



# Parkstone Primary School

## Inspection Report

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**Unique Reference Number** 117795  
**Local Authority** Kingston-upon-Hull  
**Inspection number** 290927  
**Inspection dates** 26–27 September 2006  
**Reporting inspector** Wendy Ripley HMI

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

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<b>Type of school</b>	Primary	<b>School address</b>	Parkstone Primary School
<b>School category</b>	Community		Parkstone Road, Hull
<b>Age range of pupils</b>	4–11		HU6 7DE
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01482 854554
<b>Number on roll (school)</b>	319	<b>Fax number</b>	01482 801325
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mrs Kerry Storer
		<b>Headteacher</b>	Mr Peter McGlinchey
<b>Date of previous school inspection</b>	1 October 2001		

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<b>Age group</b> 4–11	<b>Inspection dates</b> 26–27 September 2006	<b>Inspection number</b> 290927
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

## Description of the school

Parkstone is situated in the north of Hull and is of above average size for this type of school. The proportion of pupils entitled to free schools meals is 18% which is slightly above the national average. The proportion of pupils identified as having learning difficulties and/or disabilities is below average, as is the proportion of pupils with statements of special educational needs or from minority ethnic backgrounds. There are no pupils with English as an additional language. Attendance and absences are in line with national averages.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good school which is well led and managed. Parents are supportive and appreciative of the school, which provides good care and support for the pupils and prepares them well for the future.

Teaching is good overall. Pupils' behaviour in lessons and around the school is outstanding. This is because there are good relationships between the pupils themselves, and between the staff and the pupils, so that all groups of pupils feel secure. Personal development and well-being are successfully supported. Pupils report that they like coming to school because they enjoy learning and the wide range of out-of-school clubs and activities they can participate in.

Provision in the Foundation Stage is good and children make good progress. Significant improvements have been made to the outside play area since the last inspection enabling teachers to incorporate more outside learning activities in their plans. Recent building work has improved the school and the learning environment by providing two new classrooms and additional cloakrooms. This has made a positive difference, particularly for children with physical disabilities and those with a visual impairment.

The good start that children make in the Foundation Stage is built upon so that pupils continue to make good progress throughout the school although standards remain low in writing. The school is fully aware of this and has implemented a variety of strategies to improve this aspect of pupils' work. These strategies have resulted in an improving trend in English in recent years, although as yet progress in English does not match that in mathematics and science. Whilst all pupils achieve well, the more able pupils are not consistently challenged and supported to do as well as they might.

Overall, there has been improvement since the last inspection and the school has satisfactorily addressed the issues raised. The school constantly seeks ways to improve further and provides good value for money.

### What the school should do to improve further

- Enhance the curriculum and improve lesson planning so that provision consistently provides greater challenge for the more able pupils, extends their learning opportunities and raises expectations of this group.
- Ensure that the improvement in writing throughout the school is rapid.

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## Achievement and standards

### Grade: 2

Pupils' achievement is good. When children join the Reception class they have a wide range of abilities but they are broadly below national expectations for their age. During

the Foundation Stage, children make good progress because of the care and guidance they receive from teachers and support staff. By the time they enter Year 1, their standards are in line with those expected of children of their age.

Throughout school, pupils continue to make good progress and there has been a rise in standards from 2003 to 2005. Standards in English, however, continue to be held back owing to weaknesses in writing where standards remain below average. Pupils with learning difficulties and/or disabilities make good progress and achieve well because of the amount and quality of support they receive from teachers and support staff. Their individual education plans are of good quality and include sharply focused targets to help them improve. Some teachers adapt their lessons and their teaching, planning for the needs of the more able pupils and setting more challenging work as a result. But this practice is not as consistent as it might be throughout the school. However, the school is addressing this through a number of appropriate strategies. Music is a strength of the school. Standards are particularly high as a result of outstanding specialist teaching.

## **Personal development and well-being**

### **Grade: 2**

The school successfully promotes children's personal development and well-being and the pupils' self-esteem benefits significantly from the wide range of extra-curricular activities. As a result, pupils enjoy coming to school, display good attitudes to learning and their behaviour both in and out of class is outstanding. There is a calm atmosphere around the school and pupils are polite, friendly and welcoming. The pupils told us that they do not have any concerns about bullying and their views are taken into account by the school through the school council. Attendance is good: there are effective systems to monitor and encourage attendance and punctuality. Children feel proud to receive rewards for these.

A good programme for spiritual, moral, social and cultural education is well supported by talks from the school nurse, particularly during Key Stage 2 when the older children receive sex and drugs education. The pupils know and talk about other faiths and cultures, for example through activities such as 'Bollywood' dancing and haiku, and they learn to consider the needs of others by raising funds for different charities. Children understand the importance of healthy lifestyles and what they need to do to stay safe.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching is good throughout the school and none is unsatisfactory. In music, where there is subject-specific expertise, it is outstanding and equips pupils to contribute to major performances outside school and with other institutions. The great majority of

lessons in this school reflect the good relations between pupils and with their teachers. This creates an atmosphere in which pupils feel secure in offering their ideas and making their contributions to lessons in the knowledge that they will be valued. Teachers deploy their support staff well, helping pupils, especially those with learning difficulties and/or disabilities, to make good progress. The best lessons use the final segment to give pupils the opportunity to share what they have found out and in so doing, gain an understanding of the new knowledge and skills they have learnt and how they have progressed. Teachers regularly assess pupils' work and pupils assess each other's work too. Appropriate targets are set and recorded in pupils' diaries which paint a picture of their progress and achievements as they move through the school.

## **Curriculum and other activities**

### **Grade: 2**

Overall, the curriculum is well matched to the needs of the pupils. The breadth and balance of the curriculum are enriched by the range of extra-curricular opportunities that contribute to pupils' personal development and self-esteem, as well as by the variety and quality of visits and the contribution made by interesting visitors.

In the Foundation Stage, children participate in a good range of activities that are well suited to the developmental needs of children of their age. Importantly, the curriculum planning in Year 1 reflects and takes account of the areas of learning of the Foundation Stage, providing a smooth transition between these early stages in children's learning.

Theatre groups, musical ensembles and visits out of school extend pupils' first-hand experiences. The science curriculum gained extra breadth when the school was chosen to become involved in a project by a local university. Pupils talk enthusiastically about their wide-ranging information, communication and technology (ICT) work.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support throughout the school are good: all pupils know that they matter. Staff review pupils' progress in learning regularly, and they know and understand pupils' personal circumstances well; this enables them to respond to pupils' needs. Teaching assistants are a strength in the classroom and around the school.

The great majority of pupils spoken to told inspectors that they feel very safe at school and there is always someone they can talk to or turn to for help. They trust staff and have confidence in them to deal with anything they are concerned about. The procedures for child protection fully meet statutory requirements. There are excellent links with outside agencies in order to extend and enrich the provision and support for all pupils.

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## Leadership and management

### Grade: 2

The school is well led and managed and self-evaluation is effective. The headteacher provides good leadership and has worked well with the senior leadership team and the school staff as a whole in order to respond to priorities arising from evaluation of aspects of the school's provision. All staff are involved in assessment for learning which has been effectively developed and introduced by the coordinator. Continuous professional development for all staff is closely aligned to school improvement, self-evaluation and individual training needs.

Governors fulfil their statutory obligations. They are well informed about school development and contribute to school improvement. For example, they have recently reviewed and rewritten several policies and have established governor links with classes which they visit and report on at governors' meetings.

Close partnerships within the community, such as with the local authority and parents, ensure that the school includes all children in the full range of provision and activities and that the needs of children with learning difficulties and/or disabilities are well addressed.

Systems for financial management and risk assessments are secure. The school is well placed to improve further.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

Parkstone Primary School

Parkstone Road

Hull

HU6 7DE

26 September 2006

Dear Children

As you know, we visited your school recently and want to say a big thank you to you all for helping us and making us feel so welcome. We really enjoyed meeting you and seeing you in your lessons. We were very interested to hear about all the things you do and what you thought about your school. You told us that you think Parkstone is a good school. Your parents, through their replies to the questionnaire we sent them, told us that they also think Parkstone is a good school. We want to tell you that we agree with you.

Here are some of the other things that we found out from our visit.

- Your behaviour in lessons and around schools is outstanding. How fantastic! You all deserve a very big round of applause for that.
- You get on well with each other and with the adults.
- You enjoy coming to school and you try hard and work well in lessons.
- You told us that you feel safe and happy.
- All of the grown-ups look after you and you are taught well.
- The school provides you with lots of interesting things to do in lessons and through all of the different extra activities that you can also choose to do.

We also found some things that can be better in your school and we have asked the headteacher and staff to sort these out. These are the things they need to do:

- help you get much better at writing
- make sure that you all do as well as you possibly can and provide lots of challenging things to learn which will keep you on your toes.

You can help too by continuing to behave so very well and working hard at all times. The main thing is to really believe in yourselves because you are special, you deserve to achieve well and you CAN do it! Thank you again for being so friendly, we liked you and your school a lot.

Best wishes

Wendy Ripley

Her Majesty's inspector of Schools