

Paisley Primary School

Paisley Street, Hull, HU3 6NJ

Inspection dates 14–15 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress at school so that, by the time they leave at the end of Year 6, they have skills that are at, or above, those typically expected for their age.
- Teaching is good and some is outstanding. Teachers make sure the curriculum interests pupils and makes them want to learn.
- Teachers know their pupils well and keep detailed records that help them to know how well they are doing. They pay particular attention to pupils' emotional needs.
- Teachers mark pupils' work very well and make sure they know what they need to do in order to improve their work.
- Pupils are happy, polite and well behaved. They feel safe. Misbehaviour is rare.
- Attendance has improved and is now the same as most other schools.
- The headteacher leads her team very well. She has high ambitions for the school. Together with the staff and governors, she works hard to check that everyone is doing their best.
- Senior leaders place a high priority on checking, and improving, the quality of teaching. They have well-organised systems to make sure that this happens.

It is not yet an outstanding school because

- Sometimes, teachers do not do enough to check how pupils are getting on in lessons. This means that work is not always adjusted during the lesson to meet their needs.
- In some lessons, work is not planned well enough for the brighter pupils.
- Teachers do not give pupils enough time to do long pieces of writing or discover answers for themselves.
- Not all teachers make sure that pupils have the time to explain their answers and what they are thinking. This is usually because some teachers need to reduce the amount of talk they do in lessons.

Information about this inspection

- Inspectors observed 17 lessons in a range of subjects. Three of these lessons were observed alongside the headteacher and the two assistant headteachers. Inspectors also attended assembly and visited other activities which were happening during the inspection.
- Inspectors analysed eight responses to the on-line questionnaire (Parent View) and spoke to some parents.
- Forty two staff responded to the staff questionnaire and these responses were analysed.
- Meetings were held with a local authority representative, the Chair and the vice-chair of the Governing Body, staff and pupils.
- A number of documents were considered, including the school development plan and self-evaluation, documents about pupils' progress and attainment, policies regarding all aspects of school procedures and performance management information. Documents about attendance and the safety of children, such as accident books and behaviour logs, were also scrutinised.

Inspection team

Joanna Sharpe, Lead inspector	Additional Inspector
James Reid	Additional Inspector
Derek Pattinson	Additional Inspector

Full report

Information about this school

- This is a larger than average-sized primary school.
- The majority of pupils are of White British heritage.
- The proportion of pupils known to be eligible for the pupil premium funding is a lot higher than that found in most schools.
- The proportion of pupils supported through school action is above the national average.
- The proportion of pupils who are supported through school action plus or with a statement of special educational needs is higher than the national average.
- The school meets government floor standards, which set the minimum expectations for pupils' attainment and progress.
- The current headteacher was not in post at the time of the last inspection.

What does the school need to do to improve further?

- Improve learning and progress of pupils in lessons by ensuring that:
 - the pupils that are capable of doing harder work are always given tasks that are right for their needs
 - all teachers check how well pupils are doing during lessons so that they can be given harder, or easier, work to do, if required
 - all teachers give pupils more time to read, write and discover by themselves
 - teachers talk less; allowing pupils more time to discuss their thoughts, ideas and answers with other pupils, with the teacher or with the whole class.

Inspection judgements

The achievement of pupils is good

- Children join the school with skills which are much lower than other children of the same age. Pupils make good progress and leave, at the end of Year 6, with skills in English and mathematics that are in line with, or above, those expected of children their age.
- The progress of pupils with special educational needs is the same, and sometimes better than, other pupils. This is because adults look very carefully at how they are getting on and make sure that they get the right amount of extra support.
- In lessons, pupils are very eager to learn and make good progress. This is because adults make sure that lessons are about things that interest the pupils, such as visits to London or learning through books that they really enjoy. This is done particularly well in the Early Years Foundation Stage.
- Although there was a drop in standards in English at the end of Year 6 in 2011, there was considerable improvement in 2012 when Year 6 pupils did better than most other pupils of the same age in other schools.
- The standard reached in mathematics at the end of Year 6 is consistently at or above those typically expected of pupils their age.
- The learning of letter sounds is taught well throughout the school. Lessons require pupils to use their skills and this helps them to make good progress in reading. Pupils enjoy choosing their own books and read regularly in lessons; to an adult, by themselves and in special guided reading sessions. Many pupils read at home, and the reading record books help parents know how well they are doing.
- Pupils who are eligible for pupil premium funding make progress at the same rate as others in their class. The school leaders keep a close eye on the progress of these pupils. They check how this funding is spent and whether it is making a difference.

The quality of teaching is good

- Teachers know their pupils well and are extremely sensitive to their emotional needs. They also make sure that lessons are fun. The use of puppets, for example, and 'hot seating', where a pupil takes on the role of someone they are learning about, help to make subjects interesting and create an excitement about learning.
- When teachers ask pupils questions, they are skilled at making sure that it is a harder question for more-able pupils and an easier one for others, as was seen in a Year 1 lesson about doubling numbers.
- Teachers have good subject knowledge and high expectations. A guided reading session in a Year 3 lesson, for example, was outstanding due to high expectations and a clear, organised structure that helped all pupils to make rapid progress. The teacher made it very clear to the pupils what they were learning and questioned pupils well to make them think and learn at an even faster pace.
- Teachers use information about pupils' progress to plan lessons that build further upon what they already know. For less-able pupils, planned tasks are always appropriately different, but this is not always the case for the more-able pupils and there are occasions when they could manage harder work.
- Teachers do not always check how well pupils are learning during lessons. This means that some pupils, particularly the more-able, complete tasks quickly and do not make as much progress as they could.
- Marking is consistently good. It celebrates success and tells pupils how they can make their work even better. Pupils enjoy reading the comments and often respond by completing work which they are able to improve due to the comments the teachers have made. For example, pupils

corrected spelling mistakes and added question marks and full stops.

- In some lessons, teachers talk too much and do not give pupils enough opportunities to fully explain their thoughts, ideas or questions. This often means that pupils are not learning as fast as they can, as they cannot ask questions or learn through sharing and explaining ideas.
- Generally lessons are well planned and highly organised. On occasions, planning does not allow pupils to have enough time or opportunities to write things down, or to discover things by themselves which would help them learn even faster.
- Information and communication technology (ICT) is used well, on a daily basis, to help pupils learn. Younger children use lots of different kinds of ICT such as computers, interactive whiteboards, and computerised toys which help them learn a range of useful skills. Older children benefit from the regular well-planned and effective use of personal computers that assist their learning.

The behaviour and safety of pupils are good

- Pupils in the school are happy, polite and friendly. Pupils comment that 'this is the best place ever'. Their behaviour is good. Parents, staff and pupils agree and comment on how behaviour has improved, and is still improving.
- Relationships in the school are excellent. Pupils speak confidently to adults. Pupils will happily speak to teachers about any worries they have about work or relationships, and they know that adults will try hard to solve problems for them.
- All adults provide a high level of care for the pupils. They ensure they are safe through a number of systems, such as the use of two-way radios which are used well for adults to communicate where children are as they move around the school both inside and outside. Clear policies for using the internet, child protection and behaviour teach pupils how to keep themselves safe.
- Pupils learn how to keep themselves safe through lessons and regular messages about safety and the day-to-day risks that they face, such as being safe around fire or water.
- Attendance is average and pupils arrive on time for school. This is due to the successful efforts of school and parents to improve attendance. Reward systems, firm guidelines and the role of the inclusion worker with parents have all helped to improve attendance.
- Pupils have a clear idea of what bullying is and say that there are very few incidents in school. When it does happen it is sorted out quickly. A range of positive rewards that support and encourage pupils to behave well in school, such as stickers, praise and certificates are successful in making sure that all are kept safe and feel valued.

The leadership and management are good

- The headteacher has high expectations and shows great determination to improve the school further. She leads an enthusiastic team that communicates well and shares the views of the headteacher.
- All leaders take an active part in considering how the school can improve further. They set clear targets and plan, in a detailed way, how to achieve them. The school has improved since the last inspection. Systems, such as those for tracking how well pupils are doing and effective behaviour policies, are well understood and used by everybody. These well-established procedures, which have improved significantly since the last inspection, indicate that school leaders have the capability to drive forward further school improvement.
- Leaders have already improved the quality of teaching and are determined to improve it further. All teachers and teaching assistants are given targets to make sure that pupils are making as much progress as they can. Training, and opportunities to watch other teachers at work, helps staff to improve their skills.
- Information about how well pupils are learning is put to good use. Leaders routinely share this

information with teachers, so that all are involved in checking pupils' progress. If any pupils are not making enough progress, they receive extra support to help them catch up.

- The curriculum excites and interests pupils. There are lots of trips, events and first-hand experiences, such as the trip to a local restaurant, T-shirts design projects and No Pens Wednesday, where pupils communicated what they were learning about without writing it down. These make pupils enthusiastic about learning.
- The spiritual, moral, social and cultural development of pupils is promoted well. The school celebrates cultural diversity by learning about lots of different cultures. The attention to the need for rules and the importance of good manners and kindness towards others is a strength of the school and helps all to develop good social skills and an understanding of right and wrong.
- Parents support the work of the school. They think that pupils make good progress and that staff are successful in making them feel happy and safe. A number of projects such as Children in Need events, daily writing activities and T-shirt design, assist the learning partnership between home and school.
- The school's arrangements for safeguarding meet current requirements.
- The local authority is highly supportive of the work of leaders and has acknowledged that, due to the improvements seen in recent times, the school now needs very little extra support.
- **The governance of the school:**
 - The governors use the skills they have in finance and teaching to support the school well. They give the headteacher challenging targets and check carefully the progress of all pupils. They are highly involved in the daily life of the school. Their financial planning is detailed and they have a clear understanding of how specific funds, such as pupil premium, are spent.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	117809
Local authority	Kingston upon Hull City of
Inspection number	401696

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	325
Appropriate authority	The governing body
Chair	Paul Harby
Headteacher	Alison Hird
Date of previous school inspection	13 January 2010
Telephone number	01482 355984
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