

Inspection of Pearl Hyde Community Primary School

Dorchester Way, Clifford Park, Coventry, West Midlands CV2 2NB

Inspection dates: 31 January and 1 February 2024

Overall effectiveness	Good
The quality of education	Good
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 headteacher of this school is Claire Denton. This school is part of Finham Park Multi Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Mark Bailie, and overseen by a board of trustees, chaired by Peter Burns MBE.

What is it like to attend this school?

Pearl Hyde is a school that serves its community with pride. The school is inclusive and welcoming. It provides a good education for pupils. The curriculum is ambitious. All pupils access the full breadth of the recently revised curriculum.

Teachers promote the school ethos and 'Pearl' values of perseverance, excellence, acceptance, respect and leadership. Pupils confidently explain what the values mean in their everyday school life. They are kind to each other. Pupils learn to reflect on their behaviour and think of others. They say that they feel safe and happy in school.

Pupils are keen to take on responsibilities, such as members of the Pearl Hyde parliament and representatives on many different committees in school. They are active members of the school and local community, for example running a marathon during their lunchtimes to raise money for a cancer charity.

Leaders provide a strong, clear vision for the school. There is a positive team morale in school. All staff are working together to provide pupils with a creative and ambitious education.

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

Since converting to an academy, the school has made many positive changes. There has been a focus and drive on improving reading. Staff confidence is high in the teaching of early reading. This is now delivered consistently well to all pupils. Consequently, pupils are becoming confident readers. Timely and appropriate support is in place for older pupils who need extra help. Pupils are proud of their reading achievements. They are developing a love of reading. Pupils are keen to talk about books and authors.

Leaders and staff share a clear vision of what they want for every pupil. Changes have been made to ensure that the school offers an ambitious curriculum. The curriculum identifies what knowledge will be taught and when. Staff training is helping staff to understand the new curriculum. However, in some subjects, teachers are not always clear about the key knowledge and skills pupils need to know. As a result, some pupils are not able to explain their learning well. This is because staff have moved on to new content without checking what pupils have understood and can do. Also, at times, teachers' checks on learning are too general to get a real sense of what pupils know and remember.

Children get off to a flying start in Reception. The school promotes oracy skills effectively. Staff model spoken language well. Children are excited to share their learning. For example, during an outdoor worm hunt, children described in detail the worms wriggling in their hands. They used different adjectives confidently to describe their size, such as 'gigantic'.

The school is an inclusive school community. Leaders make sure pupils with special educational needs and/or disabilities (SEND) are identified quickly and benefit from effective support. They are included in every aspect of school life.

Pupils are proud of their many sporting achievements. They enjoy participating in inter-school competitions and events. Pupils are role models for others, they show care for younger pupils. There is a strong sense of giving to others. Pupils enjoy being active citizens at Pearl Hyde.

The school successfully teaches pupils about respectful behaviour and staying safe. They move around corridors calmly. Pupils warmly greet visitors and welcome new pupils. Staff speak highly of the way leaders value their contributions to school life. Teachers say that leaders are supportive and help to make their workload manageable.

The trust supports the school. The trust, governors and leaders have a shared vision for the school. The vast majority of parents and carers would recommend the school to others. Parents say communication in school continues to improve. There is a strong partnership with parents.

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 subjects, the most important knowledge and skills that pupils need to learn and remember are not always clear. As a result, pupils have gaps in their knowledge and understanding. The school should ensure that the most important knowledge and skills are identified and prioritised during lessons so that pupils achieve well.
- Systems to check on what pupils know and can remember are stronger in some subjects than in others. Consequently, assessment in some foundation subjects is not as informative as it could be in shaping the next steps in learning. The school should ensure that assessment is focused and effective in helping pupils to deepen their learning.

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 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	147121
Local authority	Coventry
Inspection number	10294657
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	288
Appropriate authority	Board of trustees
Chair of trust	Peter Burns MBE
Headteacher	Claire Denton
Website	www.pearlhyde.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school became an academy in September 2019.
- There has been a change of headteacher since the last full inspection of the predecessor school.
- The school does not use any alternative provision.
- The school provides a breakfast club.
- The school shares the site with a private day-care provider and a private wraparound care.

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 is 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 held meetings with the headteacher and assistant headteachers.
- Inspectors met with the chief executive officer of the trust, chair of the trust and representatives of the local governing body.
- Inspectors scrutinised a wide range of documents, including those relating to safeguarding, pupils' personal development, pupils' behaviour and attendance.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, geography and art. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited lessons, spoke to teachers, spoke to pupils about their learning and looked at pupils' work.
- Inspectors also considered the curriculum in writing.
- Inspectors met with groups of pupils from across the school.
- An inspector spoke with the local authority adviser who has supported the school.
- The views of parents and staff were also considered, including through Ofsted's surveys.
- To evaluate the effectiveness of safeguarding, 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 and puts pupils' interests first.

Inspection team

Pamela Matty, lead inspector	Ofsted Inspector
Leah Adams	Ofsted Inspector
Roulla Gabriel	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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