

8 July 2011

Mr R Petch
Headteacher
Paisley Primary School
Paisley Street
Hull
HU3 6NJ

Dear Mr Petch,

Ofsted monitoring of Grade 3 schools: monitoring inspection of Paisley Primary School

Thank you for the help which you and your staff gave when I inspected your school on 7 July 2011, for the time you gave to our phone discussion and for the information which you provided before and during the inspection. Please also extend my thanks to the staff and pupils with whom I spoke during the course of the inspection.

Since the previous inspection there have been no significant changes to the context of the school. As a result of the inspection on 13 January 2010, the school was asked to address the most important areas for improvement which are set out in the annex to this letter. Having considered all the evidence I am of the opinion that at this time the school has made good progress in making improvements and good progress in demonstrating a better capacity for sustained improvement.

As at the time of the previous inspection, children continue to enter the Nursery with skills which are very low and below those expected for their age. These low skill levels remain as the children move through the Early Years Foundation Stage and transfer into Year 1 and later from Year 2 into Year 3. However, given the low starting points, pupils continue to make at least satisfactory progress, and in some cases good progress, as they move through the school. In 2010, attainment in reading and writing at Key Stage 1 fell to well below average. This was mostly due to continuity of learning issues caused by maternity leaves and staff sickness absences. However, the Key Stage 1 results for 2011 show an improvement in reading and writing at Level 2C and above. Given the starting points of the current Year 2 pupils this represents progress ranging from satisfactory to good for different individuals.

In 2010, the overall attainment at the end of Key Stage 2 was broadly in line with national averages. This was an improvement on the situation at the time of the previous inspection with English showing the most progress. Overall, the progress made by the end of Key Stage 2 in 2010 was good. Particularly impressive was the progress made by different groups of pupils including: boys; lower ability pupils; those known to be eligible for free school meals, and those on school action identified with special educational needs. Each of

these groups of pupils made significantly better progress. Results at Key Stage 2 for 2011 are not confirmed but indications show that the school is likely to exceed all the Level 4 agreed targets. It is also likely that the Level 5 targets will be missed in all subjects but reading. This is not unexpected given the very low starting points of the current Year 6 pupils. The school works to challenging targets which are agreed with the local authority. However, it stretches itself even further by seeking 7 sub-levels of progress for most children during KS2, tracked through a commonly used commercial software package.

The quality of teaching has improved. In the lessons seen, teachers used a wide range of teaching and learning styles including: group work; paired work; use of information and communication technology and effective question and answer techniques. Pupils were engaged in their learning with opportunities for creative work and individual learning. This was engaging pupils in their learning, which had a positive impact on the progress they made. This in turn has contributed to the improvement in levels of achievement across the school. Teachers' planning is effective in ensuring that the range of pupils' abilities is catered for. They are using an effective assessment system for recording pupils' attainment and progress towards National Curriculum levels. These assessments are being used well by teachers to identify what pupils need to do to progress as individuals. Pupils with special educational needs and/or disabilities continue to be supported well through the effective use of teaching assistants and appropriately planned activities.

Overall rates of attendance remain low. Nevertheless, the school has made good progress in raising the attendance rates since the previous inspection, which, over the last academic year have risen by 0.7% to 93.2% at the time of the inspection. The school has introduced several strategies to bring about this improvement including: the employment of a family learning links worker; use of the inclusion and well-being worker; weekly and termly attendance rewards; use of parental fines; closer links with parents and carers and an enriched curriculum.

The school's senior leaders are showing improved capacity to move the school forward. This can be seen through the progress which has taken place since the previous inspection. The school has been effective in addressing the area for improvement around monitoring by leaders and managers. At the time of the previous inspection this concern centred mainly on the role of middle leaders. Since that time, all the middle leaders have attended 'Leading from the Middle' and 'Leadership Pathways' training programmes. As a result, these leaders report that they feel better prepared and empowered to carry out their wider roles effectively. Middle leaders are now conducting lesson observations of teachers in their teams. In-house training by the headteacher has prepared the middle leaders well for this role. Not all middle leaders are fully involved in the performance management of teachers in their teams but this is something which is planned to be introduced fully for the next academic year. The school has produced a well-structured improvement plan, which identifies clearly all the key areas for moving the school forward. There is a clear vision for the school centred on improving the achievement for all pupils. There are clear, established systems in place for monitoring and evaluating progress against all areas for improvement within the plan.

The local authority has continued to work well in partnership with the school. They have worked together on an Early Years Foundation Stage project and on end of key stage moderations for assessment results. The school has a leading teacher for modern foreign languages who also provides support and training to other local schools.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Mr Brian Sharples
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place on 13 January 2010

- Raise attainment by making the quality of learning and teaching consistently good or better across the school, especially in relation to the levels of challenge provided and match of activities to pupils' needs.
- Pursue poor attendance and punctuality as vigorously as possible by continuing to look for effective strategies that will impact upon pupils and parents and carers.
- Develop monitoring practices more fully in order that leaders and managers at all levels have a clearer picture of the quality of learning across all areas of the school.