents.

Inspection team

Neil Pilsworth, lead inspector	His Majesty's Inspector
Fiona Henderson	Ofsted Inspector
Clare Morgan	Ofsted Inspector
Sara Tilbey	Ofsted Inspector

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