

Priorslee Primary School

Inspection report

Unique Reference Number	123449
Local Authority	Telford and Wrekin
Inspection number	327914
Inspection date	27 November 2008
Reporting inspector	Brian Cartwright HMI

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	300
Government funded early education provision for children aged 3 to the end of the EYFS	17
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Glenis Mansell
Headteacher	Wendy Moore
Date of previous school inspection	16 November 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Priorslee Avenue Priorslee Telford TF2 9RS
Telephone number	01952 387927
Fax number	01952 299271

Age group	4–11
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Introduction

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

Inspectors evaluated the overall effectiveness of the school and investigated the following: standards, teaching and learning, and care, guidance and support; gathering evidence from school documentation, discussions with governors, staff and pupils, and first-hand observations of lessons. Other aspects of the school's work were not investigated in detail, but inspectors 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

This large school includes Early Years Foundation Stage (EYFS) provision for Reception pupils. Measures of socio-economic disadvantage in the locality are lower than average, which is reflected in the below average proportion of pupils eligible for free school meals. The proportion of pupils from minority ethnic backgrounds is similar to the national average but higher than most Telford schools. The proportion of pupils who speak English as an additional language is below average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Priorslee Primary School is outstanding. The school is a delightful place in which to learn because the headteacher and staff have successfully established an ethos of inquisitiveness and energy amongst pupils. This encourages pupils to explore, investigate, take the initiative and ask questions. As a result, pupils thrive here, becoming well-educated, articulate, confident, enthusiastic and good-humoured young people. They are being superbly well equipped for the next stage of their schooling. The school has improved significantly since the previous inspection because leaders and managers maintain a constant culture of review and evaluation of every detail of the school. The headteacher personifies this outstanding drive to improve. She has inspired her leadership team and staff so that they share her high expectations. The consequence is an energetic, confident and highly motivated team of professional teachers and support assistants who enjoy their work as much as the pupils enjoy school. It is an equally delightful place in which to teach as it is to learn.

Pupils start in Reception with standards that are broadly at the level expected nationally. Thanks to good teaching they make good progress in each of the EYFS, Key Stage 1 and Key Stage 2. This strong successive improvement stage by stage means that the overall achievement of pupils by the time they leave Year 6 is outstanding. The vast majority of pupils complete Year 6 with very high academic standards. Coupled to these excellent academic outcomes are the outstanding personal development and well-being of pupils. The school closely monitors the progress of different groups of learners, for example boys and girls. No significant differences occur, nor are there any patterns of different outcomes over time. Pupils of all groups, backgrounds, abilities and ages are reaching their potential. This is a consequence of the outstanding care, guidance and support they receive from teaching and support staff throughout the school. Pupils really enjoy school and say they feel safe and well supported. As one parent wrote 'children are nurtured, well cared for and encouraged to enjoy their school years'.

Attendance is good with no unauthorised absence, and the behaviour of pupils is outstanding. Pupils play a major part in improving provision through an active school council and several other groups such as 'eco-warriors'. There have been numerous developments costing several tens of thousands of pounds suggested by these groups. These include new classroom doors and blinds, improved toilet facilities that save water, and new playground seating and shrubbery.

The school accurately monitors teaching, with evidence that it is of consistently good quality. The primary reason for such consistency lies in very strong planning of lessons that evaluates the success of previous lessons, and also takes account of the prior learning of pupils. Excellent teacher-pupil relationships allow productive and lively dialogue between pupils and teachers. Pupils can question staff without fear of reprimand, and freely ask staff for help when they are stuck. This positive learning ethos is a key reason why pupils are learning so well. Marking is thorough, and accurately identifies areas for improvement. These comments are occasionally slightly vague, for example inviting a pupil to 'think about' their punctuation. Lesson time for pupils to respond to those comments is not always provided.

Inspectors agree with the school that the formal curriculum is good. Nevertheless, pupils and staff said they wanted to see more emphasis on all subjects alongside English and mathematics. The school is therefore planning to develop wider opportunities for creative approaches to study that link subjects and topics in even more motivating ways. The school already makes effective use of the varied subject expertise of staff, resulting in specialist teaching for subjects such as music and French. The extra-curricular programme is outstanding, with a wide range

of sporting, performing arts, and academic sessions available before school, at lunchtimes and after school. Most pupils participate in at least one of these activities on a regular basis. These are an important part of developing pupils' confidence and independence, not to mention enthusiasm. They also contribute effectively to pupils' lifestyles on top of the two hours a week of taught physical education. The school gained a Healthy Eating award in July 2008 as part of its Schools for Health status. The school's re-designation as an Artsmark Gold school confirms equally extensive participation by pupils in the arts. There are also many off-site trips and visits that help enrich pupils' understanding of the wider community and country.

Governors know the school well, and take many opportunities to gain first-hand knowledge of the school. Resources are very well managed in order to sustain a bright and clean school building and grounds. Statutory policies relating to equality and inclusion are in place, although there is not yet a formal approach to evaluating their impact. The school provides numerous activities that help pupils contribute to their local community. The wide variety of different nationalities represented by pupils is a wonderful resource in itself that the pupils enjoy as they meet friends and families from many continents. This enrichment is contributing well to community cohesion, but there is no formal planning of such opportunities.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Provision for Reception children is good. Lessons are well planned to address all six areas of learning. There is careful tracking of each child's development, and this shows children are making good progress. This is most pronounced for children who have been in Reception for more than a term. Children settle into their class quickly because of the good care they receive, and enjoy their time in school. The activities they follow are appropriately challenging, and effectively encourage children to explore the world around them. For example, children were learning about electricity by trying to make circuits; they were thrilled when they managed to get the bulbs to light up! The school has good plans to develop the outdoor area, and therefore further widen its effectiveness, particularly in language and mathematical development opportunities. Recent changes to staff have been managed well and maintained the good provision.

What the school should do to improve further

- Further develop the curriculum to increase opportunities for creative projects and cross-subject activities.

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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?	1
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?	1
The capacity to make any necessary improvements	1

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	1
The standards ¹ 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/or disabilities make progress	1

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	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

How effective are teaching and learning in meeting the full range of 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?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

28 November 2008

Dear Pupils

Inspection of Priorslee Primary School, Telford, TF2 9RS

Thank you for your contribution to the inspection of your school. We were very impressed with your excellent behaviour and enthusiasm for learning.

Your school is outstanding. It is a delightful place to learn, and your teachers agree that it is also very enjoyable teaching here. You make good year-on-year progress throughout the school, which adds up to you achieving very high standards by the time you complete Year 6. This is because teaching is consistently good in all classes. The school is also very good at developing your positive attitudes, natural inquisitiveness, and basic skills of reading, writing and mathematics. We enjoyed seeing the very lively class discussions and debates between yourselves and teachers. Your school council, and other groups, are having a big impact in changing your environment for the better. You are also fortunate to have such a wide range of extra activities at lunchtimes and after school. Together with interesting trips and visits, the school is providing you with an excellent all-round education that will serve you very well in your next steps in secondary school.

The headteacher and her team of teachers and support staff have very high expectations of themselves and of you as learners. They are always trying to find better ways to teach you. We agree with their plans to try to make your work even more interesting, by looking at themes to connect different subjects in a creative way. You also mentioned your hopes for more time studying a wider range of subjects, and this is the next priority for the school to improve.

Best wishes for your future

Yours faithfully

Brian Cartwright

Her Majesty's Inspector