

# Paull Primary School

## Inspection report

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<b>Unique Reference Number</b>	117862
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	379485
<b>Inspection dates</b>	24–25 January 2012
<b>Lead inspector</b>	Christine Millett

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	59
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Graham Shaw
<b>Headteacher</b>	Paul Rowe
<b>Date of previous school inspection</b>	4 March 2009
<b>School address</b>	Main Street Paull Hull HU12 8AW
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## Introduction

### Inspection team

Christine Millett

Additional inspector

This inspection was carried out with two days' notice. The inspector observed teaching and learning in nine lessons or parts of lessons given by five members of staff, and held meetings with groups of pupils, a member of the governing body and members of staff. She observed the school's work, and looked at work in pupils' books, school policies and plans, data tracking pupils' progress and records on safeguarding, health and safety, and attendance. The inspector looked at the on-line questionnaire (Parent View), but no responses were recorded. Inspectors considered the 25 questionnaires completed by parents and carers as well as those from pupils and staff.

## Information about the school

Paull is much smaller than the average-sized primary school. All pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is below the national average. The proportion of disabled pupils and those who have special educational needs is below the national average. The school has achieved a number of awards including Healthy School status, Activemark Gold and Eco Award (Bronze). The school meets the current floor standards, which set the minimum expectations for pupils' attainment and progress. Since the previous inspection there have been a number of staff changes, including the appointment of a new headteacher.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate**  
Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

<b>Overall Effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key Findings

- This is a satisfactory school. Under the clear direction of the headteacher and governing body and supported by its committed staff, it is improving strongly.
- Pupils' positive attitudes and good behaviour make a strong contribution to an attractive learning environment that is conducive to learning. Pupils say they feel safe and all the parents and carers who completed the inspection questionnaire believe their children are kept safe.
- The school is led and managed well. Headteacher, staff and governing body have a shared sense of purpose. They are strongly committed to making the school as good as possible and use information from monitoring to drive improvement. The curriculum is creative, broad, balanced and provides pupils with memorable learning experiences.
- Achievement is satisfactory. As this is a small school, the size and ability of groups vary greatly from year to year. Children start school with skills and knowledge that are generally below the levels expected for their age. They achieve well in the Early Years Foundation Stage. By the end of Year 6, attainment is broadly average in mathematics and reading and improving rapidly. Progress in writing is not as rapid.
- Teaching is satisfactory overall and sometimes good. There are strong relationships between teaching staff and pupils. All staff work hard to create a calm and welcoming climate in which pupils feel well supported and able to learn. Where teaching is satisfactory, teachers spend too much time introducing the lessons and pupils are not engaged quickly in their learning. Opportunities are missed sometimes for checking pupils' understanding. Work is marked regularly, but there are inconsistencies in the quality of the marking. Teachers do not always provide sufficient opportunities for pupils to apply their skills in writing in different areas of the curriculum.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better by:
  - checking pupils' understanding frequently during lessons
  - increasing the level of challenge so that all pupils are expected to give reasons for their answers and how they reached them
  - ensuring lessons start in brisk and exciting ways which grab and sustain pupils' interest
  - providing opportunities for pupils to develop and apply their writing skills across the curriculum.
- Improve the quality of marking by:
  - ensuring it indicates consistently how work can be improved
  - ensuring it provides pupils with opportunities to respond to and benefit from teachers' comments.

## Main Report

### Achievement of pupils

Children enter the Nursery class with skills and knowledge below the levels typical for their age in social and emotional development and writing. They get off to a good start in the Early Years Foundation Stage. They settle quickly, due as much to the warm welcome they receive as the good example set by the older children who share the class. Children make good progress because staff match activities well to the next steps in children's development. For example, reading and writing are taught well through carefully planned activities which enable children to gain good knowledge of letters and sounds. These experiences prepare them well for learning in Year 1, by which time they have reached expected levels in all areas.

Pupils' attainment at the end of Key Stage 1 has been rising steadily. In 2011, attainment in reading was above average. The school's tracking system shows that the current attainment of Year 2 pupils is also above average and this was confirmed when listening to pupils read. Attainment levels in Key Stage 2 have been erratic, but this is due to unusually small year groups with a wide spread of ability. School data show that the level of progress made by all pupils, including disabled pupils and those with special educational needs, has been satisfactory. An improving picture is emerging of better progress being made in mathematics. Progress in reading continues to be strong, given the pupils' starting points, and attainment levels are average. However, progress in writing is not as rapid and the school has identified this as an area for development.

Pupils are attentive and participate well in lessons. The overwhelming majority of pupils say the school helps them to do well. It is clear that, in the best lessons, pupils make good progress. This was seen in a literacy lesson, when pupils were writing their own short play-scripts. All were engaged throughout, working collaboratively to produce highly entertaining scenarios. The inspection questionnaires completed by parents and carers indicate that the vast majority are happy with the help their children receive to develop literacy and numeracy skills.

## Quality of teaching

The majority of lessons seen were satisfactory, with some examples of good practice. The headteacher is working to ensure there is consistency across the school through the frequent monitoring of teaching and learning, as well as the sharing of identified good practice. Responses in the questionnaires indicated the high level of confidence parents and carers share in the quality of teaching in school. The best lessons support this view.

Teachers have sound subject knowledge and try to make lessons interesting and varied through the curriculum and choice of topics. In the best lessons, pace is brisk in order to maximise learning time. In a mathematics lesson in Years 1 and 2, pupils made good progress and were challenged particularly well in a mental/oral starter as they recalled previous work on doubling and applied this to number problems based in well-known stories. However, sometimes, the introductions can be too long and so reduce the amount of time pupils have for independent learning.

Lesson planning takes into account all levels of ability so work is matched to pupils' needs well. Learning objectives are shared with pupils at the start of a lesson, though they are not revisited often enough throughout the session in order to ensure pupils have a clear understanding of what they are learning. When answering questions, pupils are not always required to explain the reasoning behind their responses so limiting the challenge in lessons.

Assessment of pupils' progress is continuous and underachievement is identified quickly. Other adults give valuable support either in the classroom or with small groups. This contributes to the quality of learning, ensuring that disabled pupils and those with special educational needs make similar levels of progress to their peers. Opportunities for group work are helping to develop pupils' social skills. Pupils have opportunities to share ideas and discuss their learning so developing skills in speaking and listening. However, opportunities to develop writing skills are not so widespread throughout the curriculum. The marking of pupils' work is inconsistent. The best practice highlights strengths and areas for improvement, particularly in English. However, pupils are not always given sufficient guidance on how to improve, or time to respond to teachers' marking. Information and communication technology is used effectively to support learning.

## Behaviour and safety of pupils

Behaviour was judged to be a strength at the previous inspection and this has continued to be the case. The very large majority of the parents and carers who responded to the inspection questionnaire were very confident that their children are well looked after and kept safe at school. They are equally satisfied with the way that the school deals with the extremely rare instances of bullying or poor behaviour. This confidence is well founded. Pupils behave well in lessons and around school. One pupil commented emphatically, 'there is no bullying here!' This is the result of an approach to behaviour management which consistently places high expectations on pupils, while providing warmth and compassion. Pupils are given the skills and support needed to help them manage their own behaviour.

The relationships that exist between pupils and staff are very strong. Pupils treat adults and each other with respect and collaborate well in lessons. Positive attitudes and a good work ethos are reinforced constantly. Pupils are confident that all members of staff are there to help them and any problems that they may have are dealt with quickly and effectively. In all lessons, starting from the Nursery, pupils cooperate well together socially and are quick to

celebrate one another's achievements. Older pupils take on responsibilities readily and provide excellent role models for the year groups below them.

Pupils have a good understanding as to what constitutes a safe and unsafe situation. The curriculum equips them for life through age-appropriate life-skills, such as 'Stranger Danger' and visits from the Coastguard. Movement around school is extremely orderly, which reinforces personal safety.

## **Leadership and management**

The successes of the school in raising achievement and promoting consistently good attitudes and behaviour are the result of a cohesive team which is led and managed well. The headteacher leads by example and has developed an effective team whose members implement his vision with determination and commitment. The curriculum is good because it has been developed in order to provide meaningful cross-curricular links and topics which appeal to all ages. A wide range of visits and visitors brings learning to life. Information and communication technology is promoted extremely well in school and through the school's impressive website. Spiritual, moral, social and cultural development is good. Pupils' spiritual development is supported very well by all staff. This allows pupils to reflect on their feelings thoughtfully. Pupils have a well-defined sense of right and wrong and benefit from a range of cultural experiences. A range of enrichment opportunities, such as sport, dance and music, makes a valuable contribution to this also. Displays around the school celebrate pupils' achievements.

The governing body is well informed and is active in providing both challenge and support. Some members of the governing body are familiar figures around the school and this helps them to evaluate how well their plans are developing. Management systems are robust and the school runs smoothly. The school promotes equality of opportunity effectively. For example, clubs take place before and after school to ensure there are places for those who wish to attend. There is no evidence of discrimination. Safeguarding requirements are met and systems and procedures for child protection are in place. Self-evaluation is accurate, and staff are involved in monitoring the outcomes and impact of the school's activities so that the school has a good capacity to improve. The school engages extremely productively with parents and carers and plays an important part in the life of the community. Pupils take part in many local events. For example, last year, pupils took an active part in a Remembrance Day Service. Pupils are very aware of global and environmental issues.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.



## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



26 January 2012

Dear Pupils

### **Inspection of Paull Primary School, Hull, HU12 8AW**

Thank you for being so friendly and helpful when I visited your school recently. I enjoyed my time with you thoroughly and particularly liked having the opportunity to talk to you and to see you in lessons and at play. Also, I enjoyed listening to some of you read. Here are some of the things I found out.

- You get off to a good start in the Early Years Foundation Stage and make at least satisfactory progress during your time in school.
- Teaching is satisfactory, though sometimes good, and you attain average standards by the time you leave school. Mathematics and reading are improving well.
- You told me that you enjoy school and feel safe and secure.
- You think that behaviour is usually good and I agree. I found that you behave well in lessons and around the school.
- You have good relationships with your teachers and you get on well with each other.
- The headteacher, other adults, and the governing body are working hard to make the school as good as possible for you.
  
- In order to help you do even better in your learning I have asked the headteacher and your teachers to do the following things:
  - get lessons off to a brisk start in such a way as to grab your interest
  - keep checking that you understand what you are learning
  - make lessons more challenging by asking you to explain your answers in detail
  - give you more opportunities to practise your writing skills in other subjects
  - make sure marking in all subjects tells you clearly how you can improve your work.

All of you can help the school by continuing to try your best in lessons, coming to school regularly and always behaving well. I wish you all the best in the future.

Yours sincerely

Christine Millett  
Lead inspector

