

Inspection of a school judged good for overall effectiveness before September 2024: The Priory Catholic Voluntary Academy

Raglan Street, Hill Top, Eastwood, Nottingham, Nottinghamshire NG16 3GT

Inspection dates:

18 and 19 March 2025

Outcome

The Priory Catholic Voluntary Academy has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is Anthony Harrison. This school is part of St Ralph Sherwin Catholic Multi Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Kevin Gritton, and overseen by a board of trustees, chaired by Sarah Noon.

What is it like to attend this school?

Pupils are happy at this school. Most pupils think that everyone is kind. They say this makes it easier to make new friends. Pupils are safe. They know that they can talk to a trusted adult if they need to share a worry. Pupils understand the school rules of 'be ready, be respectful and be safe'. They demonstrate these rules from an early age.

The school has high expectations for all pupils. The curriculum is well established and is ambitious. One pupil, who shares the views of many, described lessons as 'fun and interesting'. Pupils who need help to catch up with their learning get appropriate support. Staff work together well to help all pupils do their best.

Pupils appreciate the vast range of clubs provided by the school to develop their talents and interests. They talk with great enthusiasm about the trips they have been on, including the residential trips. Pupils enjoy taking on responsibilities through their leadership roles, such as planning collective worship. The school provides an extensive range of ways to support pupils with their mental health. Pupils appreciate this offer, as well as opportunities to help other pupils, such as through the peer mentoring programme.

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

At this school, pupils benefit from a curriculum that is ambitious. It helps pupils to make links between their own experiences and the wider world. For example, they use their knowledge of rivers to help them understand the formation of the Grand Canyon. The school has identified the broad knowledge that pupils should learn in each year group. However, in some subjects, it is not clear, precisely, what should be taught. This means that it is difficult for pupils to build up secure knowledge in these subjects over time. The curriculum is modified in response to changes to the school's context. Close consideration is given to pupils' needs. For instance, the recent focus on teaching vocabulary helps pupils who speak English as an additional language and pupils with special needs and/ or disabilities (SEND) do well.

In lessons, learning is well structured. Staff use their strong subject knowledge to model tasks so that pupils develop their understanding. Pupils like sharing their ideas and they work well with each other. Appropriately chosen resources help pupils practise new methods. Opportunities to retrieve knowledge mean that pupils can remember the facts they need to know. However, at times, staff do not check carefully enough that pupils have understood key information. This leads to pupils developing gaps in their knowledge and they find some activities difficult to complete.

The phonics programme is taught effectively by well-trained staff. Most pupils learn new sounds quickly. Books are chosen carefully to help pupils use the sounds that they know to read fluently. Pupils who need additional help in learning to read benefit from effective support to help them catch up. Pupils enjoy their visits to the library and listening to stories in class.

Children in the early years demonstrate an excellent understanding of the school's routines and expectations. They play together cooperatively and enjoy the outdoor provision. They like solving problems, for example, thinking about how to make their 'dens'. They learn interesting facts, for instance, about flowers and bumblebees, laying the foundations for future learning in science. Children are well prepared for Year 1.

The school follows a clear pathway to identify pupils with SEND. Carefully chosen resources and strategies support these pupils with their specific needs. Pupils with SEND who find it difficult to manage their emotions benefit from bespoke interventions and nurture support.

The school's values of 'we care' are woven into all aspects of school life. Pupils demonstrate positive attitudes to learning in their lessons. They share their achievements proudly with others. The new behaviour policy helps pupils to reflect on their choices. As a result, the number of suspensions is reducing.

Pupils have a growing understanding of fundamental British values. They enjoy weekly opportunities to explore morals and dilemmas, such as through the 'Gospel stories'. Pupils understand how to stay safe online and ways to stay healthy. The school provides

opportunities for pupils to learn about events around the world. Pupils enjoy fundraising for people who are less fortunate than them.

Pupils' best interests are at the heart of the school's decision-making. The school benefits from the close relationship it has with the multi-academy trust. Governors understand their delegated roles and work closely with trustees to fulfil their statutory duties. The school is considerate of the workload and well-being of staff.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the school has not identified the precise knowledge that pupils need to know and remember. This means that teachers are not clear about the essential component knowledge they need to teach. As a result, pupils do not build up their knowledge and skills in these subjects as well as they should. The school should continue to refine its curriculum thinking and identify the specific component knowledge that pupils need to learn and remember in every subject.
- At times, teachers do not check carefully enough that pupils have secure knowledge of subject content required to complete tasks. As a result, pupils sometimes struggle to complete their work successfully. The school should ensure that teachers make effective use of assessment across the curriculum so that it informs future learning.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in November 2019.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	137909
Local authority	Nottinghamshire County Council
Inspection number	10347523
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	195
Appropriate authority	Board of trustees
Chair of trust	Sarah Noon
CEO of the trust	Kevin Gritton
Headteacher	Anthony Harrison
Website	www.theprioryeastwood.srscmat.co.uk
Dates of previous inspection	26 and 27 November 2019, under section 5 of the Education Act 2005

Information about this school

- The school is part of the St Ralph Sherwin Catholic Multi Academy Trust.
- The school does not use any alternative provision.
- The school is a Catholic primary school within the Roman Catholic Diocese of Nottingham. The most recent section 48 inspection of the school's religious character took place in February 2020. The next section 48 inspection will be within eight years of the previous section 48 inspection.
- The school provides on-site breakfast and after-school care run by the school.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher and with other leaders. The inspector met with those responsible for governance, including the chair of trustees. The inspector also held a discussion with the CEO and a director of performance and standards from the trust.
- The inspector visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The inspector also observed some pupils read to a familiar member of staff.
- The inspector observed pupils' behaviour in lessons and at other times around school.
- The inspector met with those responsible for behaviour, attendance and personal development.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector reviewed a range of documents, including the school's self-evaluation and improvement plan and information about governance. The inspector also considered information about pupils' attendance and behaviour, as well as the wider curriculum.
- The inspector considered the responses to Ofsted's online questionnaire, Ofsted Parent View, and the results of Ofsted's staff survey.

Inspection team

Sarah Sadler, lead inspector

Ofsted Inspector

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