

# Bude Park Primary School

## Inspection report

---

<b>Unique Reference Number</b>	117929
<b>Local Authority</b>	Kingston-upon-Hull
<b>Inspection number</b>	312751
<b>Inspection dates</b>	26–27 February 2008
<b>Reporting inspector</b>	Carole Cressey

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	220
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Position Vacant
<b>Headteacher</b>	Mrs Helen Miller
<b>Date of previous school inspection</b>	1 February 2004
<b>School address</b>	Cookbury Close Bransholme Hull HU7 4EY
<b>Telephone number</b>	01482 825316
<b>Fax number</b>	01482 825316

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	26–27 February 2008
<b>Inspection number</b>	312751

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

The school is situated in an area where there are pockets of social and economic deprivation. Most children come from White British backgrounds. The proportion of pupils eligible for free school meals is well above average, as is the proportion with learning difficulties and/or disabilities. The proportion of pupils joining and leaving the school at various stages of the year is above average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school. Its own self-evaluation is rigorous and it accurately identifies its strengths and areas for improvement. There are aspects of the school's work which are good. The headteacher is providing strong leadership and manages the school efficiently. With the support of everyone connected with the school, the leadership is creating a warm and stimulating learning environment which is providing its pupils with an education which is helping them to achieve better than they have in the past. Even after the 2007 summer floods devastated much of the improvements the headteacher had put in place in the previous 12 months, she was not deterred but galvanised everyone to work together; as a result, this school has picked itself up, washed itself down and has recovered remarkably quickly.

The overall quality of leadership and management is satisfactory with a real strength in the headteacher's skilled leadership which is leading to sustained improvements in teaching a challenging curriculum and providing a high level of care. The impact of this is that, after a period of very low standards and underachievement, standards across the school are rising and progress overall is satisfactory. Children enter Nursery with levels of development which are significantly below that expected for their ages. Standards overall in the present Year 6 are below expected levels. However, the majority of the pupils who have been in the school since Key Stage 1 are working at the level expected for their age in English, mathematics and science and a significant number are working at the higher levels.

Pupils' personal development is good. A priority for leadership has been to improve behaviour and attitudes to learning. The school's success is reflected in the consistently good behaviour seen in lessons in and around the school. Behaviour has to be good if the headteacher plans to take the pupils to London to see an Opera at Covent Garden! Although pupils have some understanding about other religions and cultures, they are not sufficiently well prepared for the diversity of life in British society.

Teaching is satisfactory overall. All teachers enjoy good relationships with pupils and are managing pupils' behaviour well. However, not all lessons challenge pupils and provide them with work which is well matched to their abilities. Assessment is not consistently used to track pupils' progress and to help them to know how well they are doing and what they should do to improve.

The school is developing a good programme to involve parents in their children's learning. A wonderful display of high quality projects that children and parents have worked on is evidence of just how popular this has been.

A successful and exciting curriculum is enhancing pupils' learning. Challenging activities both in and out of school are extending pupils' horizons and promoting their self-confidence, love of learning and an understanding of how they can stay healthy, keep themselves safe and become responsible members of their community. The school's level of care for its pupils and their families is good. It is particularly good for those pupils with learning difficulties and/or disabilities and, as a result, they make good progress towards their targets and are able to take advantage of all the school has to offer. The majority of parents have well placed confidence in the leadership and management of the school.

## Effectiveness of the Foundation Stage

### Grade: 3

The effectiveness and management of the Foundation Stage are satisfactory. The majority of children start Nursery with levels of development that are significantly below those that are typical for their ages. They make satisfactory progress towards the goals expected for their ages and abilities. Considerable emphasis is placed on helping children to learn to be kind and sociable individuals. The basic skills of speaking, listening, reading, writing and numeracy are appropriately provided for. Outdoor learning is effective in supporting and extending children's spontaneous play. However, activities children choose for themselves do not have sufficiently clear outcomes to ensure they get the maximum learning from each experience. Assessments of children's learning are not used as effectively as they could be to plan the next steps in their learning.

### What the school should do to improve further

- Ensure that planning and assessment in the Foundation Stage identifies clearly what is expected of children.
- Use assessment information more rigorously to plan future learning and ensure all pupils know how to improve their work.
- Improve the consistency in the quality of teaching and learning to help all pupils achieve as well as they can.
- Provide pupils with opportunities to learn about the diversity of British life.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

## Achievement and standards

### Grade: 3

Achievement is satisfactory. Standards are below average. When pupils start in Year 1 the majority are not yet reaching the expected levels for their ages and abilities. From Year 1 to Year 6 pupils make satisfactory progress. The 2007 teachers' assessments at the end of Year 2 in 2007 were broadly average in reading and mathematics but below average in writing. Standards in the present Year 2 are below average but this is because the ability of this group is less strong than the previous year. Progress in Key Stage 2 varies. Progress slows in Years 3 and 4 and then accelerates in Years 5 and 6. The results of the 2007 national tests for Year 6 pupils, although they were below average showed an improvement on previous years and also showed that pupils had made broadly satisfactory progress in English and mathematics. Currently, standards in Year 6 are below average. This group includes a larger than usual number of pupils who have joined the school part way through a year. Of those pupils in Year 6 who have been in the school since Key Stage 1, the majority reach the level expected nationally of them in English and mathematics and a significant number are reaching the higher levels. Pupils with learning difficulties and/or disabilities make good progress towards their targets and achieve well. Improving provision for higher attainers and those who are particularly gifted and talented is enabling these pupils to make better progress and reach higher standards.

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

### **Grade: 2**

Pupils' personal development and well-being, including their spiritual, moral and social development, are good. Pupils' cultural development is no better than satisfactory because they are not sufficiently well prepared for life in a racially and culturally diverse society. Behaviour is good and pupils are eager to learn and are rising to the high expectations their teachers have of them. This positive approach to learning is reflected in their improved attendance and punctuality. Pupils show a good understanding of how to stay healthy and keep themselves and others safe. Pupils don't just learn about cleaning their teeth: before afternoon lessons they will be found correctly brushing them! Pupils enjoy the many opportunities to become responsible members of their school or local community. This can be as members of the school council, collecting money for local and international charities, or improving their local environment through tree planting or recycling.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory overall with good and outstanding features. All teachers are managing behaviour well. Relationships are warm and positive comments reinforce good attitudes. Resources are well planned and are readily available for pupils so they can start work straight away. Information and communication technology (ICT) is being used effectively to add interest to lessons, especially for those pupils who are reluctant learners.

Where teaching is good or better the newly implemented assessment systems are used very effectively to plan future learning and identify where pupils need extra support or challenge. Pupils are clear about their targets and know how to improve their work. In these lessons progress accelerates and pupils learn so much more. Where teaching is less effective, the marking and assessment of pupils' work are not used well enough to spot where pupils could do better. Teachers are unclear how to help pupils move on to the next steps in their learning. Work is not well matched to pupils' attainment levels and those who finish early are not provided with additional challenges. As a result, progress is not fast enough, pupils' learning slows and they do not make the progress they should.

### **Curriculum and other activities**

#### **Grade: 2**

The school's curriculum is good and is promoting in pupils a love of learning. A good programme of social and health education provides the pupils with the necessary tools to develop personal safety, care and healthy living. The school's use of the new national programme for teaching literacy is already having a positive effect on progress. Pupils' experiences are further enriched with exciting visits to theatres, cinema, city centre hotels, museums and farms, to mention just a few. Year 6 pupils' aspirations are being lifted as university taster days are arranged showing them that there is a world of options available to them if they work hard and do well at school. There are also opportunities in school for pupils to develop skills that will be useful to them in later life, such as group work, giving presentations of their work to the class and using their ICT skills.

## Care, guidance and support

### Grade: 3

This is a very caring school which provides good support for vulnerable pupils. Procedures for safeguarding pupils' welfare, health and safety are in line with statutory requirements. There is always an experienced adult or a nurture group available to support pupils who need additional help, either because they have learning difficulties and/or disabilities, are new to the school or they have a problem they need to share with a friendly, caring adult. Academic guidance is satisfactory. However, the school's assessment data is not used consistently to track individual pupils' progress throughout the year to ensure they all make the progress they should. Not all pupils know how to improve their work and some are not clear about their targets because they are not in language they understand.

## Leadership and management

### Grade: 3

Leadership and management are satisfactory with good features. The leadership of the headteacher is good and she is very ably supported by her deputy. The evaluation of test results, pupils' attainment and progress and the quality of teaching and learning has prompted a range of highly successful initiatives. These are improving assessment, attendance and behaviour. As a result, progress is accelerating and standards are beginning to rise. Governors are becoming more effective and challenging and have a good understanding of what needs to be done to sustain the recent improvements.

In the months following the floods, leadership has worked unstintingly and successfully with a range of partners, especially the local authority, to ensure that interruptions to pupils' education were kept to a minimum. The response to the disaster has been imaginative to refurbish the school to create a learning environment fit for the twenty first century. The school gives satisfactory value for money. Improvement since the last inspection is satisfactory but the school is now moving at a faster rate with an energy and determination to build on the recent improvements. This school has a good capacity to improve.





## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	3

<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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

28 February 2008

Dear Pupils

Inspection of Bude Park Primary School, Kingston-upon-Hull, HU7 4EY

Thank you so much for being so friendly and welcoming when we visited your school a short while ago.

We were so pleased to see how very well behaved you are, how much you enjoy school and how hard you try to attend school regularly and on time. Well done! You all seem to know the importance of eating sensible food, brushing your teeth regularly and taking lots of exercise. Do keep that up because it is so important to stay healthy and fit.

You go to a satisfactory school and achieve in line with other pupils nationally. We know that some of your lessons are good and that you and your teachers will be working to make every lesson as interesting as the best. Some of your work is too easy and you need work that is more challenging. Although we could see by the displays around your school and the work in your books that your work is improving, in order to help you get better you need more help to know how well you are doing and what you need to do to improve. So listen carefully and pay attention when your teachers talk to you or write comments in your books.

You know some things about other people's religions, traditions and ways of life but you need to learn more so that you have a really good understanding and respect for people in Britain who have traditions and religions that are different from yours.

There are some really good things happening in your school. You have lots of very exciting trips such as going to the opera and the university! When you are grown up, you will be able to think back and remember going to these places.

We hope you will continue to enjoy school as much as you do now and that it will help you to become happy and successful adults.

Yours sincerely

Carole CresseyBarbara Martin

Lead inspectorTeam inspector