

Inspection of Worksop Priory Church of England Primary Academy

Holles Street, Worksop, Nottinghamshire S80 2LJ

Inspection dates:	18 and 19 March 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

The headteacher of this school is Kevin Houghton. This school is part of the Diocese of Southwell and Nottingham 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), Chris Moodie, and overseen by a board of trustees, chaired by John Hunter.

What is it like to attend this school?

This is a welcoming school where pupils benefit from learning in a caring environment. The school nurtures pupils' well-being effectively. This begins even before children start in the Nursery Year. Early on, families are invited to attend workshops and events with their children so that they can get to know the school and its staff. Parents and carers value the support that their children receive. Pupils speak positively about the trusted adults they can speak with about any concerns they may have.

The school's positive ethos and the warm relationships encourage pupils' respectful behaviour towards staff and each other. Pupils understand the school's clear expectations of their conduct. Few reminders are needed for pupils to concentrate and focus on their learning. When such reminders are necessary, pupils respond positively. Pupils are courteous and polite towards others.

Pupils get the support they need to learn the ambitious curriculum. They enjoy their studies and typically achieve well.

Pupils are enthusiastic about the popular selection of clubs that they can attend. The take-up is high for opportunities where pupils extend their interests to activities such as sports, the arts and music. Sporting achievements are strong.

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

Children make a strong start to their studies in the early years. They thrive because of the school's well-considered curriculum and activities that nurture their curiosity and engagement with learning. Children create artwork, build things, explore with magnifiers and count objects with appropriate equipment. Caring relationships support children's independence and confidence well. They are sociable and considerate. Children in the early years are well prepared for their next stage of education.

The school's curriculum matches the breadth and ambition of the national curriculum. It is well-thought out and follows a logical order, so that pupils can build on what they know already. Curriculum content is presented clearly and modelled well for pupils to understand. Staff subject knowledge helps them to set out new knowledge in manageable steps for pupils. Staff ask appropriate questions to check pupils' understanding. There are valuable opportunities for pupils to go back over knowledge they have been taught to help them remember. However, in some subjects, these strategies are sometimes not used well enough. On these occasions, pupils struggle to recall what they have been taught or to use suitable vocabulary to explain their understanding.

Reading is promoted widely. Pupils enjoy reading books for pleasure. They make the most of the special 'VIP' reading area that they can use when they want to read. The school's chosen phonics programme is implemented effectively. Staff are skilled at teaching the sounds needed for early reading and pupils respond well. Those pupils who struggle with their reading benefit from additional support and practise. They confidently draw on their knowledge of phonics to help them read unfamiliar words accurately.

The school has high expectations for pupils with special educational needs and/or disabilities (SEND) to be successful. It identifies and meets these pupils' needs effectively. The school maintains close contact with families to ensure that pupils with SEND have the support and guidance that they need. These pupils achieve well.

Pupils behave appropriately and show kindness and respect to one another. They play together happily during social times. They are proud to be 'playground buddies' and 'negotiators' to ensure that friendships flourish and that their peers have someone they can talk to. Pupils also support the well-being of their peers. For instance, they lead sessions on breathing techniques that focus pupils' minds in readiness for learning.

The school supports pupils' personal development with a broad range of valuable initiatives. Pupils are encouraged to be responsible through leadership roles such as the school council. They are proud of the impact they have on school life, for instance, through fundraising to support charities. Pupils know how to stay healthy and be safe online. Educational visits enrich pupils' experiences. For example, museum visits support pupils' history studies. Pupils understand some aspects about equality and know that discrimination is wrong. However, the school does not help some pupils well enough to understand diversity and life in modern Britain, including the significance of fundamental British values.

Staff are a collegiate and supportive team. The school supports staff effectively and staff appreciate the consideration for their well-being and workload. Trustees understand and fulfil their statutory responsibilities. Parents say that they would recommend the school to others.

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, strategies to help pupils remember and articulate what they have learned are not implemented consistently and effectively. Consequently, in these subjects, pupils sometimes struggle to recall important knowledge or use appropriate vocabulary to explain their understanding. The school should ensure that, in every subject, pupils learn and remember key knowledge and vocabulary so that they achieve a deep understanding of essential curriculum content.
- The school does not promote pupils' understanding about some aspects of life in modern Britain, including fundamental British values, as well as it could do. This hinders how well pupils are supported to develop their knowledge of the diversity of people beyond their immediate experiences and community. The school should

strengthen pupils' knowledge of the diverse world of modern Britain, including the relevance of fundamental British values.

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	142757
Local authority	Nottinghamshire County Council
Inspection number	10347612
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	243
Appropriate authority	Board of trustees
Chair of trust	John Hunter
CEO of the trust	Chris Moodie
Headteacher	Kevin Houghton
Website	www.prioryce.notts.sch.uk
Date of previous inspection	1 October 2019, under section 5 of the Education Act 2005

Information about this school

- The school does not use any alternative providers.
- The school manages its own wrap-around care.
- The headteacher took up the substantive position in September 2024.
- The school is a Church of England school with a Christian ethos. Its most recent section 48 inspection, for schools with a religious character, took place in February 2019. The school's next section 48 inspection is due to take place within the next 2 years.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- 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. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with senior school leaders. The lead inspector met with members of the local governing board and spoke with a representative from the board of trustees. She also spoke with the CEO.
- Inspectors carried out deep dives in these subjects: reading, mathematics, art and design, and science. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work. Inspectors also considered the curriculum in some other subjects and the support provided for pupils with SEND.
- The lead inspector listened to some pupils read to a familiar adult.
- Inspectors discussed pupils' attendance and behaviour with school leaders.
- Inspectors considered the views of parents who responded to Ofsted's online survey, Parent View. They also spoke with some parents at the school gate.
- Inspectors reviewed responses to Ofsted's survey for staff. They held discussions with staff and pupils.
- Inspectors considered a wide range of evidence, including some documents published on the school's website.
- To evaluate the effectiveness of safeguarding, inspectors: 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.

Inspection team

Donna Moulds, lead inspector

Ofsted Inspector

Chrissie Barrington

Ofsted Inspector

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025