

# Inspection of a good school: Paull Primary School

Main Street, Paull, Hull HU12 8AW

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Inspection date:

18 October 2023

## Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

## What is it like to attend this school?

Paull Primary School is a warm, welcoming school. Pupils appreciate the help they receive from adults. They like being part of a small school, where all pupils are supportive of one another, no matter which age group they are in. Adults have positive relationships with the pupils. They chat to pupils about their interests as they see them around the school. These relationships support the school's aim of 'Exploring Together, Creating Together, Growing Together'.

Pupils listen carefully to adults in lessons. They remain focused on their learning and are supportive of one another. Pupils say they do not have to worry about bullying. They know about different types of bullying and say that bullying is rare. Pupils are confident that adults would help them if they had any problems.

The school wants the best for its pupils and to help them succeed. However, this ambition is not yet realised. Pupils study a wide range of subjects, but some subject plans are not sequenced well enough. This means that pupils are not able to build on prior learning. Subject leaders do not check their subjects carefully enough. This means they do not know how well pupils are learning in their subjects. Pupils struggle to remember important information in some subjects.

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

The school has started to review the curriculum. Curriculum plans in some subjects are not complete. Leaders have not identified the most important knowledge pupils must acquire in each subject. This means that pupils could miss important learning that helps them as they move through the school.

The school does not check how well pupils are doing carefully enough. There have been no checks on some subjects. This means leaders do not know if the curriculum is being taught. In some subjects, teachers do not follow curriculum plans. Some leaders have identified the actions they need to take to make improvements. However, sometimes, these actions are not accurate because they have not checked their subject thoroughly.

The school gathers assessment information to check how well pupils are learning in English and mathematics. However, teachers and subject leaders have not used this information well enough. In other subjects, the school does not check how well pupils are doing.

Children start to read as soon as they start Reception. Leaders have introduced a new approach to the teaching of reading. They have provided staff with training. As a result, staff are confident when teaching pupils to read. It is clear what pupils should know as they move through the school. Teachers check that pupils are keeping up. Pupils receive extra support if they start to fall behind. The books that pupils read are well matched to their needs. Leaders have worked hard to create an attractive library.

Adults help children to develop language from an early age. Children develop their vocabulary through role play. Clear routines help children to develop their independence. The school has not identified what children should know in the early years curriculum. This means that the school cannot be sure that children are building on what they know and can do in the early years so that they are well prepared for Year 1.

Pupils with special educational needs and/or disabilities receive extra support. There are clear systems to identify pupils with additional needs. The special educational needs coordinator provides staff with advice, where needed. They provide resources to help staff meet pupils' needs.

Leaders are careful to promote equal opportunities and encourage pupils to raise their aspirations. Pupils have limited opportunities to attend after-school clubs. However, the school's multi-skills club is well attended. The school curriculum helps pupils to learn how to stay safe. For example, pupils learn about water safety because many live close to the river Humber.

Leaders take care to consider the workload of staff. Staff are proud to work at the school. They work well as a team to help each other. Staff and governors benefit from a range of training opportunities provided by the local authority.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- The school has not identified important knowledge in some subjects, including in the early years. As a result, pupils do not build on what they know or can do in these subjects. The school should review curriculum plans to ensure that important knowledge is clearly identified and allows pupils to build on what they know and can do as they move through the school.
- Subject leaders do not make thorough checks on the subjects for which they are responsible. This means that they cannot be sure the intended curriculum is being taught. They do not know what needs to be done to improve learning in their subjects. The school should ensure that subject leaders carry out thorough checks on their subjects.
- Assessment information is not used well enough in English and mathematics. The school does not collect assessment information for other subjects. This means the school cannot be sure how well pupils are doing. The school should establish systems to check what pupils have learned and remembered. The school should ensure that teachers use this information effectively to plan new learning.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. 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 would now receive a higher or lower grade, then the next inspection will be a graded inspection, which 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 in May 2018.

## 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

<b>Unique reference number</b>	117862
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	10290038
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	51
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Stephen Dale
<b>Headteacher</b>	Paul Rowe
<b>Website</b>	<a href="http://www.paullprimaryschool.co.uk">www.paullprimaryschool.co.uk</a>
<b>Date of previous inspection</b>	2 May 2018, under section 8 of the Education Act 2005

## Information about this school

- No relevant changes have been made to the school since the last inspection.

## Information about this inspection

Inspections are a point-in-time judgement 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 the headteacher, senior leaders, groups of staff, groups of pupils, representatives of the governing body and a representative of the local authority.
- The inspectors carried out deep dives in the following subjects: early reading, mathematics and art and design. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, looked at samples of pupils' work and spoke to pupils about their learning.

- The inspectors listened to some pupils reading to an adult.
- To evaluate the effectiveness of safeguarding, the 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.
- The inspectors observed pupils' behaviour in lessons and around the school site.
- The inspectors considered the responses to Ofsted Parent View, as well as the responses to staff and pupil surveys.
- The inspectors reviewed a range of documentation, including safeguarding records and minutes of governing body meetings.

### **Inspection team**

Jaimie Holbrook, lead inspector

Ofsted Inspector

Angela Harper

Ofsted Inspector

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