

Bude Park Primary School

Cookbury Close, Bransholme, Hull, HU7 4EY

Inspection dates 28–29 January 2015

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	Good 2
Leadership and management	Good	2
Behaviour and safety of pupils	Good	2
Quality of teaching	Good	2
Achievement of pupils	Good	2
Early years provision	Requires improvement	3

Summary of key findings for parents and pupils

This is a good school.

- Pupils in Key Stage 1 and Key Stage 2 make good progress from their individual starting points. Attainment at the end of Key Stage 2 is broadly average.
- Pupils are keen to learn as their lessons are exciting and engage them fully. Teachers build upon the knowledge pupils already have to help them make new discoveries and enjoy learning.
- The teaching of reading, writing and mathematics has improved rapidly over the last eighteen months. Pupils are proud of their work and enjoy talking about what they are learning.
- School leaders meet regularly with teachers to check the progress of each pupil carefully. They work together to ensure that the needs of all pupils are met and that pupils are challenged to continually try to improve their work.
- Behaviour and safety are good. The care for the emotional well-being of pupils is outstanding. Pupils talk openly about the support they have for both themselves and for their families. They all say this helps them to learn better.
- The school is improving because leaders and governors provide effective leadership. They have high expectations and they are very clear about the specific support each individual pupil needs.
- Relationships are strong and staff, parents and pupils are very positive about the school and its leaders. Staff and pupils treat one another with respect.
- Links with a school in The Gambia provide outstanding opportunities to debate a wide range of moral and social issues.
- The school environment is well presented and pupils take pride in their appearance. They are proud to be part of their school. Many pupils previously attended other schools and all say that they enjoy this school the most.
- School leaders and governors know the school well. Governors have completed a skills audit and use this to support and challenge the school effectively.

It is not yet an outstanding school because

- Teachers do not always give pupils sufficient guidance on how to improve in spelling and the sounds that letters, and combinations of letters make, particularly in Key Stage 2. Adults don't encourage pupils sufficiently to use the correct sounds.
- The progress of children in the early years requires improvement. Adults spend too much time observing children rather than supporting and developing their learning. Children are not always encouraged to use all the activities, some of which are not exciting enough to encourage them to learn.

Information about this inspection

- Inspectors observed a number of lessons, three of which were observed jointly with the headteacher or assistant headteacher. Inspectors also observed lunchtimes and listened to pupils reading.
- Meetings were held with the headteacher, school staff, groups of pupils, the Chair of the Governing Body and one other governor and a local authority and Trust representative.
- To ascertain parents' opinions inspectors took account of 12 responses to the online questionnaire (Parent View). Inspectors also spoke to parents at the school.
- Inspectors received 33 completed staff questionnaires.
- A number of school documents were examined. These included information about pupils' progress, school improvement plans, documents used by the school to measure its own performance and records of reports to the governing body. The work in pupils' books and records relating to the quality of teaching, behaviour, attendance and safeguarding were also scrutinised.

Inspection team

Karen Foster, Lead inspector	Additional Inspector
Susan Twaits	Additional Inspector
Jennifer Firth	Additional Inspector

Full report

Information about this school

- Bude Park Primary School is slightly larger than the average-sized primary school. It converted to academy status on 1st April 2013. It became part of a Multi Academy Trust with Highlands Primary School and Kingswood Primary School on September 2014. When its predecessor school, Bude Park Primary School, was last inspected by Ofsted it was judged to require improvement overall.
- Most pupils are of White British heritage.
- The proportion of disabled pupils and those who have special educational needs is similar to that found in most schools.
- The proportion of disadvantaged pupils supported through the pupil premium funding is well above average (The pupil premium is additional government funding to provide extra support for pupils known to be eligible for free school meals, or for children in the care of the local authority). Two thirds of the school are eligible for this funding.
- Pupil mobility is high. Many pupils have attended a number of primary schools before arriving at Bude Park Primary School.
- Children enter school in the early years and attend part time.
- The deputy headteacher is a Specialist Leader of Education for English. The assistant headteacher is a Specialist Leader of Education for mathematics.
- The school has been awarded with Healthy Schools' Accreditation, Let's Get Cooking Accreditation, The Basic Skills Quality Mark, Active Mark and The Silver Primary Science Quality Mark.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Improve the teaching of spelling and the sounds that letters and combinations of letters make, particularly in Key Stage 2.
- Use the strengths of the senior leadership team to improve the quality of teaching in the early years so that children make at least good progress by:
 - supporting the leadership of the new early years team so that they know what is expected of the role
 - ensuring that all activities for children are exciting and make the children want to take part in them
 - providing support for the staff team so that they understand how to carry out observations of the children in a way that does not inhibit the development of their learning.

Inspection judgements

The leadership and management are good

- The senior leadership team work effectively together to improve standards and achievement in the school. They recognise that many of the pupils in their school need additional support with their emotional well-being. They have put in place many different strategies to ensure that pupils and their families are supported effectively. This outstanding support ensures that pupils come to school ready to learn. Their determined action and high expectations have significantly improved the quality of teaching and learning in the school.
- The leadership team carefully monitor the progress that pupils make. This information is shared with staff and used to identify where additional support may be needed for pupils to reach their ambitious targets. This information is also used to inform lesson planning.
- School leaders have accurately identified the areas to improve. The improvements in achievement and progress in the last eighteen months are as a direct result of their careful improvement planning. They have supported the development of middle leaders and this has recently improved further as middle leaders benefit from the wider support of the Academy Trust.
- The headteacher meets with teachers to agree what they need to do each year. Expectations are high. The headteacher has taken robust action where teaching has not met her expectations. As a result of this teaching has improved over time. Teachers understand that they are accountable for the progress and achievement of their pupils.
- The school has an exciting and motivating curriculum. It makes full use of the wider local environment as well as the school grounds. Pupils are well prepared for life in modern Britain. Subjects link well and staff are continually looking for new ways of doing this. The school has links with a school in The Gambia. This provides outstanding opportunities for pupils to share similarities and differences in their everyday life. This is also used to begin in-depth discussions about topics such as being a Muslim and the potential threat of Ebola. School leaders ensure that pupils are exposed to a rich curriculum that gives them opportunities to have experiences they might not otherwise have. They are very clear that they are not just looking at mathematics, reading and writing. For example, Opera North are currently working with the pupils to enrich their experiences of music and drama.
- The school works well in partnership with the Trust schools and the local authority. They know the other schools well and staff work together to plan and to agree what the school needs to do next in order to continue to improve.
- The leaders for mathematics and English are senior, experienced staff. They lead their subjects well and have a clear view of the strengths of the school. These are celebrated. They also understand where the school needs to improve. They have a clear understanding of the training needs of all staff and the learning needs of the pupils. The mathematics leader has recently been working with the new early years team to help them to improve provision rapidly. Robust plans have been put together and actions started.
- The pupil premium funding is used effectively to improve the learning and achievement of those eligible for it. Senior leaders regularly check that this provision is still enabling them to achieve as well as other pupils. The funding has been used across the curriculum and in music for example, all those taking the Guildhall School of Music exams passed.
- The school promotes equality of opportunity and tackles discrimination well, while also encouraging good relations.
- Statutory requirements relating to safeguarding are met and arrangements are good.
- The new primary school sport fund is used to good effect. The sports coaches support the development of skills for the teachers and help to plan learning. There is a very good range of clubs and competitions. Pupils enjoy taking part in physical education lessons and competing with other schools.
- Senior leaders ensure that health education is taught across the curriculum.
- **The governance of the school:**
 - Governors provide good challenge and support to the school. They carried out a skills audit and now use their individual strengths to support and challenge school leaders. Minutes of meetings show that governors regularly ask searching questions. They are aware of school performance data.
 - Governors know how the pupil premium funding has been spent. They know that this has improved the achievement and progress of all pupils eligible for this funding. They are aware that gaps are closing between the achievement of these pupils and that of other pupils in the school and nationally.
 - Governors are clear about the links between pay and the performance of staff. They are given regular information about the quality of teaching. Mathematics, English and Special Needs leaders present them with detailed reports about their areas of responsibility.

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

- The behaviour of pupils is good.
- Staff wait to welcome the pupils into school in the morning. This starts the day well for them.
- Pupils' attitudes in lessons, around school and at lunchtimes are good. They are exceptionally polite and hold doors open for adults and for one another. They enjoy a range of activities during the lunch break. Where pupils are caught running down the corridor they respond quickly to a look or a gentle reminder from staff about walking in school.
- All the pupils spoken to during the inspection said that they really enjoyed school. Those who had attended other schools said that this was their favourite school.
- Pupils enjoy learning and are keen to do their best. Their work is well presented and they listen carefully to adults and to one another. They work well both in groups and pairs in all lessons. When they go out of school for visits they represent the school well and have had many positive comments about their behaviour during these visits.
- A group of pupils met with an inspector. They were excited to talk about the school but were patient when others were talking. They were happy to share with the inspector and with other pupils the ways in which the school had helped them.
- Pupils say they really enjoy lessons. They are able to talk about what they are learning and things they have found out previously. In Year 2 pupils baked apple crumble from apples they had grown at school. They enjoyed working together and making the crumble. They commented that eating the crumble made it worth peeling all the apples.
- In lessons in Key Stage 1 and Key Stage 2, pupils are willing to answer questions even if they are unsure that their answer is totally correct. They are confident enough to take risks and know that they will be encouraged by adults. In the early years when activities are not exciting enough to engage the children fully, they wander from activity to activity, missing learning opportunities.
- Pupils take pride in their appearance and look after their school environment well. They show great respect for resources.
- Exclusions are very rare. There was one exclusion last year and the school worked well to ensure a smooth transition was made to specialist provision to ensure that the needs of the pupil were met.
- Attendance is similar to that of other schools nationally. Persistent absence is lower than that of other schools. This is as a result of additional, effective staffing to support the attendance and welfare needs of pupils and their families.

Safety

- The school's work to keep pupils safe and secure is good. There are good systems and routines in place to keep pupils safe and these are reviewed regularly. Pupils say they feel safe both in school and in the school grounds. Staff receive regular update training.
- Each year there is an Internet safety day to remind pupils how to keep safe when using devices that can be connected to the Internet. Pupils know how to stay safe on the Internet.
- Pupils say that everyone gets on well and that bullying and racism are very rare. They say that if these do happen they are dealt with firmly and promptly by senior leaders. They do not have any concerns about name-calling. Almost all parents agreed with them. A small minority expressed concerns on the online questionnaire, Parent View, but parents spoken to during the inspection agreed with pupils and said they had no concerns about behaviour.

The quality of teaching is good

- The quality of teaching is good. Teachers use their exciting curriculum to enthuse and motivate pupils. They link subjects well and try to build on the knowledge pupils already have. In a science lesson in Key Stage 2 pupils talked enthusiastically about The Mad Hatter's Tea Party. They used scientific language to explain why the Mad Hatter still had sugar in the bottom of his cup.
- Those parents who expressed an opinion agree that their child is well taught, makes good progress and has appropriate homework.
- Pupils take an active part in lessons. The use of speaking with movement supports learning effectively. In Year 2 pupils enjoyed reading a text together with actions for the words. Every pupil took an active part.
- In Year 6 pupils are rapidly moved through difficult concepts in mathematics. This works well because the

teacher skilfully breaks them down into meaningful sections. During the inspection the class was observed learning algebra. iPads supported their learning and were used briefly to find information quickly. The mathematics was linked to other work they had been doing about Harry Potter.

- Pupils enjoy reading and staff ensure that they are guided to a range of different texts. Most pupils read at home regularly now. During the last year the school put in a lot of time and support for families to encourage this to happen.
- The quality of pupils' written work in books is good. They cover a range of topics. Marking and feedback of writing are very helpful and give pupils clear guidance about how to improve their work further. Pupils have opportunities to respond to marking and make these improvements. The rich curriculum supports the development of their skills in writing.
- Pupils often find out facts for topics and then use these to form opinions and debate. In Key Stage 2 pupils had been to the Maritime Museum as part of their topic. They looked at the equipment for whaling and the weapons used to capture and kill them. They used this information for a class debate with groups of pupils representing the views of different countries. Pupils could recall many facts about this from their debate and were keen to tell the inspector that they had agreed whales should not be killed in this way.
- The teaching of mathematics is improving rapidly. The subject leader has been across to Shanghai to look at how the teaching of mathematics has been successful over there and has started to revise the teaching of mathematics across the school based upon her findings. Pupils say that mathematics is one of their favourite subjects.
- Teachers plan lessons that meet the learning needs of those with special educational needs and the most able. The school has recently been putting in additional support for the most able and this is beginning to reflect in the school's own data.
- There is no set break time for pupils. Teachers decide if pupils need a break or time to get a drink of water. This is a deliberate decision to ensure that learning is not interrupted at crucial moments. Pupils say this helps with their learning.
- The teaching of spelling and the sounds that letters make, on their own or as groups of letters, needs improvement, particularly in Key Stage 2 where not all staff are knowledgeable enough to be able to support pupils effectively. Pupils often spell the same words incorrectly and find it difficult to read unfamiliar words.

The achievement of pupils is good

- Pupils make good progress across the curriculum. They are well prepared for the next stage of their education.
- Across the school pupils of all abilities make good progress in reading, writing, speaking and listening and mathematics. Adults make sure that all learning has a clear purpose and this has contributed to the improvements in pupil achievement.
- Children start the school in the early years with knowledge and skills that are at least below those typical for their age and often significantly below. Skills in communication and language skills are particularly low. Few pupils speak in sentences when they start the school. They leave the early years with skills still well below those typically expected.
- In 2013 the proportion of pupils who reached the expected standard in the Year 1 national phonics check was below average. In 2014 it was in line with that of other pupils nationally. Pupils re-taking the check in Year 2 did better than the Year 2 pupils nationally.
- Attainment in Key Stage 1 has been broadly average for the last 2 years in reading, writing and mathematics. This shows that pupils made at least good progress from their individual starting points on entry to the school. This is confirmed by lesson observations and work in books. Predictions for 2015 are similar but show improvements in the percentage of pupils expected to reach higher levels in all three subjects.
- In Key Stage 2 in 2013 pupils' attainment was broadly in line with that of other pupils nationally in reading, writing and mathematics. In 2014 pupils were in line with other pupils nationally at Level 4 but much lower for grammar, punctuation and spelling. Very few pupils reached higher levels in reading, writing or mathematics. However, this dip was due to the characteristics of the 2014 cohort and from their often much lower starting points these pupils made good progress. School data show that more pupils are on track to attain higher levels in 2015. Inspection evidence supports this view.
- Progress for all pupils in Key Stage 2 is improving rapidly. School data shows that, in all year groups, pupils are making good progress in reading, writing and mathematics. Progress for pupils who have been in the school for more than 2 years is better than that of other pupils. Progress in mathematics in the last

academic year was outstanding for these pupils.

- Disabled pupils and those who have special educational needs make good progress in reading, writing and mathematics. They are supported well by specialist provision. For example there is a qualified, specialist teacher for pupils with dyslexia.
- Disadvantaged pupils supported through the pupil premium funding were 8 months behind other pupils in the school in reading by the end of Key Stage 2 in 2014; in writing they were 3 months behind; in mathematics 10 months behind. However, the progress of these pupils has been more rapid than the progress of other pupils, so these gaps have narrowed as the pupils have moved through the school. In the upper part of Key Stage 2 progress for these pupils has been outstanding in reading, writing and mathematics since 2013. This is as a result of the effective use of the pupil premium funding.
- Disadvantaged pupils in Key Stage 2 in 2014 were 7 months behind other pupils nationally in reading; 8 months in writing and a year behind in mathematics. Seventy-two percent of this cohort were entitled to this funding and this included pupils with particular learning needs who arrived in the school during Key Stage 2.
- The most-able pupils are making good progress and achieving well throughout the school. Provision for them has improved recently and predictions for 2015 in both Key Stages indicate that this is likely to continue to improve. Previously, there had been very few pupils working at higher levels in either Key Stage.

The early years provision

requires improvement

- The early years requires improvement, because although children make expected progress from their individual starting points, they do not make good progress.
- When children enter the school they have knowledge and skills which are at least below those typical for their age and often significantly below. For example, in the nursery, all the children were still using nappies when they started school.
- Adults check what children can do when they start school and check throughout the year and again at the end of the year. The accuracy of these checks is confirmed by other schools in the Trust. The Trust agree that staff have an accurate picture of what children can do.
- Relationships are good and this is a strength of the early years. Children settle in quickly and are keen to talk to adults and show them what they have been doing. Although many of them do not have the language skills to express their feelings fully, they quickly learn the rules of the classroom and readily ask adults to help if others are not being fair. One girl explained to an inspector that she was allowed to be on the key board as she had a red band but the other girl had not got one so was not supposed to be there.
- The children get on well together and enjoy being in school. They behave well and understand about right and wrong. They take care of the equipment put out for them.
- When children enter Year 1 they are not all ready for the next stage of their education, as their skills and knowledge are often below the levels expected nationally, sometimes significantly so, for example in using letter sounds to read unfamiliar words.
- Children enjoy physical activities and there is a good range of these planned. However, staff do not always help children to improve skills that involve using their hands and fingers. In an art activity, for example, children had a very limited range of brushes to use to paint their pictures.
- Although a range of activities is planned and set up for the children, these are not all exciting enough each day and therefore some activities do not get full use. Some activities do not fully challenge the children to develop their skills as they are attracted by the construction area, painting and music.
- Children enter the school with limited vocabulary and adults do not always use opportunities to talk to the children. They spend too much time observing them rather than engaging them and encouraging the development of their vocabulary and the ability to speak in sentences.
- Children are safe and very well cared for. Adults regularly check that the learning environment is kept safe.
- Leadership of the early years requires improvement. The assistant headteacher has recently been given the role of supporting the development of the early years and a robust action plan to improve it rapidly has been put in place. This fully supports the training and development of the new staff team. This is too recent to show any impact at this time.

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	139511
Local authority	City of Kingston upon Hull
Inspection number	453630

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

Type of school	Primary
School category	Academy converter
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	262
Appropriate authority	The governing body
Chair	Anne Fowlie
Headteacher	Helen Miller
Date of previous school inspection	Not previously inspected
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