



Pyrgo Priory School

Inspection Report

Unique Reference Number 102320
LEA Havering LEA
Inspection number 286337
Inspection dates 7 June 2006 to 8 June 2006
Reporting inspector Robert Lovett

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

Type of school	Primary	School address	Settle Road
School category	Community		Harold Hill
Age range of pupils	3 to 11		Romford RM3 9RT
Gender of pupils	Mixed	Telephone number	01708 342 165
Number on roll	299	Fax number	01708 386 620
Appropriate authority	The governing body	Chair of governors	Mr Ray Day
Date of previous inspection	25 June 2001	Headteacher	Mrs Lorraine Clayden

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

Description of the school

Pyrgo Priory is a larger than average school. It is situated in extensive grounds on the edge of a large housing estate in Harold Hill. Most pupils come from the surrounding wards which are more economically disadvantaged than most and the proportion of pupils eligible for free school meals is higher than average.

A higher than average proportion of pupils have learning difficulties and disabilities, including statements of special educational need, (SEN).

The school holds nationally recognised Gold Awards for Sport and Arts and has a national Healthy School Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Pyrgo Priory believes its overall effectiveness is good but inspectors judge this to be modest. Because standards are good and pupils make outstanding progress this is an outstanding school and provides excellent value for money.

The school has many strengths. Teaching is outstanding because explanations are clear and pupils know exactly what they are to learn. Good questioning enables teachers to check pupils' progress. Children in the Foundation Stage make good progress, enjoy their time at school and are exceptionally well cared for and supported. The school has rightly identified pupils' communication skills as a focus for improvement and most teaching reflects this. However, the use of partners to enable pupils to discuss their work and understand it better is not consistent and could be better used to raise standards further. Expectations about behaviour are clear, shared and have been agreed by the whole school community. Relationships among pupils and between pupils and adults are very positive. Behaviour in lessons and around the school is outstanding.

The school provides excellent care for pupils. It identifies their learning and other needs quickly and ensures very good support which enables all pupils to make excellent progress.

Parents and carers rightly hold the school in high esteem. One said 'I feel that Pyrgo is an excellent school, with caring staff.'

The headteacher and others at the school provide highly effective leadership, have a clear focus on raising standards and know the school very well. Because of this it has a good capacity to continue to improve. Most issues from the last inspection have been effectively addressed. In spite of the school's best efforts, attendance remains below average so that a minority of pupils are not doing as well as they might.

What the school should do to improve further

Focus on:

- Improving levels of attendance so they are closer to those found in the rest of Havering and nationally.
- Ensure opportunities for pupils to discuss their work with partners or in small groups are more consistently provided across all classes.

Achievement and standards

Grade: 1

Pupils enter the Nursery with standards of attainment which are well below average and the school has rightly identified communication skills as an area of particular concern. Because teaching is good, with a clear focus on what pupils need to learn, progress is good. As a result pupils are well prepared for entry into Year 1 and continue to make good progress so that by the end of Year 2, while pupils do best in mathematics, standards overall are broadly average. By the time pupils leave at the

end of Year 6 standards are good and pupils' achievement is outstanding, particularly in science, where it is among the very highest nationally. Indeed, achievement has been significantly higher than average in English, mathematics and science in each of the last three years.

The Primary National Strategy, which gives guidance on the curriculum, is very well used to provide challenge and raise standards. Because pupils' achievement is high, the school and individuals meet their challenging targets set. All pupils are very well supported and achieve very well, with no significant differences between any groups.

Personal development and well-being

Grade: 1

Almost all parents who responded to the inspection questionnaire said that behaviour in the school was good or better. Inspectors agree with this very positive view and judge behaviour throughout the school as outstanding. This is due to the high expectations and excellent relationships between all members of the school community. The confidence of pupils in the Foundation Stage is very well nurtured and developed. Pupils have very positive attitudes to learning and enjoy being in school. The justified pride pupils feel in their school is evidenced not only in what they say but in the way they care for the school building and grounds.

Pupils' spiritual, moral and cultural development is good. This can be seen in the positive contribution they make to assemblies and acts of collective worship. When asked what a child would get who came to their school pupils replied 'love, friendship, a good education and good teachers'. Pupils respect and understand the feelings, beliefs and values of others; this is evident in the way families who are new to the school are very well supported by members of the school community.

The school holds national and local healthy school awards. It is very active in promoting a good diet, exercise and a healthy lifestyle through the curriculum, a good choice of healthy school meals and physical exercise.

Moral and social issues are taught very well so pupils understand right from wrong. Teachers are excellent role models. The school has very good systems in place for monitoring attendance and has worked hard to encourage pupils to come to school regularly. However, in spite of the school's best efforts and a good partnership with other local agencies attendance remains below average.

Quality of provision

Teaching and learning

Grade: 1

The school judges teaching as good. However, teaching is consistently good or better and pupils make outstanding progress, and so inspectors judge teaching to be outstanding overall.

Assessment of pupils' progress is rigorous and used well to inform targets and raise standards. As a result, the very effective teaching is characterised by learning that is well planned to meet the needs of all learners. In most lessons teachers give good, clear explanations so that pupils know exactly what they need to do and use questioning very well to check progress. Relationships among pupils and between pupils and adults are very positive. They listen to adults and to each other with care and respect. There is very good teamwork between class teachers and teaching assistants. Expectations are clear and are shared by all members of the school community; this leads to behaviour that is outstanding. All staff use praise and encouragement very well so that pupils are eager to answer and participate enthusiastically in lessons. Lessons are calm and purposeful and pupils work with sustained concentration. In the best lessons good use is made of partner and group working, enabling pupils to discuss their work and consolidate and extend their learning but this good practice is not consistent across all classes.

Curriculum and other activities

Grade: 1

Curriculum provision for all pupils, including more able pupils and those with learning difficulties and disabilities is excellent. Work is very well adapted to meet pupils' emerging needs, for example, by using a topic approach to make some curriculum areas more exciting and through a particular focus on speaking and listening skills to raise standards. Additional speech and language support for pupils in the Nursery and Reception classes meets their needs very well. The implementation of the Primary National Strategy has enriched the curriculum. Pupils across all year groups enjoy a very wide range of 'out of school hours' clubs and activities. Provision for art, games, physical education and dance is a particular strength of the school. The curriculum is brought to life through a stimulating programme of visits and visitors. For example, all pupils in Years 3 - 6 have the opportunity to join in residential visits and the school science week was enlivened by the visit of the 'bugman' with his collection of living creatures.

In the best lessons pupils' self-confidence and collaborative working are promoted. They take responsibility for organising charitable events and fund raising, such as for a local hospice. The school has outstanding links with the local community through cricket and football clubs, other schools and colleges and local agencies, as well as services such as police and fire brigade. It uses these links effectively to provide specialist support and enrich the curriculum.

Care, guidance and support

Grade: 1

The care, guidance and support offered by the school are outstanding. Robust systems ensure that academic and personal guidance go hand in hand. Pupils are well aware of what they need to do to improve so make outstanding progress. Pupils' personal development is very good as a result of the exceptionally good care and advice they receive. Staff respond to pupils' concerns very well so that pupils feel safe, confident

and secure. Risk assessment is rigorous and child protection procedures are firmly established leading to early identification of pupils' needs and appropriate intervention. Learning mentors and family support workers provide very effective support to pupils and their families. Pupils are provided with a strong voice in the school and have good opportunities to take responsibility through an active School Council. The School Council has a budget to spend on their planned improvements such as equipment for wet playtimes. This and other initiatives such as 'playground buddies' helps pupils prepare for active citizenship as they move into their lives beyond school.

Leadership and management

Grade: 1

The headteacher provides outstanding leadership for the school and is very well supported by the deputy headteacher and senior management team. She works with commitment and determination to help the school move forward and enjoys the enthusiastic support of the staff, governors and pupils. The response rate to the inspection questionnaire for parents and carers was very high and overwhelmingly supportive. Subject leaders have a good understanding of the strengths and weaknesses of their subjects and monitor standards very well. Provision for the most able pupils and for those with learning difficulties and disabilities is well managed and as a result they achieve highly. The governing body play an active part in setting targets and evaluating progress and are rightly seen as full partners in school improvement. The school has successfully developed an ethos which welcomes dialogue and embraces positive change.

The continuing professional development of all staff is outstanding, for example, the governing body has supported two teaching assistants towards achieving qualified teacher status and has provided very good professional development for subject co-ordinators.

The school consults widely, listens with care and knows its strengths and weaknesses very well. As a result it has a good capacity to continue to improve. Most issues from the last inspection have been effectively addressed resulting in good progress.

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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?	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	1	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?	1	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	1	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?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	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	1	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

Pupils

Thank you very much for welcoming us so warmly to your school and telling us about it. You were always polite, friendly and eager to talk to us. Your views were very helpful and ensured we got to know your school well.

You and your parents told us how proud you are of your school and we think you are right to be proud because Pyrgo Priory is an outstanding school. This is because the teaching is excellent you make outstanding progress in English, mathematics and science. The headteacher and others who work at the school have a clear picture of what you all do well and how to make the school even better. You show how proud you are of your school, not only by what you say, but through your outstandingly good behaviour in lessons and around the school and the great care you take of the school and its grounds. Those who haven't been at the school long told us how you and your teachers welcomed them and helped them settle into school routines really well.

As well as recognising the many things the school does really well we are also recommending the school does some things to make it even better; Most of you attend school regularly and arrive on time but in spite of all the school does a small number of you miss too much school so you are not doing as well as you might. We are asking the school to look again at ways it can improve attendance and you all have a part to play in this. We think you work really well together, and when you talk about your work it helps you understand and remember it. We are asking the teachers to plan more opportunities for you to discuss your work with partners and in small groups. Thank you once again for making us so welcome while we were in your school. I hope you have a very enjoyable end to the school year and a good summer break.

Yours sincerely

Robert Lovett

Her Majesty's Inspector of Schools