

# Priory Primary School

## Inspection report

---

<b>Unique Reference Number</b>	117810
<b>Local Authority</b>	Kingston upon Hull City of
<b>Inspection number</b>	358200
<b>Inspection dates</b>	16–17 September 2010
<b>Reporting inspector</b>	Andrew Clark

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	212
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Stephen Whaley
<b>Headteacher</b>	Miss C Smith
<b>Date of previous school inspection</b>	17 March 2008
<b>School address</b>	Priory Road Hull HU5 5RU
<b>Telephone number</b>	01482 509631
<b>Fax number</b>	01482 576723
<b>Email address</b>	head@priory.hull.sch.uk

---

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 1234 234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 1234 234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 11 lessons and observed 8 teachers. The inspectors held meetings with governors, staff and groups of pupils. They observed the school's work and looked at a range of documentation, including policies, the school improvement plan and pupils' progress and attainment data. The inspection team analysed 110 completed questionnaires from parents and carers as well as questionnaires completed by pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- The progress pupils make in science, particularly the more able.
- Whether the curriculum is effectively developing pupils' independent learning skills.
- The rigour with which leaders at all levels give to school improvement issues.

## Information about the school

This is an average sized primary school. The proportion of pupils known to be eligible for free school meals is above average. The proportion of pupils with special educational needs and/or disabilities is average. The vast majority of pupils are from White British backgrounds. The school has achieved Healthy School's Status, the Activemark and the Basic Skills Quality Mark.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school. Parents, carers and pupils are proud of their school and very appreciative of the work of all staff. 'The school is wonderful in every aspect. Teachers are very supportive whatever the child's problems. My children's progress has been astounding,' expresses the views of many parents. The needs of pupils whose circumstances make them potentially vulnerable, and those with special educational needs and/or disabilities, are met well, and sometimes, very well through the outstanding care and support provided. The headteacher and her leadership team are ambitious for the pupils to succeed and are sharply focused on school improvement. The school's self-evaluation is accurate and based on robust systems to evaluate the quality of provision. The good governing body is well informed and provides challenge and support to the leadership. Pupils' achievement, personal development and the quality of provision have improved since the last inspection and, as a result, the school's capacity to improve is good.

Pupils of all abilities make good progress because lessons are engaging and largely matched well to individual needs. Attainment at the end of Year 6 is average overall. Standards in English are above average, although in science they are relatively lower than those for other subjects, especially for more-able pupils. Pupils enjoy school and this is reflected in their outstanding attendance and behaviour. They take pride in their work and present it well. They feel very safe. All groups of pupils take full advantage of the many opportunities for physical activities and their understanding of healthy lifestyles is outstanding. They make a strong contribution to school life through the school council and a wide range of responsibilities.

The quality of teaching is good. Teachers and teaching assistants make good use of role-play, literature and information and communication technology (ICT) to motivate and inform. Very occasionally, the work set for more-able pupils, especially in science, does not sufficiently promote their independent learning. Teachers make good use of overarching themes, such as 'The Victorians' and of a wide range of visits and visitors, including residential ones, to make learning meaningful and bring it to life. The pupils' learning is further enriched by good opportunities to learn a modern foreign language and to participate in musical events. The school takes strong roles in educational and social developments in the local area, but links with communities overseas are limited. The outstanding partnership with parents and carers and effective links with other schools underpin the strong support for vulnerable pupils and good equality of opportunity for all.

**What does the school need to do to improve further?**

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

- Improve the progress more-able pupils make in science, by:
  - ensuring that pupils apply their scientific skills by planning and conducting their own investigations
  - using the quality of marking to provide pupils with clear and subject-specific guidance to help them improve their own work in science.
- Increase the promotion of community cohesion by providing pupils with further opportunities to engage with pupils from communities overseas.

**Outcomes for individuals and groups of pupils****2**

Pupils take a pride in their work and present it well. They set written work out neatly and imaginatively. They make good use of individual and group targets to improve their own learning and to increase their knowledge of literacy and numeracy. Attainment is broadly average and improving well. The results of national tests and assessments reflect this. Standards in English are above average and more-able pupils reach particularly high levels. However, standards in science are not as high because these more-able pupils do not always reach their full potential. Their skills in independently organising and planning their own investigations are not fully developed. Children start school with skills which are generally below those typically expected for their age. Progress is good for boys and girls. The school takes strong steps to breakdown any barriers to achievement. As a result, pupils with special educational needs and/or disabilities make good progress. This is also because teachers have high expectations for these pupils and encourage them to work independently.

Pupils' eagerness to attend and be involved in all the school offers underpins their good learning. They take their many responsibilities seriously, for example, as councillors and playground buddies. They are very proud of their involvement in developing the curriculum and improving dinner time organisation and playground facilities. Pupils' behaviour is excellent. They are very polite, tolerant and considerate towards others, because of thought provoking assemblies and very good opportunities in many lessons to explore personal and social issues. Through the 'circle of friends' they help pupils with emotional difficulties manage their own behaviour. The pupils feel safe. They trust the staff to care for them and are well informed about how to avoid unsafe situations in and out of school. Pupils have an excellent understanding of how to live healthy lifestyles and this is reflected in their involvement and success in many physical activities, such as multi sports and swimming. Pupils' moral and social development is very good. However, pupils' cultural awareness is less well developed because they have limited first-hand links with other communities.

*These are the grades for pupils' outcomes*

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

The quality of teaching and the use of assessment have improved since the last inspection as a result of well planned monitoring and support. Teaching is sometimes outstanding. The purpose of lessons is shared extremely well with pupils and they are regularly engaged in improving their own work. Teachers make very good use of ICT to inform, motivate and challenge pupils. Teachers' fast-paced questions and high expectations of pupils to work together help them think deeply about their work. The good use of role play encourages pupils to organise their ideas and communicate them to others. Teaching assistants provide sharply focused support to meet individual needs, especially those with special educational needs and/or disabilities. Teachers make very good use of marking in English and mathematics. This practice is less well embedded in science and teachers' comments do not always help pupils expand their knowledge of the subject.

The curriculum is broad and exciting. A wide range of visits, visitors, and activities before- and after-school, bring learning to life and contribute to many aspects of pupils' personal development. Well planned programmes of work ensure that pupils make increasingly rapid progress in literacy and numeracy. Pupils' learning skills are promoted through meaningful links between subjects. However, although pupils conduct experiments in science, they do not often apply their skills to plan, organise and record their own investigations. This limits the progress more-able pupils make in the subject. The music and wider opportunity programmes raise pupils' aspirations. The regular use of ICT in all subjects is well-established and supports pupils' development of workplace skills and other schools. The school promotes pupils' awareness of sustainable

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

development through use of the outdoors and its gardening club. However, the school has identified deepening links with families overseas as a priority for development. Initiatives such as 'Healthy Week', Business Enterprise programme and the regular Home/School Challenge also enrich pupils' lives.

The school takes outstanding care of all pupils. The very high standards of record keeping and monitoring contribute to the safe working environment and ensure high standards of behaviour and outstanding attendance. The school has excellent systems to support the more vulnerable pupils through the work of the special educational needs coordinator and liaison with local authority support agencies. The school provides strong educational opportunities for parents and carers to enable them to support their children's learning. The school has high aspirations for pupils providing information to make the best choices regarding their future through visits from nurses, police and many other services as part of their personal and social development programme.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The headteacher, ably assisted by the deputy headteacher and other senior staff, drive the school forward with a clear sense of purpose. There is a strong determination amongst all the staff, which is constantly focused on well-founded, long-term goals. As a result, there is a good level of consistency in all the school's work and staff morale is high.

The role of the senior management team has improved significantly since the last inspection. They now work closely as a team. Staff are reflective and take good advantage of professional development opportunities. High quality monitoring and evaluation are the basis for accurate self-evaluation. Lessons, progress data and pupils' work, are regularly observed and analysed by staff and governors. The quality of record keeping in all aspects of the school's work is high and leaders carefully monitor pupils' progress. Action is taken to address any concerns. The headteacher and several members of staff have significant roles in initiatives within the local authority, promoting educational development and supporting other schools. The effective governing body is well informed and holds the school to account well through carefully planned monitoring procedures. Robust policies contribute to good quality procedures for safeguarding. Staff and the governing body are well trained in child protection procedures and there are clear and well understood roles and responsibilities. The school promotes equality of

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

opportunity and understanding of diversity successfully for pupils and staff. Community cohesion is good. The school plays a central role in its local community, especially through work with the church and local businesses. However, the school recognises links with overseas communities are at an early stage of development.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

When children start school their skills are generally below those typical for their age. They get off to a strong start. Children of all abilities, including those with special educational needs and/or disabilities, make good progress. By the time they start Year 1, standards are close to average and rising over time. There are good induction systems to support children and they settle quickly in to the Reception Year. Outstanding links with parents and carers and good relationships with the Children's Centre and pre-school provision contribute to children's smooth beginning and later transition to Year 1.

Good welfare arrangements and very positive relationships ensure that children feel safe and secure. There are fun and imaginative programmes to help children make good progress in early reading and writing. There is a good balance between adult-led activities and those that children choose for themselves, which contributes well to children's personal development. Children are proud of their work and eager to show what they can do. They enjoy exploring the range of stimulating learning activities. Resources are of high quality and fully accessible to children. Many opportunities are provided for children to use their early writing skills. However, some opportunities are missed to encourage the more-able children to read messages and instructions during



**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

their everyday activities. The use of assessment to improve children's learning is good, and parents and carers feel well informed about their child's progress. The Early Years Foundation Stage leader and her team have clear roles and are constantly seeking ways to improve the provision further. They identify strengths and weaknesses well and act effectively upon them. As a result, the Early Years Foundation Stage is well placed to continue to improve.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

Just over a half of parents and carers responded to the questionnaire. Most are wholly supportive of the school and its leadership and express no significant concerns. They are particularly positive about their children's enjoyment of school and the quality of teaching and learning. The findings of the inspection team support these views.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Priory Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 110 completed questionnaires by the end of the on-site inspection. In total, there are 212 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	66	60	41	37	2	2	0	0
The school keeps my child safe	68	62	38	35	2	2	0	0
The school informs me about my child's progress	52	47	53	48	1	1	0	0
My child is making enough progress at this school	52	47	52	47	2	2	0	0
The teaching is good at this school	55	50	50	45	1	1	0	0
The school helps me to support my child's learning	49	45	54	49	1	1	0	0
The school helps my child to have a healthy lifestyle	46	42	57	52	3	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	41	37	58	53	2	2	0	0
The school meets my child's particular needs	50	45	52	47	2	2	0	0
The school deals effectively with unacceptable behaviour	45	41	55	50	5	5	1	1
The school takes account of my suggestions and concerns	38	35	60	55	6	5	0	0
The school is led and managed effectively	41	37	62	56	1	1	0	0
Overall, I am happy with my child's experience at this school	61	55	44	40	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



21 September 2010

Dear Pupils

Inspection of Priory Primary School, Hull, HU5 5RU

Thank you for the friendly welcome you gave the inspectors when we visited your school. We very much enjoyed talking to you and this is a list of our findings.

- You go to a good school and are right to be proud of it.
- You say you feel safe and appreciate the excellent care that all adults show to you.
- You told us that your lessons are fun and you enjoy the clubs you take part in.
- You reach the expected standards for your age in your work
- You have an outstanding understanding of how to live a healthy life and take part in many sporting activities
- You make a good contribution to school life through your many responsibilities, such as school councillors and answering the telephone in the office
- Your school provides you with a good education
- The headteacher and staff work together well to help you to learn and to make things better for you.

To help your school become even better, I have asked your headteacher and the governing body to:

- help you to improve your science skills and plan your own investigations
- find more ways for you to work with families from around the world.

You can help by enjoying your time at school and always trying your very best.

Yours sincerely,

Mr Andrew Clark

Lead Inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 1234 234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**