

# Parkstone Primary School

## Inspection report

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<b>Unique Reference Number</b>	117795
<b>Local Authority</b>	Kingston upon Hull City of
<b>Inspection number</b>	339074
<b>Inspection dates</b>	24–25 February 2010
<b>Reporting inspector</b>	Bernard Jones

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 category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	335
<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>	26 September 2006
<b>School address</b>	Parkstone Road Hull HU6 7DE
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## Introduction

This inspection was carried out by three additional inspectors, one of whom examined the school's safeguarding procedures. In looking at teaching and learning, inspectors visited 22 lessons, totalling some 15 hours in classrooms, where they observed 12 teachers, (with most being observed on two occasions). In addition, two hours were spent scrutinising a sample of pupils' work and a further hour examining a case study of a vulnerable pupil. The inspectors held meetings with the chair of governors, staff, groups of pupils, parents and the School Improvement Partner. They observed the school's work, and looked at the data on pupils' performance, including their current progress, plans for the future and records of the school's own monitoring of its performance. The responses to 97 parents' questionnaires were considered, alongside responses from staff and Key Stage 2 pupils' questionnaires.

- the achievement of pupils throughout the school to determine whether teaching is having sufficient impact to raise standards
- how well data are used to chart and check pupils' progress in order to identify and tackle underachievement
- the impact of actions taken to improve standards in mathematics and English
- the effectiveness of leadership and management in securing higher standards through the improved use of assessment.

## Information about the school

Parkstone Primary School is a larger-than-average primary school. Pupils are taught in mixed-age groups throughout the school. The large majority of pupils are of White British ethnic background. There are a few pupils from different ethnic backgrounds, but none who are at an early stage in learning English. The proportion of pupils with special educational needs and/or disabilities is broadly average. The number of pupils entitled to a free school meal is also average.

The school has been awarded the Activemark, the Basic Skills Quality Mark, the Healthy School Award and Investors in People Status.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

This is a satisfactory school. Achievement is satisfactory overall; it is good in the Early Years Foundation Stage. Different year groups have reached varying standards since the last inspection, but pupils' progress has been largely satisfactory. Typically, standards have been just above or just below average. Current Year 6 pupils are more able and are achieving standards that are well above average in English and above average in mathematics. These pupils are achieving satisfactorily overall in relation to their starting points and significantly better than the 2009 cohort. Pupils in Years 3, 4 and 5 have weaknesses in their writing, mainly in their accurate use of punctuation and spelling and in their sentence construction. The school has rightly identified that pupils' mathematical skills in calculation and problem-solving are underdeveloped throughout Years 1 to 5.

The school's strength lies in the good quality care it provides for all pupils, which has a significant impact on their personal development. Vulnerable pupils, including those with English as an additional language and those with special educational needs and/or disabilities, benefit particularly. As a result, these pupils thrive and achieve well. Parkstone is a popular school and has the wholehearted support of its parents and carers. They appreciate the harmonious relationships that have been established, characterised by how well pupils get on together at work and at play and how well they behave in class and around the school. As a part of their drive to produce well-rounded pupils, teachers ensure that pupils feel safe and have a good understanding of how to live safely and healthily.

The school has satisfactory capacity to improve, based on mainly accurate and realistic self-evaluation and good quality planning. The headteacher is giving a clear lead in a drive to raise standards after some disappointing results in 2009. Leaders have ensured an improved and good curriculum that pupils find interesting and enjoyable. Assessment is used effectively at whole-school level, for example, in checking and charting pupils' progress and producing realistic and challenging targets. However, the data are not used as effectively to inform teachers' lesson planning to ensure that the needs of all pupils in their classes are closely met. At present, the significant proportion of satisfactory teaching is a barrier to further improvement. Not enough emphasis is placed on the progress made by different groups of pupils in lessons when evaluating teaching. In planning their lessons, teachers are not clear enough about what they expect pupils of different abilities to achieve. This contrasts with the good and outstanding teaching that does exist in the school, where these expectations are much clearer.

## What does the school need to do to improve further?

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- Raise achievement and improve standards in mathematics across the school, by:
  - - improving pupils' skills in calculation and problem-solving in Years 1 to 5
  - - ensuring a consistent approach to teaching these skills across the school.
- Raise standards in English in Years 3 to 5, by:
  - - improving skills in sentence construction
  - - ensuring a consistent approach to developing pupils' accurate use of punctuation and spelling.
- Raise the proportion of good teaching, by:
  - - identifying and spreading the good practice that exists in the school
  - - ensuring teachers plan more precisely to meet the needs of different ability groups in their classes
  - - giving due importance to pupils' progress when making judgements about the effectiveness of teaching.
- About 40% of schools whose overall effectiveness is judged to be satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

In most lessons, pupils' good behaviour ensures that learning takes place without undue interruption and generally makes a positive contribution to the quality of learning. Thus, pupils work well together, showing consideration for others and benefitting from sharing their experiences. They show positive attitudes and cooperate well with teachers, other adults and with their peers. They can be trusted to take responsibility in the classroom and at play and relish the opportunities to do so. Pupils make satisfactory progress in English, mathematics and science. Improvements to the curriculum are starting to have an impact, but there is further work to do across the school in developing pupils' progress in aspects of writing and mathematics.

When pupils' progress, attainment and enjoyment are taken together, their overall achievement is satisfactory. All pupils develop an appropriate range of basic academic skills, including how to use new technology. Information and communication technology (ICT) is used well by teachers and pupils to make learning more meaningful, to improve pupils' enjoyment and engagement and to help to prepare them satisfactorily for the next phase of their education. The school council plays an active role in putting forward ideas and makes a valuable contribution to the school community. Pupils have a good understanding of how to live healthily and safely. The school provides a wide range of sporting activities which attract good support from boys and girls alike. Pupils' spiritual, moral, social and cultural development is good. Pupils have a good understanding of right and wrong and they are open, welcoming and confident with visitors.

*These are the grades for pupils' outcomes*

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Overall, the quality of teaching is satisfactory. There are some common strengths. Relationships in lessons between adults and pupils are positive and help to engender good relationships between pupils. This ensures that pupils enjoy lessons and work well in pairs and groups. Teachers' use of assessment data to guide and support pupils is a growing strength in terms of informing targets and checking longer term progress. Teaching assistants are generally well deployed and make a valuable contribution to pupils' learning, particularly in their support of vulnerable pupils and those with special educational needs and/or disabilities. However, too many lessons are satisfactory rather than good because not enough emphasis is placed on planning to ensure that good progress is made by different groups of pupils. Lesson planning lacks detail about precisely what teachers expect pupils of different abilities to learn and attain.

There are effective links between the school and outside specialists to ensure good pastoral care, guidance and support. This enables vulnerable pupils to play a full part in the life of the school. The curriculum is good. There is a good range of after-school clubs, which are well supported and a real strength in music provision. These, along with the visits to places of interest and visitors to the school, make a good contribution to enriching the curriculum. The school has recently modified and improved its curriculum further, so that literacy, numeracy and ICT skills are used in other subjects across the curriculum and the impact of this is starting to be seen.

*These are the grades for the quality of provision*

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<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>3</b>
	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher has introduced a clear focus to the school's work based on raising pupils' standards and achievement. This has resulted in changes in staffing and responsibilities, which have been handled sensitively and effectively, so that there is a common purpose to secure the necessary improvement and good staff morale has been maintained. Challenging targets are in place and are mainly being met and standards are rising. The school's tradition in providing good care and support for pupils and excellent provision for its most vulnerable pupils has been retained. Governors support the school well, but do not yet challenge it sufficiently. They ensure that there is a comprehensive range of policies and high among the priorities is an appropriate emphasis on ensuring that safeguarding procedures meet requirements. The budget is used efficiently.

Partnerships with other schools are good, ensuring a flow of expertise into and from the school. There are good procedures to ensure that pupils experience equal opportunities in all aspects of their school life and the school is assiduous in tackling any form of discrimination. Pupils demonstrate satisfactory knowledge and understanding of their own and the wider community, including cultures abroad. These factors, and the satisfactory provision for community cohesion, have a positive impact on the way in which pupils of varied backgrounds interact positively with each other. As a result, pupils experience a safe, happy and caring atmosphere which is evident throughout the school.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b> Taking into account: The leadership and management of teaching and learning	<b>3</b>
	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children start the Reception class with skills below those expected for their age. They make good progress and start Year 1 having reached standards expected for their age. The good links with parents and carers, as well as the good care and support given to children, help them to settle quickly and happily when they begin in the Reception class. An effective assessment system has been established and is now securely in place. The quality of teaching is good, with some outstanding practice taking place, reflecting teachers' insight into how young children learn. This ensures exciting learning experiences through which children acquire new skills and knowledge. This phase is led and managed well. All these factors have had a positive impact and provision is good. Teachers ensure that there are plenty of opportunities for children to make choices, and that daily activities include adult and child-initiated activities, both indoors and outdoors. For example, when listening to the story of 'The Hungry Caterpillar', children were encouraged to relate the words and sounds shown on the interactive whiteboard to the real apples and the toy caterpillar present, in order to make the link between the meaning of print and what it represents. However, the outdoor play area and resources, while adequate, do not provide the same level of excitement and stimulus as the classroom facilities.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Parents and carers are very supportive of the school. They praise the school and its staff for the ways in which their children are helped to enjoy school and learn how to respect other people. The inspection confirmed that the school works hard to engage parents and carers and has good systems in place for them to meet with staff. No common concerns were expressed, although a few individual parents described particular problems they had experienced. Parents and carers are aware of their children's



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progress and their targets and are satisfied with their children's achievement. They find teachers to be approachable and say they are helped to support their children's learning at home. They appreciate the safe environment of the school, where their children are happy and bullying is not an issue. As one parent said, 'My children have been given encouragement and guidance to learn and develop in a safe and happy environment. Both love going to school'.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Parkstone Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 97 completed questionnaires by the end of the on-site inspection. In total, there are 335 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	45	46	48	49	1	1	0	0
The school keeps my child safe	41	42	53	55	2	2	1	1
The school informs me about my child's progress	26	27	67	69	4	4	0	0
My child is making enough progress at this school	30	31	59	61	5	5	0	0
The teaching is good at this school	32	33	59	61	3	3	0	0
The school helps me to support my child's learning	27	28	61	63	7	7	2	2
The school helps my child to have a healthy lifestyle	33	34	60	62	3	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	17	18	65	67	5	5	1	1
The school meets my child's particular needs	25	26	66	68	6	6	0	0
The school deals effectively with unacceptable behaviour	22	23	57	59	8	8	8	8
The school takes account of my suggestions and concerns	20	21	58	60	8	8	6	6
The school is led and managed effectively	28	29	57	59	4	4	3	3
Overall, I am happy with my child's experience at this school	38	39	51	53	5	5	3	3

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



26 February 2010

Dear Pupils

Inspection of Parkstone Primary School, Hull, HU6 7DE

Thank you for being so welcoming and friendly when my colleagues and I inspected your school recently. Please thank your parents and carers for all their letters and for talking to us. We enjoyed watching and listening to you in your lessons, reading your work and talking to you. I was particularly impressed by your enthusiastic singing in assembly.

I was impressed by how well you all get on so well together, whether in the classrooms or out in the playgrounds. I like the way you take responsibility and have a pride in your school. You help to make your classrooms interesting places to be in. I appreciate how well your school helps you in learning to live healthily. Your teachers ensure that you are safe and that you know how to live safely. You obviously enjoy your school, but by Year 6 you are also well prepared to go on to your next school in Year 7.

We found that your school gives you a satisfactory standard of education because teaching is sound and the curriculum is planned well. This helps you to make satisfactory progress throughout your time at Parkstone. To make things even better, we have asked your headteacher and teachers to ensure that you continue to improve in mathematics and English by developing some of your basic skills in writing and in calculating and problem-solving in mathematics. We have also asked that teachers plan even more carefully so that you all make the progress of which you are capable. You can help by continuing to work hard.

I hope you continue to enjoy school and I wish you well for the future

Yours sincerely,

Mr Bernard Jones

Lead Inspector

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