

# Bude Park Primary School

Cookbury Close, Bransholme, Hull, HU7 4EY

## Inspection dates

5–6 December 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		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

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

- Pupils' progress is not consistently good because teaching is not of sufficiently good quality, particularly in Years 3 to 5.
- In too many lessons, pupils have limited opportunities to talk about their learning before undertaking tasks.
- Teachers' expectations of pupils are not always high enough and work is not always well matched to pupils' needs.
- More-able pupils do not always have work that stretches them enough.
- Standards in writing are not as high as in mathematics and reading because pupils have insufficient opportunities to practise their writing independently and at length, or to widen their vocabulary.
- Teaching assistants are not always used to maximum effect in all classes.
- There are inconsistencies in the quality of teachers' marking and feedback to pupils so that pupils can improve their work effectively.

### The school has the following strengths

- Effective action by leaders has resulted in significant improvements in teaching this year. There is an increasing proportion of good teaching in the school and many pupils are making good progress.
- Disabled pupils, those with special educational needs and those known to be eligible for pupil premium funding make good progress because they are supported effectively.
- Behaviour is good. Above average attendance reflects pupils' enjoyment of school. Pupils are kind and friendly. They form good relationships and so feel safe and happy here.
- A determined drive by senior leaders and managers to establish a culture where expectations of pupils and staff are high has led to good teamwork that is moving the school forward rapidly.
- Senior leaders, managers and the governing body have a good understanding of how well pupils are achieving. They ensure that training and support for staff are strongly focused on raising pupils' attainment and progress, and on improving the quality of teaching.

## Information about this inspection

- The inspectors observed 21 lessons, two of which were observed jointly with the headteacher and the deputy headteacher. In addition, the inspectors made other visits to classes, looked at pupils' workbooks and listened to a number of pupils read.
- Meetings were held with pupils, the Chair of the Governing Body and two other governors, senior and middle managers and a representative from the local authority.
- In presenting the inspection findings, the inspectors took account of the five responses to the on-line questionnaire for parents (Parent View), the school's own parent survey from November 2012 and spoke with eight parents during the inspection.
- The inspectors observed the school's work and looked at a number of documents, including the school's own data on pupils' progress, planning and monitoring documentation, records relating to behaviour and attendance, and how the school uses its funding, especially how the money from the pupil premium is spent, as well as documents relating to safeguarding.

## Inspection team

Rajinder Harrison, Lead inspector	Additional Inspector
Janet Lomas	Additional Inspector
Edward Price	Additional Inspector

## Full report

### Information about this school

- This is an average sized primary school. Most pupils are of White British heritage.
- The proportion of pupils known to be eligible for the pupil premium, which is additional funding provided by the government for children in local authority care, pupils known to be eligible for free school meals and pupils whose parents are serving in the armed forces, is well above the national average.
- The proportion of disabled pupils and those with special educational needs supported through school action is average. The proportion supported at school action plus is above average. The proportion with a statement of special educational needs is average.
- The number of pupils joining the school at times other than at the start of the Early Years Foundation Stage is higher than is typical of schools nationally.
- The school did not meet the government's current floor standards, which set the minimum expectations for pupils' attainment and progress, in 2011.
- There has been a considerable number of staff changes in the last two years.

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

- In order to help all pupils make consistently good progress, particularly in Years 3 to 5, improve the quality of teaching further so that all of it is at least good or better by ensuring that:
  - teachers' planning matches the needs of all pupils
  - more-able pupils throughout the school are challenged fully
  - teachers ask probing questions and give pupils more time to share ideas before they work independently
  - teachers deploy teaching assistants to greater effect in all lessons
  - all teachers mark pupils' work regularly and provide clear guidance to pupils as to how they might improve their work.
- Raise pupils' achievement in writing throughout the school by ensuring that:
  - pupils have more opportunities to write independently and at length in literacy and other subjects
  - all teachers have higher expectations of all pupils, but particularly the more able
  - pupils have the range of vocabulary they need to enhance the quality of their writing.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Children start in the Early Years Foundation Stage with skills that are well below those typical for their age, particularly their personal and literacy skills. They settle quickly because staff help them feel secure at school and provide activities that encourage children to have fun as they learn.
- Children make satisfactory progress overall. Progress in their personal development and their early reading is good because day-to-day routines are established well and the teaching of phonics (letters and the sounds they make) is good. While very few children achieve average skills at the end of the Reception Year, they are prepared well for Year 1.
- Pupils' progress through Years 1 to 6, while good in some classes, is uneven, particularly in Key Stage 2, where teaching is too variable to secure good achievement. In most classes, teachers use information about how well pupils have learned to plan work that meets their varying needs effectively. However, more-able pupils are not always challenged sufficiently to achieve more.
- In 2012, standards in reading, writing and mathematics at the end of Years 2 and 6, were below average because, while a significant number of pupils made good progress and achieved well, others did not. Currently, pupils are making better progress because more of the teaching is now good. Standards in writing are not as high as those in reading and mathematics because pupils do not always have enough opportunities to write independently and at length in literacy and other subjects.
- As a result of the early identification of need and the good provision made for them, particularly the individual support, disabled pupils and those who have special educational needs make good progress.
- The school uses the pupil premium budget to fund an additional teacher and extra resources to support eligible pupils. As a result, these pupils make good progress and achieve well compared to similar pupils nationally. Their attainment, while often still below that expected for their age, is improving. The school is successfully narrowing the gap in the achievement between these pupils and their classmates.
- Pupils who join the school at times other than the start of the Early Years Foundation Stage are integrated quickly so that they achieve as well as their classmates.
- Achievement in reading is good. Phonics is taught effectively in the Early Years Foundation Stage and in Key Stage 1, ensuring that early reading skills are developed well. The school's initiatives, for example the 'stay and read' sessions for parents of young children promote pupils' interest in, and enthusiasm for, reading regularly.

### The quality of teaching

### requires improvement

- Although the quality is improving strongly, teaching is not consistently good in every class. Very little teaching is outstanding.
- Where teaching is good, teachers make lessons interesting and fun through discussions that help pupils to extend their learning. In these lessons, teachers make the purpose of the learning clear so pupils remain attentive and enthusiastic. Through asking probing questions, they check pupils' understanding and give pupils the help they need to succeed. For example, detailed and constructive marking shows pupils what they have done well and what they need to do to improve their work. Where teaching is less than good, marking is not as effective.
- However, in too many lessons, while elements of good practice exist, teaching is less well planned to help pupils to do their best. In some lessons, the work is not matched accurately to pupils' needs because it is too easy for some and too difficult for others. Sometimes, in order to maintain a brisk pace, introductions are too brief and teacher led. Consequently, pupils have insufficient opportunities to discuss their ideas, explore new vocabulary and learn from each

other before settling to tasks that often just keep them busy rather than extending their learning.

- Teachers often miss opportunities to challenge the more able pupils enough, for example, when working independently.
- Where lessons lack challenge and interest, a few pupils become restless and inattentive. In most instances, teachers manage these lapses in behaviour effectively, but such incidents do impede learning for these pupils.
- In most lessons, teachers deploy teaching assistants well to support particular pupils, especially less-able pupils. However, teaching assistants are not always used to maximum effect when teachers lead whole-class presentations.

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

- Typically, pupils' behaviour is good and they enjoy learning. Many pupils said, 'School is fun'.
- Pupils make a positive contribution to the school's calm, orderly environment. They are thoughtful, polite and considerate and show respect to others. They show high regard for staff. These positive relationships encourage pupils to seek help if they need it.
- Pupils feel safe and well looked after. They have a good understanding of how to keep themselves safe and talk confidently, for example, about why social networks might pose dangers to children.
- Pupils have a good understanding of different types of bullying, including via mobile telephones. They say that incidents of bullying are few but, when they occur, staff deal with them effectively. The school takes prompt action to tackle any form of discriminatory behaviour.
- Pupils are kind and supportive of others. Most work together sensibly in lessons and play safely in the playground so accidents are rare. Opportunities to take responsibility around the school provide purposeful ways to extend pupils' moral and social development.
- Pupils' above average attendance reflects their enjoyment of school.
- Parents raise no concerns about behaviour in the school. They express positive views about the way in which the school cares for their children and supports their learning.
- Staff are generally very positive about pupils' good behaviour and their eagerness to participate in activities. For example, pupils enjoy a good range of clubs, as well as the many trips that extend their experiences of the wider world.

### **The leadership and management** are good

- Following a number of effective staff changes, the school is improving well.
- The headteacher has high expectations of staff. Senior leaders are very committed to giving pupils the best education. Effective teamwork is driving improvement strongly. The most recent pupils' progress data show that achievement in most classes is now good and standards are rising, particularly in reading and mathematics.
- The school development plan is based on the senior managers' robust and accurate view of the school's performance. The impact of their efforts is reviewed regularly through meetings with staff and the governing body.
- Effective support from the local authority is sought, for example, for staff training and reviewing the school's performance.
- Leaders have taken effective action to check that pupils have the work and support they need to achieve well and that teaching is becoming at least consistently good.
- Senior and middle leaders check carefully that the agreed improvements are reflected in classroom practice. They have identified remaining inconsistencies, for example, in teachers' planning, because not all teachers make effective use of the information they have about pupils' learning to challenge pupils fully.

- The school promotes equality of opportunity satisfactorily. Individual pupil's progress is reviewed termly to ensure that the level of challenge is appropriate. As a consequence, pupils who are at risk of falling behind receive the help they need to catch up quickly. This process has highlighted that more-able pupils are not always challenged sufficiently.
  - The curriculum links subjects together well so that pupils understand how learning in one subject can help them in others. For example, pupils in Year 4 enjoyed writing about the loss of trawlers in the North Sea and how this affected local communities but limitations in their vocabulary hindered a number from writing more.
  - Many extra-curricular activities extend pupils' learning beyond school and promote well their spiritual, moral, social and cultural development. Pupils talk enthusiastically about different clubs. They learn to value cultural and ethnic differences through learning about world religions but lack enough opportunities to visit communities different from their own to extend their understanding further.
  - **The governance of the school:**
    - Members of the governing body are very committed to the school and ensure that pupils are safe and enjoy learning. Governors check that policies are up-to-date and finances managed well. For example, they ensure that the pupil premium budget is used to support the pupils for whom it is intended. Governors have a good overview of the school's performance, including pupils' progress. They are taking effective action to improve the quality of teaching so that pupils in every class achieve well. The governing body has appropriate arrangements to ensure that pay awards link to performance management and procedures to measure performance are thorough. Governor training is relevant and up-to-date, for example, in ensuring that the school meets all safeguarding requirements.
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## 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

<b>Unique reference number</b>	117929
<b>Local authority</b>	Kingston upon Hull City of
<b>Inspection number</b>	405732

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	256
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sarah Omer
<b>Headteacher</b>	Helen Miller
<b>Date of previous school inspection</b>	15 December 2010
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