

Bude Park Primary School

Cookbury Close, Bransholme, Hull, HU7 4EY

Inspection dates

13–14 March 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- Leaders and governors have a very honest, 'no excuses' approach to self-evaluation. Consequently, they are always looking for ways to ensure that pupils receive high-quality education and care. This has a positive effect on pupils' outcomes and their personal development.
- The headteacher has established a strong, inclusive ethos where pupils' efforts are celebrated, irrespective of their circumstances.
- While leadership generally is strong, the leadership of subjects such as history, geography and religious education (RE) is not as well developed. As a result, sometimes teachers are less clear how to improve the delivery of the curriculum in these subjects.
- Good-quality teaching ensures that pupils make good progress during their time at the school. However, most-able pupils are sometimes given work which is too easy. This sometimes limits their progress.
- Pupils make very strong progress in reading and mathematics. Consequently, their attainment is high in these subjects at the end of Year 2 and Year 6.
- Pupils' outcomes in writing lag a little behind those in reading and mathematics. This is due to gaps in pupils' grammar, spelling and range of vocabulary.
- Disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND) make good progress. This is because leaders and staff plan carefully to meet the needs of these pupils.
- Pupils' personal development is promoted effectively. Pupils feel safe and secure in school. Bullying is rare and pupils trust staff to resolve any difficulties if they arise.
- Good behaviour goes hand-in-hand with the high-quality teaching. Inspectors were impressed with pupils' manners and how considerate pupils are to each other.
- Pupils are generally well prepared for the next stage in their education and have an equal opportunity to succeed.
- In the early years, most children make good progress and increasing proportions are well prepared for the demands of Year 1. However, sometimes the work for the most able children does not fully challenge them.

Full report

What does the school need to do to improve further?

- Improve outcomes in writing so that they match those in mathematics and reading by:
 - widening pupils' vocabulary, improving their spelling and use of grammar across all subjects
 - ensuring that teachers' assessments of writing inform the planned next steps in pupils' learning.
- Further develop the skills of subject leaders for history, geography and RE so that they are better able to support teachers and so drive up standards in these subjects.
- Increase the challenge for the most able, including in the early years.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher has established a strong, highly inclusive ethos in the school where pupils feel valued and fully included in all aspects of school life. As a result, the school provides particularly good support for pupils with SEND. Parents are glowing in their praise of the school, saying it is 'more than a school but part of the community'.
- Honest, crystal-clear self-evaluation is a strength of leadership. While there are many things the school does very well, leaders and governors are in no way complacent. School leaders ensure that they draw upon the best practice within the trust and further afield to constantly improve. This has had a particularly strong impact on the teaching of mathematics and reading.
- Leaders have worked hard to develop a wide, interesting curriculum in subjects other than reading, writing and mathematics. Art, music and design and technology are strengths in the curriculum. For example, 41 pupils currently play a brass instrument. Additionally, in all years, pupils learn to compose and perform music during general music lessons. Pupils are taught well to paint and draw using a variety of different materials and in a range of styles.
- The physical education (PE) and sport premium is used effectively. Teachers are able to improve their PE teaching skills. Pupils have the opportunity to take part in unusual sports, such as archery, frisbee and wheelchair sports, alongside common sports such as football. The school ensures that all pupils take part in competitive sports events with pupils from other schools in the academy trust and local area.
- Extra-curricular activities are varied, well attended and bring learning to life for pupils. Many pupils attend yoga, book club, film club and various music and PE activities.
- The pupil premium is used effectively. The well-attended breakfast club, partly funded by pupil premium, provides additional opportunities to practise reading, writing and mathematics. The high-quality tracking of pupils' progress ensures that prompt and effective action is taken to support those who begin to fall behind.
- Leadership in humanities is not as well developed as in other subjects. Consequently, teachers have not been given sufficient information or feedback about how to raise standards in history, geography and religious education.

Governance of the school

- Governors receive detailed information from the headteacher on pupils' outcomes, their behaviour and attendance. This enables them to challenge and support leaders well.
- Governors have a thorough understanding of what is going well in the school. They are also acutely aware of the areas which still need further development. They scrutinise development plans in detail to ensure that leaders fully evaluate the impact of their actions.
- The arrangements for training and upskilling governors are particularly strong. Governors have opportunities to meet other governing bodies to exchange information

and update policies.

Safeguarding

- The arrangements for safeguarding are effective. Safeguarding is overseen meticulously by the governing body.
- All current government requirements are met. There is appropriate vetting of staff on their appointment. There were minor errors in the documentation which were rectified by the end of the inspection.
- Pupils are taught how to keep themselves safe and manage risk through the strong curriculum.
- Training of staff is regular and reflects current government requirements. Leaders regularly update staff on how to be vigilant in identifying safeguarding concerns.

Quality of teaching, learning and assessment

Good

- Teachers question pupils well so that they are able to answer in full sentences, thus improving their speaking skills.
- Teachers have good subject knowledge in most subjects. They plan interesting activities for pupils to deepen their understanding.
- Additional adults in the classroom support pupils well. As a result, pupils with SEND thrive.
- In mathematics, pupils learn the basics thoroughly, such as addition and times tables. They learn to explain their working out of problems and then progress to solving problems mathematically. This ensures that they are ready for the demands of secondary school by the end of Year 6.
- In reading, teachers ensure that pupils explore a variety of different texts, including poetry, fiction and non-fiction. This develops pupils' reading skills well.
- Pupils take a pride in their work, presenting their work neatly and legibly. Pupils value the award of a 'pen licence', which allows them to exchange pencil for pen. However, pupils' use of accurate spelling and grammar and a range of rich vocabulary is not fully developed.
- Science is taught well, with good opportunities for pupils to learn science through taking part in experiments.
- In art, teachers introduce pupils to the work of artists from different periods in history. Pupils are taught specific techniques, such as shading and the use of primary colours. As a result, pupils have impressive skills in art by the time they are in Year 6.
- Most-able pupils are sometimes not well challenged. They sometimes finish their work before others, so have to wait.
- Teachers generally make accurate assessments of what pupils can and cannot do. As a result, pupils who begin to fall behind are identified and are helped to catch up. However, at times teachers do not use their assessments to match work effectively to

fully address learning gaps in pupils' writing.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils say they feel safe and secure from any threats of bullying, which they say are very rare. They say that they would be comfortable talking to an adult should the need arise. Detailed school records verify that bullying is uncommon.
- Trained playground helpers ensure that pupils always have someone to play with at lunchtime and breaktimes.
- There are many opportunities for pupils to make a positive contribution in the school. Elections are held for school council members and for head boy and head girl. Pupils value these opportunities, making comments such as 'we feel listened to'.
- Pupils said that the school gives them good personal, social and health education. They are well aware of how to lead healthy lifestyles and of the potential dangers of drugs and alcohol.
- Pupils have a good understanding of how to stay safe online. They were able to explain to an inspector how using social media can be like 'leaving your front door wide open' if sufficient precautions are not taken to protect online identity.
- Within the curriculum, pupils learn about cultures and religions other than their own. These curriculum opportunities, and the numerous arts and sporting opportunities ensure that pupils' spiritual, moral, social and cultural understanding are strong.

Behaviour

- The behaviour of pupils is good.
- In lessons, pupils behave well and are keen to follow instructions. They apply themselves well to teachers' requests. Pupils with SEND behave impeccably because of the high expectations of behaviour and excellent attention to their needs.
- Inspectors were impressed by pupils' manners. They greet each other and adults politely. The youngest pupils in the school learn to share and take turns when playing. Outdoors, pupils used play equipment with consideration for others.
- Only on the occasions when teaching does not fully engage them or is unchallenging, do some pupils lose concentration.
- Outdoors, at breaks and lunchtime, pupils behave well. Lunchtime buddies ensure that all pupils have somebody to play with. Pupils play with equipment sensibly.
- Pupils' attendance is similar to the national average. The school is doing all it can to reduce persistent absence, which is above the national average.

Outcomes for pupils

Good

- Pupils make very strong progress in reading and mathematics across key stage 2. As a result, in 2018, the proportion of Year 6 pupils who achieved the expected standard in reading and mathematics was well above the national average. In writing, pupils' progress was not as strong as in reading and mathematics and the proportion of pupils achieving the expected standard in this subject was similar to the national average.
- High-quality phonics teaching ensures that the proportion of pupils meeting the expected standard in the Year 1 phonics check is broadly at the national average.
- In key stage 1, pupils make good progress. The proportion of pupils reaching the expected standard of attainment is above the national average in reading, writing and mathematics.
- Pupils currently in the school are making good progress. However, pupils' progress in writing continues to lag behind that of reading and mathematics. Pupils sometimes struggle to spell more difficult words. New systems of teaching spelling are being tried by teachers, but it is too early to measure the impact. Pupils sometimes use a narrow range of vocabulary and grammar in their writing across different subjects.
- Disadvantaged pupils made better progress than others nationally in the end of key stage 2 tests in 2018. The pupil premium continues to have a positive impact on these pupils' outcomes. Inspection evidence indicates that currently these pupils are making as much progress as their peers.
- Pupils with SEND make particularly strong progress. The specially tailored programmes that are put in place for the most vulnerable pupils ensure that they learn the fundamentals of reading, writing and mathematics. The high adult-to-pupil ratio in the 'adapted provision' classroom ensures that pupils receive high-quality, close support.
- Overall pupils are well prepared for their next stage in education when they leave for secondary school.

Early years provision

Good

- Children enter the Nursery with skills and abilities that are generally below those typical of their age. This is particularly the case in speaking. Over time they make good progress across the early years. They soon learn to write letters, including their name. They can make simple mathematical calculations and start to read simple words and sentences. Over time, the proportion of children achieving a good level of development is improving. Consequently, increasing proportions of children are well prepared for the demands of Year 1.
- Leaders and staff have improved the quality of assessment, teaching and the curriculum in the early years. The early years classes provide a stimulating learning environment for children.
- Staff are well trained as a result of opportunities to visit other early years settings and learn from others. The environment now has the development of literacy skills at the centre of all activities. This means that children learn the essentials of reading and writing throughout the day, not only in phonics lessons.

- Adults encourage children to speak in full sentences and use an increasingly wide range of vocabulary. This improves their speaking skills effectively.
- Arrangements for assessing children are generally effective, with the next steps in learning being identified. However, the most able children are not always challenged as well as others.
- The outdoor area is used well to extend children's learning. There are good opportunities for children to practise their writing, play number games, play cooperatively with their friends in the 'mud kitchen' and do physical activities.
- Children behave well. Adults have established clear rules and routines, which children follow. Children have good manners, they share toys and speak politely to each other.
- Safeguarding is effective, and all welfare requirements are met.

School details

Unique reference number	139511
Local authority	Kingston upon Hull City Council
Inspection number	10059149

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	253
Appropriate authority	The governing body
Chair	Anne Fowlie
Headteacher	Shaun Allison
Telephone number	01482 825 316
Website	www.budepark.hull.sch.uk/
Email address	shaunallison@nccat.co.uk
Date of previous inspection	28-29 January 2015

Information about this school

- The school is part of the North Carr Collaborative Academy Trust, a multi-academy trust, which supports three primary schools in the Bransholme area, north of Hull.
- The proportion of pupils supported through the pupil premium is well above the national average.
- The proportion of pupils with SEND, including the proportion who are supported by an education, health and care plan, is above the national average.
- Most pupils are of White British heritage. The proportion of pupils who speak English as an additional language or who are from minority ethnic groups is below the national average.

Information about this inspection

- Inspectors visited lessons and an assembly, listened to some pupils reading and looked at the work in pupils' books to evaluate their progress over time. They spoke to pupils, staff (including the headteacher and other leaders), governors and the chief executive of the North Carr Collaborative Academy Trust.
- Inspectors scrutinised various documents, including the summary of self-evaluation, safeguarding information, various policies and the tracking of pupils' progress.
- The 19 responses to Ofsted's online questionnaire, Parent View, were considered by inspectors. An inspector spoke to parents as they were bringing their children into school.

Inspection team

Robert Jones, lead inspector	Ofsted Inspector
Rebecca Clayton	Ofsted Inspector
Christine Turner	Ofsted Inspector

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