



Priorslee Primary School

Inspection Report

Unique Reference Number 123449
LEA Telford and Wrekin
Inspection number 281482
Inspection dates 16 November 2005 to 17 November 2005
Reporting inspector Martin Cole RISP

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Priorslee Avenue
School category	Community		Priorslee
Age range of pupils	4 to 11		Telford, Shropshire TF2 9RS
Gender of pupils	Mixed	Telephone number	01952 299271
Number on roll	308	Fax number	01952 299271
Appropriate authority	The governing body	Chair of governors	Mrs Glennis Mansell
Date of previous inspection	6 June 2000	Headteacher	Mrs Wendy Moore

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a larger than average primary school serving an established residential area. Parents' social and financial circumstances, and the attainment of pupils when starting school, are broadly average or a little above. About five in every six pupils are White British, the remainder being from a variety of minority ethnic backgrounds. A few pupils are at an early stage of acquiring English. The proportion of pupils with learning difficulties or disabilities is below average, but the school has an above average proportion of pupils with statements of learning difficulty.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school that has many strengths, reflecting strong leadership and management. Pupils achieve well in their work and their personal development is also good. In all parts of the school, including the Foundation Stage, good quality is found in every aspect of provision. The teaching is challenging and supportive, the curriculum is broad and lively and the care, support and guidance given to pupils are very thorough. Provisions can be made better still with the full implementation of moves already made by the school to improve pupils' own targets and for increased use of information and communication technology (ICT) to support learning. The school has a very good understanding of its strengths and areas for improvement. Inspectors' judgements endorse the school's views fully. The record of improvement and the very clear commitment of the headteacher and her staff mean the school has a very good capacity for further improvement. The school provides good value for money.

What the school should do to improve further

Carry out existing plans for further use of information and communication technology to support learning across the areas of the curriculum. Continue to develop and apply the newly extended practices of setting targets for pupils so that they understand exactly how to raise their level of achievement in their day-to-day work.

Achievement and standards

Grade: 2

Pupils achieve well throughout their time at the school. Most start at the school with attainment which is average or a little above. They make good progress, both at the Foundation Stage and thereafter, and reach the challenging targets the school sets for them. Consequently, the school's results in national tests for pupils in Year 2 and Year 6 have been above average in recent years. The Year 6 English test results were exceptionally high in three of the last five years. When pupils' progress between the Year 2 and Year 6 tests is measured, it puts the school in the top quarter of schools nationally. The close attention paid to each pupil's progress and the thorough help they receive whatever their abilities and needs means all progress well. Pupils who speak English as an additional language achieve as well as their classmates. Very good help for pupils with learning difficulties allows them to make good progress and many reach the levels of attainment expected for their age.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. They enjoy coming to school, are keen to learn and attend very well. They behave well in lessons and playtimes are happy and lively. They like and use well responsibilities such as play leaders, school councillors and house captains. Relationships throughout the school are very

harmonious and pupils say that bullying is almost non-existent. A number of older pupils have been trained as 'peer mediators' to help resolve any issues on behaviour and bullying, and others value their influence.

The school works hard to develop pupils as young citizens. Pupils value the school council as a way to express views, influence school improvement and initiate fundraising activities. Older pupils take part in a citizenship project at the local magistrates' court, and spend a day at 'children's university'. Pupils acquire much self-confidence and independence and are encouraged to become enterprising. The school council, for example, was given money to purchase materials and set up a stall selling arts and crafts materials at the Christmas Fayre, and other pupils set up a mini-business as a French Café serving parents during an Open Day. Such activities, together with the good progress pupils make in acquiring literacy, numeracy and ICT skills, are preparing them well for coping with the practicalities of everyday life.

Provisions for spiritual, moral, social and cultural development are good. Charitable fund-raising gives pupils a clear understanding of others' circumstances. Cultural awareness and appreciation is well developed through visits by representatives of faith groups, educational visits and displays around the school reflecting a range of cultures.

Pupils adopt a healthy lifestyle: the lunches provided are generally healthy and there is free milk and fruit. Physical exercise is much encouraged and supported by after-school activities.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Teaching is lively and makes very good use of modern technology such as interactive whiteboards to provide visually striking displays and demonstrations for pupils. Pupils respond with interest and positive attitudes so that they behave well and try hard. Teachers set high expectations to which pupils respond well, working with care and often producing a substantial amount of work which shows a high standard of presentation. Lessons are well planned with clear and precise learning objectives tailored to pupils' different abilities. Pupils understand what is expected of them. Marking of pupils' work is good. On occasion, it is of exemplary quality in the precise and personal way in which the teacher commends or challenges the pupil or gives pointers on how to do better. Pupils have for some time been given targets for improving specific aspects of their literacy and numeracy work. Pupils vary in their recall and understanding of these. Very recently, the system of target setting has begun to be extended and refined in a promising way. Pupils' progress reflects the very thorough and systematic assessments the teachers make. This leads to clear targets for teachers to aim at. It also identifies quickly pupils whose progress causes concern. The school is quick to intervene in such cases and excellent help is given. Teaching assistants give very good, effective support to the teaching of pupils finding difficulty in learning or behaviour.

Curriculum and other activities

Grade: 2

The school has a good, broad and lively curriculum. It meets all pupils' needs well, including those with learning difficulties and those who speak English as an additional language. Provisions for literacy and numeracy are good. Pupils sometimes use ICT to support their learning in a range of subjects, but limited resources of space and equipment constrain the frequency and regularity of this. The school has recognised this as a priority in school improvement. Plans have been made and funds earmarked to extend equipment and its use.

There is a comprehensive programme of personal, social, health and citizenship education. There is a good range of attractive opportunities for activities outside lessons, including several sports, music and drama. A good many educational visits enrich the curriculum. One pupil described a recent visit to Dudley museum as 'interesting, fun, interactive and unique'.

Care, guidance and support

Grade: 2

Pupils are shown very good care, guidance and support. The ethos of caring relationships and the school's good partnership with parents lead to an effective joint approach to the thorough support of pupils. Procedures for keeping a check on each pupil's progress and welfare are good and where support is needed with work or behaviour it is given promptly, and very thoroughly. Formal procedures for safeguarding pupils are conscientiously and systematically carried out. Pupils say they feel safe at school and would turn to any member of staff if they had a problem.

Leadership and management

Grade: 2

The leadership and management of the school are strong and have some very good features. The headteacher leads a hard-working staff in a firm and shared commitment to high standards and meeting pupils' needs. The commitment to equal opportunity for pupils is put into outstandingly effective practice, for example, in the very careful identification of pupils needing extra help and the full support they are given. There is good quality and a commendable clarity and consistency of approach across the work of the school. The school's evaluation of its own strengths and of scope for improvement is realistic and accurate. The views of parents and pupils as stakeholders are carefully sought and account is taken of them. Planning for improvement is very relevant and the school is already taking action in those areas where inspectors, too, have seen scope for improvement. Governors keep a good check on the school's performance and progress, and support the school's clear strategic planning. Well targeted financial planning and the very efficient uses of funds and resources are outstanding features. The school has attended very thoroughly to weaknesses identified at the previous inspection. Good improvement in the past and a very clear

understanding of how to move further forward show the school has a very good capacity for continuing improvement.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Dear Pupils

All the inspectors who visited your school recently would like me to say a big 'thank you' to you all. We really enjoyed meeting you. You were very friendly and interesting to talk to.

We were pleased to see how well you get on with your school work. You try hard and take care with what you do. We think you are making good progress. We also noticed how well you behave and how well you get on with each other. You make it a very happy, friendly school.

Many of you told us how much you enjoyed school. We can see why! Your teachers make lessons interesting and enjoyable. All the school staff give you lots of help and look after you really well.

We have said that we think Priorslee is a good school. However, we have suggested two ways the school could help you learn even more. We have asked the teachers to set clearer targets so each of you knows exactly how to do still better. We have also said that you should be given more opportunity to use computers in the different subjects.

Thank you again for making our visit so enjoyable. We wish you the very best for the future

Yours sincerely

M H Cole Lead Inspector