

# Inspection of Christopher Pickering Primary School

The Compass, 1 Burnham Road, Hull HU4 7EB

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Inspection dates: 6 and 7 June 2023

## **Overall effectiveness**

**Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Early years provision

**Outstanding**

Previous inspection grade

Good under section 8 of the Education Act  
2005

## **What is it like to attend this school?**

Leaders at Christopher Pickering have created a culture of inclusion and excellence. The school motto of 'Be the best you can be!' permeates all aspects of school life. Leaders have an absolute commitment to serving pupils, families and the community. They have high ambitions for all pupils, no matter their background, to achieve. These highest of expectations are realised by pupils. They aspire to be the very best they can be.

The extensive curriculum for pupils' personal development has led to a culture where the school's respect values are embodied. Pupils' confidence and resilience increases through leadership positions, such as the school council. Pupils are proud to be part of the school. They take great pride in carrying out their roles of responsibility, such as being house captains.

Pupils' experiences of wider curriculum opportunities are exceptional. They widely attend the diverse after-school clubs on offer, such as British Sign Language, chess, doodle and netball club. Staff celebrate and value pupils' talents inside and outside of school. For example, older pupils are given the opportunity to apply for a sports scholarship. This enables them to experience a wider range of sporting opportunities beyond school.

Pupils' behaviour is exemplary at all times of the school day, and in every lesson visited by inspectors. There is no bullying. Pupils know that some pupils struggle socially, and pupils independently find ways to help them. Attitudes of the pupils are remarkable. Staff have extremely high expectations of pupils' behaviour and conduct. Staff show pupils how to treat everyone with the utmost respect by the way they conduct themselves. This makes everyone feel happy and safe.

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

Leaders at all levels, including governors, have very high expectations of all pupils. Leaders provide an exceptional quality of education for all pupils, including those with special educational needs and/or disabilities (SEND). Leaders have developed an ambitious and engaging curriculum. This often exceeds the expectations of the national curriculum. For example, in Year 6, pupils are learning about sustainability in farming and reducing carbon footprints. Subject leaders have identified the knowledge, skills and key vocabulary that pupils need to know to reach ambitious end points. Teachers have strong subject knowledge and benefit from the regular training that leaders provide.

Staff plan engaging lessons and check that pupils remember important knowledge. Teachers make links to prior learning to make sure that pupils' learning over time is secured. There are same-day interventions for those who need more support, such as review and revise teaching. As a result, pupils achieve high outcomes. Year 6 pupils are extremely well prepared for the next stage of their education.

Pupils with SEND are very well supported. This is a strength of the provision across the school. Due to the well planned and focused support for these pupils, they make excellent progress across the curriculum. All staff understand their role in ensuring that all pupils flourish, regardless of their needs. The ambition leaders have for pupils with SEND is uncompromising. The school's SEND hub provision, supporting pupils with complex needs, meets the needs of these pupils well. The planning and attention to detail help pupils to develop communication skills, build relationships and follow routines. Progress for these pupils is rapid because the provision is matched precisely to need.

Leaders and staff prioritise reading, right from when children join the school. Well-trained teaching staff ensure a consistent approach to how children learn to read and write. Those pupils who need additional help, benefit from effective support. As a result, all pupils quickly learn to read. Leaders ensure that this early love of reading is nurtured and developed throughout the school. Teachers skilfully use rich and diverse texts, including in the wider curriculum. This broadens and deepens pupils' academic knowledge as well as tackling issues, such as migration and poverty. Pupils talk with enthusiasm about what they are reading.

Children in the early years get off to a flying start. They settle quickly into the purposeful and highly engaging environment. Adults support children effectively in their learning. Children play for sustained periods of time and benefit from meaningful learning opportunities. They quickly develop independence and are taught how to be polite to others. Adults skilfully develop children's speaking and listening skills by engaging children in conversation. The early years curriculum is purposefully designed to ensure a smooth transition to Year 1. The vast majority of children are ready for the demands of Year 1 by the time they leave Reception.

The work that leaders have done to develop the personal, social and health education (PSHE) curriculum is highly effective. The rich programme of learning is comprehensive and progressive. This ensures that pupils have an understanding of a range of important issues. Pupils know the rights that we all have. Pupils recognise and celebrate difference.

Leaders at all levels are firmly focused on ensuring that every pupil is supported to succeed. The Trust and governing body have a wealth of experience and knowledge. They hold leaders rigorously to account. They check carefully that leaders are taking the right actions at the right time, with the best interests of pupils in mind. Staff are, rightly, proud to work at this inclusive school. They are well supported by the school's leaders, who have consideration for staff workload and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders prioritise the safeguarding of pupils. There is a strong culture of safeguarding within the school. Leaders ensure that staff receive regular training

about safeguarding. There are frequent reminders of important messages and quizzes to check staff knowledge. Staff are vigilant. They swiftly pass on any concerns that they may have about pupils' safety and welfare. Leaders are tenacious in pursuing the right support for any pupil at risk from harm. They work well with a range of external agencies to ensure the safety of pupils. This includes personalised support for pupils' emotional health and well-being.

Pupils are taught how to keep themselves safe, including when online. Leaders have ensured that there are regular opportunities for pupils to discuss a range of safeguarding risks. Pupils are confident to report any concerns they have and know all staff would act quickly to help them.

### **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](#)' 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

<b>Unique reference number</b>	140902
<b>Local authority</b>	Kingston Upon Hull City Council
<b>Inspection number</b>	10255689
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	452
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Graeme Brook
<b>Headteacher</b>	Jane Marson
<b>Website</b>	<a href="http://www.christopherpickeringprimary.co.uk">www.christopherpickeringprimary.co.uk</a>
<b>Date of previous inspection</b>	1 December 2020, under section 8 of the Education Act 2005

## Information about this school

- Christopher Pickering Primary School is part of the Humber Education Trust.
- The school does not make use of any alternative provision.
- The school has a hearing impairment provision on site.

## Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other senior leaders. They also met the chair of the governing body, other governors, trustees and the chair of the trust. The inspector spoke with the chief, and deputy, executive officers of the trust.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, geography and physical education. For each deep dive, inspectors

met with subject leaders, looked at curriculum planning, conducted joint lesson visits with leaders, had discussions with teachers, spoke to pupils about their work and looked at pupils' books and samples of their work. Curriculum plans for PSHE and a wide range of quality-assurance documentation were reviewed. The inspector listened to pupils read.

- The inspectors observed pupils' behaviour, both in lessons, at break and at lunchtimes. The inspectors met with pupils both formally and informally. The views of pupils were also considered through the Ofsted pupil survey.
- The inspectors scrutinised a range of documentation, including safeguarding records, and reviewed the systems for keeping pupils safe.
- The inspectors considered the views of parents through the responses to Ofsted's Parent View survey, and through conversations with parents at the start of the school day.
- The views of staff were considered from meetings held with staff and from the responses to Ofsted's staff questionnaire.

### **Inspection team**

Rachael Macleod, lead inspector	Ofsted Inspector
Deborah Sanderson	Ofsted Inspector
Angela Spencer-Brooke	Ofsted Inspector
Kerry Partington	Ofsted Inspector

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