

Pearl Hyde Community Primary School

Inspection report

Unique Reference Number	103670
Local Authority	Coventry
Inspection number	308378
Inspection date	31 January 2008
Reporting inspector	Lois Furness

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 on roll	
School	252
Appropriate authority	The governing body
Chair	John Ward
Headteacher	Brendan Doherty
Date of previous school inspection	17 May 2004
School address	Dorchester Way Clifford Park Coventry CV2 2NB
Telephone number	024 76610165
Fax number	024 76616068

Age group	4-11
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Introduction

The inspection was carried out by one Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: achievement and standards; care, guidance and support; and leadership and management. Evidence was gathered from lesson observations, scrutiny of documents and pupils' work. Parents' questionnaires and discussions with pupils, governors and staff also contributed to the judgements. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

Pearl Hyde is slightly larger than most primary schools. The majority of pupils are from White British backgrounds, but there are more than a third of pupils from other minority ethnic groups. A few pupils are at the early stage of learning English. The proportion of pupils with learning difficulties is below average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school with outstanding features. Pupils are very happy, saying such things as, 'Everyone is welcome and we learn lots.' Parents are also very pleased with the care and education provided for their children. 'At this school, all staff try hard to make a difference to children, both academically and socially' is a typical comment made in the parental survey. A good start is made in Reception. Children settle quickly, are happy and make good progress. As a result of good teaching, by the end of Reception, almost all children are working securely within the goals expected for their age. Good progress continues and, by the end of Year 6, pupils attain standards above the national average in English, mathematics and science. Achievement is good and pupils are prepared well for their next stage of education. Although in reading and mathematics standards are usually above average by the end of Year 2, standards in writing have been broadly average over the last three years. Strategies to promote better writing have been introduced, and staff are exploring ways of ensuring pupils write regularly in all subject areas. Writing standards are improving, but the full effect of this work is yet to be felt. Pupils who have learning difficulties, and those who are learning English for the first time, make good progress because of good targeted support.

Good progress is a result of good teaching. All teachers make certain that pupils are clear about what they are learning in lessons, and in some instances, pupils are clear about what they have to do to succeed in their work. This practice is not consistent, and so there are opportunities missed for pupils to assess for themselves how well they are completing their tasks. Relationships between staff and pupils are very good, so pupils listen carefully, answer questions eagerly, and readily join in discussions. Interactive whiteboards are used skilfully to engage pupils' interest and to demonstrate new ideas. In most classrooms, displays are used well to help pupils improve their work, for example the VCOP (vocabulary, connectives, sentence openers and punctuation) displays. Pupils say they find information such as this useful, as it helps them to take more responsibility for making their work better. However, this is not consistent in all classrooms.

Pupils enjoy school very much. 'I love it here and don't want to leave', said one Year 6 pupil. Behaviour is outstanding, and pupils confidently say there is no bullying. They think the school is very safe, and trust their teachers to take care of them. An outstanding curriculum, with a strong emphasis on creativity effectively promotes pupils' very positive attitudes towards learning. In addition, there are interesting theme days in which topics are explored in a stimulating way incorporating a wide range of events, trips, visitors and imaginative activities. The many after-school clubs, including sporting activities, are very well attended. The International Cookery Club for pupils in Years 1 and 2 is a popular activity. Pupils say this provides them with very good opportunities to learn about, and taste foods from the different countries of the world.

The dangers of smoking, drugs and alcohol are understood, and pupils develop a very good knowledge of how to lead a healthy and fit lifestyle. They enjoy improving the school, and helping others through their roles as school councillors and playground pals. Pupils spoke excitedly about their project to establish a pond in the school grounds, explaining how they enlisted the support of on-site builders, to dig out a hole in the ground. They are very aware of the needs of others who are less fortunate than themselves, willingly contributing money to charities such as Children in Need. Although pupils greatly enjoy school, levels of attendance

are broadly average, because a few parents take their children on extended holidays abroad during term-time.

Promoting pupils' safety and academic and personal well-being is integral to this school's work and procedures for safeguarding pupils are robust. Good assessment procedures are in place. Pupils' progress towards challenging but realistic academic targets is analysed thoroughly. The information is used well to identify the next steps in pupils' learning and which pupils need extra help. Pupils are given good guidance about how to improve their writing skills, but as yet this same clear guidance is not provided in reading and mathematics.

Instrumental to the school's success is the strong leadership of the headteacher. His clear vision, based on equality of opportunity, fairness and respect for all cultures and lifestyles, is shared by staff and governors. Self-evaluation is accurate, because monitoring and evaluation procedures are secure. However, whilst the senior leadership has a very clear picture of the school's performance, staff who have subject leadership responsibilities have not been given time to find out for themselves strengths and weaknesses in their subject areas. Since the last inspection, the school has made good progress and it has a good capacity to improve further.

Effectiveness of the Foundation Stage

Grade: 2

Children enter the Reception class with skills that mainly match those expected. They are well cared for, and staff expectations for their progress are good. This means children become confident to choose activities and enjoy helping each other to learn. They behave and cooperate well, because staff are very positive in their approach to managing these young children. As a result, children make good progress and, by the end of the Reception Year, children are working securely within the levels expected for their age. Most areas of learning are planned for carefully, both in the indoor and outdoor areas, and the classroom is carefully organised to enable children to make choices about their learning. However, an area to excite and interest children to want to choose to write is not evident. Leadership and management of the Foundation Stage are successful in promoting good levels of progress, evaluating performance and identifying areas for improvement.

What the school should do to improve further

- Make sure that the initiatives to raise standards of writing in Years 1 and 2 are effective.
- Ensure strategies to enable pupils to assess for themselves how well they are learning are applied consistently and include guidance for reading and mathematics.
- Give subject leaders more opportunities to monitor and evaluate standards in their subjects.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

1 February 2008

Dear Children

Inspection of Pearl Hyde Primary School, Coventry CV2 2NB

Thank you for your friendly welcome when I visited your school. I really enjoyed listening to your views. You told me how much you enjoy school and, having spent a day with you, I see why.

Yours is a good school for many reasons. It is a very happy place where everyone is friendly and helps each other. You behave very well indeed and all try your hardest in lessons. This is something to be very proud of; well done! Your teachers make sure lessons are interesting and fun, and as a result, you enjoy your work. By the time you leave in Year 6, your standards are above those of children in most primary schools. This means you have made good progress since you first started at school.

You told me that your teachers are kind and look after you well. I liked the way you used the word 'trust' when you spoke about how you feel safe in school. All the clubs, the visits, visitors and opportunities to learn new skills mean you have a very exciting time. Many of you take a real interest in trying to improve the school and enjoy having different responsibilities to help make it a better place. For example, the school council is doing a really good job in making playtimes more interesting, as are the playground pals who make sure that no one ever feels lonely. I think the work you are doing to build a pond in the school grounds is really worthwhile and I know that now you are eagerly waiting for the hole to be filled with water.

- Nearly every school has areas it could improve on. I have suggested that it works on three main areas.
- Although those of you in Years 1 and 2 do well in reading and mathematics, I think teachers need to help you reach higher standards in writing.
- I have asked that you should be given clear advice about how you can check for yourself how well you are doing in your work.
- Teachers who have responsibility for different subjects should be given the chance to find out how they could make your learning in that subject even better.

Once again, many thanks for your help. It was lovely meeting you all.

Yours sincerely

Mrs Furness Lead inspector

Annex B

1 February 2008

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Mrs Furness
Lead inspector