



# Paisley Primary School

## Inspection Report

**Unique Reference Number** 117809  
**Local Authority** Kingston-upon-Hull  
**Inspection number** 290933  
**Inspection dates** 14–15 September 2006  
**Reporting inspector** Jackie Sparkes

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

<b>Type of school</b>	Primary	<b>School address</b>	Paisley Street
<b>School category</b>	Community		Hull
<b>Age range of pupils</b>	3–11		HU3 6NJ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01482 355984
<b>Number on roll (school)</b>	360	<b>Fax number</b>	01482 571299
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mrs Sue Marsden
		<b>Headteacher</b>	Mr Robin Petch
<b>Date of previous school inspection</b>	Not previously inspected		

<b>Age group</b>	<b>Inspection dates</b>	<b>Inspection number</b>
3–11	14–15 September 2006	290933

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This larger than average school is situated to the west of Hull city centre and serves a deprived area, mainly of privately rented accommodation, and there is considerable unemployment locally. There is a very high rate of movement in the pupil population, as families often become re-housed by the local authority. The majority of pupils are of White British origin but there is a small proportion of pupils who are newly arrived in the United Kingdom and who are at an early stage of learning English. The children's attainment is generally below average for their age when they join the school and the proportion of pupils with learning difficulties and/or disabilities is above average.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good school that provides a good education for its pupils. This judgement reflects the school's own evaluation of its work. Pupils enjoy school and the vast majority of their parents rightly feel that their children do well and are well prepared for the future. The school has a caring ethos and makes good provision for the pupils' personal development and well-being so that they become able to make sensible choices about healthy lifestyles and personal safety. Pupils' attitudes and behaviour are good. They are active members of the school and local community and are prepared to achieve economic well-being through development of their literacy and numeracy skills. There is not, however, enough scope for pupils to develop their information and communication technology (ICT) skills equally well. The curriculum meets the needs of all pupils and a wide range of extra-curricular activities enrich the experiences of pupils of all ages and contribute to their enjoyment of school. The school monitors pupils' progress thoroughly but teachers do not always make the best use of the information to show how pupils could make even better progress.

Teaching and learning are good and pupils consequently make good overall progress and achieve well. Provision in the Foundation Stage is good. Many pupils join the school with very poor communication skills but reach average standards by the time they are ready for Year 1. Overall standards are broadly average in Year 2 and Year 6. The school is working hard to improve the oral and writing skills of pupils throughout the school, using a variety of teaching strategies, but standards in writing are still below average. Pupils with learning difficulties and/or disabilities achieve at least as well as other pupils because of the effective support that they receive.

Good leadership and management ensure that the school gives good value for money and has good capacity to improve.

### What the school should do to improve further

- Raise standards of writing throughout the school.
- Ensure that the teachers give pupils more opportunities to use information and communication technology (ICT) in Key Stages 1 and 2.
- Make better use of the assessment data to identify more clearly how to improve pupils' progress.

## Achievement and standards

### Grade: 2

Children join the nursery with below average overall attainment, especially in their communication skills, which are poor. Nevertheless, the children make good progress and attain standards in line with those expected nationally at the end of Reception. Pupils achieve equally well in Key Stage 1 so that their national test results are broadly average in Year 2 and have improved in recent years. By the end of Key Stage 2, the overall test results are generally average although the results in English declined in

2005, particularly in writing. There is no significant difference in the progress of boys and girls.

Pupils with learning difficulties and/or disabilities make similarly good overall progress to that of other pupils, because of the effective support that they receive. Although there are some new pupils in the school for whom English is their second language, it is too early to judge their progress as they have only just joined the school.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and well-being are good. Attendance has been improving each year and is now broadly average. Behaviour is good overall. Although a small minority of pupils are inclined to misbehave, and some of them have been excluded or transferred from other schools, the school manages behaviour well. Pupils enjoy all aspects of school and many take part in the wide range of extra-curricular activities and educational trips provided for them. They know how to keep themselves safe and there is regular input from outside agencies to reinforce important safety issues; pupils themselves say that they feel safe in school and know that they have someone to confide in if they need to.

Healthy living is actively promoted in school through the provision of healthy lunches, snacks and drinking water, along with participation in physical education and sports activities. The school has been invited to take part in the Europe-wide Shape-Up project, which aims to promote healthy lifestyles. Pupils make a positive contribution to the community by fundraising for charities, for example, Comic Relief and Children in Need. They also take part in local environmental events, and voice their opinions through the school council and the Eco schools committee. Pupils also benefit from the school's involvement in the Hull Community Strategy. They have sound basic skills of literacy and numeracy and are good at teamwork, which provides them with a firm basis for their future economic well-being. Pupils' spiritual, moral and social development is good. Their cultural development is satisfactory but their awareness of other cultures is underdeveloped.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Positive relationships between staff and pupils help to ensure good teaching and learning throughout the school. Classrooms are purposeful with a good working atmosphere that motivates pupils to work hard. Throughout the school, good teamwork between teachers and teaching assistants fosters good progress in pupils' literacy, numeracy and social skills. Teachers are good at encouraging and praising pupils, which in turn increases pupils' self-esteem. Resources are used well to bring learning to life and there is a constant emphasis on exploiting every opportunity to improve pupils'

language and writing skills. Children in the Foundation Stage use ICT well, but insufficient use is made of the wide range of ICT resources at Key Stage 1 and 2 to enhance the pupils' computing skills and to apply them in lessons in other subjects. The pace of lessons is brisk. Children are often totally immersed in their learning and the atmosphere is vibrant; lesson objectives are consistently shared with pupils and lesson endings are planned to help pupils reflect on their success. Teachers use questioning well to extend learning and as a result, pupils make good progress.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum strikes a clear balance between the acquisition of basic skills and the opportunities to benefit from a wide range of experiences that enrich and enliven all areas of learning. There is understandably a strong emphasis on literacy and numeracy but insufficient on ICT in Key Stages 1 and 2. The school provides well for pupils with learning difficulties and disabilities. Children have a very good start in the Foundation Stage because they have exciting and stimulating activities, including ICT.

Visits to places of interest and visitors to the school help bring learning to life. These are carefully linked to the Talk Project and provide pupils with exciting and relevant activities, such as the Paisley Press, that can be used to improve writing skills. Rich learning experiences, such as the Year 6 residential visit, drama productions, modern foreign languages and sports activities, enhance pupils' enjoyment of school.

The school caters well for pupils' health education through, for example, the Health for Life programme and the acceptance of the school in the Europe-wide Shape-Up project. After school clubs, such as the Year 5 study groups in the Learning Zone at the Kingston Communications Stadium, benefit pupils and are targeted to raise standards whilst at the same time developing healthy lifestyles.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good. Child protection and health and safety procedures are in place and are known by all staff. Risk assessments are regularly carried out. There is good support for vulnerable pupils and good use is made of the appropriate external agencies; for example, social services, behavioural support services and educational psychologist. There are good induction procedures for children starting school and effective links with the local high school, which most pupils go on to. Many pupils take advantage of the school's breakfast club and start the day well.

Efficient assessment tracks the pupils' progress effectively. However, the teachers could make better use of assessment data to show how progress could be even better. Pupils with learning difficulties and/or disabilities make good progress because of sensitive support that boosts their self-esteem and sense of achievement.

## Leadership and management

### Grade: 2

Leadership and management are good. Since his appointment, the headteacher has made an impact and has further ideas for change. He and his senior colleagues have a clear vision and identify accurately the school's priorities for improvement, and the senior management team has been restructured in order to achieve its aims. Standards have risen since the previous inspection, although they could be higher still in writing. Resources are used effectively and teaching and learning are regularly and effectively monitored by senior staff, although the subject coordinators need to have the opportunity to undertake more monitoring of their own subjects in order to identify at first hand how to improve teaching further and continue to raise standards.

The team of governors are committed to their work and are well informed about the school's strengths and weaknesses and some of them visit the school regularly to observe lessons. They do their work well and ensure that all statutory requirements are met. They support the headteacher and staff and are increasingly involved in the school's development and plans for improvement. The staff and governors work hard to ensure that the school is fully inclusive and that there are equal opportunities for all pupils.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

15 September 2006

The Pupils

Paisley Primary School

Paisley Street

Hull

HU3 6NJ

Dear Pupils

Thank you for making us feel so welcome and helping us when we visited your school. We enjoyed being in your school and we believe, like you, that it is a good school. We understand why you like coming to school and why your parents and carers are happy with your school. You behave well and know how to look after yourselves and how to stay healthy.

You work hard and make good progress because of the good teaching that goes on. You respond well to all the exciting activities that the staff provide. Your headteacher, helped by all the staff, has the right ideas to make your school better.

We have asked the school to help you to improve the standards of your writing. We also hope that the school will give you more opportunities to use ICT in order to improve your computing skills. We would also like teachers to show you more clearly how you can make even better progress.

I hope that you continue to enjoy school and work hard.

Yours sincerely

Jackie Sparkes

Lead Inspector