

Pearson Primary School

Leicester Street, Hull, HU3 1TB,

Inspection dates 22–23 May 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils are at the centre of this happy and caring school. They enjoy school and feel valued.
- Achievement is good. Pupils make good progress from their starting points so that by the end of Year 6 their attainment is average.
- Teaching is consistently good across the school and sometimes outstanding.
- In 2012 the progress made by pupils from the time they were seven years of age to the end of Year 6 was shown to be in the top 11% of schools nationally.
- Children in the Early Years Foundation Stage thoroughly enjoy learning in a vibrant learning environment, which enables them to make good progress.
- The curriculum provides a wide range of exciting experiences including after-school clubs. It is a significant contributory factor to pupils' outstanding spiritual, moral, social and cultural development.
- Pupils' behaviour is good. They feel safe and valued throughout the school and willingly take on roles of responsibility.
- The headteacher provides strong leadership. She has developed a strong staff team, committed to improving the quality of teaching and raising attainment.
- The governing body plays an important and successful role in supporting and challenging the school and this is helping drive up improvements.

It is not yet an outstanding school because

- Teaching is not yet of a consistently high standard to promote outstanding progress.
- Pupils are not given enough opportunities to engage in extended pieces of writing across a wide range of subjects and thereby develop the skills they learn in English lessons.
- Marking does not always inform pupils exactly what it is they need to do to improve further.
- Teachers do not always ensure that pupils of different abilities have sufficiently demanding work.
- Not all leaders are provided with enough opportunities to check on the quality of teaching and learning and thereby raise standards further.

Information about this inspection

- Inspectors observed 15 lessons of which two were joint observations carried out with the headteacher and deputy headteacher. In addition, the inspectors made a number of short visits to lessons and listened to pupils read.
- Meetings were held with pupils from Years 1 to 6, three members of the governing body, senior leaders and a representative from the local authority. Short discussions were held with pupils at break times and lunchtime.
- Discussions were also held with parents who brought their children to school to ascertain their views because the responses to the online questionnaire (Parent View) were too few to be meaningful. Inspectors also analysed 10 staff questionnaires.
- The inspectors observed the school's work and took into account the work in pupils' books, the school's own data on pupils' current progress, the school's improvement plans, planning and monitoring information and minutes of governing body meetings. Records relating to behaviour and attendance, and documents relating to safeguarding were also considered.

Inspection team

Anthony Kingston, Lead inspector

Additional Inspector

Barbara Martin

Additional Inspector

Cathy Morgan

Additional Inspector

Full report

Information about this school

- Pearson is an average-sized primary school.
- The proportion of pupils eligible for the pupil premium due to being looked after or entitled to free school meals is well above average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after.)
- The proportion of pupils supported through school action is average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- The proportion of pupils from minority ethnic groups is well above average.
- The proportion of pupils who speak English as an additional language is well above average.
- The proportion of pupils who join or leave the school other than at the usual time is well above average.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Further raise attainment through increasing the proportion of outstanding teaching by:
 - ensuring that there is always sufficient challenge in the work provided in lessons for all groups of pupils
 - providing pupils with more well-planned opportunities to write at length in subjects other than English
 - ensuring that marking, especially in mathematics, consistently provides pupils with clear guidance on exactly what it is they need to do to improve.
- Develop the role of leaders by ensuring that they become more involved in improving teaching and raising attainment.

Inspection judgements

The achievement of pupils is good

- The overwhelming majority of children start school with skills that are well below those typically expected for their age in most areas of learning. Although attainment on entry to Year 1 is below average children have made good progress. This is because of the vibrant learning environment and the wide range of well-planned adult-led and independent activities that support their learning effectively.
- At Key Stage 1 attainment has improved year-on-year since 2009 from being well below average to average in reading, writing and mathematics. This good and sometimes outstanding progress continues throughout Key Stage 2, especially in Year 6.
- By the end of Year 6 attainment is generally average. In 2012, however, attainment fell to below average. This was due to a very high proportion of pupils who joined the school very late in their school careers, many of whom were at the early stages of learning English as an additional language. Nevertheless, the overall progress made by all pupils from Year 2 to Year 6 was in the top 11% of all schools nationally.
- Reading is a priority throughout the school. The systematic teaching of linking letters and sounds is enabling younger pupils to tackle new and unfamiliar words with greater confidence. As pupils move through the school, they develop a love of reading and are keen to discuss moral and ethical issues within the text.
- The school promotes and checks that all pupils have equal opportunities. Different groups, including those who are disabled or who have special educational needs, those from different ethnic backgrounds and those who speak English as an additional language, make similarly good progress. This is because of the good quality support programmes and the structured guidance they receive.
- The income received by the school to support pupils eligible for the pupil premium, including those known to be eligible for free school meals, is spent judiciously on a range of well-considered interventions including one-to-one tuition, additional teaching assistants and the support of a family link worker. As a result these pupils make the same progress and attain standards similar to those of their classmates.

The quality of teaching is good

- Teaching is good with some that is outstanding, especially in Year 6.
- Children in Nursery and Reception classes benefit from good teaching and well-planned activities. There is a strong emphasis on developing their language skills, extending their vocabulary and developing their understanding of letters and the sounds they make.
- In lessons where teaching is outstanding, teachers are very effective in creating opportunities for pupils to find things out for themselves and to develop their thinking. This results in pupils willingly offering their ideas and opinions, to which enormous respect is given. Questioning skills enable teachers to swiftly assess pupils' learning, adapting their teaching when necessary to ensure pupils understand what is being taught.
- In some year groups, especially Year 6, lessons start with a challenge, often in the form of a question. This encourages pupil-initiated responses, which enable pupils to theorise and hypothesise. They relish this involvement in their learning, resulting in high levels of engagement and interest.
- Teachers discuss with pupils what successful learning looks like. When, on occasions, pupils are unclear about what is expected of them they confidently ask for and are given the support they require to move their learning on. This is because of the good relationships between pupils and teachers and the positive climate for learning.
- Teachers use assessment information well in planning lessons and generally plan suitable activities that are at the right level of difficulty for all abilities. However, in some classes, pupils

are not always offered hard enough work to further increase the rate at which they make progress.

- Pupils have plentiful opportunities to apply their mathematical skills outside mathematics lessons. They do not, however, have enough opportunities to apply and thereby develop the skills they learn in English lessons to extended pieces of writing across other subjects. This limits the progress pupils make in their writing.
- In English, marking and feedback across the school are regular and thorough, informing pupils what they have done well and what the next steps are to improve further. However, in mathematics although marking is regular it rarely informs pupils exactly what it is they need to do to improve.
- Teachers and teaching assistants work in excellent partnership. Teaching assistants are clear about what is required to help pupils make good progress and provide good support to ensure that the needs of disabled pupils, those who have special educational needs and those at the early stages of learning English as an additional language are met.

The behaviour and safety of pupils are good

- Pupils are at the heart of this very caring school. They feel valued and secure. This was exemplified by one Year 6 pupil who said, 'There's a strong bond between children and teachers. They care, we trust.' In lessons, in the playground and when moving around the school behaviour is good. Pupils are polite, welcoming to visitors and proud of their school.
- Pupils are eager to learn and develop positive attitudes. This is reflected in the much valued role pupils play in the life of the school, such as being play buddies or being proud members of the eco group or school council.
- Expectations of pupils' behaviour are high throughout the school. Teachers manage behaviour well and resolve issues swiftly and quietly. Relationships between pupils and adults are good. Pupils are carefully nurtured as individuals and those with behavioural difficulties learn how to regulate their own behaviour.
- Pupils told inspectors that they feel safe. All parents who engaged in discussions at the start and end of the school day agreed with this view.
- Pupils have a clear understanding of the different forms of bullying and what they can do to help keep themselves safe. They were insistent that incidents of bullying are rare although some pupils are, at times, over boisterous. Discrimination in any form is not tolerated.
- The school provides an exceptionally well-organised breakfast club. It is attended by a very high proportion of pupils and is free to all. This provides a secure, welcoming and positive start to the school day for those pupils who attend.
- The partnership between the school and the family link worker has improved communication between home and school. Together they have worked tirelessly to improve pupils' attendance and help parents resolve any difficulties which could adversely affect their child's performance at school. As a result attendance is improving.

The leadership and management are good

- The headteacher provides strong leadership. Staff are highly motivated and demonstrate a shared sense of responsibility and commitment to improving teaching and raising attainment.
- Leadership and management responsibilities are distributed effectively amongst all teachers. They have an accurate view of the school's strengths and areas for improvement. This results in plans and actions that secure improvements quickly. However, not all leaders are sufficiently involved in checking the quality of teaching or analysing pupil progress data in order to improve standards further.
- The management of teachers' performance is linked closely to teaching and learning. It is well-

thought through and carried out, enabling leaders and governors to promote the most effective teachers into positions that are enabling them to drive up the quality of teaching across the school.

- The curriculum is exciting. It rightly focuses on the teaching of skills in reading, writing and mathematics. These are threaded imaginatively throughout a range of well-thought-out topics that capture pupils' interests. However, there are insufficient opportunities for pupils to apply their writing skills across subjects other than English.
 - Pupils' spiritual, moral, social and cultural development is outstanding. This is because they are given opportunities to learn to play musical instruments, engage in a wide range of after-school activities and learn about the multicultural society in Britain today. This was exemplified by one pupil who said that, 'We learn about the different faiths and the cultures of everyone in the school. We are like a mini-world and it makes us more tolerant.'
 - The local authority knows the school well and provides helpful support in response to the school's needs and requests.
 - **The governance of the school:**
 - The governing body champions the school. It is kept well informed about how pupils are doing through visits to the school and detailed headteacher's reports. Governors set challenging targets for school leaders, have a good understanding of how well teachers are performing and ensure that the best teachers are appropriately rewarded. They fully understand how the pupil premium is used, ensuring it benefits those for whom it is intended, for example to provide one-to-one and small-group tuition through a wide and effective range of support programmes. Governors are well trained, attending, for example, courses on safer recruitment, child protection and data analysis so that they can compare how well groups of pupils in the school are doing against their national counterparts. They carry out their statutory duties and ensure that safeguarding meets requirements.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	117932
Local authority	City of Kingston upon Hull
Inspection number	412586

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	252
Appropriate authority	The governing body
Chair	Gordon Castelton
Headteacher	Catherine Hindson
Date of previous school inspection	9 October 2007
Telephone number	01482 328569
Fax number	01482 229515
Email address	admin@pearson.hull.sch.uk

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