

# The Priory CofE School

## Inspection report

---

<b>Unique Reference Number</b>	102672
<b>Local Authority</b>	Merton
<b>Inspection number</b>	286456
<b>Inspection dates</b>	19–20 March 2007
<b>Reporting inspector</b>	Gordon Ewing

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	396
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Graham Hawkes
<b>Headteacher</b>	Mrs Angeles Walford
<b>Date of previous school inspection</b>	25 November 2002
<b>School address</b>	Queen's Road Wimbledon London SW19 8LX
<b>Telephone number</b>	020 8540 8059
<b>Fax number</b>	020 8542 8717

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	19–20 March 2007
<b>Inspection number</b>	286456

---

© Crown copyright 2007

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

The school is a two-form entry larger than average primary school. It serves a community with a broad range of social backgrounds and attainment on entry is broadly average. About half of the pupils have White British heritage and a high proportion speak English as an additional language. Few are eligible for free school meals. The proportion of pupils with learning difficulties and disabilities is average. Pupil mobility is high. Recently staff turnover has been high. The headteacher, who has been absent due to long-term illness, has recently returned on a part-time basis. The school was subject to reorganisation from a middle school to a primary school in 2003, the transitional effects of which are still reflected in reduced pupil numbers in some year groups.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This school provides a good standard of education. It has a good capacity to improve because the headteacher has taken decisive action to address weaknesses in teaching through the appointment of key and experienced teachers. As a consequence, the progress that pupils make is rising.

Achievement is good. Children start in the Nursery with skills that vary widely from year to year but are broadly average. They make good early progress due to detailed assessment and careful planning. Children go on to make satisfactory progress in the Reception classes and most reach the expected early learning goals by the end of the Foundation Stage. Standards at the end of Year 6 in 2006 were average in English and science and above average in mathematics. A weakness in pupils' attainment across the school was writing, and this was also reflected in below average standards at the end of Year 2. The school has worked effectively to rectify this and the school's tracking data show that standards are rising and pupils are making good progress in most year groups.

Pupils' personal development and well-being are good. Many really enjoy coming to school and make the most of the varied learning opportunities available. As one pupil said, 'This school is cool.' Attendance is satisfactory.

Very recent improvements in teaching, through sharper understanding of how to assess and track learning, are paying dividends and pupils are making stronger progress. This is particularly evident in pupils' writing. The staff work hard to minimise the impact of high pupil turnover on standards by providing good induction activities. As one parent said 'My son made rapid progress when he joined the school'. Pupils are well cared for and steps to ensure that they are safeguarded are good. However, teachers' marking does not give consistent guidance to pupils on how to take the next step in their learning, so pupils are not always sure of how they can improve their work.

The school has a good, stimulating and varied curriculum. The school's strong focus on creativity has a very positive impact on pupils' attitudes and the development of key skills.

The leadership and management of the school are good. The headteacher, ably assisted by her senior leaders, has taken determined action to mitigate the effects of high staff turnover by ensuring that subject leaders in English, mathematics and science have the experience and drive to improve teaching and raise standards.

### What the school should do to improve further

- Ensure that the drive to improve teaching is maintained, in order to sustain the recent improvements in standards and pupils' progress,.
- Improve teachers' marking so that pupils receive consistent guidance on how to improve in their learning.

## Achievement and standards

### Grade: 2

Although standards in the current Year 6 remain broadly average, the analysis of pupils' work elsewhere in Key Stage 2 shows a rising trend and above average standards in English and mathematics. The school's detailed and robust assessments show that standards are beginning

to rise across the school and most pupils are making good progress. Pupils with learning difficulties and disabilities and those for whom English is an additional language, receive carefully focused and well-planned support, enabling them to make good progress. The new core subject leaders are working on a combined front to improve standards further. Recognised weaknesses in writing and in science are being tackled through more focused planning so teachers are clearer about what pupils are expected to learn. This has also significantly improved the tracking of pupils' progress. In addition, the creative aspects of the curriculum are having a positive impact on standards in writing as pupils are stimulated by the motivational activities provided. As a consequence, standards are improving.

## **Personal development and well-being**

### **Grade: 2**

Pupils' spiritual, moral, social and cultural development are good. The behaviour of pupils is good overall. Pupils have a clear understanding of different cultures and learn about world faiths, their traditions and festivals. Pupils in Year 6 take their role of school prefects seriously and carry out their duties with pride and compassion as they support younger pupils. Attendance is satisfactory and the school works efficiently in following up persistent absence.

Pupils certainly enjoy school. As one pupil said 'The school is brilliant because the lessons are interesting, the teachers are good and make learning enjoyable'. Pupils are clearly aware of how to stay safe and be healthy; they endeavour to put what they know into practice. Pupils receive fruit at break times and are discouraged from bringing unhealthy foods into school. There are many sporting activities and clubs that promote physical fitness. These are well attended. Through a variety of activities and visits pupils acquire good economic awareness and are developing the key skills to help them in later life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching is good and the impact on learning is beginning to show in the progress that pupils make. There is now an effective whole-school approach to the assessment of pupils' progress. Teachers plan lessons carefully on a specially designed form that allows them to record informal assessments of pupils' progress. As a result, most teachers provide a good match of work to most pupils' abilities. However, in a few lessons in Key Stage 2 the pace is too slow and pupils make less effective progress. Teachers have good relationships with pupils and are successful in encouraging and motivating them. As one parent said 'The teachers treat pupils as individuals.' In one outstanding lesson the teacher was magnificent in the way she included all pupils and, through her skilled questioning, treated them with dignity and respect and, as result, stretched their vocabulary and self-esteem considerably. Plenary sessions are good and the work of pupils is celebrated. Their work is also celebrated in school assemblies and pupils really appreciate this. However, the marking of pupils' work, though accurate, is inconsistent and does not always show pupils how they can improve their work.

### **Curriculum and other activities**

#### **Grade: 2**

The recent introduction of carefully planned topics has helped pupils see the relevance of what they are learning and is starting to help them use their English and mathematics skills in other

subjects. Considerable emphasis is given to creative activities, with a very good focus on the visual arts and specialist provision in music. However, much of this is new and its sustained impact on standards is not yet clear. Pupils also benefit from regular drama lessons. The school achieved the Gold Arts Mark for the quality of its creative work. French is taught throughout the school, which further widens pupils' skills and understanding of the world. Information and communication technology (ICT) is now used effectively to support learning in several subjects.

The curriculum is enriched through a good range of visits, including a residential trip to France and visitors who contribute to the 'One Day Spectaculars' which launch each topic. For example, African drummers inspired pupils in Years 3 and 4 when working on an African tale. There is a good range of extra-curricular activity, both for sports and activities such as ICT.

## **Care, guidance and support**

### **Grade: 2**

The care, support and guidance that pupils receive are good. Parents are very positive about this. Pupils are elected to the School Council where they learn to present the views of their peers to the senior management team.

Pupils' statements of special educational need are reviewed annually and parents, support staff and outside agencies contribute. Individual education plans are produced with effective targets, which parents and pupils know and understand. Pupils from minority ethnic groups and for whom English is an additional language receive good support in their lessons.

There are rigorous child protection procedures and appropriate risk assessment of activities both on and off the school site.

## **Leadership and management**

### **Grade: 2**

The headteacher's clear vision and commitment to the school is reflected in her successful management of its lengthy reorganisation. She is well supported by her senior leadership team who are leading key initiatives to develop rigorous systems to track pupils' progress and to expose them to impressive creative experiences.

The school is working hard to ensure that high pupil mobility and staff turnover do not have a negative impact on standards. Careful induction and support to new pupils and staff help them to settle in quickly. Core subject leaders, themselves new to the school, have taken steps to establish more consistent standards of teaching and learning through targeted training and improved use of data to track progress. Consequently, pupils are now making good progress. The leadership of the Foundation Stage is good and current initiatives are beginning to improve children's progress in Reception, notably in speaking and listening and children's ability to link letters with sounds. School self-evaluation is good and closer tracking of pupils' progress is informing areas for improvement in teaching and learning. There is good capacity for further improvement.

Governance is satisfactory. Over half of the governors are new to their role and rightly have placed, as their priority, the appointment of a new headteacher. They are supportive and committed and have had a notable impact on reviewing provision in religious education and for collective worship. However, they are not as effective in challenging the school's leadership or in tracking the impact of the school's actions on outcomes for pupils.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Annex A

## Inspection judgements

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

### Overall effectiveness

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

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

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

### The quality of provision

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

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



## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for the warm welcome that you gave to the inspection team during our two day visit to your school recently. We were impressed with the comments you made. It is clear that you think well of your school and that you enjoy your learning in most lessons.

The things we think that are good about your school are:

- You are making good progress.
- Mrs Walford is a good headteacher who, with the support of her strong team of staff, leads a good school.
- You behave well and you give good support to each other in lessons.
- Your school provides you with lots of very interesting and exciting things to do, including after-school clubs, visits and special opportunities like learning French and really developing your creative skills through music, dance and art.
- You told us that you feel safe and happy in school and that you know the adults will always help you if you are upset or worried.
- This is a happy school and your parents and carers speak well of it.

We think your school could be even better if your teachers:

- Ensure that you make even better progress as you move through the school.
- Through their marking help you to understand how to improve further.

We are confident that you will continue to enjoy life in your school and that you will help your teachers as much as you can.

Gordon Ewing Lead inspector