

# Priory Lane Infant School

## Inspection report

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<b>Unique Reference Number</b>	117756
<b>Local Authority</b>	North Lincolnshire
<b>Inspection number</b>	312694
<b>Inspection date</b>	20 March 2008
<b>Reporting inspector</b>	Kathryn Dodd

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>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4-7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	145
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Julie Fletcher
<b>Headteacher</b>	Mrs Susan White
<b>Date of previous school inspection</b>	1 April 2004
<b>School address</b>	West Common Gardens Scunthorpe DN17 1EJ
<b>Telephone number</b>	01724 842160
<b>Fax number</b>	01724 842160

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## Introduction

The inspection was carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: the progress that pupils make from their different starting points, how well teachers use assessment data to provide work that matches pupils' varying learning needs and how well subject leaders and governors are involved in self-evaluation and school improvement planning. Evidence was gathered from the school's self-evaluation, nationally published assessment data, the school's own records of pupils' progress, observations of lessons and the school's plans for further improvement. Discussions with staff, pupils and governors were held, and questionnaires returned by parents were considered. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

Most of the pupils at this smaller than average sized school are from White British family backgrounds. A few pupils are from minority ethnic backgrounds, including a very small number who speak English as an additional language. The school serves a very mixed community, including an area of social and economic disadvantage. The proportion of pupils entitled to free school meals is above average, as is the proportion of pupils with learning difficulties and/or disabilities. The school has recently been accredited with the Healthy Schools Award and Basic Skills Quality Mark.

## 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 an accurate view of its own effectiveness. It offers a high quality of education and provides good value for money. In this warm and caring setting, pupils are cherished and nurtured, so that they quickly develop a thirst for learning. As a result, they achieve well and their personal development is good. Parents and carers have positive views of the school. They acknowledge that staff work hard to ensure that children learn in a friendly, welcoming and happy environment, where they feel safe and secure.

The achievement of pupils of all ages, including those with learning difficulties and/or disabilities and those who speak English as an additional language, is good. In recent years, standards at the end of Year 2 have been average. This represents good progress from pupils' below average starting points. Furthermore, standards since the previous inspection have been rising very steadily, particularly in writing; in the 2007 national assessments, pupils reached above average standards. These pupils had higher than usual starting points and benefited from being taught in two separate single age classes. As a result of significant variations in the number of pupils in each year group, this organisation has not been possible this year. Nevertheless, school data and inspection evidence indicate that current Year 2 pupils are on track to reach average standards, and this still represents good progress from their starting points.

The quality of teaching and learning and the curriculum are good. Recent changes to the curriculum are having a positive impact on pupils' speaking, listening and writing skills and the achievement of boys. Purposeful activities, positive relationships and thoughtful deployment of support staff are strong features of most lessons. Teachers are becoming adept at using their computerised teaching boards, so that pupils enjoy their lessons more. Regular assessments help teachers to find out what pupils have achieved, especially in writing. Teachers use this information well in order to offer the right kind of support, particularly for pupils with learning difficulties and/or difficulties, or those whose learning needs an extra boost. They sometimes provide the right level of challenge for the more able pupils. This, along with sharing of lesson objectives with pupils, engaging activities and good classroom organisation, reflects teaching at its very best. Such practices are not consistent across all classes. As a result, pupils, particularly the more able ones, could sometimes achieve more than they do. Similarly, staff do not always use the information they have about pupils' attainment to check that they are on track to meet their learning targets or that their learning is moving on at a good enough rate.

Staff give high priority to making sure that pupils enjoy learning, are safe and healthy and make a positive contribution to their community. Consequently, pupils are enthusiastic about school life. They behave well and are keen to show their growing confidence and maturity, for example, by being school councillors or 'play leaders'. Attendance is broadly average. Although it has improved since the previous inspection, there is no complacency. The school continues to work hard with pupils, parents and carers in order to encourage better attendance. Pupils' good personal development, along with good academic progress, puts them in a good position to make a successful start at junior school and to become good citizens of the future.

The headteacher is steering the school successfully through a challenging period. Managing the financial constraints resulting from falling pupil numbers is an ongoing priority. Reorganisations to class structures and staff losses, particularly at leadership and management level, present key problems to be tackled. At present, the headteacher shoulders much of the responsibility for evaluating how good the school is. She has a clear vision for the future,

accurately pinpoints strengths and is not afraid to say where the school can do better. Keen and enthusiastic subject leaders and governors offer helpful support but, because their skills are still developing, they do not yet play a full part in the school's self-evaluation. Nevertheless, despite recent challenges, the school's track record of average and occasionally above average standards, good academic achievement and good personal development is being maintained. This, along with the good progress made since the previous inspection, demonstrates a good capacity to continue to improve in the future.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

When children join the Foundation Stage, their skills are below what is typical for their age, although this varies greatly from year to year. The lively and stimulating curriculum, along with warm and caring relationships between adults and children, ensure that they settle quickly into school routines and enjoy learning. Children make good progress so that, by the time they start Year 1, many children achieve the goals set nationally for their learning. Staff make the most of opportunities to help children to work independently, take responsibility, get along together and behave well. As a result, children's personal, social and emotional development is rapid. Teachers and support staff work together closely to ensure that teaching and learning are good and to develop the provision, like the improvements to the outdoor classroom. Recent improvements to recording children's achievements are helping staff to plan activities that match their varying learning needs more closely. Staff know that they can make fuller use of this information in order to fine-tune provision, so that children progress at an even faster rate.

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

- Ensure that all teachers consistently:
- provide the right level of challenge for the more able pupils;
- keep a closer check on whether or not pupils are on track to reach their learning targets.
- Develop the roles and skills of subject leaders and governors, so that they play a full part in checking how well the school is doing and in planning the way forward.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	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

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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	2
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

21 March 2008

Dear Pupils

Inspection of Priory Lane Infant School, North Lincolnshire, DN17 1EJ

Thank you so much for the warm welcome you gave me when I visited your school. I thoroughly enjoyed being part your school community. You helped me to see why you enjoy coming to school. You answered all my questions thoughtfully. I particularly enjoyed seeing you all wearing your Easter bonnets, trying so hard with your singing, and hearing your Easter poems.

Your school is a good school. You do well in your learning, and you are well prepared for going to junior school at the end of Year 2. All the adults care a great deal about you. I was pleased to hear that you know that there is always someone to help you if you have a problem. Your teachers give you lots of encouragement to do well and to grow in confidence. You are kind and caring, and your behaviour is good. It was good to hear about how keen you are to help make your school a happier, safer and healthier place to learn, such as being 'play leaders' or through the school council. You get lots of chances to take part in fun and exciting activities, go on trips and join clubs. It is little wonder that you enjoy school, and that your parents and carers are pleased with the school, too.

There are a few things about your school that could be even better. To help you further, we have asked the school to make sure that:

- You always have work that is just right for you and never too easy.
- Adults keep a closer check on how quickly you are learning, and whether you are on track to reach your learning targets.
- Your headteacher and all the other staff share the responsibility for checking how good your school is and what needs to be done to make it better.

You can help your school by making sure that you tell your teachers if your work is too easy, and by asking them how you are doing with reaching your learning targets. Of course, you should continue to try your best in everything that you do.

I wish you all the very best for the future.

Yours sincerely

Kathryn Dodd

Lead inspector