

Inspection of a good school: Priorslee Academy

Priorslee Avenue, Priorslee, Telford, Shropshire TF2 9RS

Inspection dates:

26 and 27 April 2022

Outcome

Priorslee Academy continues to be a good school.

What is it like to attend this school?

Pupils enjoy attending this happy and friendly school. Staff are committed to doing their best for everyone. Parents appreciate the help given to their children. Pupils work hard and talk positively about the warm relationships that exist. They have a strong sense of what makes a good friend and the value in sticking up for others.

Pupils behave well in all areas of school. They particularly enjoy the school's 'immersion days' and off-site visits. Relationships between pupils and staff are positive and respectful. Pupils feel safe here and know who to talk to if they need help. Pupils know that staff will help them to sort out problems and stop any bullying if it occurs.

Recent changes in leadership have brought a renewed focus on curriculum quality. This focus ensures that pupils experience a broad and balanced curriculum. Leaders are strengthening foundation subjects and challenging all to do their best. For example, they are checking that the content taught is right for the pupils of this school.

Pupils know how to keep themselves safe. For example, they learn about appropriate online behaviours. This helps them understand how to behave, respond to and protect themselves from potential dangers they may encounter in the digital world.

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

The leadership team is developing the school's curriculum. Many changes have occurred over the last two years. The curriculum is well designed in most subjects. In mathematics, for example, teachers help pupils to use equipment to learn concepts. This is helping pupils to explain their understanding. In physical education (PE), leaders have introduced a refreshed curriculum. This is helping teachers to understand the specific knowledge that pupils should learn. However, in a small number of subjects, including PE, leaders have not checked how well the curriculum is being delivered. In these subjects, pupils do not make as much progress as they could.

Recent changes have sharpened up assessment across the curriculum. Staff are growing in confidence with these changes, which are improving the way that they check on pupils' learning. Teachers now assess what pupils have understood about the things they have been learning in different subjects. They identify gaps in pupils' learning and adjust their teaching in response. Staff know they can ask for support from leaders. They feel that their workload is manageable.

Leaders have revised the teaching of phonics and early reading. Pupils regularly practise the sounds they are learning. Specialist staff help any pupils who have fallen behind to catch up. They also ensure that pupils read every day. Leaders have organised the school's reading books in a new way. Pupils have access to books that match to the sounds they are learning. This is helping more pupils to become competent and confident readers.

Children in the early years get a positive start to school life. Well-trained staff understand their needs well. The curriculum supports children to learn important communication and social skills, especially for the youngest children. Children learn to listen to adults, talk and take turns to play together. Teachers identify children who are at risk of falling behind and provide extra help so they can keep up with their learning.

Leaders ensure that the needs of pupils with special educational needs and/or disabilities (SEND) are met well. They ensure that teaching and work are well matched to their needs. Careful checks on how well pupils with SEND have learned the curriculum provide information for staff. This information helps to target additional support and supports pupils with SEND to achieve well. Leaders have invested in resources to support pupils with their mental health and well-being.

A range of curriculum experiences, visits and themed days help pupils to learn about the world they live in. Pupils recognise the diversity in their school, and learn from one another. This helps them to be tolerant and respectful of others, and prepares them for later life.

Staff work together to improve the school. Governors have sought advice to help them improve their work. They have a clear oversight of their duties. Partner governors have a good understanding of their areas of responsibility. For example, safeguarding and SEND governors make frequent checks on the school's work. This allows them to challenge and support leaders in an informed way.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured that staff are trained to understand how to keep pupils safe. For example, there is joint work with the police about online behaviours and risks. Staff record any concerns carefully and leaders seek help for pupils and families, when needed. Staff and leaders meet frequently to discuss any concerns raised. This helps to keep pupils safe.

Governors have an effective oversight of safeguarding. They regularly join leaders in training sessions. Governors ensure that appropriate employment checks are made on staff.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have made improvements to the school's curriculum and assessment. However, some leaders have not had the opportunity to check on how well these changes are working in the classroom and to evaluate whether pupils make the progress that they could. Leaders should ensure that they check on how well all staff teach the planned curriculum and assess pupils' learning. Leaders should then use the information from their checks to provide targeted training and support for staff where needed.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in May 2012.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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	136439
Local authority	Telford & Wrekin
Inspection number	10211137
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	444
Appropriate authority	Board of trustees
Chair of trust	Anne Bates
Headteacher	Steve Tilley (Executive Headteacher) Jodie Cooper (Head of school)
Website	www.priorsleeacademy.com
Date of previous inspection	10 January 2017, under section 8 of the Education Act 2005

Information about this school

- The school offers a breakfast and after-school club for pupils.
- There is pre-school provision for children aged from two years.
- The school does not use alternative provision.
- The school is part of the Mighty Oaks Academy Trust.

Information about this inspection

- This is the first routine inspection that the school has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken this into account in their evaluation.
- The inspector carried out deep dives into early reading, mathematics and PE. For each deep dive, the inspector 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.

- The inspector spoke with the executive headteacher, the head of school and members of staff. The inspector met with two members of the board of trustees.
- The inspector reviewed a range of documentation about safeguarding, including employment checks undertaken when staff are appointed.
- The inspector considered the responses to Ofsted Parent View, including free-text comments. The inspector reviewed the responses to the staff survey. The inspector also met with members of staff, parents and pupils to gather their views about the school.

Inspection team

Richard Kentish, lead inspector

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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