

Parkstone Primary School

Parkstone Road, Hull, HU6 7DE

Inspection dates 19–20 March 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	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.

- Pupils make good progress across the school and attain average standards in writing and mathematics and above average in reading.
- Standards are rising and more pupils throughout the school are on track to attain above average standards by the time they leave. Attainment in mathematics, which was the weakest subject in 2013, has improved this year.
- All groups of pupils including disabled pupils, those who have special educational needs and the most-able pupils achieve well.
- Teaching is consistently good or better throughout the school. Teaching assistants make a strong contribution to pupils' learning. The teaching of reading is a particular strength.
- Behaviour is good and pupils have very positive attitudes to school and to learning. Pupils say they feel safe.
- Leadership and management are much improved since the previous inspection. The headteacher, well supported by the deputy headteacher, provides strong and effective leadership. Much has been done to improve teaching and achievement. The school is well placed to continue to improve in the future.
- Governance is stronger and governors have a clear understanding of the school. They continually challenge senior leaders to improve the quality of provision.

It is not yet an outstanding school because

- Although rapidly improving, standards of writing and mathematics are not as high as in reading. Pupils do not always have enough opportunities to apply their grammar and punctuation skills in longer pieces of work. Not all pupils are fully confident in using their improving number skills to solve problems.
- The school's systems for marking and setting targets for pupils are not fully effective. Pupils are sometimes unclear as to which aspects of their writing and mathematics they should concentrate on in order to reach higher levels.

Information about this inspection

- Inspectors saw teaching and learning in all classes, observing 12 mainly full lessons, including two joint observations: one with the headteacher and the other with the deputy headteacher. In addition, a number of shorter visits were made to lessons in the Early Years Foundation Stage and to see particular aspects such as the teaching of reading, physical education or pupils being taught individually or in small groups. A range of other school activities including playtimes, lunchtimes and an assembly were observed.
- Pupils' past and current work was scrutinised and some pupils read to inspectors.
- Meetings were held with school leaders and other staff, members of the governing body and with a representative of the local authority.
- Documents, including school development-planning and reports showing the school's view of its own performance, safeguarding documents and policies and records relating to behaviour, safety and attendance were inspected. A range of information on the performance of the school in comparison with other schools nationally was analysed. The school's records of pupils' progress were also reviewed.
- The views of 29 parents who completed the on-line questionnaire (Parent View) were analysed. Short discussions were held with 38 parents of a total of 51 children at the beginning of the second day of the inspection. The results of a recent school survey of parents' views, held in November 2013 when 65 parents responded, were also taken into account.
- Inspectors received the views of staff through discussions and also through analysing the 27 responses to the inspection questionnaire. They received the views of pupils through both informal and pre-arranged discussions.

Inspection team

Roger Sadler, Lead inspector	Additional Inspector
Jane Salt	Additional Inspector
Paul Spray	Additional Inspector

Full report

Information about this school

- In this larger than an average sized primary school, the vast majority of pupils are of White British heritage and speak English as their first language.
- An average proportion of pupils are supported by the pupil premium. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after.
- The proportions of disabled pupils and those with special educational needs supported through school action are above average. The proportions supported at school action plus or who have a statement of special educational needs are below average.
- In 2013, the school met the government's current floor standards that are the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Further improve pupils' progress and the quality of teaching in writing and mathematics by:
 - ensuring that comments in marking and pupils' individual targets make it clear to them which aspects of their writing and mathematics they should concentrate on to move to the next level
 - providing more frequent opportunities for pupils to practise their basic punctuation and grammar skills in extended writing and checking that all grow in confidence to apply their number skills to solve problems.

Inspection judgements

The achievement of pupils is good

- Pupils achieve well throughout the school. Accurate records of pupils' progress and also pupils' work show that each half term, pupils make at least expected progress from their starting points and in most classes, substantially more than this. As a result, standards are rising.
- Most children enter Reception with skills and knowledge below those expected nationally. Provision in the Early Years Foundation Stage has improved since the previous inspection. Last year, although standards at the end of Reception remained a little short of national averages, children made good progress in their learning. Currently, progress is good and more children in Reception are on track to attain average levels by the end of this year.
- Progress is good in Years 1 and 2 and at the end of Key Stage 1 standards are average in reading, writing and mathematics, and rising.
- Due to better teaching, results of national tests have been rising at the end of Year 6 from below average to average in English and mathematics. Effective teaching is continuing to raise attainment, which is now average in writing and mathematics and above average in reading. More pupils currently in Years 6 and 5 are on track to attain above average levels and overall standards are rising by the time they leave the school in 2014 and 2015.
- Pupils' reading has improved particularly well over the last two years and is now above average. Good quality daily guided reading and phonics lessons (helping pupils to learn and use the sounds of letters) provide pupils with the necessary skills to become successful readers. Many enjoy reading and older pupils apply their skills well to research information.
- Last year, results in mathematics were weaker than in writing and reading. Leaders ensured that all staff responded well to this wake-up call and much was done to improve the teaching of mathematics. Consequently, progress is now good and attainment is average. Many now reach higher levels because they are clear about methods to solve problems. However, this confidence is not yet secure for all pupils.
- Standards in writing are improving and pupils make good progress. Spelling, grammar and punctuation are taught successfully and many apply these skills correctly in their literacy lessons. However, they do not always practise using them successfully in longer pieces of writing.
- One reason for attainment in writing and mathematics improving is because these subjects are carefully addressed in other subjects such as science, history and geography. Pupils are taught to take pride in their work and their books.
- Equal opportunities are effectively promoted and all pupils are expected to do their best and there is no significant difference in the progress of different groups of pupils. Teaching throughout the school is carefully tailored to meet the learning needs of learners of differing abilities, so that all can achieve success.
- The needs of the most able are carefully considered and they make good progress. An increasing number of pupils throughout the school attain standards above those expected for their ages.
- In 2013, Year 6 pupils known to be eligible for free schools meals, supported by the pupil premium left school with standards in reading, writing and mathematics similar to those of other pupils in the school and around two terms ahead of those of similar pupils nationally. These good results are due to senior leaders and managers using resources wisely and ensuring that in all classes, teachers and teaching assistants support these pupils effectively and they make good progress.
- Disabled pupils and those with special educational needs make good progress throughout the school because their needs are accurately identified. Teaching is carefully tailored to meet their needs and these pupils achieve well.

The quality of teaching is good

- Since the previous inspection, senior leaders have ensured that teaching has improved considerably. Teaching is now typically good and sometimes outstanding. Leaders have worked hard with staff to ensure that all adopt a similar approach to key aspects of their work and staff say that this is helping them improve their teaching and learn from each other.
- Assessment information is used most effectively in all classes. As a result, activities build closely on what pupils already know. Work is invariably pitched at just the right level for the four or five ability groups of pupils in each class. This means that the most and least able, disabled pupils and those with special educational needs all achieve well.
- Teaching assistants are trained effectively and deployed wisely so that they make a key contribution to the learning of pupils in all classes.
- Reading is taught successfully throughout the school. Effective daily phonics and guided reading sessions include a variety of activities that sustain pupils' enthusiasm for reading.
- Mathematics teaching has improved over the last year. Mental arithmetic and problem-solving are particularly well taught and are having an important effect on the rising standards of mathematics evident in pupils' work and in school records. Only a few pupils are insecure in applying their skills.
- Most aspects of writing are taught effectively. A particular strength is that teachers promote pupils' writing, not only in English lessons but also in other subjects. The weakest aspect of writing is pupils' ability to use these skills accurately when writing at length and in different styles, because they do not always have enough opportunities to do this.
- Teaching in the Early Years Foundation Stage is often good or outstanding. Many practical activities encourage children to concentrate and opportunities to share extend their ability to listen carefully to others. Provision in the indoor classroom is excellent but not quite as strong outdoors.
- Staff work closely together to ensure that pupils behave well and develop good attitudes to learning. Lack of concentration by any pupil is quickly noticed and checked by teachers and teaching assistants. Consequently, pupils work hard and do their best.
- Systems for setting targets for pupils and marking their work are in place, but it is not always made clear to pupils about where they need to concentrate their efforts. As a result, pupils are not always clear about how to obtain the next level. Therefore, these systems have not had the desired effect on pupils' learning.
- Although strong emphasis is given to helping pupils learn basic skills, this is not at the expense of learning other subjects. Physical education and games are taught effectively and the school has used the new primary school sport funding wisely and participation in sports and exercise have improved well over the last year. For example, a comment was made by the new external coach that had recognised a skill in cricket that had previously gone unnoticed and had led to a new interest in this sport.
- Learning is enhanced by visits and visitors to school. The annual residential visit to an outdoor pursuits centre is highly regarded by pupils.
- Teaching makes a good contribution to pupils' mostly good spiritual, moral, social and cultural development, although lack of first-hand experience means that pupils have too limited a view of different ways of life and cultures in modern Britain.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils arrive at school punctually and rates of attendance are above average. Attitudes to learning and to school are very good. Almost all pupils and many parents say that behaviour is consistently good at school and that the good behaviour seen during the inspection was typical.
- Pupils behave well in assemblies and at playtime and in the dining room. Older pupils are

sociable and act maturely and many are kind and considerate to each other and to younger pupils or those who have particular difficulties. Many older pupils enjoy helping the school run more smoothly by undertaking tasks such as preparing for assembly.

- All staff adopt a consistent way of dealing with behaviour and any poor behaviour is dealt with promptly and fairly. Hard work and good concentration in lessons are promoted well and this helps pupils achieve well.
- The school's work to keep pupils safe and secure is good. Pupils are taught to act with consideration for the safety of others and to behave safely themselves. They are looked after well and kept safe in school. Child welfare issues are treated with great seriousness by senior leaders and other staff.
- Pupils have a clear understanding of what constitutes bullying in its various forms and say that bullying is very rare in their school, but that any instances of bullying that come to light are dealt with by staff. They receive regular guidance on the use of the Internet and show good understanding of how to use the Internet safely.

The leadership and management are good

- The headteacher provides very clear, decisive and supportive leadership and brings out the best in staff, governors and pupils. The headteacher has ensured that the school has improved considerably since its previous inspection.
- The headteacher and deputy teachers have a clear strategy for how to further raise achievement and the quality of teaching. The responses to the staff survey and discussions with teachers confirm that they fully support this vision and all work to the same ends and in a consistently effective manner.
- The school's plan for future improvement is carefully targeted on exactly the right issues and provides strong support for the school to continue to improve.
- The headteacher has developed excellent systems to ensure that each teacher is fully aware of the progress of each pupil in the class. Half-termly meetings are held to ensure that teachers' assessments of pupils are accurate and that any necessary support is provided to help pupils at risk of underachieving to do their best. Consequently, all staff accept their responsibility and accountability for the progress of each pupil. The performance of each member of staff is carefully monitored and fully supported and many staff spoke of the way that they had been helped by senior leaders to do their jobs better.
- Staff are observed teaching regularly, accurate evaluations of teaching are made and clear feedback is given. Any emerging issues are followed up and improvement assured, with only a few aspects remaining to be resolved. These evaluations of teaching as yet do not always emphasise the progress of different groups of pupils so that teachers can respond to this in their teaching.
- Middle leadership is much improved since the previous inspection. Middle leaders have clear guidance on their roles. The leadership of the Early Years Foundation Stage, of English, mathematics and science and of special educational needs is effective. In all subjects leaders have a clear understanding of attainment in each year group in their subjects. Leadership of subjects other than English, mathematics and science is much improved and the school is now extending their skills of checking more closely on what is happening in their subjects first hand. A plan is already under way to bring about this improvement.
- The curriculum is modified carefully to meet pupils' learning needs, especially those of the most able, those known to be eligible for the pupil premium and disabled pupils and those with special educational needs. Provision for and achievement in science is strong. The school's curriculum for personal and social education helps pupils relate to each other well and develop their empathy for others.
- Arrangements for keeping pupils safe fully meet current requirements. Child protection training is kept fully up-to-date.
- The local authority has provided effective support since the previous inspection. The

headteacher has found their support invaluable in bringing about the many improvements in the school over the last two years.

■ The governance of the school

- Governors are very well informed about key aspects of the school's work. They provide an intelligent and effective balance of challenge and support to senior leaders.
- The governors' understanding of pupils' achievement and the quality of teaching is much improved since the previous inspection. A particular reason for this is the school improvement committee which meets with senior leaders every two or three weeks and checks all aspects of the school's performance with the headteacher. Governors are skilful at analysing nationally provided data and school records to ensure the school is performing effectively. They know that pupil premium funding benefits the eligible pupils.
- The performance of all staff is carefully managed. Governors show clear awareness of the strengths and weaknesses in teaching and governors play an important role in the management of performance of staff and ensure that pay is closely related to the performance of pupils.

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	117795
Local authority	Kingston upon Hull City of
Inspection number	431640

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	328
Appropriate authority	The governing body
Chair	Beverley Mitchell
Headteacher	Christine Smith
Date of previous school inspection	20 September 2012
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