

Worksop Priory CofE Primary School

Holles Street, Worksop, S80 2LJ

Inspection dates 26–27 June 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils achieve well. They make good progress and reach standards that are broadly average by the end of Year 6.
- Children get off to an excellent start in the Nursery and Reception classes. They are offered a wide choice of exciting and interesting activities every day and quickly develop a love of learning.
- Teaching is good overall with some outstanding practice. Lessons have a clear structure and staff use resources well. Teachers and support staff work very well together.
- Pupils' behaviour is exemplary. They are extremely well-mannered and polite, not just to adults but to each other. Pupils say that they are proud to attend this school.
- The school places a very strong emphasis on pupils' spiritual, moral, social and cultural development and this aspect of the school's work is outstanding. Pupils have an excellent awareness of different faiths and cultures, showing respect and maturity in their attitudes.
- Leaders, including governors, are strongly committed to bringing about further improvements. Senior leaders are working successfully to raise the quality of teaching.
- Staff provide high-quality pastoral care and staff make sure that each pupil feels valued. The school works well with parents and carers to help them support their children's learning at home.

It is not yet an outstanding school because

- The proportion of outstanding teaching is not high enough. Not all teachers use questioning well to check pupils' understanding and extend their learning.
- Pupils are not always given enough opportunities to answer questions at length or explain their learning in detail.
- Sometimes, pupils are not moved on to more difficult work soon enough.
- Not all of the targets in improvement plans are ambitious enough. There are no planned review points or milestones for leaders and governors to measure the success of planned actions during the year.

Information about this inspection

- Inspectors observed learning in 11 lessons. Two of these observations were carried out jointly with members of the school’s leadership team. Inspectors also carried out some shorter visits to lessons and listened to pupils read.
- Inspectors observed an assembly and visited the breakfast club.
- Meetings were held with staff, groups of pupils, the Chair of the Governing Body and three other governors. A telephone discussion was held with a representative from the local authority.
- Inspectors took account of the 21 responses to the online questionnaire (Parent View) as well as two emails sent by parents. Responses to questionnaires completed by 16 staff were also analysed and considered.
- Inspectors looked at a range of documentation including national published assessment data and the school’s own data, the school’s self-evaluation, improvement plans, safeguarding policies, behaviour policies, and records and documents relating to setting targets for teachers to improve their work.

Inspection team

Julie Price Grimshaw, Lead inspector	Additional Inspector
Anne McAvan	Additional Inspector
Mark Mallender	Additional Inspector

Full report

Information about this school

- This is an average-sized primary school.
- Most of the pupils are of White British heritage and the proportion from minority ethnic groups is well below average. The proportion of pupils who speak English as an additional language is below average but increasing.
- The proportion of pupils supported through the pupil premium is above average. This is additional government funding to support looked-after children, pupils known to be eligible for free school meals and pupils with a parent in the armed services. There are currently no pupils with a parent in the armed forces.
- The proportion of disabled pupils and those who have special educational needs supported at school action is above average. The proportion supported at school action plus, or with a statement of special educational needs, is broadly average.
- The school meets the government's current floor targets, which set the minimum expectations for pupils' attainment and progress.
- The school runs a breakfast club and an after-school group, which are managed by the governing body.
- The headteacher took up post in September 2011.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by:
 - improving teachers' use of questioning to check pupils' understanding and extend their learning
 - providing more opportunities for pupils to answer questions at length, expressing their ideas and explaining their learning in detail
 - making sure that, during lessons, pupils are moved on to more difficult work as soon as they are able.
- Develop whole-school improvement planning by:
 - making sure that the targets in improvement plans are ambitious and challenging, reflecting the school's aim to provide an outstanding quality of education
 - identifying review points and milestones so that leaders and governors can measure the success of their actions throughout the year.

Inspection judgements

The achievement of pupils is good

- Pupils achieve well. They make good progress overall to reach broadly average standards in English and mathematics by the end of Year 6. In recent years, attainment in writing has been lower than that in reading and mathematics but the school has started to tackle this and the quality of pupils' writing is now improving, particularly in Key Stage 1.
- Children make outstanding progress in the Early Years Foundation Stage from starting points that are generally well below those typical for their age. Many enter Year 1 with broadly average attainment.
- Children in the Early Years Foundation Stage benefit from an exceptionally stimulating and interesting learning environment, both indoors and outside. For example, one group developed their writing skills by noting down 'orders', chosen carefully by a teaching assistant who had visited the role-play café. There are also numerous opportunities for them to develop their skills in reading and numeracy.
- Where teaching in Years 1 to 6 is outstanding, pupils make very rapid progress. They are motivated and enthusiastic learners, keen to achieve as well as possible. Pupils respond well to the school's efforts to encourage a love of reading, with some speaking confidently and enthusiastically about their favourite authors.
- Disabled pupils and those who have special educational needs make good progress from their starting points. The school takes care to make sure that the particular needs of each pupil are carefully considered when planning support for individuals.
- The small number of pupils who are at the early stages of learning English are also supported well, with bilingual staff helping them to settle at school and quickly develop their language skills.
- Those supported through the pupil premium make particularly good progress. The school has used the funding well to support the achievement of these pupils and has successfully closed the gap between the attainment of this group and that of other pupils. They reach similar levels to their classmates in English and mathematics.

The quality of teaching is good

- Teachers plan well-structured lessons with clear aims. They make sure that lessons include an emphasis on literacy and numeracy skills. Most use a range of resources well, including information and communication technology, to support learning.
- Relationships between staff and pupils are very good throughout the school. Teachers and support staff often use praise to encourage pupils and they respond well to this. Staff encourage pupils to work together as a team and the pupils relish the opportunity to support each other.
- There is a positive climate for learning in all classrooms. Pupils are surrounded by resources and prompts that help them to become independent learners, finding things out for themselves.

- Teaching in the Early Years Foundation Stage is outstanding because staff are extremely skilled providing exactly the right amount of support to ensure that children make rapid progress. They watch children at play and listen to them carefully, asking questions to help accelerate learning.
- Most teachers have high expectations of pupils' use of language. They set high standards by demonstrating the use of a wide vocabulary, often using the language specific to a particular subject, such as science or design and technology. Where teaching is best, pupils are encouraged to answer questions at length, explaining their ideas to their classmates and developing their language skills. This excellent practice is not yet widespread across the school.
- Where teaching is outstanding, staff have extremely high expectations of their pupils. In one lesson observed during the inspection the teacher's excellent subject knowledge and well-resourced planned learning led to pupils making very rapid progress as they worked together and assessed their own learning.
- Although some teachers use questioning well, others miss opportunities to check pupils' understanding and extend their learning through skilful questioning. For example, in one lesson observed during the inspection, the teacher chose questions carefully for individual pupils and responded to their answers with more questions to encourage them to develop their thinking. However, in a number of other lessons, teachers relied too much on pupils raising their hands to answer, meaning that some pupils did not participate fully.
- Teachers know their pupils well and aim to set work at the right level of difficulty for each individual. Support staff and teachers work very well together, with teaching assistants often providing good quality support to particular groups, particularly of less-able pupils. Sometimes, however, pupils are not moved on to more difficult and challenging work soon enough.

The behaviour and safety of pupils are outstanding

- Pupils are exceptionally well-mannered, polite and courteous. They are welcoming to visitors and keen to talk about how much they enjoy school. Children in the Early Years Foundation Stage quickly learn how to share, take turns and get on well together, and staff throughout the school build on their excellent start.
- Pupils' attitudes to learning are outstanding. They say that they love to learn because their teachers work hard to make lessons fun. In all of the lessons observed during the inspection, pupils were totally focused and engaged with their learning.
- Although pupils are aware of the different forms of bullying, they say that bullying is extremely rare because it would simply not be tolerated. They say that there are always kind adults to talk to and they are confident that any incidents of unkindness would be dealt with.
- Pupils are keen to take on responsibilities, including the role of 'negotiator', which involved seven weeks of training and equips pupils with the skills to help sort out any potential disagreements amongst their peers. These pupils record their negotiating work and this is checked regularly by members of staff.

- Pupils feel very safe at school. They understand how to stay safe, both in and out of school, and are aware of the potential dangers of using the internet. All parents and carers who responded to the Parent View questionnaire believe that the school keeps their children safe.
- Staff manage behaviour very well and are consistent in their approach across the school. Pupils are aware of the consequences of poor behaviour and appreciate the school's systems for rewarding positive attitudes. No pupil has been excluded from the school in the last three years.
- Attendance is broadly average and the great majority of pupils attend school regularly. The school is working successfully to improve the attendance of a very small number of pupils who are persistently absent.
- Pupils are proud to attend this school. Many said that it is 'like a big family' and that they would not change anything about the school as it is 'just right as it is'. The high quality of pastoral care offered by the school leads to pupils feeling secure and valued.

The leadership and management are good

- The headteacher leads a team of committed staff. They share a strong determination to provide each child with a high-quality educational experience in a caring and supportive environment. Equality of opportunity is central to the school's work and there is no discrimination.
- Systems for managing staff performance are well established. Teachers know that they are accountable for the progress made by their pupils. There is a strong emphasis on supporting improvements in teaching, for example through a variety of training opportunities.
- Leaders have an accurate view of the quality of the school's work and this helps them to identify priorities highlighted in the school improvement plan. Leaders, managers and governors are keen that the school should work towards providing an outstanding quality of education, but some of the targets in the school improvement plan are not ambitious or challenging enough. In addition, there are no set review points or planned milestones so that leaders can measure the success of their work during the course of the school year.
- Pupils benefit from the range of subjects and activities offered by the school. There is a suitable emphasis on developing literacy, numeracy and communication skills and this results in pupils being well prepared to move on to secondary education.
- There is a wealth of extra-curricular activities and clubs and almost all pupils take advantage of these. The breakfast and after-school clubs are very well organised with many opportunities for pupils to play and learn together.
- The school's promotion of spiritual, moral, social and cultural development is outstanding. There are daily opportunities for pupils to reflect and consider a range of issues. They have an excellent awareness of different faiths and cultures and there is a strong emphasis on the arts and music. Pupils learn to respect the views of others and have a mature attitude.
- The school is very keen to develop further its successful partnerships with parents. Communication with parents is good; they are kept fully informed of all events at the

school, as well as being able to access information on the themes and topics that their children are learning about. There is strong support to encourage parents to help with their child's learning at home. There have been a number of initiatives, including one that involved parents working with their children to produce a piece of art. The impressive outcomes from this project are displayed in the school.

- The local authority has a secure awareness of the quality of the school's work and provides 'light touch' support.

- Safeguarding procedures are thorough and meet statutory requirements.

- **The governance of the school:**
 - Governors are extremely supportive of the school and also provide a good level of challenge to school leaders based on their accurate understanding of pupils' achievement. The governing body also knows how well the school is performing compared with other schools. Governors keep a close check on how pupil premium funding is being spent and are fully aware of the impact of this work on the achievement of eligible pupils. The school's budget is managed well.
 - The governing body has a secure awareness of the quality of teaching across the school. Governors know about the school's systems for managing teachers' performance and ensure pay increases are linked to the quality of teaching and pupils' achievement.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	122823
Local authority	Nottinghamshire
Inspection number	412379

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	258
Appropriate authority	The governing body
Chair	Nicholas Spicer
Headteacher	Phil Abbott
Date of previous school inspection	8 October 2008
Telephone number	01909 478886
Fax number	01909 501145
Email address	head@prioryce.notts.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.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 123 4234, or email 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 information 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'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

