



# Dorchester Primary School

## Inspection Report

**Unique Reference Number** 117902  
**LEA** Kingston-upon-Hull  
**Inspection number** 280182  
**Inspection dates** 4 April 2006 to 5 April 2006  
**Reporting inspector** Mr Gordon Alston

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

<b>Type of school</b>	Primary	<b>School address</b>	Dorchester Road
<b>School category</b>	Community		Bransholme
<b>Age range of pupils</b>	3 to 11		Hull, HU7 6AH
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01482 825207
<b>Number on roll</b>	323	<b>Fax number</b>	01482 833016
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Donna Nahar
<b>Date of previous inspection</b>	1 July 2000	<b>Headteacher</b>	Mrs Sue Liddle

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 4 April 2006 - 5 April 2006	<b>Inspection number</b> 280182
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## **Introduction**

This inspection was carried out by three Additional Inspectors.

## **Description of the school**

This large primary school serves an area of social deprivation in Bransholme, near Hull. The majority of children enter the school with skills that are well below those expected for their age, particularly in spoken English. All pupils have English as their first language. The numbers of pupils who receive free school meals and the proportion of pupils with learning difficulties and/or disabilities are above average. Recently, the school has gained a Healthy Schools Award and a Basic Skills Award.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 2

This is a good school, with some outstanding features, highly valued by parents, pupils and the local community. The inspection confirms the school's own judgement. Teaching is good, helping pupils achieve well from a low starting point. There is good provision in the Foundation Stage and children make good progress, but few reach the levels expected by the end of the Reception year. In Year 6, standards are below average in English and average in mathematics; the progress pupils make from year to year is good. Trends in national tests at the end of Year 6 have been rising since 2003. However, in 2005, English results were not as good as those for mathematics, and were weakest in writing. The school is working hard at raising achievement in pupils' writing. The high quality of care, guidance and support provided by the school, the good teaching and the many enrichment activities provided lead to outstanding personal development on the part of pupils. Links with parents and outside organisations are excellent. Overall, leadership and management are good. Rigorous self-evaluation has identified areas where the school could do better, but new initiatives to bring about improvement are not yet sufficiently well embedded to have a full impact. The headteacher and deputy headteacher provide very determined and inspirational leadership. The management of subjects is good. Governors know the school well and they discharge their responsibilities conscientiously. The school gives very good value for money. It has improved markedly since the last inspection, and is well placed to improve further.

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not applicable

### What the school should do to improve further

- Raise standards in English, particularly in writing.
- Ensure new initiatives that are being implemented to further improve teaching and learning become fully embedded.

## Achievement and standards

### Grade: 2

Pupils achieve well. Children make good progress in the Foundation Stage. However, by the start of Year 1 the majority will not reach the levels expected for their age, particularly in language and communication. Good progress continues through to Year 6. In Year 2, standards are below average in reading and mathematics and well below in writing. In the 2005 national tests, results at the end of Year 6 were below average in English and average in mathematics, and results in writing were not as good as reading. The school has rigorously investigated reasons for this and introduced several initiatives aimed at raising standards in writing that are beginning to have a positive impact. Pupils are given challenging individual targets in English and mathematics, setting high expectations and encouraging them to work hard and make good progress.

Targets are checked regularly to ensure that pupils make the progress they should. Pupils with learning difficulties and/or disabilities receive very good support from a very conscientious, caring team of staff and, as a result, make good progress. Gifted and talented pupils also progress well.

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

### **Grade: 1**

Pupils' personal development and well-being are outstanding. Pupils' spiritual, moral, social and cultural development is good. Pupils display a joy in learning that is testimony to their rapid development as sensitive, reflective people. The very effective contribution of all staff helps to enhance pupils' views of themselves. Pupils of all abilities treat each other with great consideration and respect. The many opportunities for pupils to contribute to the life of the school have a very positive impact and contribute greatly to raising the self-esteem of individuals. The school council makes a significant contribution, enabling pupils to take on additional responsibilities. Pupils' behaviour is excellent. Pupils are very keen to learn and their attitudes in lessons are extremely positive. Pupils' enjoyment at coming to school is great but this is not fully reflected in the average attendance figures. Pupils take an active role in keeping healthy. The school's wide range of out-of-school clubs is instrumental in ensuring that pupils exercise regularly and participate in sport. Pupils report that they are safe from bullying because any incidents are efficiently dealt with by staff. Pupils know about the dangers associated with drugs. They are very actively involved in several community projects and the school is seen as a very important contributor to community harmony.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good, with consistently good teaching at all stages that takes account of pupils' linguistic and social backgrounds. In the Foundation Stage, the very good range of challenging tasks enable children to make good strides in their learning. A wide range of teaching methods is used to suit different learning styles, particularly those of boys and those who learn at a faster rate. Tasks are challenging for all pupils, including those with learning difficulties and/or disabilities. English and mathematics are well taught in sets or small groups based on the pupils' prior attainment. This ensures that work is well matched to their learning needs. However, new initiatives aimed at raising standards in writing are not yet fully embedded. Interactive whiteboards are used imaginatively to maintain interest, enabling pupils to take an active part. Questioning and talk partners are used effectively to involve pupils and build well on their levels of understanding. Pupils are constantly reminded of how to be 'active learners'. As a result, by the end of lessons, pupils are showing good gains in their knowledge and understanding and are much more secure in their learning. Teachers' assessment of pupils is very good and used well to set learning

outcomes for lessons or individual targets. Pupils put great importance on their targets and are very clear about what they need to do to improve.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good with some outstanding features. It provides interesting and meaningful learning experiences which successfully raise the achievement of different groups of pupils. It meets external requirements and is well planned in respect of pupils' specific needs and deprived backgrounds. Special projects such as the 'Scrap Store Day' and 'One World Week' sharpen pupils' skills and deepen their understanding. There is a very strong emphasis on developing skills in literacy, numeracy and information and communication technology (ICT) through all subjects, and on giving pupils a good grounding in issues of personal safety, care and healthy living. This enables all pupils to have the necessary tools to be successful learners and makes a vital contribution to their economic well-being. However, while provision for making pupils aware of the diversity of British culture has improved since the last inspection, more still needs to be done. Children in the Foundation Stage experience a wide range of stimulating and practical experiences both in the classroom, and in the well-resourced outside play area. The high quality and exceptionally varied out-of-school clubs are very popular and help to promote pupils' social skills and to develop new interests such as golf, cooking and speaking a foreign language.

## **Care, guidance and support**

### **Grade: 1**

The care, guidance and support are outstanding. As a result, pupils' self-esteem is very high; they are very confident and know that their contributions are greatly valued. The high quality of support that pupils receive is instrumental in motivating them to achieve their challenging individual targets. Through the school council and in class discussions, all pupils are encouraged to make a strong contribution to school life. There is a very high level of commitment from all staff to promoting the health and safety of pupils. Child protection procedures are very good. Arrangements for pupils to start school and the support provided for them when they leave are also very strong features. The school responds quickly to pupils who have problems, often involving parents and support staff to ensure the pupils' learning does not suffer and their good progress continues. A school counsellor, learning mentors and the behaviour support staff provide much needed sensitive help and advice for those with additional difficulties.

## **Leadership and management**

### **Grade: 2**

The leadership and management of the school are good and give it a strong capacity to improve. The headteacher and deputy headteacher provide very determined and inspiring leadership. Their strong belief that all pupils should do well both academically

and in their personal development is the driving force in providing a school where pupils make good progress on all fronts. This belief filters throughout the school, leading to a common sense of purpose among a very conscientious team of staff. Coordinators are very enthusiastic in their roles, with good leadership and management present in all subjects, particularly English, mathematics and ICT. However, new initiatives being implemented to further improve teaching and learning have yet to embed themselves fully in order to have a positive impact on standards. The school successfully evaluates its own performance and sees this as being central to improvement. Both human and learning resources are used very well, ensuring that pupils' progress is good and securing very good value for money. The school realises the importance of strong links to parents to support its work and its success is reflected in the deservedly very good reputation it has with parents and the community. The governors meet their statutory duties well and clearly know what the school is achieving.

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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>
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### 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?	1	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	3	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>	1	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	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>	1	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	1	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	1	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

Mrs Sue Liddle

Dorchester Primary School

Dorchester Road

Bransholme

Hull

HU7 6AH

4 April 2006

Dear Pupils

I am writing this letter after spending two days in your school and want to thank you all so much for making the experience a very enjoyable one. We came to see how well your school is performing and you had a very important role in this, just as much as your teachers had.

You did not let the school down in any way; in fact your excellent behaviour and warm, caring relationships with one another are a credit to you all and helped us to judge just how well you and your school are doing.

We hope our report will help your teachers feel all the hard work they do is worthwhile. I always ask pupils their views of the school and one boy said 'Dorchester is well good'. He was right; your school is a good school. You have a super headteacher and deputy headteacher who lead your school and have your well-being at the centre of all they do. Along with a conscientious staff, they make learning interesting, make you work hard and as a result you are learning lots in lessons. They also do lots of things to try to excite you, with many visits that you go on and lots of visitors to school. We were pleased with how hard you worked, but equally important was how well everyone got on, and we saw lots of pupils who had responsibilities and who carried them out very well. We were also very pleased to see all the after-school clubs you have and how well attended they are, and that sport and taking regular exercise are important to you.

I'm sure your teachers always say 'this is good but you could make it even better if you...' Well this is what we are telling your school – try to get everyone to write even better in order to raise standards in writing. We also asked your teachers to make sure all the new ideas they have introduced become fully embedded into their teaching so as to improve your learning even more.

Finally, we would like to thank you again, and if you and your teachers continue to work as hard as when we were in school I am sure you will continue to do well.

Best wishes for the future

Gordon Alston

(Lead inspector)