

Inspection of Rokeby Park Primary School

Gershwin Avenue, Anlaby Park Road North, Kingston upon Hull HU4 7NJ

Inspection dates: 19 and 20 November 2024

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

The head of school is Gary Shaw. This school is part of The Constellation Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Dr Cathy Taylor, and overseen by a board of trustees, chaired by Neil Porteus.

What is it like to attend this school?

Pupils enjoy attending the school. They value the strong relationships they have with adults. These positive relationships extend to families too. There is a welcoming environment in the school.

Pupils make the most of the varied and carefully planned activities at playtime. These help pupils to develop skills such as how to manage risks or how to play together in cooperative ways.

The school has high expectations for pupils' achievement and behaviour. Many pupils rise to these expectations. Pupils say that behaviour has improved. However, recent changes to managing behaviour are still embedding. Pupils' learning is sometimes affected by low-level disruption.

Staff get to know individual pupils and their needs. This includes children in early years. This understanding of pupils' needs helps them to become successful. Pupils achieve well as they progress through the school.

Pupils develop a sense of responsibility through the leadership roles that they carry out. They support their peers at lunchtimes through their roles as playground leaders. 'Door monitors' in early years take great care in holding the door open for their peers. These important tasks help pupils develop their understanding of the importance of helping others.

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

The school encourages pupils to enjoy reading. During 'anchor time', for example, adults read to pupils. They help pupils to develop important skills such as comprehension and reading with tone. Staff take great care selecting the books that they read with pupils. Pupils at the early stages of learning to read benefit from personalised support. This helps pupils to close gaps in their phonics knowledge. As a result, pupils learn to read with fluency and confidence.

The well-sequenced curriculum helps pupils to develop their knowledge over time. Frequent opportunities to revisit previous topics help pupils to remember their learning. For example, in mathematics, pupils have daily time to practise their multiplication and division skills. These routines help pupils develop important fluency skills in mathematics. In some subjects, the tasks set in lessons occasionally do not support pupils effectively in their learning. When this happens, this means that pupils do not build up secure knowledge over time.

Pupils with special educational needs and/or disabilities (SEND) benefit from bespoke support. This ensures that pupils with SEND access the same ambitious curriculum as their peers. Tailored adaptations support pupils well. For example, some pupils develop comprehension skills by listening to audio recordings. The school's 'hub' offers further personalised support. The curriculum design means that pupils can access support in the

hub for a short period of time. They rejoin their class lessons when they are ready. Pupils progress well in their learning because of the range of strategies in place.

The school and families work in partnership to ensure high attendance for all pupils. Families value the positive relationships with school. The school is very clear on its strategy to secure high attendance for all. The school's actions have resulted in improved attendance for many pupils.

Children in early years enjoy happy relationships with each other and adults. The curriculum helps children to progress to their next stage of learning. Children are quick to respond to the high expectations. They develop positive learning routines. Well-designed learning opportunities excite children. For example, children enjoy working in the 'post office', where they use scissors to cut wrapping paper and wrap a present to send to their friend. These experiences help pupils develop important skills, such as the fine motor skill of cutting. They also learn all about the post office. Children are excited by a follow-up visit to a local post office. This helps them develop their understanding of the wider world.

Pupils appreciate the wide range of enriching activities. Pupils in Year 6, for example, enjoy their residential trip to an outdoor activities centre. They develop skills such as resilience during different activities and staying away from home. Pupils in Year 4 visit Spurn Point. They develop their knowledge of the impact of tourism in their local area. These rich experiences enhance pupils' school experience.

Staff in the school are valued. They know that their well-being matters to leaders. Staff are proud to work at Rokeby Park School. The trust, local advisory board and school know where to improve further. As a result, they ensure that pupils have a positive school experience.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- On occasion, activities in lessons do not support pupils' learning in some areas as well as in others. When this happens, pupils' learning is hindered. The school should ensure that the work set for pupils consistently deepens their learning.
- There is variation in how well the behaviour policy is implemented. Incidences of low-level disruption are not consistently addressed. The school should ensure that the behaviour system is consistently understood and implemented.

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	145611
Local authority	Kingston Upon Hull City Council
Inspection number	10297448
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	153
Appropriate authority	Board of trustees
Chair of trust	Neil Porteus
CEO of the trust	Cathy Taylor
Headteacher	Gary Shaw
Website	www.rokebyparkprimary.org.uk
Dates of previous inspection	8 and 9 November 2022, under section 8 of the Education Act 2005

Information about this school

- The head of school took up post in September 2024.
- The school is part of The Constellation Trust.
- The school does not use alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the head of school and the assistant headteacher.
- The lead inspector spoke with the trust's chief executive officer. He also spoke with a member of the trust board.
- The lead inspector spoke with members of the local advisory board, including the chair.
- Inspectors carried out deep dives in these subjects: early reading, geography and mathematics. For each deep dive, inspectors 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.
- An inspector met with the special educational needs and disabilities coordinator. They also reviewed documentation relating to SEND.
- To evaluate the effectiveness of safeguarding, the 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.
- A range of school documents were reviewed, including the school's self-evaluation and improvement plans.
- Inspectors considered the views of parents and carers expressed in the responses to the online questionnaire, Ofsted Parent View. The lead inspector also spoke with parents as they arrived with their child at school in the morning.
- Inspectors considered the views of pupils through meetings held with them and through their responses to Ofsted's survey.
- Inspectors considered the views of staff expressed during meetings and in their responses to Ofsted's online survey for staff.

Inspection team

Andrew Gibbins, lead inspector

His Majesty's Inspector

Andrea Batley

His Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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