

Paisley Primary School

Inspection report

Unique Reference Number	117809
Local Authority	Kingston upon Hull City of
Inspection number	339079
Inspection dates	13–14 January 2010
Reporting inspector	Nigel Cromey-Hawke

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	336
Appropriate authority	The governing body
Chair	Mrs C Arrowsmith-Cooper
Headteacher	Mr Robin Petch
Date of previous school inspection	4 September 2006
School address	Paisley Street Hull HU3 6NJ
Telephone number	01482 355984
Fax number	01482 571299
Email address	admin@paisley.hull.sch.uk

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 12 lessons and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at a wide range of documentation, including development planning, self evaluation records, policies, performance data, surveys completed by pupils and staff, and 82 questionnaires returned by parents and carers.

- whether there is evidence that current pupils' progress is at least satisfactory
- how vigorously the school is challenging attendance and punctuality
- the quality of teaching across all classes and whether it meets the needs of all pupils
- how good is pupils' spiritual, moral, social and cultural development, including their behaviour
- how effectively leaders and managers, including governors, drive ambition and improvement in the school.

Information about the school

This is a larger than average primary school. The proportion of pupils eligible for free school meals is above average. The majority of pupils are of White British origin. There is a very small proportion of pupils from other ethnic groups who speak English as an additional language. The number of pupils with special educational needs and/or disabilities is broadly average. A high number of pupils leave or join the school at various stages of the year. The provision for Early Years Foundation Stage is organised into two parallel Foundation Stage Units, within separate half-day Nursery classes and two Reception classes. The school has suffered from long term staffing absences over the last two years. It has also had to absorb an unforeseen budget deficit last year that resulted in reductions in staff working hours. The school holds Investors in People and Healthy Schools awards and operates a breakfast club.

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

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Paisley Primary is a satisfactory school. It is improving again rapidly after a dip in standards following a period of lack of staff continuity outside the school's control. It has some good features and the vast majority of parents are clearly supportive of it.

Children gain a good start to their learning in the Early Years Foundation Stage as a result of the good teaching, care, curriculum and leadership and management there. Standards at the end of Year 6 fell to low levels three years ago and progress throughout the school was sometimes inadequate. Following a short period under the local authority's Improving Schools Programme, attainment has risen again to broadly average. Progress is now at least satisfactory and in some cases good, notably for those pupils with special educational needs and/or disabilities. Progress for some pupils is hampered by their arrival part-way through a year but they are helped by the revised assessment system that informs programmes of support and helps them make satisfactory progress as well.

Learning and teaching are satisfactory, largely because they lack the consistent challenge needed to ensure good progress. Some is good or better but the impact of assessment upon what happens in lessons is variable. The satisfactory curriculum has an appropriate focus upon key literacy and numeracy skills and the use of visits and visitors to provide interest. Joint year classes and themed topic approaches have been introduced to help target teaching more effectively. However, there is not always a clear match of activities to pupils' needs. As a result, pupils' interest sometimes flags and progress slows. The pastoral support provided by the school is good but the overall care, guidance and support is satisfactory. This is because of the lack of impact of steps taken to improve unsatisfactory attendance and punctuality. Most pupils clearly enjoy their time in school and say they feel safe and valued. Opportunities for taking responsibility within the school and community are satisfactory but growing, as is pupils' understanding of leading a healthy lifestyle. Behaviour is satisfactory but improving overall and often good in the older classes.

Leaders and managers, including governors, are driving improvement forward effectively, with good partnership working helping to promote pupils' learning and well-being. Some aspects of self-evaluation practice are underdeveloped, however. Community cohesion is satisfactory but improving as a major school priority. It is being well developed at local level, although pupils' understanding of and contacts with the wider world are less secure. Safeguarding requirements are met and the school's capacity for sustained improvement is satisfactory.

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What does the school need to do to improve further?

- Raise attainment by making the quality of learning and teaching consistently good or better across the school, especially in relation to the levels of challenge provided and match of activities to pupils' needs.
- Pursue poor attendance and punctuality as vigorously as possible by continuing to look for effective strategies that will impact upon pupils and parents.
- Develop monitoring practices more fully in order that leaders and managers at all levels have a clearer picture of the quality of learning across all areas of the school.
- About 40% of schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

Outcomes for individuals and groups of pupils

3

In the best lessons, pupils are fully engaged and make good progress as a result of good and sometimes outstanding teaching. Pupils work well collaboratively and respond to the wide range of activities provided for them that match their needs well. Learning is satisfactory in the majority of lessons, however, but improving rapidly. Test and teacher assessment data show an initial decline in standards since the last inspection with pupils reaching low levels across their subjects by the time they left school in 2007 and again in English in 2008. As a result of a programme of support and challenge, standards on exit rose to broadly average last year, including the number of pupils attaining the higher levels in English and mathematics.

Inconsistencies in the quality of teaching remain, although attainment is now broadly average across most of the school. The good assessment system and lesson observation shows that most pupils now make at least satisfactory progress. In the best lessons observed most pupils with special educational needs and/or disabilities make good progress. As a result the majority of pupils are on track to meet the challenging targets the school has set itself. Pupils who enter the school part-way through a year are accurately assessed and their starting points determined. They are integrated into lessons well, helped by extensive support from the many teaching assistants. These pupils also make satisfactory progress.

The majority of pupils say they feel safe and well looked after. They value the improvements brought about in behaviour recently so that it is now at least satisfactory and often good in Key Stage 2. Few pupils are confident enough to work independently, however, or to transfer what they have learnt in some lessons to new learning situations. The attendance of the majority is satisfactory but overall inadequate, being adversely affected by term time holidays, odd days off and high levels of persistent absence from a core of pupils. The school takes this very seriously, including taking legal action, but the impact of this has yet to be seen. As a result the promotion of pupils' future economic well-being is no better than satisfactory. Pupils have a satisfactory understanding of how to lead a healthy lifestyle, reflecting the school's award. Many

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attend the breakfast club and get a good start to their day in school. Involvement in sporting activities in Key Stage 2 is good but more limited because of what the school offers in Key Stage 1. Pupils take some responsibility for the everyday running of the school, acting as playground buddies and classroom monitors and the school council is enthusiastic, but meets infrequently and is largely adult led. Pupils' spiritual, moral, social and cultural development is satisfactory, helped by the social and emotional aspects of the learning programme, and the focus upon building pupils' understanding of others' behaviour. Pupils' awareness of the diversity of the modern world and their wider cultural understanding is underdeveloped but improving.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	3
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Teaching is satisfactory across the school. There is a small amount that is outstanding. In the better lessons, good planning ensures that varied activities are provided that meet the needs of pupils and good pace and challenge from the teacher stimulates their interest. The school has developed good assessment practices since the last inspection and in the good lessons the results of this clearly inform teaching and help the many

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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assistants target support sessions where appropriate. The majority of lessons lack this rigour. Activities are not as well matched to the often complex needs of pupils, despite the arrangements in English and mathematics for pupils to be taught in year group classes according to their attainment. In these cases there is frequently too much teacher direction and limited independent working, resulting in a slowing of progress and loss of interest amongst some pupils.

The curriculum is satisfactory. It is well planned, and has a strong focus upon literacy and numeracy. A number of visits and visitors, including some relating to the local area and its history, are increasingly being used to help make learning meaningful and interesting to pupils. They say they enjoy this aspect of their learning especially. There is some focus upon international cultures through an annual project and an innovative dance, music and religious education programme, but this sometimes does not take sufficient account of pupils' differing learning needs and its impact is variable. The provision for the more able and talented learners is being well developed in the earlier years but is not yet established in Key Stage 2. Information and communication technology is well planned into areas across the curriculum and is used satisfactorily.

The care, guidance and support provided by the school are satisfactory. The levels of pastoral care are good, and the school works well with its partners and outside agencies to help ensure that vulnerable pupils' needs are well met. The work of the assistant for pupil well-being, in this respect, is especially valued by staff and pupils. Transition arrangements for pupils joining and leaving the school are well developed. Punctuality to lessons is sometimes unsatisfactory and actions taken by the school to address this are not yet effective. On a few occasions, there are inconsistencies in the way some staff operate the behaviour policy that result in periods of strained relationships with pupils.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

The leadership has responded well to the challenges of recent years, stabilised staffing and begun to recover standards to the levels of the last inspection. Behaviour has improved, as pupils themselves recognise and data evidences. Good assessment systems have begun to chart pupils' progress more accurately, although they are not yet used consistently by all staff to shape their teaching. There is a clear and well coordinated drive towards improvement. Some areas of self-evaluation practice are underdeveloped, however, and some leaders and managers do not have a sufficiently

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clear picture of provision in their areas of responsibility. There are suitable, although rather brief, plans in place to support future growth.

Safeguarding procedures are satisfactorily in place. The governing body fulfils its statutory duties satisfactorily and is committed to the vision of the headteacher and senior leaders, although it recognises that it needs to more actively engage in the daily life of the school. Community cohesion is satisfactory. The school is becoming increasingly effective in working with the local community, and has developed a link with Sierra Leone, but recognises that pupils' understanding of the diversity of the modern world and their contact with it are underdeveloped. The promotion of equality of opportunity is variable across the school, with strengths in the support for vulnerable pupils but underdeveloped for the more able learners. Concerns expressed by some staff in their questionnaire returns about the quality of some aspects of the leadership and management of the school were investigated and judged to be unfounded.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children enter the Nursery with knowledge, understanding and skills that are below those typical for their age and sometimes well below, especially in communication, language and literacy and social interaction. Children settle well and enjoy their time in the Early Years Foundation Stage because of the good care they receive and the warm positive atmosphere. This is also true for those who enter at times other than normal. There is a strong emphasis upon developing the basic skills and learning is recorded in detail on an electronic system that allows teachers to track each child's development

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carefully. Teachers communicate this regularly with parents and carers and are well aware of children's interests. Children make good progress as a result of the good teaching in an environment that caters well for their needs. Those children with special educational needs and/or disabilities also make good progress because of the extra support they receive from the talented and hard working adults in the Early Years setting.

Teachers plan a good range of activities with a good balance between those that they direct and ones that children choose themselves. As a result, behaviour is good. By the time they leave, children are able to play and work together well, having reached expected levels in personal development, physical development and knowledge and understanding of the world, but still below in all other areas of learning, especially writing. The outdoor area is well resourced but was not seen in use during the inspection due to excessive snow. Leadership and management are good, with training up-to-date, safeguarding measures fully in place and good plans in evidence for driving further improvement, including provision for the more able and talented.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The vast majority of parents and carers who returned the questionnaires are very happy with most aspects of the school. They consider that the school provides a safe and caring environment for their children and that it is largely well led and managed.

A very small minority had concerns about behaviour, which then became a specific focus of the inspection, but this was found to be at least satisfactory and improving.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Paisley Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 82 completed questionnaires by the end of the on-site inspection. In total, there are 336 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	40	49	39	48	2	2	0	0
The school keeps my child safe	38	47	41	51	1	1	0	0
The school informs me about my child's progress	35	43	40	49	3	4	0	0
My child is making enough progress at this school	30	37	48	59	1	1	0	0
The teaching is good at this school	36	44	42	52	2	2	0	0
The school helps me to support my child's learning	31	38	46	57	2	2	0	0
The school helps my child to have a healthy lifestyle	29	36	51	63	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	28	35	50	62	1	1	0	0
The school meets my child's particular needs	29	36	47	58	3	4	0	0
The school deals effectively with unacceptable behaviour	26	32	38	47	10	12	2	2
The school takes account of my suggestions and concerns	23	28	48	59	3	4	1	1
The school is led and managed effectively	22	27	50	62	6	7	1	1
Overall, I am happy with my child's experience at this school	36	44	42	52	1	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for 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 inspected between September 2007 and July 2008

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.

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.



15 January 2010

Dear Pupils

Inspection of Paisley Primary School, Hull, HU3 6NJ

Thank you for the warm welcome you gave me and the team when we inspected your school recently. You were very friendly, polite and enthusiastic about what you do. You told us a lot of interesting things about your school and you are clearly very proud of it.

Paisley Primary is a satisfactory school with some good features. You get a good start to your learning in the Early Years Foundation Stage and make good progress as a result of the good teaching and care you receive. This progress is often slower in Key Stage 1 and Key Stage 2 so teachers will try hard to plan and teach more of the good lessons we saw to help you do even better. The range of subjects that you take is satisfactory, but there is a good focus upon English and mathematics that helps you across all your learning. For those of you who join the school part-way through the year there is clear assessment of your needs that helps you settle in well. The school works well with partners and outside agencies to help you learn and develop and most of you say you enjoy school and feel safe and well cared for. Behaviour is satisfactory and improving. You know what it means to lead a healthy lifestyle and take part enthusiastically in the sporting opportunities provided at Key Stage 2, especially the swimming. I have asked the school to consider three things that will help make it a better place to learn.

- Help raise your attainment further by making learning and teaching more consistently good or better across the school, especially in the match of activities to your needs and the levels of challenge you are given.
- Challenge poor attendance and punctuality vigorously so that your learning is not disrupted.
- Check what is going on in lessons more regularly so that leaders and managers at all levels have a clearer picture of the quality of teaching you receive.

You can help by telling your teachers how you learn best, by letting them know if you have any problems and coming to school on time every day. I wish you the best for the future.

Yours sincerely

Dr Nigel Cromey-Hawke

Lead inspector

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