

Inspection of a good school: Paisley Primary School

Paisley Street, Hull, HU3 6NJ

Inspection dates:

18 and 19 January 2022

Outcome

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

What is it like to attend this school?

Pupils speak confidently about the new behaviour system in school. They think it is fair and know the expectation is to have 'green behaviour'. Teachers apply the behaviour policy consistently and pupils are well behaved. Teachers use the phrase 'magnet eyes' to ensure all pupils are focused on them.

Before the COVID-19 pandemic, pupils had access to a wide range of clubs, including sport, music and art. These are being slowly reintroduced this term.

There was a mixed response from parents who responded to Ofsted's online questionnaire, Ofsted Parent View. Only half of parents surveyed felt the school lets them know how their child is doing.

All staff have recently agreed what the key drivers should be to ensure the Paisley curriculum is inspiring. However, the curriculum is in the early stages of development. Many curriculum leaders are new to their area of responsibility. As a result, leaders describe their curriculum thinking as 'a work in progress'.

The HeadStart Mark of Excellence has recently been awarded to the school for their work supporting pupils' mental health and well-being. Staff morale is high and staff know leaders are mindful of their workload. New teachers feel supported by the existing team.

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

Leaders have worked with other schools within the trust to develop curriculum documents. These documents contain progressive objectives that show what pupils should know in each year group. Curriculum leaders at Paisley are now developing plans that include these progressive objectives. These are being created a term at a time. They

have not yet considered the curriculum for the summer term. As a result, leaders have not thought through exactly what they want pupils to learn for the whole year. Leaders should make sure the curriculum is coherent and sequenced and builds on what pupils know.

Leaders have introduced a new phonics scheme. They want every pupil to 'learn to read and read to learn'. They have ensured all staff have accessed training so they know the routines and expectations when teaching phonics. However, some staff are not secure in the script or structure of the scheme. This means pupils are not receiving the consistent, high-quality teaching leaders expect. Reading books were generally matched well to the sounds that pupils know. Every class has a daily story time. Leaders know that teachers are relying on reading the same books to pupils each year. As a result, leaders are developing a book list for each year group that will excite and enthuse pupils' love of reading.

Teachers have good mathematical subject knowledge. As a result, work matches the needs of the pupils. Pupils spoke positively about mathematics. They were able to recall previous learning that supported their understanding of the current mathematical unit. For example, Year 6 pupils completing work on fractions remembered learning about halves in Year 1 and converting fractions to the same denominator in Year 5. Mathematics in the early years class supported the language development of children as they sang rhymes and counted to five.

Pupils with special educational needs and/or disabilities (SEND) have plans with personalised targets to support their progress. While teachers are involved in writing these targets, they are not making sure there are individual activities or interventions to address them. This means some pupils with SEND will not be able to achieve the target set for them. A significant percentage of parents who responded to Ofsted Parent View do not think their child with SEND has the support they need to succeed.

Leaders use a scheme to teach personal, social and health education and relationships and sex education in an age-appropriate way. Healthy relationships, consent, diversity and protected characteristics are prioritised within the scheme. For example, in Year 1 pupils begin to discuss gender reassignment within the unit 'celebrating me'. Year 2 covers gender diversity and Year 6 focuses on researching a significant transgender athlete. This is helping to prepare the pupils for their future in modern Britain.

The trustees know the strengths and weaknesses of the school. They are involved in regularly reviewing the leaders' plans to improve the school. Leaders are being supported by specialist curriculum advisers from the trust to develop their curriculum expertise.

In discussion with the headteacher, the inspector agreed that deep dives in art and history may usefully serve as a focus for the next inspection.

Safeguarding

The arrangements for safeguarding are effective.

The trust business manager works alongside school administrators to complete the checks on staff who work at the school. Leaders know that some pupils are at greater risk out of school as they access the local park. Leaders have involved the police community support officer to speak to pupils about staying safe in public spaces. Pupils can report their concerns to a trusted adult or by using the wishes and worries box. Electronic records are kept of all concerns and incidents. Leaders review these to ensure families access the right agencies for support.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum structure for the foundation subjects is not sufficiently sequenced. Curriculum leaders are planning one term at a time. This means they do not have an overview of how the curriculum builds on what pupils already know. Leaders should ensure that the curriculum sets out what pupils should know, and in what order, over time.
- Phonics teaching is not consistent. Leaders have purchased a new phonics scheme and delivered staff training. However, some staff are still not confident in following the agreed lesson structure. Leaders should ensure that all staff have the skills to deliver the scheme with fidelity. This will ensure pupils receive a structured, consistent approach to learning phonics.
- Pupils with SEND are not consistently receiving the extra support or interventions they need. This means pupils are not being given opportunities to achieve the targets set on their support plans. Leaders should check that the targets on the support plans are being worked towards, to ensure pupils make as much progress as possible.

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 a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the predecessor school, Paisley Primary School, to be good in November 2012.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	144305
Local authority	Kingston Upon Hull City Council
Inspection number	10212311
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	350
Appropriate authority	Board of trustees
Chair of trust	Neil Porteus
Headteacher	Nicola Leach (Acting Head of School)
Website	www.paisleyprimary.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school is a member of the Constellation Trust.
- Paisley Primary School converted to become an academy in November 2017. When its predecessor school, Paisley Primary School, was last inspected by Ofsted in 2012, it was judged to be good.
- The school is using one alternative provider.
- There have been significant staff changes in recent years. The acting headteacher was appointed in January 2022.
- In autumn 2021 the school was significantly impacted by COVID-19. There were high levels of staff and pupil absence.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in their evaluation of the school.
- The inspector met with the acting headteacher and other leaders. Meetings were also held with representatives of the trust.

- The inspector carried out deep dives in these subjects: early reading, mathematics and art. For each deep dive, the inspector met with curriculum leaders, spoke to pupils and teachers, looked at their work and visited lessons.
- The inspector examined safeguarding records, attendance and exclusion figures, curriculum plans and policies.
- The views of parents were sought from the 31 responses to Ofsted's parent survey.
- The views of staff were considered from meeting with staff and from the responses to Ofsted's staff questionnaire.
- The views of pupils were considered from meeting with them.

Inspection team

Alison Stephenson, lead inspector

Her Majesty's Inspector

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