

Paul Primary School

Inspection report

Unique Reference Number	117862
Local Authority	East Riding of Yorkshire
Inspection number	326702
Inspection dates	4–5 March 2009
Reporting inspector	Susan Walsh

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	57
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Graham Shaw
Headteacher	Mrs Susan Pike
Date of previous school inspection	1 June 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Main Street Paul Hull HU12 8AW
Telephone number	01482 898352
Fax number	01482 898352

Age group	3–11
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

The school is much smaller than most primary schools. There is provision for the Early Years Foundation Stage. This includes Nursery provision in the afternoon and Reception children are usually taught with Years 1 and 2 for part of the morning. Few pupils are known to be entitled to free school meals and there are no pupils from minority ethnic groups. The proportion of pupils with learning difficulties and/or disabilities is usually below average but can vary considerably between year groups. The school has gained a Healthy Schools Award and Activemark Gold. The headteacher has been absent but has now returned; other members of staff are currently absent.

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 where pupils' personal development is outstanding. It provides a warm family atmosphere where pupils feel safe and secure and are helped to develop into confident and articulate young people. The school is a central part of the neighbourhood. Not only does the school contribute fully to local life it also helps pupils to develop a good awareness of the wider community in the United Kingdom and an understanding of their place in the world. As a result, pupils are very respectful of differences including faith, ethnicity and culture and also of those who have additional learning needs or disabilities.

Many parents say they are delighted with their children's academic progress and also their personal development. They recognise that the school provides a wealth of extra-curricular activities within a good curriculum and that pupils are well cared for in a very supportive environment. Pupils' enjoyment of school is outstanding because of the terrific range of extra opportunities. Hard work by the very active Friends Association helps the school to fund these exciting activities. Good links with local churches, sports clubs, secondary schools and neighbouring industry add interest, enjoyment and relevance to the curriculum. Pupils are extremely well informed about how to keep safe because of activities such as 'pedestrian training' and they are also keen to keep healthy and fit. Safeguarding requirements are met.

Children's skills are usually similar to national expectations when they join the Nursery class. By the time pupils leave at the end of Year 6, their academic standards are above the national average, particularly in English and mathematics. Overall, they have achieved well. Progress in Key Stage 1 is satisfactory; few of the more able pupils reach the higher Level 3 in reading, writing and mathematics. Progress accelerates for pupils of all abilities in Key Stage 2 and they achieve particularly well in English and mathematics. Achievement in science is satisfactory with fewer pupils reaching the higher Level 5 than in other subjects. The progress of the more able is held back in science because they are not always challenged sufficiently and sometimes complete very similar work to less able and younger pupils. The strong emphasis on basic skills ensures that pupils make good progress with their reading and writing, particularly in Key Stage 2 where expectations are very high. Pupils with learning difficulties and/or disabilities achieve well because they are effectively supported. Teaching and learning are good and lively lessons enthuse pupils and encourage them to develop a love of learning.

Leadership and management are good. The dedication, commitment and huge enthusiasm of the headteacher are crucial to the success of this small school but the hard work of the whole staff also makes a good contribution to the very positive atmosphere. Staff absence has been managed extremely well; the use of unfamiliar teachers has been avoided by making efficient use of the extensive talents of all the personnel in the school. The way that the school has managed to continue to develop during challenging times demonstrates its good capacity for further improvements.

Effectiveness of the Early Years Foundation Stage

Grade: 3

Satisfactory provision in the Early Years Foundation Stage means that children enjoy school, grow in confidence and make satisfactory progress during their time in the Nursery and Reception Years. The school provides for very small numbers of pupils in the Nursery and Reception classes which has implications for staffing and funding. Nevertheless, it has managed

to provide a sound Early Years Foundation Stage curriculum. Relationships between adults and children are very positive and all children benefit from good quality care. Children enjoy school and each other's company, and make good progress in their personal development. Adults provide appropriate support; most are good at questioning children and moving their learning on but this is not consistent. All areas of learning are addressed and there is appropriate balance between teacher-led activities and those that children choose for themselves. A good range of activities are provided both in the classroom and outdoors but these activities are not always planned with a clear purpose in mind. Assessments are carried out but the information obtained is not used consistently enough to plan activities that meet pupils' individual learning needs and interests and move their learning on. Satisfactory leadership and management has led to substantial developments to the outdoor provision.

What the school should do to improve further

- Ensure that assessment information in the Early Years Foundation Stage is used consistently to plan activities that meet children's individual needs and interests, and move their learning on.
- Accelerate achievement in Key Stage 1, particularly for the more able.
- Provide appropriate challenge for more able pupils in science lessons in Key Stage 2.

Achievement and standards

Grade: 2

Pupils make satisfactory progress through Key Stage 1. By the end of Year 2, pupils usually reach broadly average standards in reading, writing and mathematics, although pupils rarely reach the higher Level 3. Once pupils join Key Stage 2 their progress speeds up. Pupils in Key Stage 2 are making especially good progress in their writing, reflecting the excellent way they are encouraged to develop their vocabulary and the constant reinforcement of basic requirements such as punctuation and grammar. By the end of Year 6, standards in English and mathematics are usually above average; standards in science closer to average with fewer pupils reaching the higher Level 5 in science than in English and mathematics. Achievement is good. In 2008, unvalidated standards dipped at the end of Year 6 reflecting lower starting points. Inspection evidence confirmed that standards have recovered with current Year 6 pupils once more on track to reach above average standards by the time they leave the school.

Personal development and well-being

Grade: 1

Pupils' spiritual, moral, social and cultural development is outstanding. As a result, they develop an extremely clear sense of right and wrong and their behaviour is excellent. Pupils grow into confident individuals with a strong sense of responsibility. They have a great deal of respect for adults, each other and those with different backgrounds from themselves. Pupils feel very safe in school; they are emphatic that there is no bullying and parents report that when small issues arise they are swiftly dealt with. Racism is strongly disapproved of. There is a good awareness of how to keep fit and healthy, with pupils making healthy choices of food and most being keen to take part in exercise. Pupils greatly enjoy their education and this is reflected in their good attendance at school. Involvement in the school council and Young Leaders reflect pupils' excellent commitment to the school community. Older pupils often help and assist younger pupils in lessons and pupils work well together. Good academic progress combined with very positive attitudes to learning mean that pupils are very well placed for future success.

Quality of provision

Teaching and learning

Grade: 2

Teaching is of better quality in Key Stage 2 than Key Stage 1, and this is reflected in the way that pupils' achievement gains pace when they join Key Stage 2. Teaching assistants make an important contribution to learning by encouraging pupils' creativity and providing high quality support to small groups of pupils who may be finding learning difficult. Relationships are extremely good between pupils and staff and this gives pupils confidence to learn from their mistakes. Behaviour is exceptionally well managed. The match of work to pupils' needs is generally satisfactory. Questions are well pitched and extend the understanding of pupils of different ages and abilities. However, the more able pupils sometimes complete the same work as average pupils and this holds back their progress particularly in Key Stage 1. Very good attention is paid to pupils' personal development and pupils are encouraged to work together and therefore develop the ability to collaborate well. Information and communication technology is used well to support learning especially in Key Stage 1.

Curriculum and other activities

Grade: 2

The school successfully provides a broad, balanced and rich curriculum using innovative ways to overcome the constraints of a small school. Good provision for developing creativity through art, design technology, music and drama are appreciated by the pupils. Although the science curriculum has a good focus on learning through practical investigation, the work set and the methods of recording are very similar for pupils of different ages and abilities in Key Stage 2. This holds back the achievement of the more able pupils. Exceptionally good use is made of visits and visitors to make learning interesting, enjoyable and relevant. For example, a recent drama workshop where pupils played the roles of Egyptian gods, slaves and citizens reinforced pupils' knowledge and understanding of that period and was greatly enjoyed by all. Themed days are used to enhance the curriculum and successfully extend pupils' understanding of other cultures, for example, in India and Mexico. There is a good range of clubs including opportunities for sport and the bi-annual residential visit is currently the subject of great excitement in the school as pupils look forward to taking part in a range of outdoor activities.

Care, guidance and support

Grade: 2

The good, high quality of care, guidance and support makes a very important contribution to securing pupils' good achievement and outstanding personal development. Staff, including the headteacher, know the pupils extremely well. Vulnerable pupils including those with learning difficulties and/or disabilities are very well supported. This is enhanced by good links with external agencies. Those pupils who are in danger of falling behind are spotted and offered effective help. Pupils know their learning targets well and appreciate the way teachers take the time to talk through their work and help them to make improvements. The marking of pupils' writing is usually thorough and helpful but the marking of mathematics books is less well developed.

Leadership and management

Grade: 2

The headteacher has high expectations of pupils' academic achievement and standards of behaviour and provides exceptional leadership. Her hard work and commitment has ensured that the school has gone from strength to strength during some difficult times. Although the headteacher successfully undertakes a considerable number of important roles in this small school, other staff also have much to do and are committed and hardworking. The headteacher knows her school well and is aware of where improvements could be made. The school has a plethora of data but it is not always effectively organised to provide a clear view of pupils' achievement from their start in school to the end of Year 6 or used to hold teachers to account. The school's strong links with the local community and industries, and its commitment to increasing pupils' awareness of the wider world, ensure that community cohesion is good. Governors are very supportive and provide appropriate challenge.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

Achievement and standards

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

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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

Annex B**Text from letter to pupils explaining the findings of the inspection**

6 March 2009

Dear Pupils

Inspection of Paull Primary School, East Riding of Yorkshire, HU12 8AW

It was a delight and a privilege to inspect your school. I really enjoyed talking to you all and I listened very carefully to what you had to say. You go to a good school where you have a brilliant time because of all the exciting things you have to do.

It was good to hear that you know lots about keeping healthy and safe. I was very impressed by your excellent behaviour and the way that you all get on so well together. You have good manners and make visitors very welcome indeed. Your school council and the Young Leaders are doing a good job. I was pleased to hear that you really enjoy your art and design technology lessons. I must admit these lessons looked great fun. I was tempted to join in. You sounded really excited about the residential visit. I hope you have a wonderful time!

You told me that your teachers look after you well and that they always try to help you. Children in the Nursery and Reception get off to a satisfactory start. Although there are lots of things for children to do these activities are not always designed to move their learning on.

Your teachers work very hard indeed to make sure your school just gets better and better. Your lessons are interesting and lots of fun but your teachers also make sure you work hard too. That is why the quality of teaching and your learning is good and you make such good progress. In fact by the end of Year 6, you are reaching standards that are above those reached by many other children. However, some of you in Class 1, who find work quite easy, could do even better. I noticed that many of you in Class 2 produce wonderful work in your writing and mathematics books but the work in your science books is not of such a high standard. So I have asked your school to make sure that more of you are challenged in science so that you might reach Level 5.

Managers at your school are doing a good job. They have made your school a good one for you.

I wish you well for the future.

Yours sincerely

Susan Walsh