

# Rokeby Park Primary School

## Inspection report

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<b>Unique Reference Number</b>	117813
<b>Local Authority</b>	Kingston-upon-Hull
<b>Inspection number</b>	326689
<b>Inspection dates</b>	29–30 April 2009
<b>Reporting inspector</b>	Kathryn Dodd

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<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 (total)	157
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Margaret Tate
<b>Headteacher</b>	Mrs Marie Fox
<b>Date of previous school inspection</b>	2 February 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Gershwin Avenue Anlaby Park Road North Hull HU4 7NJ
<b>Telephone number</b>	01482 508915
<b>Fax number</b>	01482 508915

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## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

Almost all of the pupils at this smaller than average-sized school are from White British family backgrounds. The school serves pupils in the immediate locality, which includes areas of significant social and economic disadvantage. The proportion of pupils entitled to free school meals is above average and increasing. The proportion of pupils leaving or joining the school partway through their primary education is also above average. The proportion of pupils with learning difficulties and/or disabilities is similar to that found nationally. The school makes provision for the Early Years Foundation Stage in the Nursery and Reception classes. Most other pupils are taught in mixed-aged classes. The school has been accredited with the national Healthy Schools award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This good school has an accurate view of its effectiveness and provides good value for money. Some aspects of the school are outstanding. For example, the quality of education in the Early Years Foundation Stage is excellent and is a strength of the school. In these classes, as a result of outstanding welfare for children and exceptional provision overall, children make a superb start to their education. Similarly, a strong commitment to ensuring that each and every pupil achieves well in an exceedingly inclusive, caring and nurturing setting is highly evident, across the school. As a result, pupils achieve well and their personal development and well-being is good. Pupils are polite, well-behaved, feel safe and happy and enjoy learning together within a harmonious and vibrant school community. Parents have very positive views of the school. They acknowledge that their children 'thrive within a safe and supportive environment' and are very pleased with their choice of school for their children.

As a result of good quality teaching and learning and a good curriculum, pupils make good progress from their very low starting points, including those with learning difficulties and/or disabilities. Standards at the end of Year 6 are broadly average. Standards in mathematics and science are higher than in English, however, where standards in writing lag behind those in reading, particularly the boys'. In the Year 6 class, teaching and learning are particularly good. As a result, pupils' progress accelerates. Teachers' very high expectations to move learning forward at a rapid pace and skilled questioning that challenges pupils' thinking keeps pupils fully engaged throughout lessons, along with ongoing opportunities for pupils to discuss their learning targets. These practices are not embedded as well in Years 1 to 5. Sensible adaptations to the curriculum boost learning for pupils where it is needed most., For example, there are early signs that pupils' progress in writing has started to speed up, following a recent whole-school focus. Even so, progress in writing continues to be held back by a lack of opportunities for pupils to write fluently and accurately across the curriculum subjects.

Pupils' good academic achievement and personal development is the result of good quality leadership and management. The school's commitment to providing a fully inclusive education is kept firmly in view at all times. Effective partnerships beyond school, including with other schools, churches, external support agencies and with parents, all contribute to the good quality of education on offer. Good improvement has been made since the previous inspection, despite recent challenges, such as the devastating flooding in 2007. Recent changes in the senior leadership team structure have strengthened the quality of leadership and management. Senior leaders are making a strong contribution to the evaluation of the school's performance. There is a strong sense of shared responsibility and accountability for bringing about improvement. Skilled evaluation of pupils' performance information ensures improvement priorities are spotted quickly. There is a good capacity to continue to improve.

## Effectiveness of the Early Years Foundation Stage

### Grade: 1

When children join the Nursery class, their skills are well below those found typically for their age and notably so in their communication skills. The extremely warm and caring relationships with adults, along with a bright and lively learning environment, capture children's imaginations. Children learn quickly that coming to school is great fun. As a result of outstanding teaching and learning and a curriculum that is well-tailored to meet children's varying needs, children make outstanding progress. By the time they start Year 1, many children have reached the

expected levels in most aspects of learning. Children's communication skills, however, remain below average. By using themes, such as 'homes', learning is brought alive. Teachers and support staff work together very effectively. They record carefully and accurately children's small steps in learning, including their achievements at home. They use this to plan future learning, so that it builds very effectively on what children can already do. Children's personal, social and emotional development is excellent. Adults make the most of opportunities to help children to get along well together, to take turns, to share, to talk about learning and to develop independence. Children are very keen to contribute to their school community, for example by growing strawberries in the school garden. Leadership and management are outstanding, building successfully on the quality of provision reported at the previous inspection.

### **What the school should do to improve further**

- Ensure that the best teaching practices evident in the Year 6 class with Years 1 are used in Years 1 to 5 also.
- Extend opportunities across the curriculum subjects for pupils to write fluently and accurately, so that progression in writing accelerates, particularly for the boys.

## **Achievement and standards**

### **Grade: 2**

Between Years 1 and 6, pupils achieve well. Standards by the end of Year 6 are broadly average. The small size of each year group can lead to annual variations in performance in national tests and teacher assessments, along with a high proportion of pupils who leave or join the school partway through their primary education. These factors contributed to the below average published assessments for Year 2 pupils in 2008. Inspection evidence shows that current standards in Year 2 are average, representing good progress. Standards in writing, however, are below average, and pupils' progress is satisfactory. Whilst pupils make good progress between Years 3 and 6, learning accelerates in the Year 6 class, reflecting particularly good teaching. As a result, pupils currently in Year 6 are on track to exceed their challenging learning targets. Standards in English at Year 6, however, remain broadly average. Standards in writing across the school continue to lag behind those in reading, particularly for the boys. The school has already identified raising standards in writing and boys' achievement as key priorities for improvement, and there are early signs that efforts are starting to bring improvements.

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

### **Grade: 2**

Pupils' personal development, including their spiritual, moral, social and cultural development is good. Pupils learn together harmoniously. They behave well and demonstrate sensible and mature attitudes towards their learning. Pupils say confidently that incidents of bullying are rare and that they feel safe and secure. They are proud to belong to their school community. Older pupils enjoy opportunities for taking on responsibilities, such as being 'playtime buddies'. However, pupils' participation in activities that will enable them to influence school decision making, including through the school council are not yet fully developed. Pupils' good understanding of healthy lifestyles shows in their eagerness to participate in the many after-school sporting activities on offer. Attendance is satisfactory and the school works hard to promote better attendance with both parents and pupils. Pupils show sensitivity and respect for the similarities and differences of individuals within their school and of the cultural and faith differences of others nearby and around the world. Activities help to promote pupils'

entrepreneurial skills and business sense, such as making a profitable return on a small initial investment. These good personal qualities, along with good progress in literacy, numeracy and information and communication technology (ICT) skills, prepare them well for the next stage of their education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Good teaching and learning enable pupils to achieve well. Good organisation, very positive relationships, adept use of computerised teaching boards, effective use of praise and careful and sensitive deployment of highly-skilled teaching assistants all make a strong contribution to pupils' good progress. Effective use is made of assessment information, showing what pupils can already do, to plan the next steps in learning and to provide work that meets the different ages and abilities within classes. In Year 6, pupils' progress accelerates. Here, a combination of extremely lively, fast-moving teaching that excites, engages and challenges pupils, skilled questioning that keeps pupils 'on their toes', along with regular opportunities for pupils to discuss their next learning steps, ensure that pupils rise to the very high expectations made of them. However, the very best teaching practices are not consistently well-embedded in other classes. Pupils with learning difficulties and/or disabilities achieve well because they have good support within the classroom to complete work that is matched carefully to their individual learning needs.

### **Curriculum and other activities**

#### **Grade: 2**

A good quality curriculum enables pupils to make good progress. There is a good balance between the subjects of the curriculum. A strong emphasis on promoting pupils' personal development and well-being ensures that they achieve well, both academically and in their personal development. Pupils' good enjoyment of school is supported by a strong commitment from the school to broadening and enriching the curriculum and everyday experiences. Effective partnerships in the locality extend the range of sporting activities on offer. There are regular opportunities for pupils to learn to extend ICT skills across the subjects. This represents an improvement since the previous inspection. Recent adaptations have been made to the curriculum in writing, providing learning experiences that motivate pupils, particularly boys, to want to write. These adaptations are helping to address pupils' weaknesses in this writing. Even so, opportunities for pupils to improve the fluency and accuracy of their writing skills are too limited to accelerate their progress. Pupils with learning difficulties and/or disabilities, and those whose learning needs additional support are able to learn effectively alongside their peers and have equal access to the full curriculum, because of the careful, high quality support from teaching assistants and the careful consideration given to adapting the curriculum to meeting their needs.

### **Care, guidance and support**

#### **Grade: 2**

Pupils' care and welfare are at the heart of the school. High-quality pastoral support is evident in daily practices. Arrangements for safeguarding pupils are in place. Pupils are confident that someone, adult or peer, is always on hand to help. Good partnerships with support agencies

reflect the school's commitment to helping the increasing proportion of pupils with social and emotional needs. The 'learning links worker' has played a significant role in helping to raise the aspirations of pupils and parents and in promoting greater involvement of parents in the life of the school. There are effective procedures for highlighting peaks and troughs in pupils' learning, such as the achievement of boys and in writing. Pupils in Year 6 have a particularly good understanding of how well they are getting on and their next learning steps are firmly in view, including in teachers' marking, which guides further improvement.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. Making sure that each child can achieve well, within a very caring, safe, nurturing and exceptionally inclusive setting, is a key factor in the school's success. This stems from the effective leadership of the headteacher, who works tirelessly to promote school improvement. She values highly the contribution of everyone. As a result, there is a strong team spirit amongst the staff. Leaders play a very effective role in reviewing the school's performance, monitoring and evaluating the quality of education on offer and in shaping the school's direction. Although governors are very committed and give their time generously to the school, their skills in these aspects are not yet fully developed. , Despite the challenges faced by serving an area of increasing social and economic disadvantage and the additional difficulties arising from recent flooding, the school has continued to improve at a good rate. Successes are evident, for example, in the improvements in ICT, the quality of education in the Early Years Foundation Stage, and in the careful analysis of the school's performance that pinpoints improvement priorities swiftly and precisely. The school promotes cohesion successfully within the community, both nearby and further a field.

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**Annex A**

## Inspection judgements

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

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
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 capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

### Achievement and standards

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

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<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which 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

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
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?	2

## 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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	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	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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Dear Pupils

Inspection of Rokeby Park Primary School, Kingston-upon-Hull, HU4 7NJ

Thank you so much for the warm welcome you gave me and my colleague when we inspected your school. We really enjoyed being part of your school community. You were eager to talk to us and answered our questions thoughtfully, politely and maturely. Your behaviour was good and you showed good attitudes to your learning. It was good to hear that you feel safe and happy. All the adults give you lots of encouragement to grow in confidence and to learn the skills you will need as adults in the future. I particularly enjoyed hearing about how older pupils have managed to make a profit from an initial £5 investment and watching children in the Reception class getting the ground ready for planting their strawberry seeds. You get lots of chances to take part in exciting activities like these, which help you to enjoy school. You were all clearly enjoying learning in assembly, when Year 6 pupils, along with your visitors, acted out a story about the importance of building our lives on good and firm foundations. You all listened so respectfully. It was easy for us to see why you enjoy coming to school.

Your parents told us they are pleased with your school. We agree with them that you go to a good school. Although, by Year 6, the standards that you reach are similar to those expected for that age, the rate at which you learn is faster than expected. It is very fast indeed in the Nursery and Reception classes. It is also faster in Year 6 than it is in Years 1 to 5. Your good progress and attitudes to learning are the reasons why you are well prepared for going to secondary school. Even though the adults who work at your school know that you do well in your learning, they still search for ways to improve your school so that it continues to get better all the time. This is why we have asked the school to make sure that:

- pupils in Years 1 to 5, learn as quickly as those in Year 6
- you have more chances and particularly for boys to practise writing fluently and accurately when you do work in all the curriculum subjects, so that do you as well in writing as you do in reading and mathematics.

You can help by making sure that you always check what you still have to do to reach your learning targets, and by continuing to try your best in everything you do. I wish you all the best for a successful future and good luck with the strawberries - I hope they are delicious!

Yours faithfully

Kathryn Dodd

Lead inspector