

Dorchester Primary School

Dorchester Road, Kingston-upon-Hull, East Riding of Yorkshire, HU7 6AH

Inspection dates 30 June – 1 July 2015

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	Good 2
Leadership and management	Good	2
Behaviour and safety of pupils	Good	2
Quality of teaching	Good	2
Achievement of pupils	Good	2
Early years provision	Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress and achieve well throughout the school from their different starting points.
- Children get a good start to their learning in the early years provision and are increasingly well prepared to enter Key Stage 1.
- Teaching is consistently good. Staff set work that engages pupils effectively in their learning and enables them to make good progress.
- Disadvantaged pupils, disabled pupils and those who have special educational needs are well supported and make good progress. Any gaps in their attainment and progress compared with other pupils are closing.
- Pupils behave well and there is a positive climate for learning. Pupils enjoy coming to school and are keen to learn. They get on well together and say they feel very safe and well cared for in school.
- School leaders and governors have a clear and accurate view of how well the school is performing and where it can do better. They have worked well together to improve the quality of teaching and this continues to raise pupils' achievement.
- Pupils' spiritual, moral, social and cultural development is well promoted.
- Parents are very appreciative and supportive of the school.

It is not yet an outstanding school because

- Expectations of what pupils can achieve are not always high enough. Pupils, including the most able, are not always given work that is hard enough to enable them to make the best possible progress and reach the highest standards.
- Achievement in mathematics, although good, is not as strong as in reading and writing.
- Pupils have too few opportunities to use and apply their mathematical skills and knowledge to investigate and solve practical problems.
- Staff do not always give clear enough guidance about what pupils need to do to improve their work, especially in mathematics. There are too few checks that pupils respond to this advice when it is given.
- Attendance, although improving, remains below average. A small number of pupils do not attend regularly enough.

Information about this inspection

- Inspectors observed teaching and learning on 21 occasions. Three lessons were observed jointly with the headteacher or deputy headteacher.
- Meetings were held with school leaders and with three governors, including the Acting Chair of the Governing Body. Inspectors also met two representative of the Hull Collaborative Academies Trust.
- Inspectors met two groups of pupils and also spoke informally to other pupils in lessons and during break and lunchtimes.
- Inspectors looked at the work pupils were doing in lessons and in their books over time. They listened to pupils read and talked to them about their enjoyment of reading.
- Inspectors observed the work of the school and examined a number of documents concerning pupils' current achievement and progress, development plans and information about teachers' performance. They also looked at records relating to behaviour, attendance and safeguarding arrangements. The minutes of governing body meetings were also considered.
- Inspectors took account of the 15 responses to the online Parent View survey, as well as 94 responses to the school's own parental questionnaire. They also considered the 24 responses to the staff questionnaire.

Inspection team

Robert Birtwell, Lead inspector	Additional Inspector
Paul Spray	Additional Inspector
Sue Eland	Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- Pupils are taught in 12 classes from the Nursery to Year 6, including some mixed-aged classes. The early years provision includes a part-time Nursery class and full-time Reception classes.
- Most pupils are from White British backgrounds and speak English as their first language.
- The proportion of disadvantaged pupils is over twice the national average. These are pupils supported by the pupil premium, which is funding the school receives for pupils known to be eligible for free school meals and children looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is above average.
- The school converted to become an academy on 1 April 2013. When its predecessor school, Dorchester Primary School, was last inspected by Ofsted it was judged to be good overall.
- The school became part of the Hull Collaborative Academy Trust, a partnership involving eight local primary schools, on 1 April 2015. The governing body is in a state of transition and is in the process of being reconstituted as a result of this change.
- The school site is shared with Dorchester Children's Centre and Bright Start Nursery. These are inspected separately by Ofsted.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

What does the school need to do to improve further?

- Further improve the quality of teaching in order to raise pupils' achievement, especially in mathematics, so that more pupils make the best possible progress, by making sure that:
 - expectations of what pupils can achieve are always high enough
 - the work set is always hard enough so pupils, including the most able, are consistently challenged to make the best possible progress and achieve the highest standards
 - pupils have more opportunity to use and apply their mathematical skills and knowledge to investigate and solve practical problems
 - pupils are always given very clear guidance about what they need to do to improve their work, especially in mathematics, and that checks are made that pupils respond to this advice.
- Continue to work closely with parents to improve the attendance of the small number of pupils who do not attend regularly enough.

Inspection judgements

The leadership and management are good

- The headteacher leads the school effectively and is well supported by senior leaders, staff and governors. Their actions have resulted in an improvement in the quality of teaching and a rise in pupils' achievement, with gaps between the performances of different groups of pupils closing. There is an orderly and productive atmosphere throughout the school.
- The school's systems for checking how well pupils are doing are very thorough. School leaders have a clear and accurate view of how well the school is performing and where it needs to improve. For example, they are aware that attainment and progress in mathematics is not as strong as in reading and writing, and action is being taken to address this.
- School leaders, including middle leaders, closely monitor the quality of teaching and check and evaluate each pupil's progress. Any underachievement is quickly recognised and addressed by providing extra help or support if it is needed. This is well targeted to meet the needs of disadvantaged and vulnerable pupils, including those who are disabled or have special educational needs. Consequently, all groups of pupils in the school are making good progress, and any gaps in the performance of disadvantaged and vulnerable groups are closing. This shows the school's successful commitment to equal opportunities for all pupils.
- School leaders use information about the quality of teaching and pupils' achievement to check how well teachers are performing, and to identify where further support or training is needed. Staff are working successfully with academy trust partner schools to improve the quality of teaching.
- Information about pupils' achievement is taken into account when judging how well teachers are performing and making recommendations about their pay.
- The curriculum is well planned. It engages pupils effectively in their learning and promotes good behaviour. However, there are too few opportunities for pupils to develop their mathematical reasoning by investigating and solving practical problems.
- There is a good range of activities, clubs, trips and visits to enrich the curriculum, including sport, drama, music and culture. For example, Year 5 and 6 pupils were very enthusiastic about a residential outdoor activities trip they had been on. Reception Year children have visited a farm and other pupils mentioned a visit to the Jorvik Viking Centre.
- The curriculum addresses discrimination effectively, fosters good relations and contributes to pupils' good spiritual, moral, social and cultural development. There is a set of core values that are well understood by all pupils.
- British values are effectively addressed in lessons and through activities and assemblies. For example, the value of democracy is recognised through elections to the school council. Reception children held a mock election to coincide with the recent general election and the school marked Remembrance Day by making its own poppy field. Pupils are tolerant and understanding, and have a sound knowledge of other cultures and religions. For example, there is a One World Week each year, and a Buddhist representative has visited the school. Pupils are well prepared for life in modern Britain.
- The school uses pupil premium funding successfully to support the learning of disadvantaged pupils in the classroom, individually and in small groups. In addition, it is used to provide extra support for vulnerable pupils and to improve links with parents. This is helping to close gaps in the achievement of disadvantaged pupils.
- The school has worked hard with parents to encourage pupils to come to school more regularly. The work of the guidance mentor is prominent in this respect. As a result, attendance is improving, although it remains below average and a small number of pupils do not attend often enough.
- The school is using the additional primary school sport funding successfully. A specialist teacher takes lessons and trains staff, and there is a wider range of sports activities. Pupils, both boys and girls, were especially enthusiastic about boxing, for example. Consequently, more pupils are involved in sporting activities and the school participates in more sports competitions than previously. This is having a positive impact on pupils' physical well-being and lifestyles.
- The school's safeguarding arrangements meet statutory requirements. Staff and governors' training is up to date, and systems and procedures are effectively implemented.
- Since it became part of the Hull Collaborative Academies Trust in April, the school has worked increasingly successfully to share best practice and improve teaching and learning, and this is helping the school to move forward.

■ The governance of the school:

- Governors are well informed about the quality of teaching and pupils' achievement, and have a clear picture of how well the school is doing and where it needs to improve. Their understanding of the use and analysis of data about pupils' attainment and progress, and how these are linked to the quality of teaching, has improved. This is because of new members joining the governing body and increased training. Governors have a good knowledge of the measures taken to improve teaching and tackle weaker performance. They know how the pupil premium funding is spent and the impact it is having on the achievement of disadvantaged and vulnerable pupils in the school.
- Governors are very supportive of the school and visit frequently in a variety of capacities. They hold the school to account effectively by asking searching questions, and by setting challenging targets as part of the headteacher's performance management. They also make sure that pupils' achievement is taken into account when making decisions about teachers' pay. They manage the school's finances effectively and make sure that the school meets its statutory duties, including those related to safeguarding.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good.
- Pupils get on well with one another and with adults in the school. There is a very strong caring ethos throughout the school. This has a strong impact on pupils' learning and enables them to make good progress.
- Pupils are well motivated and have positive attitudes to learning. They are keen to do well and listen attentively to staff. Pupils work well both independently and in groups. As a result, lessons typically proceed smoothly with no interruption to learning.
- School records and discussions with pupils show that poor behaviour is rare. Pupils say that racist or discriminatory behaviour is very rare, and that on the few occasions pupils do misbehave, staff sort it out quickly and fairly.
- A small number of pupils occasionally show challenging behaviour, but staff manage this consistently and well. These pupils are supported in a caring and nurturing way, usually involving the guidance mentor. This leads to improved behaviour of these pupils.
- Inspectors observed good behaviour in lessons, in assemblies and around the school. Pupils mix well and play enthusiastically and safely together during breaks, and behave sensibly and responsibly in the hall at lunchtime. They are considerate of one another and polite to visitors.
- Pupils take on responsibility in a variety of areas. There is an active school council and older pupils act as 'buddies' for younger children, for example.
- Pupils say that they enjoy coming to school and are proud of it. Attendance has improved, although it remains below average. Persistent absence has fallen, although it is still above average. A small number of pupils do not attend regularly enough.

Safety

- The school's work to keep pupils safe and secure is good. Pupils say that they feel very safe and are well cared for in school.
- Pupils have a good awareness of how to keep themselves safe in different situations. They know about e-safety when using the internet, road safety and cycling safety, for example.
- Pupils have a clear understanding of different kinds of bullying, including name-calling and discrimination. They say that there is no bullying in the school at present, but would report it if it occurred. They are very confident that the school would sort it out quickly.
- All parents who responded to the Parent View survey think that their child is happy, feels safe and is well looked after at school.

The quality of teaching is good

- The quality of teaching is good across the school. This was confirmed by the work in pupils' books, the school's records of pupils' progress and checks on the quality of teaching. As a result, pupils in all classes are making good progress in reading, writing and mathematics.
- Staff know pupils well and there are positive and productive relationships in the classroom. Staff set work

that motivates and engages pupils in their learning. Pupils say that lessons are interesting and fun, and that they are challenged to do better and learn a lot.

- Reading is well taught. A more consistent approach to the teaching of phonics (letters and the sounds they make) has led to improvement in pupils' knowledge and skills and ensures that they make good progress.
- The teaching of writing has improved and pupils achieve well. Pupils write effectively in a variety of different styles and show an improved knowledge of spelling, punctuation and grammar. Inspectors saw some effective writing debating whether Vikings were vicious, for example.
- Pupils are well taught overall in mathematics and their knowledge of basic numeracy skills is secure. This enables them to make good progress. However, they are not given enough opportunity to use and apply their skills and knowledge to investigate and solve practical problems.
- Staff use questioning effectively to reinforce pupils' knowledge and check learning. Although staff typically have clear expectations of what pupils can achieve, these are not always high enough. Staff do not always make sure that the work set is challenging enough to enable pupils, including the most able, to learn as well as they could. Pupils are not always given work that is hard enough to enable them to make the best possible progress and reach the highest standards.
- However, Year 2 pupils were very effectively challenged when asked to design an 'ugly bug'. High quality questioning made pupils think carefully about what they were doing and deepened their understanding so that they produced creative and high quality designs.
- Staff mark pupils' work regularly. They use praise well, but do not always provide clear enough guidance on what pupils need to do to improve their work, especially in mathematics. In addition, they do not always check that pupils respond to this advice when it is given.
- Teachers and teaching assistants work well together to support pupils who find learning more difficult. This support is well focused to meet the needs of disadvantaged and vulnerable pupils; it ensures that they make good progress and achieve well.

The achievement of pupils is good

- Pupils' achievement is improving and they make good progress during their time in the school. From starting points in the early years that are generally below or well below those typical for children's ages, by the end of Year 6 they reach standards that are average in reading and writing and close to average in mathematics.
- Standards at the end of Key Stage 1 in reading, writing and mathematics are improving. In 2014, they were below average, but current Year 2 pupils are on track to achieve standards that are closer to average this year. This shows good progress from pupils' starting points. Evidence from pupils' work and observing learning in lessons confirms that pupils in Year 1 and Year 2 are currently making good progress.
- Standards at the end of Key Stage 2 are also improving. In 2014, they were average in reading, below average in writing and well below average in mathematics. The proportion of pupils who made the progress expected of them was above average in reading, close to average in writing, and below average in mathematics. The proportion who made more than the expected progress was above average in reading, close to average in mathematics, and below average in writing.
- Inspection evidence and the school's most recent data show that all groups of pupils are now making good progress and achieving well. Year 6 pupils are on track to achieve improved results this year, with average standards in reading and writing, and below average standards in mathematics. The proportion of pupils making the expected progress is above average, and the proportion making more than expected progress is above or close to average in all subjects.
- Pupils make good progress in reading because they have opportunities to read regularly and are well taught. The proportion of pupils reaching the expected standard in the Year 1 national phonics screening check has improved steadily. In 2014, it was well below average but will be much higher this year.
- The school has focused effectively on improving pupils' achievement in writing and there is a stronger emphasis on spelling, punctuation and grammar. Pupils have opportunities to write in different styles in different subjects.
- Pupils make good progress in mathematics. However, the standards they achieve and their rate of progress are not as high as in reading and writing.
- The attainment and progress of disadvantaged pupils are improving. In 2014, the standards achieved by disadvantaged pupils in Year 6 were three terms behind other pupils nationally in mathematics, two-and-a-half-terms behind in writing, and one term behind in reading. In comparison with other pupils in the

school, they were similar in reading and mathematics, and a term-and-a-half behind in writing. Disadvantaged pupils made progress at least as rapidly as other pupils in the school and nationally in reading, but slower progress in writing and mathematics. However, the school's most recent data show that these gaps are closing because disadvantaged pupils are receiving more effective support and making good progress.

- Disabled pupils and those who have special educational needs achieve well and make good progress. Their needs are accurately identified and they receive good quality support from teachers and teaching assistants. As a result, they make good progress in line with their classmates and better progress in some cases.
- The most able pupils make good progress and achieve well overall. However, in common with other pupils, they are not always given work that is challenging enough to enable them to make the best possible progress and reach the highest standards.

The early years provision

is good

- Most children join the early years with skills and knowledge that are below or well below those typical for their age, especially in communication and language.
- Children make good progress from their individual starting points. The proportion of children achieving a good level of development has improved steadily, although it was below average in 2014. Further improvement is expected this year. Children are increasingly well prepared to enter Key Stage 1.
- The quality of teaching is good. There is a strong focus on developing language and social skills. Staff ensure that learning activities are purposeful and well focused, and that children are fully involved in their learning. Staff make good use of the indoor and outdoor environment.
- Children behave well and show good attitudes to learning in a very safe and caring environment. They listen attentively to staff and concentrate well on what they are doing. They work well together and show care and concern for others.
- Reception children showed curiosity and interest when developing their subtraction skills. Staff used resources and equipment effectively. They encouraged children to cooperate and talk about what they were doing and asked challenging questions. As a result, the children made good progress.
- Staff work well together to meet the needs of individual children. They check children's progress regularly and use this information to plan activities to develop children's learning further. Disadvantaged and vulnerable children are well supported and make good progress.
- There are increasingly strong links with parents and close relationships with other nursery providers. These ensure that children settle quickly into the early years provision.
- The early years leader is very new to the school but the provision is well led and managed. All staff work well together with a common sense of purpose. They are well trained and know how well each child is performing. This ensures that children make good and improving progress, and is raising their achievement.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	139525
Local authority	City of Kingston upon Hull
Inspection number	456134

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

Type of school	Primary
School category	Academy converter
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	372
Appropriate authority	The governing body
Chair	Anita Hoy
Headteacher	Gabrielle Olsson
Date of previous school inspection	Not previously inspected
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