

# Parkstone Primary School

Parkstone Road, Hull, HU6 7DE

**Inspection dates** 20–21 September 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

**This is a school that requires improvement. It is not good because**

- Teaching does not always fully engage pupils or provide them with sufficient challenge, especially for the more-able in Years 3 to 6.
- Pupils become distracted when teaching does not sufficiently engage them in their learning
- Attainment in English and mathematics is average but improving. However, not all pupils, especially girls, are making the progress they are capable of because teachers do not use assessment rigorously enough to ensure that the work set or the support provided is appropriately matched to their needs.
- The proportion of Key Stage 2 pupils who reach the higher levels in English and especially in mathematics is below the national average.
- The marking of pupils' work and guidance on how pupils improve is inconsistent.
- Procedures to check the quality of lessons concentrate too much on teaching rather than its impact on the quality of pupils' learning and the achievement of different groups.
- The governing body is supportive of the school and is aware of its strengths and weaknesses. However, it does not as yet use data sufficiently well to challenge the school's performance and hold leaders to account

## The school has the following strengths

- The quality of teaching is improving. In Year 6 teaching is good and occasionally outstanding.
- Teaching and achievement in the Early Years Foundation Stage are good.
- The rate at which pupils are making progress is increasing and attainment is improving.
- The teaching of linking letters and sounds is effective in developing early reading skills
- Pupils throughout the school are developing a love of reading.
- Pupils say they enjoy school. This is reflected in the school's improving trend of attendance which is now above the national average.
- Following a period of considerable staffing turbulence, the headteacher's clear vision and drive for improvement is now shared by all staff and governors. As a result, provision and outcomes are improving.

## Information about this inspection

- Inspectors observed 20 lessons taught by 13 teachers, one of which was a joint observation with the headteacher. In addition, the inspection team made a number of other short visits to lessons.
- Meetings were held with two groups of pupils, the headteacher, senior and middle leaders and five members of the governing body.
- Inspectors heard pupils read from Years 2, 4 and 6.
- Inspectors took account of 15 responses to the online questionnaire (Parent View) in planning the inspection.
- Inspectors observed the school's work and scrutinised a number of documents including the school's improvement plans, data on pupils' current progress, planning and monitoring files, minutes of the governing body meetings and records relating to behaviour, attendance and safeguarding.

## Inspection team

Anthony Kingston, Lead Inspector	Additional Inspector
Sheila Loughlin	Additional Inspector
Sue Eland	Additional Inspector

## Information about this school

- This is an average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium is average.
- The proportions of pupils supported at school action and at school action plus or with a statement of special educational needs are average.
- A small minority of pupils are from minority ethnic backgrounds with only very few who speak English as an additional language.
- The school meets the current floor standard which sets the government's minimum expectations for attainment and progress.

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

- Improve the quality of teaching so that it is consistently good or better by:
  - making precise use of assessment information and ensuring that learning builds on pupils' prior knowledge so that teachers plan learning activities which challenge all pupils, especially the more-able
  - raising teachers' expectations of pupils, especially girls, to ensure all pupils make good or better progress
  - giving pupils more opportunities for independent and collaborative learning, so that they are less reliant on adults
  - ensuring activities are sufficiently interesting and challenging so that they engage all pupils in their learning and eradicate the occasional low level disruptions
  - increasing the consistency with which teaching develops all pupils' knowledge and understanding of key concepts and skills by ensuring that lengthy introductions are avoided and pupils are allowed appropriate time to acquire and develop new skills
  - improving the quality and consistency of teachers' marking so that pupils understand how to improve their work.
- Ensure pupils make good progress and raise attainment, particularly in mathematics, by:
  - making sure that the support which pupils, especially girls, receive to improve their mathematical skills and knowledge meets their needs more fully
  - providing more opportunities for pupils to practise and develop their mathematical skills in meaningful and practical contexts.
- Improve the effectiveness of leadership and management by:
  - developing the monitoring and evaluating roles of all leaders and managers by focusing lesson observations on teachers' impact on pupils' learning and achievement
  - using the information gathered in the school's tracking data to monitor rigorously the attainment and progress of individuals and groups of pupils and the impact of actions taken to tackle underachievement
  - ensuring the governing body is well informed about the school's provision and outcomes so that they can sufficiently challenge the performance of the school and hold leaders to account.

## Inspection judgements

### The achievement of pupils

### requires improvement

- The level of skills and knowledge of children entering the Early Years Foundation Stage are generally below those expected for children of this age. They make good progress in all areas of learning
- Reading is a priority throughout the school. The systematic approach to the teaching of linking letters and sounds is extremely effective in developing early reading skills. Pupils tackle unfamiliar words well and read with fluency and expression. Teachers continue to focus on the development of reading skills as pupils move through the school. For example, teachers adapt small group reading activities to support the development of reading skills which focus on pupils' specific needs and encourage them to respond to settings, characters and events.
- Pupils are increasingly developing a love of reading because of the exciting range of books which surround them and the time they are given to enjoy them. This was exemplified by one pupil who said, 'I can enter into new and exciting worlds, use my imagination and relax.'
- In Key Stages 1 and 2, pupils make expected progress, reaching overall average standards in reading, writing and mathematics by the end of Year 6. The increasingly good teaching is helping to raise achievement but progress is not yet rapid enough for more-able pupils across all year groups or girls in Key Stage 2.
- Historically boys have achieved more highly than girls. In response, leaders have rightly targeted girls' rates of progress. As a result, teachers have ensured that the expectations for girls are equally high as for boys and initiatives have been put in place to offer them more appropriate support. However, although the gap is closing, girls' attainment generally remains below that of girls nationally.
- The proportion of pupils attaining the higher levels in English is improving rapidly and is now in line with the national average. This is because pupils have many opportunities to practise their writing in an imaginative range of contexts across subjects which capture their interests.
- In mathematics, although the proportion of pupils attaining the higher levels has improved, it remains below the national average. This is because there are not enough opportunities for pupils to apply their mathematical knowledge and computational skills to appropriately challenging and meaningful problem-solving contexts.
- Lesson observations and the scrutiny of pupils' work shows that the rate at which pupils make progress is increasing. This reflects the rigorous systems now in place to hold teachers to account. These systems also ensure that disabled pupils and those with special educational needs benefit from personalised support and make the same progress as that of their peers.

### The quality of teaching

### requires improvement

- The quality of teaching is improving but still varies too much across the school. In Year 6, teaching is consistently good or better. In all other year groups while there are examples of good teaching there are too many lessons in which the match of work to pupils' abilities lacks challenge. Opportunities for pupils to engage in independent and collaborative work and apply their skills to meaningful problem-solving activities through which they can explore and find things out for themselves are too few. This slows down progress, particularly for more-able pupils.
- Support and challenge offered to girls, especially in mathematics, do not fully meet their needs to increase their rate of progress more rapidly. As a result their attainment is below that of boys.
- Good and better teaching is characterised by the excellent relationships pupils have with adults and the highly effective use of teaching assistants both in class and leading small groups. Detailed feedback is regular and accurate. It informs pupils how well they are doing and how they can improve their work. Consistently high and thoughtful questioning is used to gauge, challenge and extend the learning of all pupils and well planned activities are matched to the abilities of all pupils, especially the more-able pupils. Significantly, pupils are given exciting

opportunities to transfer apply their skills and knowledge to meaningful problem solving activities across a range of subjects.

- Marking is not consistent in helping pupils understand the next steps in their learning and teachers do not routinely provide individual targets for pupils to measure their own progress. In Year 6, however, pupils have an excellent understanding of their targets to support their learning and progress and relish the day-to-day opportunities to engage with their teachers in spoken and written dialogue focused on the development and application of their skills in reading, writing and mathematics.
- Disabled pupils and those with special educational needs receive good support from teachers and increasingly well-briefed teaching assistants, which contributes to the improved progress these pupils are now making.

### **The behaviour and safety of pupils**

### **requires improvement**

- Pupils are proud of their school. They say they enjoy school and that behaviour has improved. This is reflected in the school's rising trend of attendance which is now above average.
- Typically, pupils are welcoming to visitors. Their conduct in and around school is polite and courteous and in most lessons makes a positive contribution to learning. Most teachers manage pupils' behaviour well. Their classrooms are calm. Despite pupils understanding their rights and responsibilities as learners a few occasionally become distracted when teaching does not engage or challenge them sufficiently.
- Pupils have a well developed understanding of what constitutes bullying. They and their parents say that bullying occurs infrequently. Inspection evidence and the school's records of the management of behaviour confirm this view and show that these incidents are addressed robustly and swiftly by leaders and managers.
- Pupils understand and appreciate the systems of rewards and sanctions. They are nurtured as individuals and, through escalating scales and personalised interventions to support those with behavioural difficulties, are learning how to regulate their own behaviour.
- The very large majority of parents who responded to the online inspection questionnaire justly believe that their children are safe at school and well looked after. This view was shared by pupils.

### **The leadership and management**

### **requires improvement**

- The enthusiasm, drive, determination and resilience of the headteacher have contributed significantly to recent school improvements. Following a period of considerable turbulence in staffing, she has successfully galvanised an initially reluctant staff into a whole-school team with a shared ambition to secure improvement and for pupils to gain maximum benefit from their time at Parkstone.
- The leadership of teaching and the management of performance are given high priority. The actions being taken are proving effective and leaders at all levels are now playing a greater part so that actions are concerted. They are fully aware of the differences in performance between boys and girls and are taking action to close the gap. However, in general, procedures to check the quality of lessons concentrate too much on teaching rather than its impact on the quality of pupils' learning and the achievement of different groups.
- Staff are fully committed to the very clear direction given and have responded positively to the headteacher's and the local authority's initiatives. For example, a well-considered programme of professional development based on information gained from the monitoring of teaching and learning, an accurate analysis of the progress pupils make as they move through the school and performance management data has been implemented. As a result there is clear evidence that teaching is improving and the rate at which pupils make progress is increasing.
- Accurate self-evaluation has led to well-considered priorities, challenging performance targets for staff and equally challenging targets for pupils' progress and attainment. All are closely monitored to ensure their effectiveness.

- The school promotes equality of opportunities satisfactorily, for example the pupil premium received by the school is used effectively to improve progress and attainment of pupils.
- The curriculum is broad and balanced and contributes to pupils' spiritual, moral, social and cultural development. It is enhanced by a range of exciting visits linked to pupils' studies and a series of 'WOW' days in which, for example, pupils experience working with professional artists and undertake fascinating activities such as silk screen printing. Pupils speak enthusiastically about these saying that they bring learning to life. However, there are insufficient opportunities for pupils to transfer and develop mathematical skills across other subjects.
- Improvements in teaching confirm that the changes, supported by the governing body, are having a positive impact on pupils' attainment and progress and underpin the judgement that the school has the capability to improve further.
- **The governance of the school:**
  - The governing body discharges its statutory responsibilities and ensures that safeguarding arrangements meet requirements. Guided by the headteacher and experienced governors it is increasingly holding senior leaders and staff to account but this aspect still needs to be strengthened.

## 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 pupil's 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 pupil's 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

<b>Unique reference number</b>	117795
<b>Local authority</b>	City of Kingston upon Hull
<b>Inspection number</b>	401692

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	328
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Kerry Storer
<b>Headteacher</b>	Christine Smith
<b>Date of previous school inspection</b>	24 February 2010
<b>Telephone number</b>	01482 854554
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