



# The Priory Primary School

## Inspection Report

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**Unique Reference Number** 116481  
**Local Authority** Hampshire  
**Inspection number** 290548  
**Inspection date** 9 March 2007  
**Reporting inspector** Bernice Magson

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

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<b>Type of school</b>	Primary	<b>School address</b>	Pamber End
<b>School category</b>	Foundation		Tadley
<b>Age range of pupils</b>	4-11		RG26 5QD
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01256 850062
<b>Number on roll (school)</b>	159	<b>Fax number</b>	01256 851382
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr Simon Wright
		<b>Headteacher</b>	Mr David Hale
<b>Date of previous school inspection</b>	15 October 2001		

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## **Introduction**

The inspection was carried out by an Additional Inspector.

## **Description of the school**

This village school is smaller than most primary schools and admits pupils from within and outside its designated area. Almost all pupils are from White British backgrounds. A very few pupils have learning difficulties and disabilities. The proportion of pupils joining or leaving the school each year is above average. More than half of all teachers are recently appointed.

## **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 with some outstanding features that provides pupils with a good quality of education. Pupils are proud of their school and are enthusiastic about all its activities. They achieve exceptionally well because they have excellent attitudes to learning. Their behaviour is outstanding. By the age of eleven pupils attain very high standards in English, mathematics and science.

Pupils' personal development and well-being is outstanding. Relationships are excellent. All pupils feel safe and secure, because staff know them very well and provide extremely good care and support. Pupils show very good empathy towards others, sharing their successes and supporting those in need. Pupils are eager to adopt healthy lifestyles and most join in a good range of sporting activities. The majority of pupils eat school lunches daily, because they recognise that they are nutritious and of high quality. Pupils are eager to influence the work of the school and their views are represented effectively by the school council. Recently they have discussed possible improvements in school uniform and made recommendations to the governing body. Throughout the school, the preparation of a school travel plan evoked good levels of pupil discussion and many recommendations were made. As a result, some pupils now travel to school on bicycles. By the age of eleven, pupils express their views eloquently about global issues and have a good appreciation of cultural differences.

The curriculum has a good breadth and balance and includes a strong focus on personal, social and health education. The good range of extra activities are popular and are very well attended. Provision in the Reception class is good and offers an effective balance between activities led by adults and independent play. However, when children play outdoors, some tasks do not challenge them sufficiently. Teaching and learning are good. Teachers have high expectations and set pupils challenging tasks. In many lessons teachers set out learning intentions explicitly and pupils have a good understanding of how to achieve well. However target setting is inconsistent and, in some year groups, pupils do not have a good enough understanding of how to improve their learning.

Leadership and management are good overall. The headteacher and his deputy have provided the school with a clear vision and strong direction over time, maintaining consistently high standards. Most subject coordinators and some governors are recently appointed and their individual and corporate roles in raising achievement and improving teaching and learning are still developing. As a result monitoring and evaluation of standards and provision lacks sufficient rigour and the school has a satisfactory capacity to improve.

### **What the school should do to improve further**

- Improve the quality of provision in the Foundation Stage, so that children are challenged effectively in their outdoor play.
- Ensure a consistent approach to target-setting so that pupils know more precisely how to improve.

- Develop the individual and corporate roles of subject coordinators and governors in maintaining high standards and good provision.

## **Achievement and standards**

### **Grade: 1**

Pupils' achievement is excellent. From above average starting points pupils make rapid progress and achieve exceptionally well. Very high standards have been maintained consistently, since the last inspection. In 2006, three quarters of Year 6 pupils attained the higher levels in national tests in English and science, and a half did so in mathematics. Current Year 6 pupils are doing just as well with similar proportions working at higher levels. All Year 2 pupils reached national expectations in reading, writing and mathematics in 2006, and many pupils attained the higher levels in each area. The school has identified that there were fewer higher attaining boys and strategies have been introduced to raise their performance. The current Year 2 are achieving very well. Speaking and listening skills are good throughout the school. In the Foundation Stage children make good progress and most reach beyond nationally expected goals in all areas of learning by the end of the Reception year. However, children are not always challenged sufficiently in outdoor play, and this limits their rates of progress. Pupils with learning difficulties and disabilities achieve well because of good levels of adult support.

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

### **Grade: 1**

Pupils enjoy school very much and attend regularly. They have high aspirations and are eager to achieve. Pupils work together very well in groups and individually. It is not uncommon to see the youngest children concentrating on an activity for a long period of time, or to hear older pupils in lengthy conversations sharing their ideas. For example, pupils in Year 5 improved their skills of calculation very effectively, as they discussed strategies to work out areas and perimeters. The spiritual, moral, social and cultural development of pupils is excellent. Pupils show exceptionally very good levels of responsibility, as they undertake monitorial roles and they take very good care of each other. Pupils have an excellent awareness of their responsibilities in the local community and support wider world causes. They nominate local and national charities to support. For example, they raised monies recently for boarding accommodation for pupils in a third world school. The choir enjoy entertaining residents of local villages at various events and the gardening club are proud of their success in local gardening competitions, such as 'Basingstoke in Bloom'. Pupils' excellent attitudes and competent basic skills prepare them exceptionally well for secondary school and their future economic well-being.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teaching and learning are good. Recently appointed teachers have maintained a good consistency of approach. Learning is effective because pupils are extremely eager to learn. They undertake challenging tasks with great enthusiasm. Pupils' progress is checked regularly through effective questioning. When pupils are challenged well teachers use various methods to ensure that pupils know what and how they are expected to achieve. In Year 6, for example, the whiteboard was used effectively to remind pupils of good criteria which would be expected in writing a balanced argument. In many lessons pupils are encouraged to think creatively and use their own ideas to improve learning skills. In a lesson on tessellations, Year 2 pupils created a two dimensional design of a castle, after a recent visit. All teachers have high expectations. They mark work regularly and some teachers provide good information about how pupils can improve. Groups of pupils have good opportunities to evaluate their own learning, but this is not consistent across the school.

### Curriculum and other activities

#### Grade: 2

There is a good curriculum. It is enriched through a good range of activities which provide pupils with many practical experiences. Visitors and visits are arranged to provide specialist teaching in numerous topics. Increasingly information and communication technology is used as a method of learning and for pupils to record their own work. There is a good curriculum for the Foundation Stage although, outdoor provision is not always challenging enough. The curriculum includes good plans to develop pupils' spiritual, moral social and cultural understanding. The school nurse and police help to deliver a well-structured programme of personal, social and health education. Very good attention is given to the teaching of basic skills in literacy and numeracy. Gifted and talented pupils join with similar pupils in other schools for useful projects to extend their skills. Additional support is given to help pupils with learning difficulties which ensures that they achieve well. The range of out-of-school activities is excellent and includes music, sport, foreign languages and other activities, which are offered on a rotational basis.

### Care, guidance and support

#### Grade: 2

Care, guidance and support are good overall. All arrangements for ensuring health and safety, risk assessment, first aid and child protection are fully in place. Rigorous procedures are used to monitor attendance. Supervision of pupils at breaktimes and lunchtimes is very well-organised ensuring the excellent behaviour of pupils. There are suitable procedures to deal with any rare instances of bullying.

The school has a good understanding of pupils' achievements and teachers are effective in identifying any weaknesses in learning. Some pupils have targets for improvement, but these are not provided consistently across the school. As a result not all pupils are clear about what they have to do to improve. The school has rightly acknowledged that a few parents would like more information to help their children. Teachers plan to provide all pupils with improvement targets in writing and mathematics. Pupils with learning difficulties and disabilities are monitored well and support is sought from outside agencies if necessary.

## **Leadership and management**

### **Grade: 2**

The school is undergoing considerable change in its leadership and management. The current headteacher is to retire shortly, after a long period of headship, and new subject coordinators and some governors have been appointed. Although there are some uncertainties, all leaders and managers have a strong desire to maintain the school's clear direction, promoting further its good family ethos and maintaining its very high standards. As part of this process, there has been good professional training in the use of procedures to monitor the school's performance. Currently, the school has only a sound capacity to measure its own effectiveness, because staff and governors are still learning their individual and corporate roles in monitoring standards and provision.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### 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	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	1
The standards <sup>1</sup> reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
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>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### 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.

## 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	3
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 making me so welcome when I visited your school recently. It was good meeting you and hearing of all the exciting things you are doing. I do hope that your talent show went well. I think that you have a good school.

What I really liked about your school is:

- you enjoy school very much and work hard in all activities
- you attain very high standards in English, mathematics and science by the age of eleven
- you care for each other very well and are pleased to see others succeed
- through your school council, you are making a good contribution to the development of your school
- your parents support your learning very well.

To make your school even better I have asked your headteacher, staff and governors to make sure that you all know how to improve your work. Also I think that the outdoor play opportunities for children in the Reception class could be improved. Recently there have been several changes in teachers and governors and they now need to know how best to check how well you are achieving.

I hope that you continue to enjoy your time at The Priory Primary School.

Yours truly,

Bernice Magson

Lead inspector