

# Inspection of Pearson Primary School

Leicester Street, Hull HU3 1TB

---

Inspection dates: 14 and 15 June 2022

**Overall effectiveness** **Good**

---

The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	<b>Good</b>

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

Leaders have very high expectations for every pupil's academic success at Pearson Primary School, but place equally high importance on developing pupils' consideration for others. Pupils' behaviour and attitudes are excellent. They are respectful, considerate and polite. Pupils are incredibly thoughtful and look after one another. Bullying is not tolerated. It happens rarely. Pupils are confident that, should it happen, adults would deal with it quickly and effectively. Pupils feel safe and cared for in the school. Parents agree.

Pupils are enthusiastic and enjoy learning and their life at school. Leaders have thought carefully about the curriculum that pupils need to be successful, from their very first days in school onwards. Pupils, including those who speak English as an additional language and those with special educational needs and/or disabilities (SEND), have the support they need. Pupils achieve well.

Pupils work hard to be positive role models and give support to others. They are very proud of the work they do as restorative practitioners, play buddies and well-being ambassadors. They know that the leadership roles they take on are making a difference. This is a highly inclusive school. Pupils play an important part in ensuring that their school is inclusive. For example, school councillors are working on a 'unity wall' to show new pupils how welcomed and equally embraced everyone is.

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

Leaders have high ambitions for what they want pupils to know and remember by the time they leave school. Leaders have set a curriculum in place that builds pupils' knowledge progressively from early years through to Year 6. The curriculum is well established in many subjects, including mathematics and reading. Leaders have provided teachers with the support that they need to deliver these subjects well. Teachers know the content to teach and what to emphasise so that pupils retain the knowledge. Teachers make careful decisions about the sequence of learning. They introduce new learning, revisit it, and check that pupils have remembered essential knowledge. In these subjects, pupils remember previous learning well and understand how this links to what they are learning now.

In a few subjects, such as design technology, the exact knowledge pupils should be taught is less clearly defined. Consequently, teachers lack clarity about what to teach and when. Teachers are not sure of the most important knowledge that pupils need to remember over time. This hampers the progress that pupils make in these subjects.

In most other foundation subjects, the curriculum clearly sets out the knowledge that pupils should learn. Teachers check within lessons that pupils understand what

they are being taught. However, in a few subjects, assessment is not used consistently well by teachers to check if pupils retain this knowledge over time.

Leaders are quick to identify potential barriers to learning for disadvantaged pupils and those with SEND. Staff expertly adapt their teaching to meet pupils' precise needs. Pupils with SEND enjoy the same opportunities to take part in the curriculum as their peers.

Leaders have made reading their top priority. Staff work skilfully when teaching reading. Teachers quickly notice those pupils who are at risk of falling behind and give them extra help to keep up. Pupils practise their reading by using books that match the sounds they have been taught. This allows them to develop their fluency and expression, and to use their 'storyteller voice'. Staff across the school encourage pupils to have a love of reading. Pupils eagerly talk about their favourite books and authors.

Children in early years get off to an excellent start. Leaders have thought carefully about the small steps of knowledge that children need in all areas of the curriculum. Skilled adults ensure that children make the most of every learning moment. Children are highly engaged in the well-thought-out and exciting learning opportunities they have. They are well prepared for the move into Year 1.

Pupils behave very well in lessons. They are enthusiastic learners. They work well both independently and together. Their excellent behaviour extends beyond the classroom when they move around the school and outside in the playground. There is a real sense of a positive, cohesive school community.

Leaders' work to develop pupils' opportunities beyond the academic curriculum is exceptional. The school provides a wide range of well-thought-out and high-quality enrichment experiences for every pupil. Leaders promote pupils' personal development exceptionally well. Pupils are well equipped with the knowledge and skills they need to contribute positively to the school and the wider world.

Academy leaders and trustees work well together. Those responsible for governance use a broad range of expertise and experience to support and challenge school leaders effectively. Staff are proud to work at Pearson. They feel their workload is well managed by leaders. Staff appreciate how the school and trust consider their well-being. Teachers at the very beginning of their career feel especially well supported.

## **Safeguarding**

The arrangements for safeguarding are effective.

Safeguarding children is at the heart of the school's ethos. Leaders make sure that the care and safety of pupils are a high priority. Staff receive relevant and up-to-date training. Staff know the procedures to follow when reporting concerns. Staff are vigilant to signs that pupils may be at risk of harm.

Leaders make timely and well-informed decisions to get families the help they need. Leaders are persistent in their work with external agencies when necessary. Trust staff regularly check and support the effectiveness of the school's work. This includes making the necessary checks on staff that come to work at the school. Through the curriculum, pupils learn about the potential risks to their safety and how to manage them. They know ways to stay safe when online and the importance of leading a healthy and active lifestyle.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In a few foundation subjects, leaders have not precisely defined all aspects of subject knowledge that pupils should learn. In these subjects, teachers are less clear about some of the specific knowledge that pupils need to know and remember over time. Leaders should ensure that subject leaders have the support they need to refine their curriculum and precisely set out the knowledge pupils will be taught over time.
- While teachers are effective in checking pupils understanding in lessons, assessment approaches are not consistently well used over a longer period of time in some foundation subjects. As a result, leaders and teachers do not have a precise enough picture of what pupils remember over time in these subjects. Leaders need to ensure that assessment systems in these foundation subjects are sharply focused and used well.

## **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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## **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>	142440
<b>Local authority</b>	Kingston Upon Hull City Council
<b>Inspection number</b>	10200735
<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>	215
<b>Appropriate authority</b>	Board of trustees
<b>Chair</b>	Chris Huscroft
<b>Headteacher</b>	Louise Clarkson
<b>Website</b>	<a href="http://www.pearsonprimaryschool.co.uk">www.pearsonprimaryschool.co.uk</a>
<b>Date of previous inspection</b>	5 December 2018 under section 8 of the Education Act 2005

## Information about this school

- The academy is part of the Hull Collaborative Academy Trust.
- The academy uses an alternative provider for pupils needing specialist support.

## Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. 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, other school leaders, staff, pupils and trustees from the Hull Collaborative Academy Trust.
- The lead inspector spoke with leaders at an external alternative provision provider used by the academy.
- Inspectors carried out deep dives in these subjects: reading, mathematics, geography, and design technology. The inspectors discussed the curriculum with subject leaders, looked at curriculum plans, visited a sample of lessons,

spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The lead inspector listened to pupils reading to a known adult.
- The lead inspector reviewed the school's safeguarding documentation. The inspector considered how well leaders act on concerns about pupils' safety and welfare. Inspectors spoke to pupils, staff and trustees about safeguarding practices.
- Inspectors considered the responses to Ofsted's online survey, Ofsted Parent View. They also took into consideration the responses to the surveys for staff and pupils.

### **Inspection team**

Asa Britton, lead inspector

Her Majesty's Inspector

Matthew Vellensworth

Her Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022