

Christopher Pickering Primary School

Burnham Road, Hull, HU4 7EB

Inspection dates 19–20 June 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- As a result of good leadership by the headteacher, senior leaders and the governing body, the school and sensory resource leaders have successfully established a settled and effective new school.
- Pupils make good progress and achieve well.
- The diligent tracking of pupils' progress and good plans for improvement are resulting in more pupils attaining higher standards in reading and mathematics.
- Teaching is good overall. Most teachers plan interesting, well-thought-out lessons that pupils really enjoy.
- Outstanding partnerships between the different settings within the school result in excellent equal opportunities for pupils.
- Behaviour is good overall and is exemplary in lessons. Pupils are unfailingly polite and very proud of their new school.
- Outstanding care, guidance and support mean that pupils feel very safe.

It is not yet an outstanding school because

- There is still some teaching that requires improvement and not enough outstanding teaching across the school.
- Pupils' attainment in writing is not as high as it is in reading and mathematics.
- Pupils' attendance and punctuality over time is below that seen across the country.
- Leaders' monitoring of lessons does not focus enough on the improvements that teachers need to make to take their teaching to the next level.

Information about this inspection

- Inspectors observed 19 lessons or part lessons, of which two were joint observations with the headteacher. Inspectors also heard pupils read.
- Meetings were held with pupils, school staff, leaders of the sensory resource bases, members of the governing body, and a representative from the local authority.
- The inspectors observed the school’s work and looked at a number of documents, including the school’s checks on how well it is doing, safety records and the checking of pupils’ progress over time.
- The inspectors analysed 32 completed on-line questionnaires (Parent View) and 47 questionnaires completed by staff. Questionnaires undertaken by the school earlier in the year, completed by parents and pupils, were also looked at.

Inspection team

Brenda Clarke, Lead inspector	Additional Inspector
Doreen Davenport	Additional Inspector
Denis Pittman	Additional Inspector

Full report

Information about this school

- This is a larger than average-sized primary school.
- The proportion of pupils for whom the school receives pupil premium funding is above average. The pupil premium is additional government funding allocated to the school for pupils known to be eligible for free school meals, those children that are looked after and the children of forces families.
- The majority of pupils are White British and there are few pupils who speak English as an additional language.
- The proportion of pupils supported through school action is above that seen across the country. The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- Christopher Pickering Primary School opened in September 2012 in a new building. It is said to be an enlarged school taking in the existing Bethune Primary School, some pupils and staff from Tilbury Primary School, together with additional pupils from the surrounding area. Christopher Pickering also houses two sensory resource bases for hearing impaired pupils. These comprise four bases attached to the Early Years Foundation Stage, Key Stage 1, Years 3 and 4 and Years 5 and 6. Pupils in these bases spend time both in small group provision and in mainstream classes. Ganton School, which is a resourced provision for pupils with specific needs, also has its base in the building. Pupils also move between these provisions, especially at lunchtime.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good and a greater proportion of teaching becomes outstanding by:
 - ensuring that all teachers use their assessments more effectively to plan work that is at the right level of difficulty
 - ensuring that teachers' marking always informs pupils of what they need to do to improve and that pupils follow up this guidance and address errors in their basic skills
 - extend opportunities in the Early Years Foundation Stage for children to practise their early reading, writing and counting when working outdoors
 - ensuring that leaders clearly state the areas for development when giving feedback to teachers on the effectiveness of their teaching in lessons.
- Raise standards in writing further by:
 - providing more opportunities for pupils in Key Stage 1 to develop their spelling, punctuation and writing of sentences
 - developing more opportunities for pupils to extend their creative writing and extension of vocabulary to enrich writing
 - develop pupils' handwriting skills so that they write with fluent and legible handwriting and present their work neatly.
- Raise and sustain attendance rates and reduce levels of lateness by providing further incentives for pupils to attend school and arrive punctually each day.

Inspection judgements

The achievement of pupils is good

- The large majority of children start school with skills below those typically expected for their age, especially in their personal and social development and early speaking and listening. Children do well in the Nursery and Reception classes to reach national expectations in most areas of their learning although their early writing, reading and counting remains below. Children make outstanding progress in their personal and social development. They listen carefully, sit appropriately, and get on well together. This prepares children well for their next stage of learning in Year 1.
- Standards at the end of Year 2 for those pupils who started their education at Bethune Primary have been similar to those seen nationally over time. Inspection findings point to broadly average attainment in reading and mathematics but standards are significantly lower in writing. Pupils experience difficulty punctuating their work and in spelling frequently used words correctly.
- In the 2012 phonics check, pupils' results were below those seen nationally. The introduction of a carefully planned letters and sounds programme, taught daily in small groups, has addressed this issue so that pupils' progress is now accelerating.
- Standards at the end of Year 6 for those pupils at Bethune Primary School have been above those seen nationally in reading and mathematics since 2009. Floor targets were met in 2012 national tests. Standards in writing were average rather than good. Discussion with the subject leader indicates that this is because some pupils sometimes experience difficulty organising their writing and sustaining the storyline when completing longer pieces of work.
- Due to the expansion of the school and a new mix of pupils, pupils' standards overall in Year 6 are currently similar to, rather than above, those seen nationally. However, pupils' achievement is good. A large majority of pupils are making more than expected progress from their starting points.
- The school does not have a consistent approach to the teaching of handwriting so that many pupils print their work. This sometimes hinders their quality of presentation when writing.
- Pupils with hearing impairments make good progress because they receive consistently good teaching and are given work that closely matches their individual needs.
- Where teaching is good or better, pupils with special educational needs and those who speak English as an additional language make good progress. This is due in part to the effective support they receive from knowledgeable teaching assistants.
- Year 6 pupils from Bethune Primary in receipt of free school meals in 2012, attained standards similar to their peers in school in reading and writing and were more than one term in front in mathematics. Inspection findings indicate a similar picture for the current generation of Year 6 pupils. The gap between their attainment and others in the class has closed. This is because their progress is very carefully checked and effective additional support provided.

The quality of teaching is good

- Teaching is mostly good. In all key stages, there is some teaching that requires improvement. Summaries of teaching over time indicate a small amount of outstanding teaching.
- In the Early Years Foundation Stage, teaching over time is generally good or better. Teachers provide memorable experiences that really interest children; for example, children showed awe and wonder as they watched chickens hatch. Teachers use their checks on children's progress well to provide work that closely matches children's needs. All staff are good role models for young children, demonstrating politeness and respect for others. This contributes significantly to children's outstanding personal development. In the class base, there are many stimulating activities that give children good opportunities to read, write and count when choosing without adult support but similar opportunities are sometimes missed when children choose to work

outdoors.

- Most teachers have good subject knowledge and plan work that carefully builds on earlier learning. They provide good opportunities for pupils to work in pairs and groups, sharing ideas and tasks.
- Behaviour management is excellent so that lessons run smoothly and without interruption. Pupils persevere and work hard. This contributes significantly to pupils' spiritual, social, moral and cultural development.
- Stimulating starters to lessons and practical activities add interest and excitement to pupils' learning; for example, in a Year 1 science lesson pupils received a 'Help me' note in a bottle from Captain Patch and experimented with materials that sank or floated.
- In those lessons judged to be requiring improvement, teachers did not consistently use their information about how well pupils are doing to plan activities at the right level so that the work was sometimes too hard for the less-able and too easy for the more-able.
- Teachers' marking has inconsistencies. Scrutiny of the work in pupils' books indicates that pupils are not always helped to improve their work and not challenged to correct mistakes. Teachers do not always check that pupils have responded to comments. This reduces the progress that some pupils make.
- Teaching in the sensory resource bases is consistently good or better. This is the key reason why pupils are happy, settled and achieving well. Pupils are well supported when they are in mainstream classes and enjoy working alongside their classmates.
- Most teaching assistants are used well to support small groups of pupils. This is especially so in the Early Years Foundation Stage where staff spend quality time talking with children, asking challenging questions that make children think and explain their answers.

The behaviour and safety of pupils are good

- Pupils' behaviour in lessons and around the school is exemplary. Clearly established routines are followed by all.
- The school meets the needs of its pupils well. The school gives pupils good opportunities to work alongside and appreciate the differing needs of others. Pupils help each other at playtime and play safely and fairly.
- Pupils from the sensory bases and others from Ganton School join the school community at lunchtimes and all benefit from this social time.
- Pupils feel very safe. They say that there is no bullying and all can name an adult they would turn to for help. One pupil speaks for many when he says, 'Our new school is like our second home!' They have a good understanding of different forms of bullying.
- The school takes excellent care of its pupils; this was reinforced by 96% of parents who completed questionnaires. The school goes the extra mile to ensure that pupils are settled and happy, providing valued additional support for pupils and their families.
- Pupils have very good attitudes to learning. They concentrate for sustained periods of time and produce good amounts of work.
- Pupils are clear about internet safety and know about harmful substances and their effects.
- Pupils really enjoy school and many participate in the good range of extra activities and well-run breakfast club. This contributes well to their social and moral development.
- Pupils have limited first-hand experience of communities different to themselves.
- Since September 2012, pupils' attendance has been below that expected nationally. The school has introduced effective measures to halt this so that for the last six weeks, pupils' attendance has been close to average. A significant minority of pupils are late for school each day. While this number has reduced, the school is aware that more action is required to sort this out.

The leadership and management are good

- The headteacher is an inspirational leader who has a very clear view of how good the school can be.
- The partnerships established between the school, the sensory resource units and Ganton School are outstanding and enable pupils to move effortlessly between provisions. Staff also benefit by sharing expertise and knowledge.
- Equality of opportunity is outstanding and is at the heart of the school. Careful assessment of need ensures that pupils are placed in the best environment for them at differing points in the day.
- The headteacher has developed an enthusiastic and determined senior leadership team firmly focused on raising standards. Subject coordinators know their areas well and have good plans in place to improve provision further.
- All staff work as a united team so that new initiatives introduced whole school are consistently applied and have good impact. For example, Key Stage 2 teachers have recently focused on the use of grammar and punctuation in pupils' writing. This has resulted in most pupils making better progress when writing multi-part sentences.
- Ambitious targets are set for each pupil. This, together with the rigorous tracking of their progress and effective planned interventions for those who are falling behind, is a key reason why the majority of pupils progress at a faster rate than seen nationally.
- Procedures to check the quality of teaching in lessons have weaknesses. Areas for development are not always clearly documented. Hence, some inadequacies in teaching go unchecked when revisits are made.
- The school takes extremely good care of its pupils. Procedures to ensure pupils' safety are very thorough.
- Links with parents are developing strongly so that 92% of parents who completed questionnaires would recommend the school to others.
- The local authority provides light touch support but is used frequently by the school to provide training for staff.
- **The governance of the school:**
 - Governors contribute fully to the school's planning and evaluation processes and regularly check on pupils' progress. Governors bring a good range of skills such as experience in leadership, finance and personnel. They keep a close eye on the school's finances and ensure that pupil premium funding is used effectively. Governors, together with the headteacher, ensure that staff fulfil appropriate stringent criteria before they can achieve the next salary level.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	117918
Local authority	Kingston upon Hull, City of
Inspection number	403339

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	429
Appropriate authority	The governing body
Chair	Jan Stallard
Headteacher	Sue McGlinchey
Date of previous school inspection	21 November 2007
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