

# Pearl Hyde Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	103670
<b>Local Authority</b>	Coventry
<b>Inspection number</b>	363679
<b>Inspection dates</b>	20–21 June 2011
<b>Reporting inspector</b>	Keith Brown

This inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	295
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Denise Gocher
<b>Headteacher</b>	Brendan Doherty
<b>Date of previous school inspection</b>	31 January 2008
<b>School address</b>	Dorchester Way Coventry CV2 2NB
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<b>Fax number</b>	024 76616068
<b>Email address</b>	headteacher@pearlhyde.coventry.sch.uk

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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	20–21 June 2011
<b>Inspection number</b>	363679

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## Introduction

This pilot inspection was carried out by three additional inspectors. Inspectors observed different aspects of the school's work, including approximately nine hours of teaching, and observed 11 teachers. Meetings were held with pupils, the headteacher, teachers, and governors. Inspectors looked at safeguarding arrangements, as well as other information including development planning, schemes of work, policies, procedures and a range of pupils' books. A total of 126 questionnaires from parents and carers were scrutinised, together with 24 from staff and 148 from pupils.

## Information about the school

This primary school is larger than average. Almost half of the pupils are from White British backgrounds and the rest are from a variety of other heritages. The number of pupils from ethnic minority groups is well above average as is the proportion of pupils who speak English as an additional language. The number of pupils known to be eligible for free school meals is lower than the national average. The percentage of pupils identified with special educational needs and/or disabilities and the percentage of pupils with a statement of special educational needs are lower than the national averages. The school has exceeded the government's floor targets for academic performance in each of the last three years.

Amongst its national awards, the school has Investors in People, Healthy Schools status and The Design Mark.

There is nursery provision onsite, but this is not managed by the governing body, and is inspected separately.

## Inspection judgements

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement</b>	<b>2</b>
<b>Teaching</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>
<b>Behaviour and safety</b>	<b>2</b>

Does the school adequately promote the pupils' well-being?	Yes
Does the school adequately promote community cohesion?	Yes
Does the school provide value for money?	Yes

## Key findings

- This is a good school. It provides a very caring and supportive environment for pupils and their families and is an important part of the local community. The headteacher and his team have high expectations and provide good leadership and management.
- Most pupils, including children in the Early Years Foundation Stage, make good progress. The progress of many students with special educational needs and/or disabilities is good. The school's Key Stage 2 national test results are high. Teachers' good expertise motivates pupils to work very hard and achieve well.
- Teaching is good. In most lessons pupils are fully engaged and learn very enthusiastically. There are, however, a small number of lessons where teaching does not ensure that all pupils are fully involved in what they are doing throughout the lesson. Sometimes the work is too hard or too easy for individuals and teachers' marking does not always help pupils to know how to improve their work.
- The curriculum is well organised and helps pupils to develop into thoughtful, independent and confident young people. Boys in the Early Years Foundation Stage are not consistently provided with sufficiently structured writing tasks.
- Pupils' attendance is average overall. The school has worked hard to improve levels of attendance but a small number of pupils are taken on holidays during term time. The level of persistent absence has fallen and is now below average.
- Pupils behave well in lessons and around the school. They are courteous, considerate and cooperate well with one another.
- Every parent responding to the questionnaire felt their child was safe in school and the vast majority of pupils agreed. Pupils with whom the inspectors held

discussions noted that the rare instances of bullying are addressed promptly and effectively by the school.

## What does the school need to do to improve further?

- Provide more opportunities in the Early Years Foundation Stage for boys to engage in structured writing activities.
- Accelerate the progress made by pupils by ensuring that:
  - marking and constructive feedback from teachers are frequent and of a consistently high quality
  - all teachers set challenging tasks that are very well matched to pupils' individual needs and abilities.
- Use the good links with parents and carers to improve attendance by reducing the number of holidays taken during term time.

## Main report

Children's attainment on entry to the Reception Year is broadly in line with that expected for their age. They make good progress in Reception classes and are working above age-related expectations in all areas of learning by the start of Year 1. The school builds well on these favourable starting points of many pupils. The progress made by all pupils, whatever their background is good in all subject areas across the curriculum. The school's performance in the national English and mathematics tests for pupils in Year 6 is high. There was a dip in English results in 2009 but following robust actions by the school results improved in 2010. The gaps between the English and mathematics results of pupils known to be eligible for free school meals and those of their peers are narrower than the national gaps. The achievement of most pupils is good.

Pupils with special educational needs and/or disabilities often make good progress. Staff are quick to identify pupils' individual needs and appropriate interventions are put in place. Teachers and teaching assistants provide effective support and challenge. They help pupils by demonstrating skills precisely and teaching specialist vocabulary.

The learning observed in lessons was good overall. Pupils gain knowledge and develop understanding well. They enjoy positive relationships with adults and respond quickly to their guidance. They say they enjoy their lessons and demonstrate confidence in their ability to learn well because they are usually clear about what is expected. Pupils listen to each other's views carefully and are good at using a partner to bounce ideas off to produce a well-reasoned answer. In a good Year 6 mathematics lesson, for example, pupils worked well in pairs to calculate the surface area of cuboids.

In the Early Years Foundation Stage children are developing good independent skills. The school offers a wide range of stimulating activities and there is a good balance of those which are child-initiated and those led by adults. Effective use is made of the outside learning environment which widely extends learning across the curriculum. There is a good emphasis on supporting children's communication skills.

However boys are not engaged as enthusiastically as girls in their writing. Children respond positively to the well-focused questioning used by staff. For example, in one Reception Year class the teacher's questioning enabled children to learn quickly how to adjust the flow of water through a series of drainpipes.

Teachers and teaching assistants work well together to meet pupils' needs. Staff have high expectations of what pupils of all abilities can achieve. Teachers ensure that pupils understand what they are expected to learn but in a few lessons teachers did not review pupils' learning at regular points to keep challenge appropriate. The marking and assessment of pupils' work are good. The school is aware that some inconsistencies remain and is working appropriately to eliminate them. The school is refining its staff development to support all teachers to consistently teach lessons that maximise the potential of all pupils. Pupils' reading abilities are regularly and accurately tested and progress is tracked effectively. At the age of six pupils' attainment in reading is above average. By the time they leave school pupils' attainment in reading is high. In Reception classes adults assess children's progress regularly and use this information well in targeting learning.

A good curriculum helps pupils to progress well and prepares pupils for the next stages of their education. Interactive whiteboards are used effectively in many lessons to engage pupils' interest and make learning more memorable. Opportunities for pupils to use their literacy, numeracy and information and communication technology skills across the curriculum are good. Pupils say they enjoy the theme days which are a regular feature of the curriculum. For example a recent Egyptian day for Years 3 and 4 helped pupils to learn much more about the Pharaohs and how to write hieroglyphics. The curriculum is extended by a good range of well-attended music, dance, art and sports activities, as well as by visitors and visits.

The overwhelming majority of pupils, including children in the Early years Foundation Stage, enjoy school and feel safe. Pupils know who to turn to for help and are confident that any concerns they may have will be taken seriously and dealt with effectively. Pupils interviewed said that although bullying occasionally takes place, they were confident that it is quickly addressed. Pupils are aware of the different types of bullying and the importance of preventing them.

The school environment is well-ordered and safe. Pupils are punctual to lessons. They respond very well to the school's strategies for improving behaviour. Inspectors saw only very rare instances of disruption to learning in lessons, all of which were well managed by teaching staff. Most parent and carer and pupil questionnaire responses confirmed that behaviour is good in the school. Pupil attendance is now average overall but has been low in the past. A few pupils are taken on holidays during term time. The school has put in place a number of good strategies to improve attendance and is working well with parents and the local authority.

Pupils enjoy taking on extra responsibilities, for example, by joining the school council or becoming 'Playground Pals' or a 'Key Stage One Buddy'. A group of pupils recently organised fund raising activities to develop the school pond and ecological area. Pupil views are actively sought and taken seriously through a variety of formal and informal means, including regular surveys and feedback. Representatives from the school council attend parts of meetings of the governing body to convey pupils'

views on school issues.

The headteacher is well supported by the deputy headteacher and other leaders. The Early Years Foundation Stage is effectively led and managed. The headteacher is keen to make improvements and staff share his vision. The school has a good understanding of the most important areas for improvement and well-focused plans have been drawn up to address them. The school promotes equality of opportunity and tackles discrimination well, and is accurately tracking each pupil's progress towards challenging targets. The headteacher and other leaders scrutinise pupils' work effectively, monitor the quality of lessons, and review teachers' planning. The headteacher's informative reports to the governing body include an evaluation of progress towards targets in the school improvement plan and an update on pupil achievement. The governing body provides good challenge and strategic direction. The capacity for sustained improvement is good.

The school works closely with parents and carers, whose views are regularly sought and acted upon. The very large majority of parents and carers' questionnaires confirmed that the school responded to their concerns and kept them well informed. Regular newsletters keep parents and carers abreast of activities in the school. Partnerships and links with agencies ensure that pupils with specific needs are well supported. The school has good relationships with the neighbouring nursery and is working with it to strengthen practice and provision in the school's Reception Year.

Pupils make good progress in their spiritual, moral, social and cultural development. There is a strong sense of pride in the school community and this contributes well to pupils' understanding of their rights and responsibilities. They are keenly aware of how their actions can affect others.

Systems to safeguard pupils are robust. Careful checks are made of the suitability of adults to work with children and risk assessments are good.

### Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Pearl Hyde Community 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 12 statements about the school.

The inspection team received 126 completed questionnaires by the end of the on-site inspection. In total, there are 295 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
Q1 My child is happy at school	90	71	33	26	1	1	0	0
Q2 My child feels safe at school	88	70	38	30	0	0	0	0
Q3 The school helps my child to achieve as well as they can	64	51	59	47	2	2	0	0
Q4 The school meets my child’s particular needs	60	48	61	48	1	1	0	0
Q5 The school ensures my child is well looked after	82	65	41	33	3	2	0	0
Q6 Teaching at this school is good	78	62	41	33	3	2	0	0
Q7 There is a good standard of behaviour at this school	62	49	56	44	3	2	0	0
Q8 Lessons are not disrupted by bad behaviour	52	42	62	50	6	5	0	0
Q9 The school deals with any cases of bullying well	56	44	56	44	2	2	1	1
Q10 The school helps me to support my child’s learning	61	48	55	44	5	4	0	0
Q11 The school responds to my concerns and keeps me well informed	68	54	47	37	10	8	0	0
Q12 The school is well led and managed	84	67	38	30	2	2	2	2

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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"> <li>■ The achievement of all pupils.</li> <li>■ Behaviour and safety.</li> <li>■ The quality of teaching.</li> <li>■ The effectiveness of leadership and management.</li> </ul> <p>and taking into consideration</p> <ul style="list-style-type: none"> <li>■ how well the school promotes pupils' spiritual, moral, social and cultural development.</li> </ul>
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.**



22 June 2011

Dear Pupils

**Inspection of Pearl Hyde Community Primary School, Coventry, CV2 2NB**

Thank you very much for the friendly welcome you gave us when we visited your school recently. A special thank you goes to those who met with us. Your views have been very helpful.

We think your school is doing well and is a good school. Teaching is good and leads to your making good progress and achieving well. You told us that you are happy and feel safe at school. Pupils behaved well in the lessons we visited.

Your headteacher, staff and governors are determined for the school to become better. Your attendance has improved recently and it is really important that this carries on. We have asked your teachers to use their knowledge of how well you are doing to give you work that you can do, makes you think and makes you work hard. We have also asked teachers to give boys in the Reception Year more opportunities to do written work.

You can help by continuing to check your work carefully and by telling your teacher if you need them to explain some of the work in more detail.

I wish you all well for the future.

Yours sincerely

Keith Brown  
Lead inspector

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