

Priory Primary School

Inspection report

Unique Reference Number	117810
Local Authority	Kingston-upon-Hull
Inspection number	312708
Inspection dates	17–18 March 2008
Reporting inspector	Carole Cressey

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	214
Appropriate authority	The governing body
Chair	Mr Keith Hylands
Headteacher	Miss Christine Smith
Date of previous school inspection	1 April 2005
School address	Priory Road Hull HU5 5RU
Telephone number	01482 509631
Fax number	01482 576723

Age group	4-11
Inspection dates	17–18 March 2008
Inspection number	312708

© Crown copyright 2008

Website: 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 two Additional Inspectors.

Description of the school

The school is situated in an area where there are pockets of social and economic deprivation. Most children come from White British backgrounds. The proportion of pupils eligible for free school meals is above average, as is the proportion with learning difficulties and/or disabilities.

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 which provides a happy, caring and safe environment in which pupils become successful and confident learners. The school has accurately identified what was required to raise standards and achievement, and has worked effectively with a variety of partners to eliminate its weaknesses.

The headteacher's skilled leadership has led to good improvements in teaching, the introduction of effective and rigorous assessment systems, a challenging curriculum and high levels of care, guidance and support. As a result, pupils' learning has accelerated and the underachievement and below average standards of previous years have been eliminated. Children enter the Reception class with levels of development which are below that usually seen for this age. They make good progress throughout the school, achieve well and, by the end of Year 6, most are working at the expected level for their ages and abilities and a significant number are working at the higher levels.

Pupils' personal development is good. All pupils are keen to do well and this is reflected in their good attendance, which was so good that last year the school had the most improved attendance in the City! Pupils are especially proud that their school council really does make a difference to their school. Pupils have a good understanding of their place in the world and of the many different world communities. However, their understanding of the diversity of British traditions, faiths and cultures is less well developed.

Teaching is good. Lessons have high expectations of behaviour and attitudes. Teachers use assessments well to track pupils' attainment and progress in order to identify where extra support or challenge are needed to ensure the majority of pupils reach the standards they are capable of. However, not all pupils are clear how to improve their work and some of them do not understand the class targets that their teachers set for them.

The way the school nurtures all its pupils and especially those with learning difficulties and/or disabilities is good. As a result, most pupils are effective learners who are able to take advantage of all the school has to offer. This is very evident in pupils' appreciation of the many visits which are a strength of the good curriculum.

The parents' confidence in the leadership and management of the school is very well placed. The comment of one parent reflected the views of the majority: 'My children are doing really well; they are both happy, confident kids and are continuing to thrive while being educated at Priory Primary.'

Leadership and management are good. The headteacher, staff and governors are determined to continue to improve standards and provide a school that equips pupils well for the challenges of the future.

Effectiveness of the Foundation Stage

Grade: 2

This good Foundation Stage is well thought of by parents. Children start the Reception class with skills below those typical of their age, particularly in speaking and listening, and in mathematical development. They make good progress because teachers make the learning fun and personal development is a priority. Assessment is used well to lead the next steps of learning, and good teaching means that teaching assistants are well directed and make a strong

contribution. As a result, most children reach standards that are broadly in line with the average typical for their age by the end of the Reception year. The curriculum is imaginative and good use is made of the outside area. Good leadership and management ensure that the classroom is organised well to make a very attractive environment in which the children can enjoy their learning.

What the school should do to improve further

- Ensure all pupils know how to improve their work and know how well they are doing in relation to their class targets.
- Provide more opportunities for pupils to learn about the diversity of British society.

Achievement and standards

Grade: 2

Achievement is good. Pupils make good progress from Year 1 to Year 6 and standards are average. This is reflected in the school's results of national assessments for seven-year-olds in 2007. Standards in the present Year 2 are not quite as high because the ability in this year group is less strong than in previous years. However, most pupils in Year 2 are reaching the expected level for their ages in reading, writing and mathematics indicating that these pupils are making good progress.

The school's rigorous assessments of pupils' attainment show that progress accelerates throughout Key Stage 2. Most pupils are working at or exceeding the expected level for their ages in English and mathematics. Standards in Year 5 are especially high. The underachievement from previous years has been eradicated and over half of the pupils are already working beyond the expected level for their ages. In Year 6, the majority of pupils are reaching the expected levels in English, mathematics and science and a significant number are exceeding this level. This is an improvement on the results of the 2007 national tests for Year 6 pupils which showed that standards overall were average but that fewer pupils than expected nationally were reaching the higher levels especially in English. Pupils with learning difficulties and/or disabilities make good progress towards their targets and achieve well.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being, including their spiritual, moral and social development, are good. Their cultural awareness is satisfactory but it is not sufficiently focused on the rich cultural diversity found in Britain today. Behaviour is good. Pupils are eager learners who are rising to the high expectations their teachers have of them. This positive approach to learning is reflected in their much improved attendance. Pupils know how to keep themselves safe and appreciate the work of 'Playground Leaders', who proudly wear red tabards and offer friendship to others. At breakfast club and break-times pupils choose lots of fruit and wholesome foods. They are eager participants in the wide variety of sporting activities, including unusual ones such as ice skating, and know these contribute to a healthy lifestyle. They are particularly proud that through the school council they can make their school a better place to be, for example by raising money to buy new exciting playground equipment. Pupils are also aware of their responsibilities as members of their local and world community, and are well prepared for life ahead.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Lessons have a good ethos of hard work and enjoyment which encourages pupils to do their best. Classrooms are well ordered and displays provide a wide range of prompts and ideas to enable pupils to be successful learners. Pupils are keen to contribute to lessons through challenging question and answer sessions which extends their learning. Information and communication technology, games and role-play are used effectively to reinforce pupils' learning and ensure important things, such as multiplication tables and the learning of letters, sounds and punctuation are taught in a fun and challenging way. The rigorous assessment of pupils' attainment and progress is effective in identifying where pupils need extra support or challenge. Although marking and class targets are used well in some lessons to identify the next steps in learning, their use is not consistently effective across the school.

Curriculum and other activities

Grade: 2

The curriculum is good. Residential trips for Years 5 and 6, theatre, museum and gallery visits all enrich pupils' learning. After-school clubs, such as bead-making, gardening, computers, baking, choir and art are all popular. The school is able to offer French, extra sporting and musical activities, adding a breadth to pupils' learning, which they and their parents value. A very good programme of social and health education provides the pupils with the necessary tools to develop personal safety, care and healthy living. The daily 'Activate' session at the start of lessons increases the amount of time for physical education that pupils have and also calms pupils down and gets them in the right frame of mind for learning. The school's work to improve writing, fill gaps in mathematical knowledge and understanding and challenge higher-attaining pupils are all paying off. As a result, standards are rising and pupils are being well prepared for the next stage of their education.

Care, guidance and support

Grade: 2

Good standards of care, guidance and support permeate the whole school. Procedures for safeguarding pupils' welfare, health and safety are in line with statutory requirements. Good systems are in place to ensure pupils with learning difficulties and/or disabilities receive the support they need. As a result, pupils are able to play a full part in the life of the school. All pupils are well known to staff and are highly valued so that they develop high self-esteem and confidence. Systems to track individual pupils' progress throughout the year are having a very positive impact on progress. However, in some classes pupils are not clear about how to improve their work and are unsure about their class targets and how much progress they are making towards them.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher has worked with gritty determination, to raise standards and eliminate underachievement. She is well supported by an astute governing

body. Self-evaluation is accurate and the school has correctly identified weaknesses in teaching and the use of assessment as the main areas to improve in order to raise standards especially in English. Interventions are now in place. Assessments, test results, the quality of teaching and learning are all monitored rigorously to evaluate the impact of changes and also to identify if pupils are falling behind and need additional support to reach their targets. As a result, teaching in all year groups has improved, pupils' progress has accelerated rapidly and standards have risen in writing, mathematics and for higher attainers. The very challenging targets the school has set itself for 2008 are ambitious but achievable given the progress pupils are now making in English, mathematics and science across the school. The headteacher is developing the role of senior managers well and they have had an effective role in ensuring that the curriculum is challenging, interesting and meets the need of pupils' learning. They are now poised to develop their role further through becoming more involved in monitoring the standards in their subjects. The school has made good progress since the last inspection and has a good capacity to improve further.

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.

Annex A

Inspection judgements

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

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 ¹ 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	2
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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	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

19 March 2008

Dear Pupils

Inspection of Priory Primary School, Kingston-upon-Hull, HU5 5RU

Thank you so much for being friendly and welcoming when we visited your school a short while ago.

We were pleased to see how very well behaved you are, how much you enjoy school and how improved your attendance has been. You must feel proud that your school had the most improved attendance in the whole of your city. Congratulations.

Your school council is really making a difference to your school. Not only by improving the playground but by making everyone feel safe from bullying. One of you told us that he felt 'really really safe' in school. That is not just because teachers make it a safe place for you all but because the school council has also worked with the teachers to make your school a good place to be. In fact, just before I left your school your headteacher told me the school council had been given £180 to spend because of the good work you have been doing to prevent bullying.

You all seem to know the importance of eating sensible food and taking lots of exercise. The daily 'Activate' session certainly wake up your minds and bodies and is a really good way of helping you settle down to your lessons. We could see by the work in your books and displays around the school that you are all doing well in reading, writing, mathematics and science. Your writing especially has improved; it must be using all those 'wow words'.

You are becoming very responsible children and are learning how important it is to conserve all the earth's resources for everyone's future enjoyment. You also know a lot about other countries and their ways of life and we have asked that you are taught more about people in Britain who have traditions and religions that are different from yours.

You go to a good school where your headteacher and teachers make lessons fun and help you learn such a lot. Most of you are achieving standards which are in line with those of pupils in other schools. In order to make your school even better, we have asked that it is made clearer to you how well you are doing and what you need to do to improve your work further. So listen carefully and pay attention when your teachers talk to you or write comments in your books.

We hope you will continue to enjoy school as much as you do now and that it will help you to become happy and successful adults.

Yours sincerely

Carole Cressey, Ruth McFarlane

Lead Inspector and team inspector