

Rokeby Park Primary School Profile

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Rokeby Park Primary School

Gershwin Avenue, Anlaby Park Road North
Kingston upon Hull, East Yorkshire, HU4 7NJ
Telephone: 01482 508915
<http://www.rokeby-park.co.uk>

Children's Service Authority:	Kingston upon Hull, City and County of
Age range:	3-11
Number of pupils:	147
Head teacher:	Mrs Karen Jackson
Chair of governors:	Mrs Margaret Tate

What have been our successes this year?

The Ofsted team once again recognised that we are a good school with outstanding features. (May 2009)

The team described Rokeby Park School as a good school with an accurate view of its effectiveness and a school which provides good value for money. Some aspects of our school are outstanding. The quality of education in the Early Years Foundation Stage is excellent and a real strength of the school. In this area children make a superb start to their education. Although standards at the end of Year 6 are broadly average as far as national statistics show, children make good progress from their starting points in school.

Ofsted recognised that senior leaders make a strong contribution to the evaluation of the school's performance and there is a strong sense of shared responsibility and accountability for bringing about improvement. The leadership and management of our school is good, making sure that every child can achieve well, within a nurturing, very caring and safe place.

There is a strong team spirit amongst the staff.

The Ofsted team are very confident that the school has made good progress since its last inspection, and will, with continued team spirit, make further progress.

What are we trying to improve?

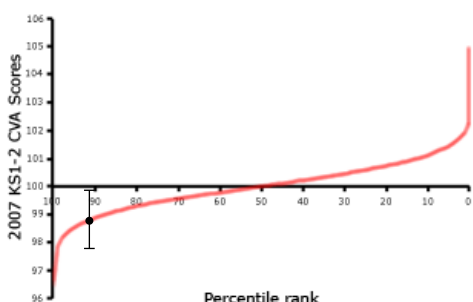
*'Only the best will do' is a phrase that encapsulates the service we provide for the pupils and parents at Rokeby Park Primary School.

We aim to continue to provide outstanding provision for pupils and parents by:

* Extending opportunities for pupils to write fluently and accurately, across the curriculum subjects, so that progression in writing accelerates, particularly for boys.

* developing a skill based, integrated, linked curriculum where learning is made cohesive and relevant so that children are fully engaged in learning.

How much progress do pupils make between age 7 and 11?



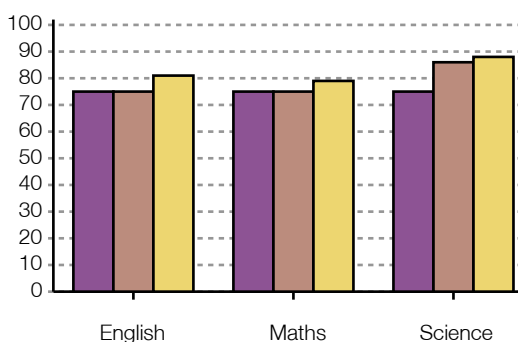
- Our school
- I Confidence interval

The chart shows our school's contextual value added (CVA) score relative to that of other primary schools. CVA is a statistical means of assessing how effective a school is, by measuring pupils' progress using their test and examination results. The confidence interval shows the range within which we can be confident the score (calculated on the results of only one year group) represents the overall effectiveness of a school. The percentile rank shows the percentage of schools with a score equal to or higher than ours.

The statistical information continues to evidence Rokeby Park as providing an above average rate of progress in their education attainment between the ages of 7 to 11.

Our recent Ofsted highlighted that pupils enter Rokeby with a below average standard of education, yet leave having achieved above average results across all subject areas.

How well do pupils achieve at age 11?



- Our school
- Local schools (Local Authority)
- All schools

This chart shows the Key Stage 2 results for 2008. It indicates the percentage of pupils eligible for KS2 tests (usually 11 year olds) who achieved or exceeded the expected level (level 4)

How have our results changed over time?

In order to achieve good results we work hard to ensure that Rokeby Park School pupils meet their full potential. We do this by planning stimulating lessons, enriching the curriculum and providing support for all pupils as needed. We also carefully monitor and analyse the progress our pupils make.

In the long term, Rokeby Park has returned results which have shown a consistently upwards trend.

Like most schools our results reflect the abilities of the children we have at the time, although we strive to deliver the best to our children each year.

How are we making sure that every child gets teaching to meet their individual needs?

We know all our children very well indeed and as such we are able to identify and plan for their learning needs.

Accurate assessments of the pupils progress enables the teachers to set work for all pupils which match their individual needs.

Each child is set targets for their work and they are aware of what they have to do to move forward.

The Governing Body have a positive commitment to providing the children with highly motivated, quality teaching staff, assisted by skilled Teaching Assistants.

The Headteacher regularly monitors the standards of teaching and learning throughout the school, through lesson observation.

The school regularly welcomes educational advisors and consultants into our school to help us make Rokeby Park the best we can for every individual learner.

How are we working with parents and the community?

We have an open door policy at Rokeby Park PS, whereby parents may visit the school at any time during the normal school day.

Our breakfast club and after school activities are very popular with parents and children and have been described as "a wonderful idea" by busy working parents.

Each Friday parents are invited into school for a 'Caring and Sharing' assembly. Parents are also invited to see their child perform in plays and concerts.

*We hold regular open evenings, provide written reports and offer SEN review meetings. Parents also receive a newsletter each week to keep them informed of events and activities taking place in

school.

We foster links with local churches, schools, the police, health service, sporting clubs and local businesses.

We encourage our children to contribute to the local community e.g. supporting charity work.

What have pupils told us about the school, and what have we done as a result?

Pupil questionnaires show that the vast majority of our pupils think of the school as a happy and enjoyable place to learn.

Our school council has regular contact with the Headteacher, and they list resources they feel the school and its children would enjoy. The Headteacher tries very hard to provide the items requested.

*All opinions are valued and children are encouraged to express their feelings in an open and honest environment. The excellent relationship between staff and pupils serves to promote this process.

*As a result of listening, we have considered pupil ideas of how to raise money for charities suggested by the pupils.

How do we make sure our pupils are healthy, safe and well-supported?

Our School Council and School Buddies are extremely successful and both received very high praise from both OFSTED and the judges of the Healthy Schools award; all Buddies are trained in first-aid by St John's Ambulance.

Access to the school is via controlled entrance areas and the school is fully alarmed.

The school is fully accessible and fully committed to maintaining an environment free from all forms of discrimination.

*We provide a calm, caring and safe environment in which pupils can learn. All classes have additional support and this enables us to ensure that the needs of all pupils are met.

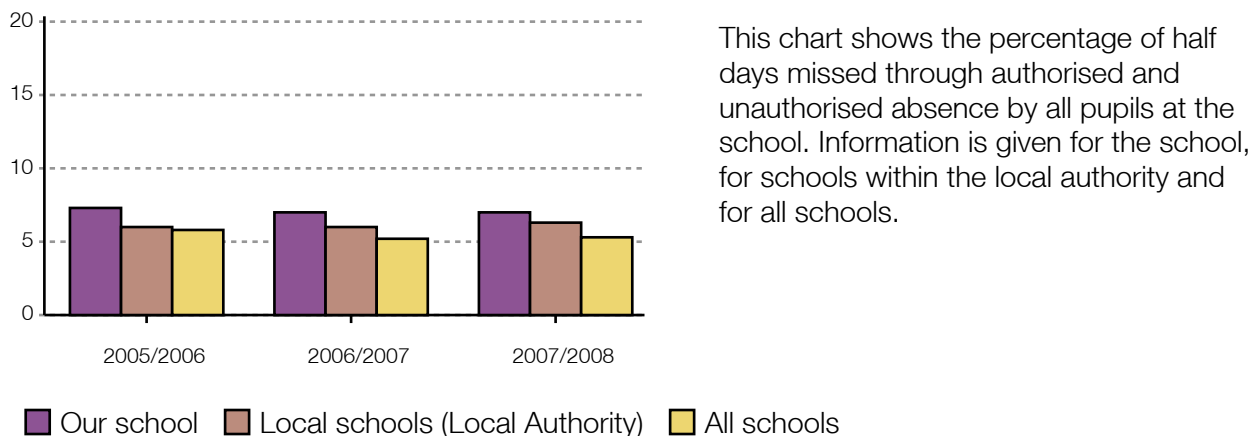
*Many areas of our curriculum make pupils aware of how to live a healthy lifestyle.

*Pupils take part in two P.E. lessons per week. This includes swimming in Year 3/4

*There is access to drinking water in all classrooms and pupils are actively encouraged to drink throughout the day.

*We have achieved the Healthy Schools Award.

How do our absence rates compare with other schools?



Attendance figures for the school, due to the low number of pupils, appear exaggerated when shown as an average; with one pupil counting as 0.7% - 0.9% of the school's population. Using the 2005/2006 figures (see adjacent chart) as an example, the difference between Rokeby Park and the local/nation averages is equivalent to a single pupil. All pupil absences are followed up daily; morning and afternoon and truancy is almost non-existent.

Unfortunately, while the school tries everything in its power to improve attendance, a very small minority of parents choose to take their children out of school for a whole day in order to attend a twenty minute dental appointment or go shopping for a new pair of shoes. Rokeby Park, like many other schools nationally, is doing all that it can to re-educate such parents in the value of their children's schooling.

What activities and options are available to pupils?

Pupil learning is enhanced by an enriched curriculum and opportunities to take part in activities outside the school day. Here follows a sample of the varied experiences on offer:

*Full coverage of the National Curriculum taught by well-qualified staff.

*Regular school visits to support curriculum studies

* Visitors to school to enhance to curriculum such as St. Johns ambulance training sessions, French tuition and sports coaching.

* Annual Residential visit for pupils in Years 5 & 6

*Swimming tuition

* Film club

*Expert music tuition

*School library/IT suite

* Sports day

* cinema visits

*Christmas performances/Class assemblies

*Cycle/pedestrian training

* Participation in different cultural events like Harvest Festival

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What do our pupils do after leaving this school?

Many of our pupils are choosing Hessle High School as their first choice when moving on from Rokeby Park; although historically, the majority of our pupils moved on to join Sydney Smith Secondary School, just over the border in nearby Anlaby. Rokeby Park has formed very close links with both of these schools.

Ofsted's view of our school

Pupils achieve well. The provision in the Foundation Stage (Nursery and Reception) is good and the children make good progress from their below expected standards when they join the Nursery. Standards are close to average by the end of Reception. Pupils continue to make good progress and standards are above average by the time pupils leave the school. Pupils with learning difficulties and/or disabilities make similar progress to their classmates. Pupils' personal development is good. They enjoy coming to school because they like their teachers; they feel safe and secure, and know their opinions are valued. Attendance is satisfactory.

The teaching is good overall but in information technology it is less effective than in other subjects. Accurate assessment of the pupils' progress enables the teachers to set work for most pupils, which match their individual attainment well.

The curriculum meets statutory requirements though connections between subjects are not yet used to best effect. Lessons are monitored thoroughly and weaknesses in teaching are quickly identified and put right.

The school has made a good improvement since the last inspection. In particular, standards have risen substantially, especially in Year 6, and continue to rise. This shows that the school has the capacity to make further improvements.

Date of last inspection: 03-Feb-2006

Ofsted graded our school as good

Inspectors made judgements on a scale: outstanding (grade 1); good (2); satisfactory (3); inadequate (4).



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What have we done in response to Ofsted?

Our highly successful, OFSTED inspection highlighted two areas on which the school should focus;

1. Ensure that the best teaching practices evident in the Year 6 class with Year 1 are used in Years 1-5 also.

2. Extend opportunities across the curriculum subjects for pupils to write fluently and accurately, so that progression in writing accelerates, particularly for the boys.

The school governors have reaffirmed their commitment to ensuring that the necessary funding and opportunities exist to enable teachers to develop their career and teaching skills, with a particular focus on reading, writing and ICT.

All teaching staff have been asked to make sure that their schemes of work, lesson plans and daily planning permits sufficient practice time for all pupils. This is being monitored by the Headteacher and subject leaders.

We have worked hard to continue the good standard of teaching and learning that OFSTED observed and like all schools we are addressing the issues that were raised as areas for improvement:

More Information

If you would like more information about school policies, including our policies on special educational needs and disability, admissions, finance, school food and our complaints procedure, please contact us:

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