

Rokeby Park Primary School

Inspection report

Unique Reference Number	117813
Local authority	Kingston upon Hull City of
Inspection number	379474
Inspection dates	8–9 March 2012
Lead inspector	Jim Alexander

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	122
Appropriate authority	The governing body
Chair	Lorna Jarvis
Headteacher	Karen Jackson
Date of previous school inspection	29 April 2009
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Introduction

Inspection team

Jim Alexander
Edward Price

Additional inspector
Additional inspector

This inspection was carried out with two days' notice. The inspection team observed 16 lessons taught by six teachers and listened to individual pupils read. Inspectors held meetings with members of the governing body, staff and groups of pupils. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, looked at the documents relating to safeguarding, pupils' attainment and progress and the way in which the school evaluates its own performance. The inspectors analysed the views of staff and pupils and the 67 questionnaires from parents and carers.

Information about the school

This is a smaller than average-sized primary school. A large proportion of pupils are from a White British heritage and a smaller than average number are from ethnic minority groups; very few speak English as an additional language. The proportion of disabled pupils and those have special educational needs is below average. The number of pupils who are known to be eligible for free school meals is almost twice the national average. The school meets the current floor standard. Since the time of the last inspection, a new headteacher has been appointed together with three new teachers. A new Chair and vice-chair of the Governing Body have also been elected. The school has been awarded Healthy School status and the Activemark. A breakfast club operates each morning.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall Effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key Findings

- This is a good school. It is not outstanding because, while achievement is good, attainment is higher in English than it is in mathematics. Also, while teaching is good overall and some is outstanding, there remains some that is no better than satisfactory.
- Children start school with skills that are well below those typically expected for their age. They make good progress in the Early Years Foundation Stage, although attainment remains below average as they start Year 1. Good progress continues through Key Stages 1 and 2, so pupils leave Year 6 with attainment which is broadly average overall.
- The quality of teaching is good overall. The large majority of lessons observed were good or better and pupils enjoy positive relationships with their teachers. Work seen in pupils’ books and school data confirm pupils make good progress as they move through school. However, in a small minority of satisfactory lessons, the best practice in the school is not evident.
- Children develop good social skills and positive attitudes to their learning from an early age. The overwhelming majority of parents and carers who responded to the questionnaire say their children feel safe at school and are happy to attend. As a result, pupils’ attendance across the school has improved year-on-year and is now above average. Pupils behave well and demonstrate maturity in quickly resolving any minor upsets that occur.
- Leaders, including the governing body, know the school’s strengths and weaknesses well. They have effectively used performance management processes to improve the quality of teaching. They have also taken effective action to successfully reduce exclusions. The school has a good understanding of its own areas for development, for instance, a new system to assess pupils’ attainment and progress has been introduced and a new subject leader for mathematics has been recently appointed.

What does the school need to do to improve further?

- Raise attainment in mathematics so it is at least as high as in English across the school by:
 - accelerating the rate of progress all pupils make in their lessons, particularly the more able pupils
 - ensuring pupils are better informed about how to improve the quality of their work and then providing opportunities to practice these skills
 - embed the work of the newly appointed mathematics subject leader.

- Share best practice to ensure all teaching is at least good by:
 - deploying teaching assistants to best effect so that all their time is used to accelerate pupils' learning
 - providing a range of activities to meet the needs of all pupils within every class
 - ensuring pupils do not spend too much time listening to lengthy instructions or engaging in extended question and answer sessions, but quickly settle to independent work.

Main Report

Achievement of pupils

Parents and carers who responded to the questionnaire believe their children are helped to make good progress during their time at school and inspectors agree. Pupils are motivated and keen to learn. An example of this was in a Year 1/2 mathematics lesson, where the number work was well matched to pupils' abilities and as a result they enjoyed the challenging tasks. High expectations and strong relationships also ensured learning moved on at a brisk pace. This excellent progress was not found in a number of mathematics lessons observed, where more-able pupils were not challenged with the same rigour. Children in the Early Years Foundation Stage make good progress from their starting points. They are provided with a wide variety of carefully considered activities to extend all areas of their learning, particularly developing their communication, reading and writing skills.

Attainment by the end of Year 6 is typically average, although this varies from year to year owing to the small cohort sizes. The school's cohesive approach to improve pupils' writing ensures gaps in their knowledge and understanding are quickly closing. Pupils make particularly good progress in their reading, owing to the well-structured support they receive. As a result, attainment in reading by the end of Year 2 and Year 6 is average. Across the school, the achievement of disabled pupils and those with special educational needs is good, owing to the high quality support they receive. Pupils who are known to be eligible for free school meals are also well supported, so they too make good gains in their learning.

Quality of teaching

Parents' and carers' view that teaching is good is confirmed by the inspection. A wide variety of evidence demonstrates that the vast majority of teaching is good or better. In the best lessons, teachers pitch the work so pupils of all abilities have tasks which challenge and engage them well. Sessions are well paced so pupils do not spend too long on any particular

activity, rather developing their skills in a range of independent tasks. Experienced teaching assistants are well deployed, understanding the aims of the lesson and taking a leading role in managing effective learning within the time. Learning intentions are shared well in both literacy and topic work; teachers effectively ensure that pupils know how to be successful in their learning. The teaching of reading and writing are key strengths within the school. While some teaching remains satisfactory, none is inadequate. In satisfactory lessons, work can occasionally be pitched too generally and as a result, some more-able pupils find the work too easy, finish quickly and then wait for others to catch up. Pupils can also spend too long listening to lengthy introductions or extended question and answer sessions; this limits the time available for them to work independently. During these times some pupils become restless and teaching assistants' attention is taken up managing behaviour rather than focusing on supporting learning.

The well-planned curriculum ensures that pupils reinforce and practice their written skills across a range of subjects. The planning of mathematics is not so well refined and on occasions pupils can jump from one area to another without time to consolidate their understanding before they move on. There are also more limited opportunities for pupils to apply their skills in practical problem-solving situations. The quality of marking is good and clearly identifies how pupils can improve their English work. Marking of mathematics is accurate and explains what pupils need to do to improve their work, but teachers do not always provide enough opportunity for pupils to practise these skills.

Throughout the school, the impact of teaching on pupils' spiritual, moral, social and cultural development is evident, for example, staff have good strategies to encourage pupils to manage their own behaviour well. Teachers use paired talk regularly to support pupils' speaking and listening skills effectively, and to develop their social skills through negotiating options and sharing ideas.

Behaviour and safety of pupils

Parents and carers reflect the pupils' positive views about behaviour, and they are almost unanimous in saying that their children are kept very safe in school. Children in the Early Years Foundation Stage are helped to settle quickly and soon make good friends; they play and learn well together. Pupils' obvious enjoyment in coming to school has resulted in pupils' above average attendance. Many pupils also attend the breakfast club, which provides a warm welcome and an opportunity for pupils to meet their friends and engage with a range of activities designed to support their learning and social skills. Pupils say they get on well together and have a good understanding of how to keep themselves safe, for example, through wise use of the internet. They say that incidents of any form of bullying are very rare and any name-calling is very quickly resolved. The school has taken effective steps to reduce the high numbers of exclusions in previous years. There is a strong emphasis on enriching pupils' spiritual, moral, social and cultural development and this helps improve their self-esteem and confidence. This prepares them well for the next stage of their education.

Leadership and management

Good leadership and a focus on the correct priorities have resulted in improvements since the appointment of the headteacher and key staff. For example, the quality of pupils' writing has improved and there are plenty of opportunities for pupils to use their skills well in other subjects. There are now greater opportunities for parents and carers to be involved in their

children's learning and the 'Stay and Read' sessions are well attended. The effective professional development of staff continues to be a high priority and as a result, the vast majority of teaching is at least good. The school now needs to share this best practice to improve the quality of the teaching that is currently satisfactory. The recently appointed mathematics subject leader is receiving induction into the role, although this is at an early stage of development. The whole-school commitment to do the best for the pupils is clearly evident in all that leaders seek to do. The school gathers a range of data to monitor pupils' progress and measure their attainment. Leaders are currently introducing a new system to collect this information so it can be used even more effectively. The governing body brings a wide range of skills and meets all its statutory requirements. It challenges and its members ask pertinent questions. The Chair and vice-chair lead the governing body very well and have an excellent knowledge of the school's strengths and areas for development.

The curriculum is well planned, with an accurate focus on developing key areas of learning. Different subjects are integrated together in a logical way and taught in topics that capture pupils' interest throughout the week. There is also a good range of well-attended extra-curricular clubs. This is an inclusive school and leaders ensure that all pupils receive equal opportunities so that none are disadvantaged. There are good systems in place to ensure there is no discrimination. The enrichment of pupils' spiritual, moral, social and cultural development is also well provided for within the curriculum, and strong links with local faith groups supports their cultural understanding well. The school ensures a safe, secure and happy environment for the pupils; safeguarding arrangements meet requirements. School self-evaluation is robust, accurately informs the development plans and rightly focuses on raising standards even further. The improvements in attendance and achievement demonstrate the school has a good capacity to improve.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



12 March 2012

Dear Pupils

Inspection of Rokeby Park Primary School, Kingston-upon-Hull, HU4 7NJ

Thank you for the welcome we received when we came to inspect your school recently. This letter explains what we found on our visit.

Rokeby Park Primary is a good school. You obviously enjoy coming, which explains why your attendance is above average. From when you start school you make good progress and as a result your attainment is broadly average by the time you leave Year 6. This means you are well prepared for life at secondary school. However, you make better progress and reach higher standards in your reading and writing than you do in your mathematics. We have asked the school to ensure the standards you reach in mathematics improve to match those reached in your English work.

We were impressed with your attitudes in lessons and your behaviour around school. You explain how any minor upsets are quickly resolved. Many of you enjoy attending the breakfast club, which prepares you well for the day.

Teaching is good overall and some is outstanding. However, a small number of lessons are only satisfactory. You are provided with good guidance about how to improve your work, although opportunities to practice these skills are better in English than they are in mathematics. We have therefore asked leaders to make sure all teachers learn from the best to ensure the progress you make in mathematics improves still further.

I hope you keep on working hard and playing well together, as you also play a big part in making your school even better.

Yours sincerely

Jim Alexander
Lead Inspector

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