

Inspection of Priory Junior School

Priory Road, Gedling, Nottingham, Nottinghamshire NG4 3LE

Inspection dates: 10 and 11 May 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Previous inspection grade Good

What is it like to attend this school?

Priory Junior School is an inclusive and happy school. Leaders have high expectations of all pupils. The school's PRIDE (peace, respect, independence, determination and equality) values help pupils to meet these expectations. Pupils understand these values. They say they help them to behave and learn well. Pupils enjoy getting rewards for demonstrating these values.

The school is calm and orderly. Pupils are polite and well mannered. Pupils say that teachers are fair and kind. They say that they enjoy their lessons because teachers make them interesting. At break and lunchtime, pupils play well together. Pupils say that bullying is very rare. They know staff will deal with any issues if they did occur.

There are lots of clubs for pupils to go to. Many pupils take part in these. For example, they can do gymnastics, football, 'magical maths', street dance and gardening. Pupils have many opportunities to contribute to the life of the school. They can be 'parliament reps', 'peace reps', house captains and help with the reading den. Pupils enjoy taking on these responsibilities as they help make the schools values meaningful. For example, 'peace reps' look to see how the school can promote the value of equality.

What does the school do well and what does it need to do better?

Leaders have planned an ambitious curriculum for all pupils, including pupils with special educational needs and/or disabilities (SEND). Curriculum plans are well sequenced. They detail the knowledge and skills leaders want pupils to know.

Teachers present information clearly. They have good subject knowledge. They use effective questions to check pupils' understanding. In lessons, teachers help pupils to discuss the topics they are studying. This helps most pupils to deepen their understanding of what they are learning.

Leaders have worked well to improve the reading curriculum. They have ensured that pupils learn the knowledge and skills they need to achieve well in reading. Teachers use well-selected activities to develop pupils' vocabulary and comprehension. Leaders use reading assessments to highlight any pupils who may need extra help. These pupils then get phonics support and read to adults regularly. This means that they become confident and fluent readers. In mathematics, pupils develop their problem-solving and reasoning skills well. They have a good understanding of mathematical facts and calculation methods.

Teachers use assessment in some subjects well to identify gaps in learning. In some foundation subjects, the use of assessment is at an early stage. This means that assessment in these subjects does not identify the gaps in knowledge or misconceptions that pupils may have. As a result, some pupils do not achieve as well as they could in these subjects.

Leaders identify the needs of pupils with SEND well. Pupils with complex needs get effective support in lessons. This helps them to access the same curriculum and achieve well from their starting points. Some pupils who may struggle to access work, and some pupils with SEND, do not always get the support they need. Teachers do not always adapt their teaching to meet the needs of these pupils. This means that some of these pupils do not achieve as well as they could.

Leaders have high expectations of pupils' conduct. Pupils understand these expectations. Pupils get support so that they can manage their behaviour. As a result, pupils learn in disruption-free classrooms. Staff quickly correct any off-task behaviour. Pupils have positive attitudes to learning.

Leaders have prioritised pupils' personal development. Pupils learn about healthy lifestyles, different relationships and other cultures and religions. Pupils have a good understanding of British values. They get to vote on some aspects of school life. This means that they understand democracy well. Pupils help to promote equality across the school, they know to treat those who may be different to themselves with respect.

The school is well led. Staff enjoy working at the school. They say that leaders consider their workload. Governors know the school well. They provide effective support and challenge.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured that all staff are well trained in safeguarding. Staff are aware of the risks that pupils may face. They know to report any concerns they have. They receive regular safeguarding updates. Leaders keep detailed safeguarding records. They act quickly to provide support that pupils and their families may need. They work well with external agencies. The single central record is well managed. Governors regularly check the school's safeguarding procedures.

Leaders ensure that pupils know how to keep themselves safe, including when online. Pupils know who they can speak to if they have any concerns.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, assessment is at an early stage. Assessments are not always linked to the key knowledge that leaders want pupils to know. This means assessment does not always identify the gaps in knowledge that some pupils may have. Some pupils do not achieve as well as they could. Leaders should ensure

that assessment in all subjects checks the understanding of the key knowledge that leaders want pupils to know. Leaders should ensure that teachers use this information to inform teaching to address any gaps in learning.

- Teachers do not always adapt their teaching to meet the needs of some pupils with SEND or those struggling to access work in lessons. This means that these pupils do not always achieve as well as they could. Leaders should ensure that teachers have precise information about how to meet the needs of pupils and that they use this information to adapt their teaching to meet the needs of these pupils.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	122531
Local authority	Nottinghamshire County Council
Inspection number	10254772
Type of school	Junior
School category	Maintained
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	236
Appropriate authority	The governing body
Chair of governing body	Sharleen Whiley
Headteacher	Alison Prodger
Website	www.priory-jun.notts.sch.uk
Date of previous inspection	14 and 15 January 2020, under section 8 of the Education Act 2005

Information about this school

- The school does not make use of any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, other senior leaders, subject leaders and a range of staff.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, English and art. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors spoke to leaders about the curriculum in other subjects and visited other lessons.
- The lead inspector met with members of the governing body and spoke with a representative of the local authority.
- Inspectors met with leaders to discuss the provision for pupils with SEND, the curriculum, behaviour and attendance and the provision for pupils' wider development.
- The lead inspector evaluated the effectiveness of safeguarding by meeting with the designated safeguarding lead and reviewing a range of documents, including the school's single central record.
- Inspectors met with groups of pupils from a range of year groups, including pupils with SEND.
- Inspectors observed and spoke to pupils at playtime and lunchtime.
- Inspectors considered the responses of parents, pupils and staff through discussions during the inspection and the Ofsted surveys. An inspector spoke to parents at the school gate.

Inspection team

Paul Halcro, lead inspector

His Majesty's Inspector

Alison Adair

Ofsted Inspector

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