

Bude Park Primary School

Inspection report

Unique Reference Number	117929
Local Authority	Kingston upon Hull City of
Inspection number	358226
Inspection dates	15–16 December 2010
Reporting inspector	Linda Murphy

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	238
Appropriate authority	The governing body
Chair	Miss Sarah Omer
Headteacher	Mrs Helen Miller
Date of previous school inspection	26 February 2008
School address	Cookbury Close Bransholme Hull HU7 4EY
Telephone number	01482 825316
Fax number	01482 825316
Email address	head@budepark.hull.sch.uk

Age group	3–11
Inspection dates	15–16 December 2010
Inspection number	358226

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 1234 234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 1234 234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by three additional inspectors. Twelve lessons were observed and nine teachers seen; meetings were held with groups of pupils, governors and staff. The inspectors observed the school's work, and

scrutinised documentation which included the school's development plan, pupils' work, safeguarding policies and protocols, and data relating to pupils' attainment and progress. In addition, 38 questionnaires from parents and carers and those completed by staff and pupils were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- The variations in attainment in English and mathematics across year groups and what leaders and managers at all levels, including the governing body, do to address it and raise attainment.
- How well the key issues from the last inspection have been addressed.
- Whether improvements in the Early Years Foundation Stage have led to a rise in attainment and achievement by the end of the Reception Year.
- In what areas the school is doing well if pupils' personal development is as good as the school suggests.

Information about the school

This is an average-sized school of its type. Most pupils are White British. The proportion of pupils with special educational needs and/or disabilities is above average. A much higher than average proportion of pupils is known to be eligible for free school meals. The school has gained Healthy Schools status and the Financial Management in Schools accreditation. An adjacent children's centre is managed externally and is subject to a separate inspection.

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****2**

Main findings

The school provides a satisfactory education for its pupils. Pupils are happy and enjoy their days in school because the good quality curriculum provides them with a wide range of opportunities. The curriculum and good quality of care, guidance and support underpin pupils' good behaviour and the fact that they feel very safe in school.

Despite attainment being exceptionally low by the end of Year 6 particularly in writing, there has been a rising trend in progress and attainment in both key stages over the last three years. For example, in mathematics by the end of Year 6 pupils' attainment is below average rather than exceptionally low. Observations of lessons and scrutiny of pupils' work and data related to progress demonstrate secure improvement in learning and progress. Even so, overall boys attain more highly than girls and some more-able pupils do not attain as highly as they could, especially in writing. The quality of teaching and assessment is satisfactory. Weaker features include: the lack of consistency in the quality of lesson planning and questioning by teaching assistants, the use of time within lessons and the actions undertaken to raise girls' self-confidence in their capacity to learn.

The school's self-evaluation is mostly accurate and is based clearly on the systematic analysis of pupils' achievement. It is to the credit of leaders' and managers' good quality work that since the last inspection, there have been improvements in:

- the Early Years Foundation Stage so that children get off to a good start in their education, although it is too soon for pupils in Key Stages 1 and 2 to benefit from these positive changes
- the rate of pupils' attendance which is now above average
- pupils' spiritual, moral, social and cultural development, which is now good
- pupils' contribution to the local community, which is now outstanding
- the quality of support and challenge that the governing body provides, which is now good
- pupils' understanding of how to live healthy lifestyles, which is now outstanding.

As a result, there is good capacity to improve further. The school has a good partnership with parents and carers and works well with external agencies to aid pupils' learning.

What does the school need to do to improve further?

- Raise attainment and improve pupils' achievement in writing by the end of Year 6, by:

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

- increasing planned opportunities for pupils to talk together during lessons, in order to improve their spoken language and develop ideas to sustain good quality writing
- improving pupils' understanding and use of grammar
- using assessment information more effectively in planning to meet the needs of more-able pupils.
- Raise attainment and improve pupils' achievement in mathematics by the end of Year 6, by providing opportunities for pupils to apply their calculation skills to solve mathematical problems.
- Raise the quality of teaching to at least good to improve the rate of pupils' learning, by:
 - using the good practice that exists in the school as a model for all teaching
 - requiring teachers to plan more consistently to meet the needs of more-able pupils
 - ensuring teachers find a better balance in their use of time between talking to pupils and allowing pupils to work independently
 - targeting questioning to girls to improve their self-confidence in their capacity to learn
 - developing the range, rigour and depth of questioning by teaching assistants.
- Up to 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**

Pupils thoroughly enjoy learning. Progress and pupils' achievement are satisfactory and helped by their attentiveness in lessons, their willingness to work with others and behave well. Pupils' attainment in reading has improved since the last inspection. In lessons pupils understand the content of the texts studied, although most were seen to require support to widen their vocabulary and to use subject terminology. In lessons when pupils did not understand what tasks required of them, they were mostly confident to ask for help. They were also proud to indicate, upon completion of tasks, where they considered they had done well. Even so, in lessons girls tend to be less confident than boys and less willing to answer questions which results in their attainment often being lower than that of boys. Action to improve pupils' reading has paid dividends because attainment has risen since the last inspection. Pupils' attainment in writing is lower than in other subjects and progress is often hampered because of pupils' insufficient understanding of grammar and different types of writing and their ability to write succinctly. In mathematics, staff mostly implement a policy on calculation which ensures that such skills are built upon systematically. However, there are too few opportunities for pupils to apply their calculation skills in solving mathematical problems. Pupils with special educational needs and/or disabilities make the same progress as their classmates because they are given support so they can contribute fully in lessons. Pupils have a first-rate understanding about how to stay healthy and they contribute enormously to their school and local community. The school teaches pupils how to be very good citizens by giving them

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

responsibilities, which they all enjoy and take seriously. These attributes, together with above average attendance, an average attainment in information and communication technology and improving attainment in basic skills mean that pupils are satisfactorily prepared for their future economic well-being.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	4
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	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Staff form very positive relationships with pupils. They manage behaviour well, with good humour and politeness, by making guidelines clear. They give a great deal of encouragement. Teachers routinely share learning objectives with pupils so that they know what they are expected to achieve. Through using assessment information, targets are set in literacy and numeracy to help pupils know the next steps to take to improve. The quality of marking is good in literacy. Teachers model speaking and listening with clarity. Not all teachers deploy teaching assistants sufficiently well and there is sometimes a lack of breadth, rigour and depth in the quality of their questioning. The best questioning is challenging, supportive and useful in assessing pupils' progress. There are inconsistencies in the quality of lesson planning including the way assessment information is used to meet the needs of more-able pupils. As a result, the needs of these pupils are not always met as they are not always sufficiently challenged. Teaching is weaker when pupils spend too much time listening to teachers at the beginning of lessons and too little

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

time is allocated for discussion, especially in preparing for writing, and for pupils to work independently.

There are too few opportunities for pupils to talk together in lessons, to improve their spoken language and develop ideas when preparing to write. Boys are often asked more questions by teachers than the girls. Questioning which is targeted especially at girls is not used as much as it might be to raise their self-confidence in their capacity to learn.

The thematic approach to the curriculum is highly motivating for staff and pupils alike. Pupils are fully involved in the choice of topics. The curriculum strongly supports pupils' personal development, including that of potentially vulnerable pupils. It develops pupils' enterprise skills and opportunities for pupils to attend Hull Children's University. It provides a wide range of activities during and after school including visitors, visits and very well-attended clubs that broaden pupils' knowledge and understanding well. It mostly provides well for different groups overall.

Transition between classes and on to secondary school is good and enables a smooth continuation of pupils' learning. Pupils with special educational needs and/or disabilities receive extra support, often individually, to help them master particular skills. Parents and carers very much appreciate the good care, guidance and support the school provides.

These are the grades for the quality of provision

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

How effective are leadership and management?

The determination and clear vision of the headteacher together with the skills of most other senior leaders and managers have enabled the school to establish clear systems of accountability and to raise achievement. Most staff take action in response to the monitoring of their work which results in teaching that is at least satisfactory and improving. Subject leaders for English and mathematics monitor the quality of provision and outcomes and use the information gained to implement clear action plans. Together with the headteacher, they hold staff to account for the progress pupils make. There is some good practice in the current teaching that is not exploited as fully as it might be as a model for improving the quality of teaching overall. Effective procedures and practices in safeguarding ensure pupils are very safe from harm. Equality of opportunity is promoted satisfactorily: pupils work harmoniously together, gaps between different groups are closing and the school knows precisely the further improvements required. The school promotes community cohesion well. Staff are proactive in engaging outside agencies and working with other establishments to provide training and improved support to improve pupils' learning, for example, by working with the adjacent children's centre. The

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

governing body is well led and assertive so that it not only supports the school but also provides good challenge to the school's leaders.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

A great deal of positive change has occurred since the last inspection due to good leadership and management. The impact on children's good achievement and improved attainment has begun to be evident on transfer to Year 1. Children enter the Early Years Foundation Stage with a level of skills that are well below those typical for their age. They make good progress, although they do not usually attain average levels expected by the time they enter Year 1. Recently introduced flexibility in session times and the provision of an early healthy breakfast is encouraging better attendance. The layout of the good-quality resources inside and outside ensures all areas are very conducive to learning. Resources used encourage pupils' curiosity and independence. For example, a group of children acted out nativity scenes by cooperating, dressing up for role play and by using a real stage just as they had observed older pupils do. Teachers ensure there is a good balance between self-initiated and teacher-directed learning. Speaking is prioritised because speaking skills are at a low level on entry, children require help to maintain eye contact and they often mishear or do not clearly pronounce the endings of words. Quietly-spoken adults with good pronunciation aid children's development, although there is less effective questioning by teaching assistants.

Teaching is of good quality: the teaching of reading is outstanding, for example, a small group of older children read with a class teacher in a cosy area set up to enjoy books. The questioning and high aspirations ensured the children made very rapid progress not only in reading but in grasping the content of the well-chosen book. Pupils' interests are built upon well in planning. Assessment data inform the planned development of pupils' skills

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

and knowledge. Assessments and first-hand observations show that boys often enter and leave the Early Years Foundation Stage at a slightly higher level than girls. A good quality whole-school approach is taken to ensuring children's safety.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

A lower-than-average proportion of parents and carers responded to the questionnaire. Of the respondents, the overwhelming majority were very positive about the school. A very few returns showed concern about how effectively the school: deals with unacceptable behaviour; takes account of suggestions and concerns and; is led and managed. The inspectors considered these points extremely carefully and found pupils' behaviour to be good because it is well managed. The school surveys the views of pupils, parents and carers and acts appropriately on them. The good quality of leadership and management has set the school in a good position for further improvement.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bude Park 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 38 completed questionnaires by the end of the on-site inspection. In total, there are 238 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	63	14	37	0	0	0	0
The school keeps my child safe	26	68	12	32	0	0	0	0
My school informs me about my child's progress	21	55	15	39	0	0	0	0
My child is making enough progress at this school	19	50	15	39	0	0	0	0
The teaching is good at this school	21	55	16	42	0	0	0	0
The school helps me to support my child's learning	22	58	14	37	0	0	0	0
The school helps my child to have a healthy lifestyle	19	50	17	45	0	0	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)	16	42	21	55	0	0	0	0
The school meets my child's particular needs	18	47	18	47	0	0	0	0
The school deals effectively with unacceptable behaviour	20	53	13	34	2	5	1	3
The school takes account of my suggestions and concerns	15	39	19	50	1	3	0	0
The school is led and managed effectively	19	50	17	45	2	5	0	0
Overall, I am happy with my child's experience at this school	21	55	15	39	0	0	0	0

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 all 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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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:	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. ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



17 December 2010

Dear Pupils

Inspection of Bude Park Primary School, Hull HU7 4EY

Thank you for your warm welcome and all your help when your school was inspected. I am very pleased to tell you that your school provides you with a satisfactory education and it is well-led. It was good to see how well you behave, take care of each other and work hard. You told me your school is a happy and very safe place to be and the staff ensure that you have very interesting topics to study and I agree. As a result, you have an excellent understanding of how to live a healthy lifestyle and also you contribute exceedingly well to your school and local area. The school teaches you how to be very good citizens by giving you responsibilities which you all enjoy and take seriously.

Your progress is satisfactory and improving. I have asked the school to ensure that you all, including those of you who learn more quickly, make more rapid progress in writing and in applying your calculation skills to solve mathematical problems. For the school to do this well, I have asked the school leaders to make sure all the teaching is the best it can be for everyone.

You can help by trying extra hard with your speaking and listening in lessons so that you can write even better stories and factual accounts than you do.

I wish you a bright and successful future.

Yours sincerely

Linda Murphy

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 1234 234, or email enquiries@ofsted.gov.uk.