

Pearl Hyde Community Primary School

Dorchester Way, Clifford Park, Coventry, CV2 2NB

Inspection dates 10–11 March 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Leadership and management are good. Leaders, including governors, strive for excellence and set clear priorities for improvement. They have ensured that pupils' achievement and the quality of teaching are good and are continuing to improve.
- Leaders carefully track the progress made by every pupil and keep a close check on their well-being.
- The school has a strong ethos of tolerance. Cultural diversity is celebrated. Pupils get on well together and behaviour is good. Systems to keep pupils safe are effective and pupils say they feel safe.
- Teaching is good. Teachers have high expectations, both of pupils' behaviour and what they should achieve in lessons.
- Pupils achieve well. By the end of Year 6, standards in reading and writing are above average. Pupils' attainment in mathematics is high.
- Children in the Reception classes make good progress and achieve well.

It is not yet an outstanding school because

- Less-able pupils do not do quite as well in writing as they do in reading and mathematics.
- Teachers' comments about pupils' writing are not always clear enough to help the less-able pupils to improve quickly.
- Leaders do not always take full account of the information they have about pupils' progress when they check the impact of teaching on pupils' learning.

Information about this inspection

- The inspectors observed 17 lessons. Five observations were carried out jointly with senior leaders. In all, 12 members of staff were seen teaching.
- The inspectors looked at samples of pupils' work from all age groups, spoke to pupils about their work during lessons and listened to pupils read.
- The inspectors held meetings with groups of pupils, members of the governing body, leaders and staff, and a representative from the local authority. A discussion was also held with an independent consultant who works with the school.
- The inspectors analysed 15 responses to the online questionnaire, Parent View. Inspectors also took account of information from a questionnaire to parents conducted by the school and spoke to parents at the start of the school day.
- The inspectors analysed the response from 20 questionnaires completed by school staff.
- The inspectors observed the school's work, looked at progress, attainment and attendance information, improvement planning, evidence of the monitoring of teaching and documents relating to safeguarding.

Inspection team

Vivienne McTiffen, Lead inspector	Additional Inspector
David Walker	Additional Inspector
Diane Clapcott	Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- The proportion of pupils from minority ethnic groups is well above average and makes up over 60% of the school's population; of these the largest groups are pupils of Indian and other Asian backgrounds. Nearly half of the school's pupils speak English as an additional language, which is well above the national average.
- The proportion of pupils supported by the pupil premium funding, which provides support for disadvantaged pupils, is well below the national average.
- The proportion of disabled pupils and those who have special educational needs is broadly average.
- Children in the Reception Year attend full-time.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- Since the previous inspection, the school has experienced changes in leadership and staffing. The headteacher took up her post in September 2012.
- The school shares its site with a privately run nursery. Part of the school's accommodation is used by privately run before- and after-school provision. As these facilities are not managed by the school's governing body, they are subject to separate inspection.

What does the school need to do to improve further?

- Improve teaching and increase progress further, particularly in writing, by making sure that teachers consistently give pupils clear and easily understood guidance on how to improve, so that the less-able make the best possible progress.
- Strengthen leadership and management by making full use of information on pupils' progress when checking the impact of teaching on learning.

Inspection judgements

The leadership and management are good

- The perceptive headteacher, ably supported by the deputy headteacher, has united staff in support of the school's aims and has created strong leadership teams. There is a keen sense of purpose across the school. Consequently, behaviour and teaching are good and pupils thrive, both academically and in their personal development.
- Subject leaders carry out their roles effectively, based on their accurate view of how well pupils are doing in their subjects. Those who are new in post are well supported by more experienced members of staff. The local authority effectively supports the school through regular visits and provides the training leaders require to keep them well informed about developments in their subjects.
- The leadership of teaching is good. Leaders make frequent checks on how well staff are doing and set targets to help them to do their jobs well. Leaders provide relevant training and guidance for staff to improve their work, linked well to the school's priorities. However, on occasion, leaders do not make enough use of information about pupils' progress when checking the impact of teaching on the learning of specific groups of pupils.
- The assessment systems to check on pupils' progress are thorough and help all staff to understand how well individuals are doing, including children in the early years. Leaders are establishing new assessment systems in response to recent changes to the National Curriculum.
- Pupils' welfare and well-being are given high priority. Leaders make sure those in need of extra help receive the right level of support to become successful learners, demonstrating leaders' commitment to equal opportunity.
- The pupil premium funding is used well to benefit disadvantaged pupils, resulting in raised self-esteem, better progress and rising achievement. By the end of Year 6, any gaps in performance between these pupils and their classmates are closing rapidly and, in reading, they are ahead of their peers.
- The well-balanced curriculum provides interesting activities, which promote good progress and that pupils enjoy. Good use is made of the locality and local businesses to enhance pupils' experiences. They talk keenly about the trips and visits they go on. Values feature strongly in the curriculum, helping pupils to recognise and demonstrate respect and tolerance for each other and contributing towards their understanding of life in modern Britain.
- The school's cultural diversity is celebrated, aiding pupils' understanding of those from different faiths and backgrounds. For example, pupils in Key Stage 1 learned about how the birth of a baby is greeted by different faiths. Discrimination of any kind is not tolerated. The opportunities pupils have to work together on topics and art projects and to consider moral issues support pupils' spiritual, moral and social development well.
- The primary sports funding is used effectively to provide a wide range of physical activities for pupils. The purchase of extra resources for use at lunchtime has had a positive effect on pupils' engagement and behaviour. Increased participation in sports activities is improving pupils' skills and raising their levels of success in inter-school competitions.
- Staff maintain daily links with parents and make sure they are aware of any concerns. The school makes sure that parents understand the school's work and what their children are learning.
- Leaders ensure that safeguarding arrangements meet statutory requirements and are effective. The school's systems are well maintained and robustly monitored to ensure that pupils are kept safe. Leaders ensure staff receive the relevant training and that systems for vetting adults who work with children are thorough.
- **The governance of the school:**
 - Governance is effective. Governors recognise what the school does well and what it needs to do to

improve further. They visit frequently and analyse information about pupils' progress and attainment, including those supported by the pupil premium. Governors question leaders if pupils are not doing well enough. Governors understand what the quality of teaching is across the school and how this links to pupils' achievement. They make sure this information is used to challenge any potential underperformance and to determine decisions about teachers' pay. They carry out the performance management of the headteacher and set realistic targets that offer challenge and support. Governors recognise the value of professional development and its contribution to improving teaching. They are well informed about their responsibilities and make sure that British values, including tolerance and respect, are promoted by the school's activities.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good and it is consistently well managed. The school's code of conduct has a high profile and is clearly understood by staff and pupils. Pupils have a strong sense of right and wrong and show tolerance towards those who find it difficult to behave well. They say the school's rules help everyone to improve.
- Pupils, including children in the early years, have positive attitudes to their learning which help them to listen, concentrate well and make good progress. Pupils say they like the opportunities to work together and learn about others. They value their friendships and the support they receive from staff. One pupil commented, 'Teachers are always there for you'.
- Pupils take on roles and responsibilities, for example on the school council and e-safety committee, which promote well their understanding of democracy and fairness. They have a good understanding of key values because of their learning in assemblies and lessons and say it is important to get on well with each other. In a discussion with an inspector, one pupil said, 'We respect everyone. You should treat people how you would like to be treated'.
- The school's logs show that the few pupils who find it difficult to behave well make marked improvement over time. This is because they are helped to understand how to manage their behaviour and conform to the school's expectations.

Safety

- The school's work to keep pupils safe and secure is good. Leaders make sure that pupils learn how to stay safe, including when using the internet, and that any concerns that may arise are dealt with. The school's logs show that any problems that do occur are fully recorded and followed up. Leaders make sure staff understand their duties in helping to keep pupils safe.
- Pupils say they feel safe in school and are confident that staff will help them if they have a problem. They appreciate the ways the school helps them to talk about any worries they may have. Pupils have a good understanding of the different types of bullying because they receive good guidance from the school, including visits from outside agencies during assemblies. For example, pupils talked knowledgeably about a visit to the school from representatives of Childline.
- Leaders make concerted efforts to improve attendance. Thorough analysis of the causes of frequent absenteeism has helped the school to address the reasons behind absences and to significantly improve attendance, which is now above average.

The quality of teaching is good

- Teachers have good subject knowledge and teach confidently. They link subjects together in interesting topics. They enthusiastically motivate pupils to learn and make good progress, for example by providing opportunities for them to work together on shared projects. This has a positive effect on pupils' social development.

- Teachers ensure that pupils make good progress in reading and use the skills they develop for a variety of purposes, including research. Staff teach phonics effectively so that pupils are well equipped to tackle new words and spell correctly. Teachers provide opportunities for pupils to discuss and develop their vocabulary. For example, during the inspection, the teacher challenged pupils in one of the Year 5 and Year 6 classes to explain the word 'suspense', to which they responded with a range of definitions.
- Work in books shows that pupils make good progress in writing and many write extensively because they are given interesting subjects to write about. However, sometimes, teachers do not give less-able pupils sufficient guidance, or time to complete their work, to make sure they improve quickly.
- Staff expect pupils to behave well and to have positive attitudes to learning. They praise pupils' efforts and offer encouragement. They consistently promote the key values and code of conduct established by the school. They listen when pupils speak and expect all to show tolerance and respect for the views of others. Staff build positive relationships and provide support for pupils to do well. They ask the right questions to develop and reinforce pupils' understanding.
- Since the previous inspection, the quality of teachers' marking has improved significantly. Teachers consistently indicate how well pupils are doing and what they should do to improve. However, teachers, do not always check that pupils fully understand their comments so that pupils can improve their work quickly.
- Teachers usually set pupils work that makes them think carefully. For example, they provide tasks to enable pupils to apply their mathematical skills and make particularly good progress. Teachers have high aspirations for the most able pupils and challenge them with demanding tasks. Occasionally, less-able pupils are not provided with work that enables them to make the best possible progress because it does not take sufficient account of what they are able to do and what they need to learn next.
- Teaching assistants and additional staff work well with pupils of all abilities, including disabled pupils and those who have special educational needs. They make a valuable contribution to pupils' acquisition of basic skills in reading, writing and mathematics and offer a good level of support and pastoral care to promote pupils' wellbeing and social development.

The achievement of pupils

is good

- When children start school in the Reception classes their skills are broadly typical for their age, although some start with lower than expected skills in speaking, reading and writing. As they move through the school, pupils achieve well. By the end of Year 6, attainment is above average.
- Achievement is particularly strong in mathematics. This is because pupils have a good grasp of number concepts which they use very competently in problem-solving tasks and a range of subjects across the curriculum. For example, work in their books shows that pupils use their knowledge and understanding of mathematics to collate temperatures in geography and compare findings in science, very effectively.
- Pupils achieve well in reading. In the Year 1 national screening check for phonics, pupils' attainment is above average. The national test results, at the end of Year 6 in 2014, show a marked rise in pupils' attainment in reading due to the school's drive to improve. Good teaching motivates pupils to enjoy reading and makes sure they understand what they read.
- In writing, pupils' attainment has been on an upward trend. However, in 2014, not as many of the less-able pupils made good progress in writing, as they did in reading and mathematics, by the end of Year 6. The school's information and work in books shows that a higher proportion of these pupils, currently in the school, are on track to make good progress.
- Disabled pupils and those who have special educational needs achieve well and make good progress towards their personal targets because of the good level of support they receive. Pupils are involved in setting their targets, which helps them to understand what they are working towards in their learning.

- All pupils, including those from minority ethnic groups and those who speak English as an additional language, make good progress. The very few who join speaking little or no English quickly receive the help they need to develop their English language skills at a good rate.
- Disadvantaged pupils make good progress because they benefit from additional teaching that ensures they master the skills they need to achieve as well as their classmates. In 2014, the end of Year 6 national test results show that the attainment of disadvantaged pupils was ahead of other pupils nationally and their classmates in reading. In writing and mathematics, disadvantaged pupils did better than other pupils nationally but were more than a term behind their classmates. The school's records show that any gaps in performance for disadvantaged pupils currently in the school are closing.
- In 2014, the proportion of the most able pupils who achieved the higher National Curriculum levels at the end of Year 6 was above average in all subjects. These pupils are set demanding work in lessons that challenges them to do their very best.

The early years provision

is good

- Leadership of the early years is good. Leaders ensure that teaching is effective and that children achieve well. The children are well supported when they start in the Reception classes and good arrangements are established to involve parents in their child's learning. Leaders check the progress children make regularly and ensure that systems to promote children's welfare and to keep them safe are effective.
- Children behave well. They mix freely with each other and respond well to the activities on offer. They follow instructions and play their part in keeping the classroom areas tidy. Children understand daily routines and how to access resources because staff organise learning areas well.
- Teaching is good. Staff create a good balance between tasks that are led by an adult and those children choose for themselves. They positively promote children's understanding of the world around them through interesting tasks, both in the classroom and the outdoor area. They make sure children develop good basic reading, writing and number skills and place good emphasis on the development of speaking and listening.
- Children make good progress in all areas of learning and steadily build upon what they already know. They become confident learners and are well prepared for their learning in Year 1. Staff gather evidence about each child's progress in learning journals, which they share with parents.

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	103670
Local authority	Coventry
Inspection number	453208

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	305
Appropriate authority	The governing body
Chair	Adrian Morris
Headteacher	Theresa O'Hara
Date of previous school inspection	20-21 June 2011
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