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Mrs Karen Jackson
Headteacher
Rokeby Park Primary School
Gershwin Avenue
Anlaby Park Road North
Kingston-upon-Hull
HU4 7NJ

Dear Mrs Jackson

Requires improvement: monitoring inspection visit to Rokeby Park Primary School, City of Kingston upon Hull

Following my visit to your school on 25 June 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in March 2015. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- amend the post-Ofsted action plan to ensure actions are more closely matched to the needs of individual staff and groups of pupils, clarifying success criteria so that it is possible to measure exactly what has changed as a result of actions taken
- agree and maintain a system for measuring pupil progress, ensuring it allows teachers to use data to accurately inform teaching, and gives governors the information they need to continually monitor the effectiveness of the school
- strengthen the school's approach to promoting good attitudes to learning.

Evidence

During the inspection, I held meetings with you, the deputy headteacher, members of the governing body and a representative of the local authority to discuss the actions taken since the last inspection. The school action plan was evaluated. I also undertook a tour of the school, visiting classrooms, and met with pupils during the lunchbreak.

Context

In the period after the inspection two senior leaders have been on, and now returned from long term absence. One teacher has moved classes to strengthen the teaching team since the school was inspected. Two long term supply teachers have been replaced by more experienced staff.

Main findings

A post-Ofsted plan has been written to address most areas requiring improvement identified during the last inspection. It is unclear how some actions will impact upon pupil attitudes to learning and to pupil progress, who will be responsible for each area and how the impact of actions will be evaluated. Success criteria vary in conciseness and as a consequence, it is difficult for staff and governors to begin to measure the impact of some actions.

Actions to improve teaching are being prioritised and you and the senior team have begun your work to address areas requiring improvement:

- Senior leaders are supporting teachers to improve their practice through regular monitoring. Where this monitoring is most effective it recommends ways in which teaching could be sharpened and is focussed on improving pupils' progress, but this is not the case for all monitoring. Teachers have had many opportunities to develop their skills through attending training courses. It is too soon to say what impact this has had upon the quality of teaching.
- Attainment information indicates that there is an improvement in the proportion of pupils reaching expected standards. However, progress of pupils remains a concern in some classes. Teachers are being held to account for the progress of pupils in their class during progress meetings. Information is being used more effectively to adjust lessons and to meet the needs of individual pupils, but leaders need to check and take action to ensure this is consistent across the whole school. Data collection systems are still to be embedded so that staff and governors can interrogate the data to ensure pupils are making expected, and better than expected progress.

- Most teachers are working imaginatively to deliver an exciting curriculum, and where this is having an impact, attitudes to learning are improving. As a result of less stimulating lessons in some classes, some pupils are not motivated to learn and are not displaying good learning behaviours. Others are not attending school every day, leading to less secure progress for some pupils.
- Teachers are addressing spellings in the everyday marking of pupils' work. Improvements to spelling can be seen in books as a consequence. A new approach to guided reading has been trialled in Key Stage 2, impacting upon pupils' confidence and ability to better understand more challenging texts.
- Pupils' work in books is regularly and constructively marked and pupils have opportunities to write at length in Key Stage 2. You encourage and monitor opportunities for pupils to practice English and mathematics skills in other subjects. As a result, the school can show an improvement in reading, writing and mathematics results this year.
- Pupils say they feel safe in school and enjoy school trips. They particularly enjoy attending after school clubs and pupils say that their teachers are kind. Pupils are less articulate about their learning in lessons, and some are not able to say how well they are achieving, or how they are expected to improve their work.
- The governing body is regularly present in school and as a result knows the school well. They have risen to the challenges posed through the last inspection. Governors have commissioned an external review of governance to help them to improve, but this has not taken place. Governing body minutes do not currently evidence the level of challenge that might be expected. Nevertheless, governors acknowledge that they need to raise the level of challenge made to school leaders and have a clearer understanding of the kind of information they require in order to do this successfully.

Although there is evidence of some impact of improvement, this has been slow to start due to unforeseen staff absences and turnover of staff. You are aware of the challenges, particularly in relation to staffing issues and the need to secure improvement in the quality of teaching, if the school is to be good at its next section 5 inspection.

Ofsted may carry out further monitoring inspections and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

External support

The local authority has undertaken reviews of teaching to help identify areas for development. As a result of local authority involvement, Rokeby Park is working closely with Tidal Academy and the Hull Collaborative Teaching Schools to improve teaching within school. Rokeby Park also provides teacher training placements for Hull School Collaborative Initial Teacher Training and consequently receives support in accurately assessing the quality of teaching and in the recruitment of good teachers.

I am copying this letter to the Chair of the Governing Body, the Director of Children's Services for the City of Kingston upon Hull.

Yours sincerely

Lesley Butcher

Her Majesty's Inspector