

Inspection of a good school: Rokeby Park Primary School

Gershwin Avenue, Anlaby Park Road North, Kingston-upon-Hull HU4 7NJ

Inspection dates:

8 and 9 November 2022

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The next inspection will therefore be a graded inspection.

What is it like to attend this school?

In some subjects, leaders have not considered what pupils should learn carefully enough. As a result, pupils do not build on what they know and can do. Subject leaders do not make thorough checks on the quality of the curriculum in their subjects. This means that they do not have an accurate understanding of how well pupils are learning.

Relationships between adults and pupils are respectful and trusting. However, pupils say that behaviour can be boisterous in the playground. In classrooms, pupils report that the behaviour of some pupils can be distracting for others. This means that some pupils are not able to concentrate on their learning. Pupils know that bullying can happen. They are confident that adults will help them. However, in a small number of cases, pupils say that bullying can continue, despite the efforts of school staff.

The curriculum provides pupils with opportunities to learn how to stay safe, including when using the internet. Leaders encourage pupils to take on responsibilities in school. For example, pupils take part in a vote to appoint the school's head girl and boy.

What does the school do well and what does it need to do better?

In some subjects, such as physical education and design and technology, leaders have not identified the most important knowledge that pupils must know. As a result, pupils do not develop the depth of understanding they should in these subjects. In addition, in subjects other than English and mathematics, subject leaders do not use assessment information effectively. This means they do not know how well pupils are learning in these subjects.

Children start to read as soon as they start school. Leaders have ensured that staff have the training they need to teach children to read. Leaders provide advice and support to help teachers to improve their teaching. It is clear which sounds pupils should know as they

move through the school. Teachers check that pupils are keeping up. Pupils receive extra support if they start to fall behind. The books that pupils read help them to practise the sounds they have learned.

The curriculum for mathematics clearly identifies what pupils should learn and how knowledge should build over time. The mathematics leader carries out thorough checks on the quality of education in mathematics. She provides staff with effective support. As a result, teachers have good subject knowledge. Pupils have good opportunities to develop their problem-solving skills. Adults ask questions that prompt pupils to think carefully.

The early years environment is well organised. Adults help children to develop language from an early age. They encourage children to develop their vocabulary through reading stories. The early years leader has reviewed the curriculum. Children build on what they know each term. Children have good opportunities to develop an understanding of the world around them.

Pupils with special educational needs and/or disabilities (SEND) receive effective support. There are clear systems to identify pupils who have additional needs. Pupils with SEND have detailed plans that outline the support they should receive. The special educational needs coordinator (SENCo) provides staff with additional advice where needed. Teachers make regular checks to see how well pupils with SEND are learning. They use this information to support pupils with SEND to access the same curriculum as other pupils.

Leaders are careful to promote equal opportunities and encourage pupils to raise their aspirations. There are a range of opportunities for pupils to take part in after-school clubs. Pupils say they feel safe in school. However, the behaviour of some pupils hinders learning for others. Boisterous behaviour in the playground causes arguments among pupils. This makes it hard for some pupils to concentrate in lessons. Pupils recognise that bullying can happen. In a small number of cases, pupils say that bullying continues, even when dealt with by staff.

Leaders take care to consider the workload of staff. Staff are proud to work at the school. They feel there is a supportive team ethos. Staff benefit from a range of training opportunities provided by the multi-academy trust. Leaders of the trust provide further challenge for school leaders.

Safeguarding

The arrangements for safeguarding are effective.

Leaders carry out thorough checks to ensure that adults are suitable to work with children. There are detailed induction procedures to ensure that staff are well prepared to deal with any safeguarding issues.

Staff know how to identify signs that suggest pupils may be at risk of harm. They know whom to talk to should they have any concerns about adults or pupils. Safeguarding records are detailed. Leaders' actions are timely and thorough.

Leaders work closely with outside agencies to ensure that pupils are well looked after. Staff meet regularly to discuss the support that pupils receive. Governors check that leaders follow the school's procedures for safeguarding.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The negative behaviour of some pupils can be disruptive in classrooms. This means that some pupils cannot concentrate on their work. Some incidents of bullying persist, even after adult intervention. Leaders should ensure that effective systems for managing behaviour are applied consistently by all staff, leading to a reduction in the number of incidents of poor behaviour and bullying.
- In some subjects, such as physical education and design and technology, leaders have not identified the most important knowledge that pupils should learn. This means pupils' knowledge does not build effectively over time. Curriculum leaders should consider what is essential for pupils to know, and in what order, so that pupils can deepen their knowledge in each subject.
- In subjects other than English and mathematics, teachers and leaders do not use assessment well enough to check what pupils have learned. This means that learning does not build on what pupils already know. Leaders should establish systems to check what pupils have learned and remembered. Leaders should ensure that teachers use this information effectively to plan new learning.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the predecessor school, Rokeby Park Primary School, to be good in April 2017.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	145611
Local authority	Kingston Upon Hull City Council
Inspection number	10241375
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	168
Appropriate authority	Board of trustees
Chair of trust	Neil Porteus
Headteacher	Claire Smith
Website	www.rokebyparkprimary.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- Rokeby Park Primary School converted to become an academy school in June 2018. When its predecessor school, Rokeby Park Primary School, was last inspected by Ofsted, it was judged to be good overall.
- The school is part of The Constellation Trust.
- The proportion of disadvantaged pupils is well above the national average.
- The proportion of pupils identified as having SEND is well above the national average.
- The school uses the Whitehouse Pupil Referral Unit for behavioural support.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher, the designated safeguarding lead, the SENCo and curriculum leaders. Meetings also took place with members of the teaching staff and with teaching support staff.

- The inspector met with a member of the local committee and representatives from the multi-academy trust.
- The inspector undertook deep dives in reading, mathematics and physical education. For each deep dive, the inspector met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector spoke to pupils and staff about their safeguarding knowledge. They reviewed documents relating to safeguarding, including records on the school's recording system and the single central record.
- The inspector met with staff to discuss the training they have received, how leaders support them and how workload is managed.
- The inspector considered the responses to Ofsted's online questionnaire, Ofsted Parent View, as well as responses to the Ofsted staff and pupil surveys.

Inspection team

Jaimie Holbrook, lead inspector

Ofsted Inspector

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