

Inspection of a good school: Bude Park Primary School

Cookbury Close, Bransholme Hull HU7 4EY

Inspection dates:

16 and 17 July 2024

Outcome

Bude Park Primary School continues to be a good school.

The headteacher of this school is Deborah James. This school is part of Humber Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Rachel Wilkes, and overseen by a board of trustees, chaired by Graeme Brook.

What is it like to attend this school?

Pupils feel happy and safe at Bude Park Primary School. They enjoy coming to school. They are well cared for by teachers who know them well. An atmosphere of calm cheerfulness pervades the school.

The school has high expectations of pupils' behaviour. Pupils meet these expectations. They conduct themselves well in lessons and at social times. Pupils are well-mannered, courteous and respectful. They are welcoming of visitors.

The school is ambitious that every pupil achieves their best. Pupils, particularly those that are disadvantaged, achieve very well. The school has strong systems in place to identify and support pupils with special educational needs and/or disabilities (SEND). The school works with a range of external agencies. Pupils who access the school's SEND hub benefit from strong support and a well-adapted curriculum.

Pupils take pride in their leadership roles. Reading ambassadors enthuse others with their love of books and reading. They read aloud to their younger peers or take recommended books out at playtime to be shared and enjoyed. The school provides a wide range of clubs and activities that develop pupils' wider interests and talents.

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

Pupils benefit from an ambitious and coherent curriculum that runs from the early years to Year 6. Leaders have identified the important knowledge they want pupils to learn. In history, pupils know and remember historical facts. They also learn historical concepts such as change, monarchy, and settlement. They learn to be historians. Pupil's knowledge

builds well over time. For example, in geography, they develop increasingly sophisticated map skills. Pupils particularly remember their learning when the curriculum is enhanced by engaging trips, visits and visitors. The mathematics curriculum is well sequenced and pupils build their knowledge on what they have learned before. Children in the early years develop their mathematical skills by practising counting and producing repeating patterns. Teachers have sound subject knowledge. They are well trained and provide lessons that have a consistent structure. Teachers are skilled at identifying when pupils have gaps in their knowledge. They support pupils well, including those with SEND, to address any gaps. The impact of the school's curriculum is reflected in the strong outcomes achieved by pupils in 2023.

The school's programme for the teaching of reading is well established. Children in the early years and pupils in key stage 1 get off to a solid start with using their knowledge of phonics to master the mechanics of reading. There is a conspicuous promotion of a love of reading through the display and celebration of books. Pupils talk enthusiastically about how they can choose books to read for pleasure from the school's identified 'Top 30'. Processes for checking on pupils' progress in reading are timely and effective. No pupils get left behind.

The early years curriculum is well planned. Children thrive in an environment where positive relationships are at the heart of everything. Adults support children's learning with purposeful interactions. Children in the nursery class get off to a flying start to their school experience. They learn to become independent learners through access to well-planned provision. Children are cooperative. They play and learn together well. However, the curriculum in the early years is not implemented consistently well. The way that children's learning is organised means that there is variability in the quality of their experiences. Some activities are not sufficiently focussed on developing prime areas of learning or children's vocabulary. The high-quality experience children have in the nursery is not consistently reflected across the whole of the early years.

The school's behaviour policy is securely embedded. It is understood by pupils and staff and consistently applied. Pupils behave well throughout the school. They are highly motivated to earn points for positive behaviour. Pupils' playtime is purposeful and well-managed. They use a range of equipment in cooperative games. Adults join with pupils in activities such as taking turns shooting at basketball hoops. The school is relentless in ensuring that pupils attend school regularly. Leaders closely monitor pupil attendance. They take swift and decisive action to improve the attendance of pupils who miss out on learning when they miss school. As a result, pupils' attendance is high including those who are disadvantaged or who have SEND.

Pupils have strong inclusive values. They have a secure understanding of protected characteristics, different faiths and cultures. Pupils learn to keep themselves healthy and how to lead healthy lifestyles. They know how to keep themselves safe, including when using technology. They regularly discuss current affairs in assemblies and in personal, social and health education (PSHE) lessons.

School leaders, the trust and governors demonstrate a determination to ensure that every pupil achieves their best. The trust and school have invested in staff professional

development. Staff appreciate this. They speak positively of their experience of working at the school. Leaders are mindful of their workload and well-being. Most parents are positive about the school, with a number appreciative of the school's support for pupils with SEND.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum in the early years provision is not consistently implemented. There is variability in the quality of children's experiences meaning they are not as ready for key stage 1 as they should be. The school and trust should enhance the organisation of early years learning to better prepare children for key stage 1.

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/outstanding. 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 school to be good in March 2019.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	139511
Local authority	Kingston Upon Hull City Council
Inspection number	10323051
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	213
Appropriate authority	Board of trustees
Chair of trust	Graeme Brook
CEO of the trust	Rachel Wilkes
Headteacher	Deborah James
Website	www.budepark.hull.sch.uk/
Date(s) of previous inspection	13 and 14 March 2019, under section 5 of the Education Act 2005

Information about this school

- The school became part of Humber Education Trust in September 2020.
- The school does not use any alternative provision.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspector held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The Inspector met with the headteacher and other leaders. He also met with members of the governing body, and representatives of the trust.
- The inspector took account of responses to Ofsted's online survey, Ofsted Parent View, the pupils' survey and the staff survey. The inspector spoke informally with parents at the end of the school day.
- During the inspection, the inspector met with groups of pupils, both formally and during less-structured parts of the day.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

Dughall McCormick, lead inspector

His Majesty's Inspector

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