

Inspection of Paisley Primary School

Paisley Street, Hull HU3 6NJ

Inspection dates:

21 and 22 February 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Early years provision

Good

Previous inspection grade

Not previously inspected under section 5
of the Education Act 2005

The head of school is Jack Danson. The school is part of The Constellation Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Cathy Taylor, and overseen by a board of trustees, chaired by Neil Porteus.

What is it like to attend this school?

There are high aspirations for pupils in the school. Pupils are happy and feel safe. Adults encourage pupils to do their best.

Pupils' outcomes in national assessments are below average. However, the school is taking effective action to improve and provide a broad, ambitious curriculum for all pupils. The impact of these changes is most evident in early reading.

There has been much change in the school. Pupils embrace the new 'golden rules'. They understand the importance of following them. Pupils are polite and helpful. For being kind and playing well, they like to receive the 'golden welly'. Playtimes are fun. Pupils especially enjoy building dens and playing on the rope swing. They know the rules to stay safe online.

Pupils take on responsibilities such as being members of the school council. They like to take part in events such as collecting food to donate to their local charities.

The school provides many opportunities to develop pupils' talents and interests. There are clubs such as gymnastics and football. Visits to science museums are very popular. Pupils enjoyed a parliamentary visit in London. They learned about famous monuments in the capital. A trip to the theatre was well received.

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

There is a well-designed curriculum in place. School and trust leaders have provided training to help curriculum leaders to develop their subjects. Pupils with special educational needs and/or disabilities (SEND) access the same curriculum as their peers. Teachers provide adaptations in lessons, such as specialist equipment and additional support, to help pupils meet their individual targets. However, some pupils with SEND do not have these needs identified quickly enough. They do not get the specific interventions required to help them to succeed.

Leaders have identified what needs to be taught. In some subjects, the intended curriculum is not being taught consistently well. Teachers have had some training. However, in some subjects, teachers do not consistently select activity choices and teaching materials that help pupils to learn the curriculum. Pupils have gaps in their understanding from previous topics. This means that pupils find it hard to learn some new material because their previous learning is insecure.

The school has a consistent approach to the teaching of early reading. All adults teach the school's phonics programme well. Pupils read books that contain the sounds that they know. Pupils who need to catch up in reading have individual fast-track phonics teaching. Pupils read a diverse range of books. Teachers support pupils to read books they may not normally choose. Receiving a book prize from the vending machine is very exciting.

In the early years, there is an effective curriculum in place. The school has identified the important vocabulary and small steps of learning that children need. Adults develop children's language carefully. Books are an integral part of the curriculum. For example, pupils could confidently re-tell the story of the three little pigs, using all the vocabulary they had been taught. Some children build a house of bricks. They know the wolf does not blow it down. Children concentrate well as they practise and complete tasks. They remember what they have been taught.

Pupils benefit from the school's personal development programme. All members of the school community embrace equality of opportunity. Pupils understand the importance of treating everyone fairly. They can make comparisons about different religions such as Hinduism and Christianity. They are respectful of others' beliefs.

Pupils take part in a variety of sports at playtimes, such as cricket. They are given the opportunity to take part in competitions such as table tennis. Pupils learn about mental health. They can talk about the tips they learn to support well-being, such as breathing exercises.

The school has worked with local partners to improve the systems to check pupils' attendance. This work has had a positive impact on most pupils. Leaders continue to work on further improving the attendance of those pupils who do not regularly attend school.

The trustees and governors have been key partners in reshaping the direction of the school. The trust has worked alongside school leaders to drive timely and sustainable improvements. Governors and trustees perform their required statutory duties well. They hold senior leaders to account effectively. Teachers feel that leaders consider their needs and prioritise their well-being when introducing new initiatives to the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some curriculum subjects, teachers do not always select activities that help pupils to learn the key knowledge. As a result, pupils are not learning the intended curriculum as well as they might. The school needs to continue the programme of staff training to ensure lessons are taught well.
- There is not a rigorous enough system in place to identify and support some pupils with SEND. Pupils with higher learning needs have not been able to access specific interventions that they need to help them improve. The new approach, that was put in place recently, needs to be consistently followed.

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

Unique reference number	144305
Local authority	Kingston Upon Hull City Council
Inspection number	10255599
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	372
Appropriate authority	Board of trustees
Chair of trust	Neil Porteus
Head of School	Jack Danson
Website	www.paisleyprimaryschool.org.uk
Dates of previous inspection	18 and 19 January 2022, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Constellation Trust.
- The school uses one registered alternative provider.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- 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 held meetings with the headteacher, curriculum leaders and other staff.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, art and history. For each deep dive, inspectors discussed the curriculum with

subject leaders, visited a sample of lessons, spoke to leaders, spoke to some pupils about their learning and looked at a sample of pupils' work.

- 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.
- Inspectors considered responses to Ofsted's staff survey and Ofsted's online questionnaire, Ofsted Parent View, including any free-text responses. Inspectors talked to pupils to gather their views on school life. They also talked to parents.

Inspection team

Lesley Allwood, lead inspector	Ofsted Inspector
Shan Brough Jones	Ofsted Inspector
Nick Styles	Ofsted Inspector

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