



# Rokeby Park Primary School

## Inspection Report

**Unique Reference Number** 117813  
**LEA** Kingston-upon-Hull  
**Inspection number** 280158  
**Inspection dates** 2 February 2006 to 3 February 2006  
**Reporting inspector** Mrs Helen Kavanagh

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

|                                    |                    |                           |                        |
|------------------------------------|--------------------|---------------------------|------------------------|
| <b>Type of school</b>              | Primary            | <b>School address</b>     | Gershwin Avenue        |
| <b>School category</b>             | Community          |                           | Anlaby Park Road North |
| <b>Age range of pupils</b>         | 3 to 11            |                           | Hull, HU4 7NJ          |
| <b>Gender of pupils</b>            | Mixed              | <b>Telephone number</b>   | 01482 508915           |
| <b>Number on roll</b>              | 164                | <b>Fax number</b>         | 01482 508915           |
| <b>Appropriate authority</b>       | The governing body | <b>Chair of governors</b> | Mrs Margaret Tate      |
| <b>Date of previous inspection</b> | 1 June 2000        | <b>Headteacher</b>        | Mrs Marie Fox          |

|                  |                                      |                          |
|------------------|--------------------------------------|--------------------------|
| <b>Age group</b> | <b>Inspection dates</b>              | <b>Inspection number</b> |
| 3 to 11          | 2 February 2006 -<br>3 February 2006 | 280158                   |

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## **Introduction**

The inspection was carried out by two additional inspectors.

## **Description of the school**

Rokeby Park is a small primary school with a nursery situated in an inner city area of Hull. The housing surrounding the school is predominantly provided by the local authority, but a significant proportion of the children attend from outside the immediate vicinity. The school roll has declined in recent years.

Attainment on entry to the nursery is below average. The number of pupils identified as having learning difficulties and/or disabilities is in line with the national average. The school has had no deputy headteacher for over four terms owing to ill health and a senior teacher has also been absent for prolonged periods. In Hull all pupils are entitled free school meals.

## **Key for inspection grades**

|         |              |
|---------|--------------|
| Grade 1 | Outstanding  |
| Grade 2 | Good         |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate   |

## **Overall effectiveness of the school**

This is a good school which gives good value for money. These judgements match the school's own evaluation of its effectiveness. Parents say that they are happy with the quality of education and care that the school provides for their children. The school is well led and managed.

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.

**Grade: 2**

### **What the school should do to improve further**

Raise standards in information and communication technology by:

- improving the teaching through further training for teachers;
- ensuring that children have enough time to practise their skills.

## **Achievement and standards**

The pupils achieve well. They make good overall progress throughout the school and achieve the challenging targets set for them. On entry to the Nursery, the children's attainment is below average for their age. By the end of Reception, standards are close to average. Standards are average by the end of Year 2. Standards rise to above average by the end of Year 6. In 2005, the school's results in the Year 6 national tests were above average in English, mathematics and science. All of the children did well, particularly the boys. Pupils make particularly good progress in Years 5 and 6. Standards in Year 6 have risen since the last inspection

and are continuing to rise. Pupils with learning difficulties and/or disabilities make similar progress to their classmates. Pupils identified as gifted or talented achieve well.

**Grade: 2**

### **Personal development and well-being**

Pupils' personal development and well-being are good overall. Pupils behave well and have good attitudes to school and attendance is average. The atmosphere in the school strongly reflects the pupils' enjoyment of learning and their concern for others. A well developed 'Buddy' system operates with older pupils taking good care of younger ones. Pupils' effective development of the basic skills of literacy and numeracy help to prepare them well for the next stage of education and for the wider world; computing skills, however, are less well developed.

Pupils' spiritual, moral, social and cultural development is outstanding. Pupils are very well developed socially and learn from an early age the difference between right and wrong and how thoughtless actions may hurt others. Pupils have frequent experiences of drama, opera, musical and other creative activities, which greatly increase the contribution the arts make to their cultural development. Some pupils take part in public performances, such as the 'Singing Days' at Hull City Hall.

Pupils know how to keep themselves safe and understand clearly the importance of healthy living. The school received an award from the local authority for its success in health promotion. Pupils generously raise funds for national charity events, for example, Children in Need, and invite local pensioners to come to school for coffee and entertainment.

**Grade: 2**

## **Quality of provision**

### **Teaching and learning**

The quality of teaching is good. It underpins the pupils' learning effectively and enables them to make good progress. Throughout the school, lessons are interesting and motivate the pupils to work hard. The good relationships between staff and pupils are a great strength of the teaching and ensure that pupils' behaviour is managed very effectively.

The teachers assess pupils' progress accurately, identify weaknesses and set personal targets for them, which are clear, demanding and helpful in raising standards. The teachers mark pupils work consistently well throughout the school. Consequently, pupils understand how to improve their work. Pupils with learning difficulties receive good support from teaching assistants.

Pupils' use of computers to help them learn is inconsistent. In the best information technology lessons, pupils make good progress and improve their skills effectively. In some classes, however, insufficient time is given for pupils to practise their skills and to learn new ones, and some of the teachers are in need of further training in this aspect of the curriculum.

**Grade: 2**

### **Curriculum and other activities**

The school provides a good curriculum, enhanced by the teaching of French in Years 5 and 6. The provision for children in the Foundation Stage is good. The planning for literacy and numeracy is good although there are shortcomings in the provision for information and communication technology. Teachers implement a well-structured programme of personal, social and health education (PSHE). Pupils benefit from a broad range of additional activities, visitors and visits. They talked with great enthusiasm about a recent visit to France to help their study of World War 2 and to practise their French. Pupils' participation in these activities has a positive effect on their attitudes to learning, helping to develop their good social skills and a healthy outlook on life.

**Grade: 2**

### **Care, guidance and support**

Pupils are cared for well and parents and other carers support this view. Health and safety procedures are in place and risk assessments are carried out rigorously. Child protection procedures are also effective. The staff ensure that pupils know that they can approach any teacher with their personal concerns. Pupils are taught to keep themselves safe and healthy through an effective PSHE programme. Pupils are supervised well in the playground and around school generally. Parents have the opportunity to discuss their child's progress during the year and receive a detailed report at the end of it. They report that the staff are friendly, approachable and helpful.

**Grade: 2**

### **Leadership and management**

Leadership and management are good. The headteacher has built an effective and potentially excellent staff team, despite the long term absence of two senior teachers. The headteacher is an outstanding role model for all the staff but particularly those new to the role of subject co-ordinator. The headteacher's monitoring and evaluation of teaching and its performance are accurate and helpful to its development. The teaching staff know their pupils well and monitor their

progress effectively. As a result of these positive aspects of the school's self-evaluation, the headteacher has a very clear picture of the quality of teaching and how effectively the pupils learn. She assists her staff to reflect critically on what they can do to improve learning and develop more effective teaching. The school has improved well since the previous inspection, especially in raising standards. The school's current plans for improvement focus clearly on what needs to be done in improving the teaching of ICT. The accuracy of its self-evaluation clearly demonstrates that the school has a good capacity to improve. Governors fulfil their responsibilities well and their commitment to the school is excellent. They are very active in the life of the school and have a good understanding of how it performs. Parents report that the school seeks their views and takes account of their suggestions and concerns. One parent described the school as 'a very special place'.

**Grade: 2**

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## Inspection judgements

|  |                       |              |
|--|-----------------------|--------------|
| <i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i> | <b>School Overall</b> | <b>16-19</b> |
|--|-----------------------|--------------|

### Overall effectiveness

|  |     |    |
|--|-----|----|
| <b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b> | 2   | NA |
| How well does the school work in partnership with others to promote learners' well-being?  | 2   | NA |
| The quality and standards in foundation stage  | 2   | NA |
| The effectiveness of the school's self-evaluation  | 2   | NA |
| The capacity to make any necessary improvements  | Yes | NA |
| Effective steps have been taken to promote improvement since the last inspection   | Yes | NA |

### Achievement and standards

|  |   |    |
|--|---|----|
| <b>How well do learners achieve?</b>   | 2 | NA |
| The standards <sup>1</sup> reached by learners   | 2 | NA |
| How well learners make progress, taking account of any significant variations between groups of learners | 2 | NA |
| How well learners with learning difficulties and disabilities make progress                              | 2 | NA |

### Personal development and well-being

|   |   |    |
|---|---|----|
| <b>How good is the overall personal development and well-being of the learners?</b>                           | 2 | NA |
| The extent of learners' spiritual, moral, social and cultural development                                     | 1 | NA |
| The behaviour of learners   | 2 | NA |
| The attendance of learners  | 3 | NA |
| How well learners enjoy their education   | 2 | NA |
| The extent to which learners adopt safe practices   | 2 | NA |
| The extent to which learners adopt healthy lifestyles   | 2 | NA |
| The extent to which learners make a positive contribution to the community                                    | 2 | NA |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 2 | NA |

### The quality of provision

|   |   |    |
|---|---|----|
| <b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>          | 2 | NA |
| <b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b> | 2 | NA |
| <b>How well are learners cared for, guided and supported?</b>   | 2 | NA |

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

|  |     |    |
|--|-----|----|
| <b>How effective are leadership and management in raising achievement and supporting all learners?</b>                                       | 2   | NA |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 2   | NA |
| How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review      | 2   | NA |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can                     | 2   | NA |
| How effectively and efficiently resources are deployed to achieve value for money  | 2   | NA |
| The extent to which governors and other supervisory boards discharge their responsibilities  | 2   | NA |
| The adequacy and suitability of staff to ensure that learners are protected  | Yes | NA |

|   |     |
|---|-----|
| <b>The extent to which schools enable learners to be healthy</b>  |     |
| Learners are encouraged and enabled to eat and drink healthily  | Yes |
| Learners are encouraged and enabled to take regular exercise  | Yes |
| Learners are discouraged from smoking and substance abuse   | Yes |
| Learners are educated about sexual health   | Yes |
| <b>The extent to which providers ensure that learners stay safe</b>   |     |
| Procedures for safeguarding learners meet current government requirements                                   | Yes |
| Risk assessment procedures and related staff training are in place  | Yes |
| Action is taken to reduce anti-social behaviour, such as bullying and racism                                | Yes |
| Learners are taught about key risks and how to deal with them   | Yes |
| <b>The extent to which learners make a positive contribution</b>  |     |
| Learners are helped to develop stable, positive relationships   | Yes |
| Learners, individually and collectively, participate in making decisions that affect them                   | Yes |
| Learners are encouraged to initiate, participate in and manage activities in school and the wider community | Yes |
| <b>The extent to which schools enable learners to achieve economic well-being</b>                           |     |
| There is provision to promote learners' basic skills  | Yes |
| Learners have opportunities to develop enterprise skills and work in teams                                  | Yes |
| Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form          | NA  |
| Education for all learners aged 14–19 provides an understanding of employment and the economy               | NA  |

## Text from letter to pupils explaining the findings of the inspection

Alexandra House

33 Kingsway

London

WC2B 6SE

T 0207 421 6800

F 0207 421 6707

Ofsted helpline

08456 404045

Mrs Marie Fox

Rokeby Park Primary School

Gershwin Avenue

Anlaby Park Road North

Hull

HU4 7NJ

4 February 2006

Dear Children

Mrs Taylor and I really enjoyed our visit to Rokeby Park. Thank you for making us welcome and telling us so much about your school. We agree with you that it is a good school. Some of the good things about the school are as follows:

all the adults care a lot for you and make sure you do well in your lessons

the teachers make sure your lessons are interesting and fun. They encourage you to work hard so that you reach good standards by the time you leave

your behaviour is good and you look after each other well

you know about staying safe, keeping fit and eating the right foods to make you healthy

your teachers arrange lots of trips and invite visitors into school to help make learning more interesting and fun.

To make sure everyone can learn even more, I have asked Mrs Fox to:

make sure your teachers know how to teach you about computers and give you enough time to practise your computer skills.

Yours sincerely

Helen Kavanagh

Lead inspector