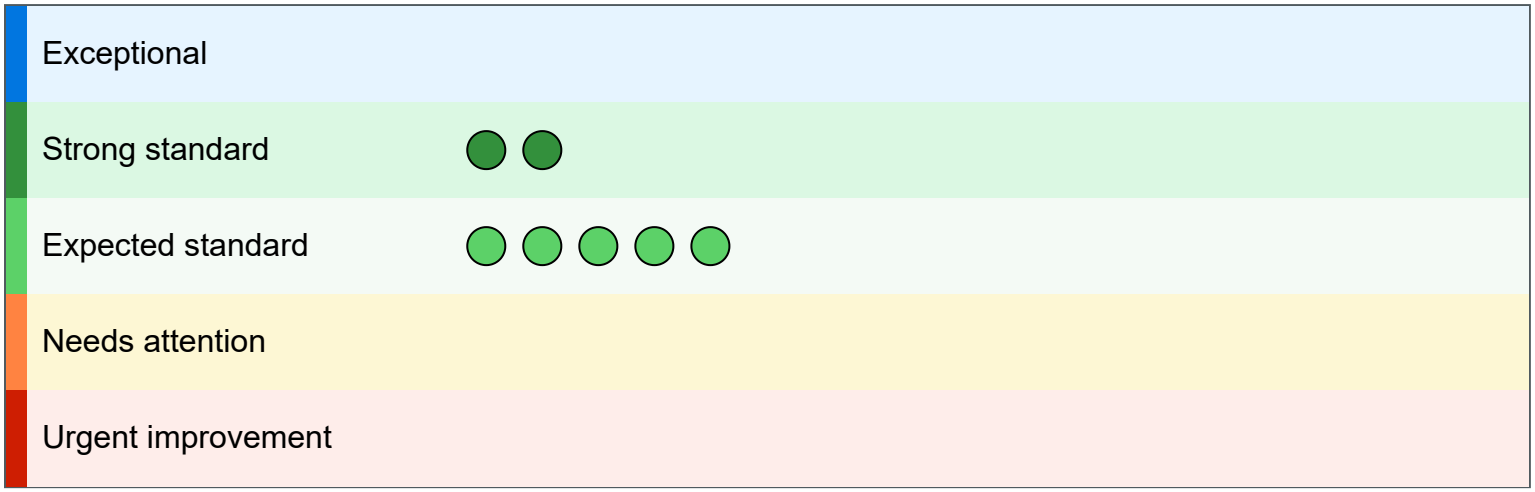
Pearson Primary School

Address: Leicester Street, Hull, HU3 1TB

Unique reference number (URN): 142440

Inspection report: 29 September 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Inclusion

Strong standard

Pearson Primary is a highly inclusive school. Staff get to know pupils well from before they join the school. For example, staff carry out home visits and invite families into the school. This ensures that staff have a thorough understanding of every pupil, their individual needs and any barriers to learning and/or wellbeing. Leaders also know pupils well, including disadvantaged pupils, those with special educational needs and/or disabilities and those known to social care. Leaders are ambitious for all pupils and continually evaluate the school's offer, looking for ways to improve experiences for all pupils.

Adaptations in the classroom are skilfully delivered by staff who are thoughtfully deployed and well trained. Leaders and staff respond quickly to changes in pupils' needs through careful monitoring. Some pupils access the 'Treehouse' provision in school, where they benefit from a personalised education and a nurturing and calm learning environment.

Leaders prioritise effective staff training so that pupils receive the support they need to be successful. Leaders work together with families and other external agencies to ensure that pupils receive the right support at the correct time. Disadvantaged pupils achieve well as a result of the highly effective support they receive through the school's pupil premium funding.

Personal development and wellbeing

Strong standard

Leaders prioritise pupils' personal development significantly well. They are committed to providing pupils with a variety of experiences that broaden pupils' horizons and develop their character. This offer is carefully woven through the curriculum and is enhanced by extra-curricular clubs, visits and visiting speakers. Leaders and staff know their pupils and their families well, and they consider effectively any possible barriers to pupils' wellbeing before they start school.

Leaders track participation in activities carefully to ensure that all pupils benefit equally. Staff carefully identify barriers to participation and make adjustments so that all pupils, including those with special educational needs and/or disabilities (SEND), take part fully.

The personal, social and health education curriculum is designed to support pupils' personal development and character growth well. Key themes and ideas are revisited yearly, which ensures that pupils who are new to the school receive the same knowledge and understanding. The curriculum is inclusive, meeting the needs of pupils, including those with SEND and those who face other barriers to learning and/or wellbeing.

The impact of the personal development offer is a strength of the school. For example, this positive impact is seen in pupils' behaviour and attitudes towards others. Pupils know how to keep themselves safe both online and in the local community. Pupils are confident to challenge each other and their ideas. Pupils say they are proud to be 'upstanders not bystanders', and they play together harmoniously. Within the 'family groups', older pupils have the responsibility of being a 'playground buddy' for the youngest members of the group, which they do consistently well.

Pupils develop a detailed understanding of British values, diversity and equality. Pupils speak confidently about respecting people from different faiths, cultures and backgrounds and enjoy visiting places of worship. They learn how to contribute positively to society through leadership roles such as school council representatives and environmental officers.

Expected standard

Achievement

Expected standard

Generally, pupils achieve well over time. In national tests, pupils' attainment is broadly close to national averages. In some areas, including key stage 2 writing, attainment is above average. Where some attainment areas have been slightly below national averages, leaders are prioritising these areas accurately. As a result, the impact of this work is seen in pupils' achievement improving.

Leaders ensure that pupils secure early knowledge in reading, mathematics and writing. For example, there is a precise focus on pencil grip, posture and letter formation. This supports pupils to access the wider curriculum with confidence. Accurate assessment of pupils who join the school mid-year ensures that pupils with gaps in their skills and knowledge receive targeted support from well-trained staff. As a result, pupils are typically well prepared for their next stage of education and learning. Pupils with special educational needs and/or disabilities achieve well from their starting points as a result of the precise support they receive.

Attendance and behaviour

Expected standard

Most pupils attend school regularly. Overall attendance has been slightly below national averages, but this is improving over time. Leaders ensure effective systems are in place to support pupils' attendance. Leaders work closely with families, external agencies and the trust to promote attendance well. Leaders carefully analyse barriers to attendance in partnership with families and develop personalised strategies, particularly for pupils who are persistently absent or have additional barriers to attendance. Leaders work carefully with other schools and trust colleagues to ensure determination in their approach to improving attendance. Despite this determination, a small group of pupils, including some disadvantaged pupils, miss too much education.

Leaders have consistently high expectations for pupils' behaviour. These are well embedded and understood by pupils and children in the early years. Pupils treat each other with patience and kindness, in lessons and during social times. During lessons, pupils listen to staff and each other respectfully. Older pupils have developed the skills to confidently deal with minor conflicts in the playground, but they know that staff will support them if they require further help. Staff provide personalised support for pupils who require additional help to manage their emotions.

Curriculum and teaching

Expected standard

Leaders ensure that the curriculum across the school is well sequenced, broad and balanced. Leaders have developed a curriculum that is precise and deliberately well planned and sequenced. Pupils say that they enjoy learning across the different subjects and that teachers make learning fun. Pupils are enthusiastic about learning because teaching is typically effective. Staff generally know their pupils' individual needs well. There is an effective, whole-school focus on the key skills of reading, writing and mathematics.

Phonics is consistently taught well in school, and, as a result, pupils become confident and fluent readers. Leaders have developed a whole-school approach to enhancing pupils' communication and language skills well.

Generally, pupils benefit from consistent and effective approaches that help pupils learn effectively. Learning is broken down into small steps, and staff ask careful questions that allow pupils to think and respond appropriately and in depth. However, occasionally, learning is not as carefully matched to some pupils’ needs, meaning that they do not make as good progress as they could.

Adaptations and adjustments ensure that all pupils, including those with special educational needs and/or disabilities, can participate and achieve well. For example, in reading lessons, pupils who speak English as an additional language are supported with adapted texts that allow them to access learning alongside their peers.

Early years

Expected standard

Leaders prioritise the early years well. The curriculum is carefully sequenced to meet the needs of all children. The learning environment is calm, engaging and well organised. Effective teaching and learning supports children to develop appropriate knowledge and skills across all areas of learning. Leaders ensure that statutory requirements of the early years curriculum are met effectively. Children show high levels of engagement with learning and interact with one another positively.

Staff ensure that activities have a clear learning focus. For example, leaders ensure that staff teach phonics effectively to help children to learn letter sounds and, then, to blend these sounds together successfully to read words. Children generally secure the most important knowledge and skills they need to know, such as letter formation and counting. Leaders prioritise communication and interactions, which supports all children to learn well.

Leaders ensure that staff quickly identify any barriers to learning. They work closely with families and local nurseries to ensure that children join the early years feeling well supported. Children with special educational needs and/or disabilities, or other barriers to learning, receive appropriate support and adaptations.

Children are generally well prepared for key stage 1. Transition from early years is carefully considered. For example, Reception Year staff move with the children into Year 1. This ensures a smooth transition, with children feeling settled and safe.

Leadership and governance **Expected standard**

Leaders have an accurate understanding of what the school does well. They have high aspirations for all pupils and have the experience needed to help shape the direction of the school further. The local 'tier board' and trustees know the school and fulfil their statutory duties effectively, including those for safeguarding. Those responsible for governance provide an appropriate balance of support and challenge to leaders. They hold leaders to account effectively.

School leaders act as positive role models to staff. Staff benefit from a wide range of training opportunities. For example, leaders have further developed staff expertise in how best to support pupils with special educational needs and/or disabilities. Leaders collaborate with external agencies and other schools, both from within and outside of the trust, to support their work further and develop staff training well.

Staff feel proud to work at the school. They typically value how leaders actively seek to improve staff's workload and wellbeing. Staff and parents say that decisions are always made in pupils' best interests. Parents and carers are positive about the school, with views typically as 'the school is an asset to the community, a credit to the academy trust and a jewel of the city'. Parents value the school's inclusive culture, the caring and approachable staff and the wide range of opportunities that pupils are offered.

What it's like to be a pupil at this school

Pupils feel happy and safe to be part of this warm and welcoming school. They say that bullying rarely occurs and they know that staff address any incidents of bullying or bad behaviour swiftly and effectively. Pupils feel safe in school, and they know that staff will always help them if they have any worries or concerns.

As pupils join the school, they are added into a cross school 'family group' that meets weekly alongside an allocated staff member. During this time, pupils have the chance to have in-depth discussions, developing positive relationships and a sense of family with pupils from across the school. This helps pupils to feel settled and secure right from the early years. There are many pupils who arrive at different points of the school year, but they quickly develop a sense of belonging, feel cared for by staff and pupils and are supported effectively.

Behaviour around school is positive. Pupils know leaders' expectations for behaviour, and they uphold these. Pupils are kind to one another and treat staff and visitors with the same respect. Pupils know that staff will always listen to them and value their views and opinions. During social times, pupils enjoy a wide offer of structured activities in the playground. For example, they can access the outdoor fitness equipment and develop further skills with activities such as dancing and knitting.

In lessons, pupils show positive learning behaviours. They listen carefully to adults and work collaboratively with their peers. Pupils say that they enjoy learning at school and they gain secure knowledge across a broad range of subjects.

Typically, pupils achieve well and are well prepared for the next stage of their education, including pupils with special educational needs and/or disabilities and children in early years. Pupils leave the school resilient, confident and secondary-school ready.

Next steps

- Leaders should ensure that staff adapt their teaching and learning effectively to meet the needs of each pupil consistently.
- Leaders should embed their expectations for high attendance and develop further support for families to improve attendance for all groups of pupils.

About this inspection

This school is part of the Hull Collaborative 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 (CEO), Kevin Matchett and overseen by a board of trustees, chaired by Nathan Greenfield.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

This inspection took place on Tuesday 29 and Wednesday 30 September 2026.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the head of school, the trust CEO, members of the trust board and members of the local tier board. Inspectors also held meetings with school leaders, teachers and pupils.

The inspectors confirmed the following information about the school:

The school does not make use of any alternative provision.

Since the last inspection, the school has undergone significant leadership changes, including a new executive headteacher.

Head of school: Claire Neale

Executive Headteacher: Deborah Prescott

Lead inspector:
Kim Bradshaw, His Majesty's Inspector

Team inspector:
Mark Sherwin, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 29 September 2026

School and pupil context

Total pupils

202
Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 268

School capacity

210
Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

37.62%

Above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

Pupils with an education, health and care (EHC) plan

3.47%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 4.1%

Pupils with special educational needs (SEN) support

14.36%

Close to average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Well above average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	53%	62%	Below
2023/24 (final)	72%	61%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	56%	75%	Below
2023/24 (final)	86%	74%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	78%	72%	Close to average
2023/24 (final)	83%	72%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	75%	74%	Close to average
2023/24 (final)	79%	73%	Close to average

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	55%	47%	Close to average
2023/24 (final)	54%	46%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	55%	63%	Close to average
2023/24 (final)	77%	62%	Above

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	70%	59%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	69%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	70%	61%	Close to average
2023/24 (final)	62%	59%	Close to average

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	55%	69%	-14 pp
2023/24 (final)	54%	67%	-14 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	55%	81%	-26 pp
2023/24 (final)	77%	80%	-3 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R

Year	This school	National non-disadvantaged score	School disadvantage gap
2025/26 (provisional)	R	R	R
2024/25 (final)	70%	78%	-8 pp
2023/24 (final)	69%	78%	-8 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	70%	81%	-11 pp
2023/24 (final)	62%	79%	-18 pp

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2025/26 (1 term)	6.6%	5.1%	Above

Year	This school	National average	Compared with national average
2024/25 (3 term)	6.2%	5.2%	Above
2023/24 (3 term)	6.4%	5.5%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2025/26 (1 term)	18.9%	14.4%	Above
2024/25 (3 term)	15.2%	13.0%	Close to average
2023/24 (3 term)	18.1%	14.6%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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