

Victoria Dock Primary School

South Bridge Road, Victoria Dock Village, Kingston-upon-Hull, HU9 1TL

Inspection dates 20–21 February 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The large majority of teaching is good. As a result, pupils make good progress in writing and outstanding progress in mathematics by the end of Year 6. This represents good achievement from their different starting points.
- Pupils behave well. They say they are safe and enjoy school. Attendance is above average.
- Senior leaders regularly check the progress pupils are making. They identify those who need additional support quickly, provide extra help and so these pupils do not fall behind.
- The curriculum provides a wealth of exciting opportunities that broaden pupils' experiences.
- The school provides well for pupils' spiritual, moral, social and cultural development and as a result pupils are pleasant and polite individuals who get on well together.
- Leaders, managers and governors have developed a strong sense of purpose amongst all staff to drive the school forward. This contributes well to ensuring good teaching and achievement. As a result pupils are well-prepared for the next stage of their education.

It is not yet an outstanding school because

- In Key Stage 2, pupils' progress in reading is not as strong as in writing and mathematics.
- A small amount of teaching requires improvement.
- In some lessons the most-able pupils are not always challenged sufficiently so that they achieve as well as they should. Occasionally, pupils do not have enough time to work on their own.
- Sometimes teachers do not question pupils well enough to help them to fully understand their learning.
- Teachers do not always ensure that pupils respond well enough to the feedback they receive on their work.
- Children in the Early Years Foundation Stage have too few opportunities to learn through outdoor play and this holds back the development of their independence.

Information about this inspection

- The inspectors observed 20 lessons and 12 teachers. One joint observation was undertaken with the headteacher.
- The inspectors spoke to three groups of pupils about their learning in lessons and their safety in school. The inspectors also listened to some pupils reading.
- Meetings were held with Chair of the Governing Body, school staff and a representative of the local authority. In addition, the inspectors looked at the school’s review of its performance, its development plan, safeguarding information, school policies and the minutes of governing body meetings.
- The inspectors analysed 55 responses to the on-line questionnaire (Parent View) and spoke to some parents during the school day.
- The views of 22 staff who returned questionnaires were taken into account.

Inspection team

James McGrath, Lead inspector	Additional Inspector
Sally Hicks	Additional Inspector
Susan Twaits	Additional Inspector

Full report

Information about this school

- This is a larger than average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium (additional government funding provided for children in local authority care, those from armed services families, and those known to be eligible for free school meals) is well below average.
- The proportion of pupils from minority ethnic groups is above average. The proportion of pupils who speak English as an additional language is well above average.
- The proportion of pupils supported through school action is below average. The proportion of pupils supported at school action plus or with a statement of special educational need is well below average.
- The school meets the government's current floor standard, which set minimum expectations for pupils' attainment and progress in English and mathematics.
- The school holds the Artsmark Gold Award and Investors in People status.
- The school is a Leadership Development School working in partnership with the National College for School Leadership.
- There have been significant changes in staffing since the last inspection.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better and eradicate the small amount that requires improvement by making sure that all teachers:
 - always provide challenging work for the most-able pupils
 - ensure pupils have greater opportunities to work independently
 - question skilfully to ensure pupils fully understand and improve their learning
 - provide helpful comments in pupils' books to guide them to improve their work and check that pupils have responded to the feedback they receive.
- In Key Stage 2, increase pupils' progress and so raise their attainment in reading by:
 - providing more opportunities for pupils to read out loud
 - providing more opportunities for pupils to make judgements about the meaning, accuracy and quality of what they read
 - ensuring more careful checks are made of the fluency and accuracy of pupils' reading.
- Provide greater opportunities for children in the Early Years Foundation Stage to learn through outdoor play.

Inspection judgements

The achievement of pupils is good

- Achievement is good. Most children start school with skills that are typical for their age. Good teaching in the Early Years Foundation Stage fosters children's enjoyment of learning and gives them a good start to their education. However, too few opportunities for children to choose when they want to play and learn outside, limits the development of their independence.
- Through Key Stage 1, pupils continue to make good progress. They usually reach standards that are above average in reading, writing and mathematics.
- Through Key Stage 2, pupils also make good progress overall. In mathematics pupils make progress that is much better than expected nationally. Progress in writing is good, but it is more variable in reading. Consequently, by the end of Year 6, pupils reach standards that are well above average in mathematics and writing; standards are not as strong in reading.
- Pupils from minority ethnic groups and those who speak English as an additional language achieve well in English and mathematics from their varied starting points. Additional support from teaching assistants helps the few pupils eligible for the pupil premium to reach standards in English and mathematics that are similar to other pupils in school. Over the past two years, national tests show that disabled pupils and those with special educational needs make similar progress to others in school; this is due to the good guidance they receive from teachers and teaching assistants. The most-able pupils usually do well, but sometimes their work is not sufficiently demanding and so their progress is not as good as it could be.
- In Key Stage 1 pupils are very enthusiastic readers. The Year 1 reading check indicates that pupils' reading skills are currently average. Pupils in Key Stage 2 say they enjoy reading and read regularly both in school and at home. The most-able pupils read well but others did not always read fluently and accurately or fully understand what they were reading.

The quality of teaching is good

- Good relationships and the way teachers organise their classrooms help pupils learn well. Pupils enjoy their learning most when they are working together in small groups. In a history lesson, for example, pupils in Years 1 and 2 worked together to explain how they would feel if they were the first people to enter Tutankhamun's tomb. They produced good written work and used good vocabulary to describe their emotions.
- In the best lessons teachers explain quickly and clearly what has to be done. Pupils set to work swiftly with tasks that match their needs and abilities and all groups of pupils make good progress. There are occasions when teachers talk for too long to the whole class. When this happens there is not enough opportunity for pupils to learn independently. Sometimes work for the most-able pupils is not pitched correctly to get the best out of them.
- All pupils are keen to answer questions and share their learning with others. When teachers ask searching questions pupils explain fully what they have learned and all of the class benefit from the explanations. Sometimes, teachers do not give enough time or enough prompts to allow pupils to work out answers for themselves and so extend their learning.
- In many lessons, teachers plan interesting activities that motivate pupils, helping them to be highly creative and to write well. Teachers encourage pupils to write extensively in a range of different styles in many subjects. Sometimes, in Key Stage 2, teachers do not focus strongly enough on the development of reading in subjects other than English. They miss opportunities to let pupils read out loud or to develop their own conclusions about what they have read.
- Teachers prepare good materials to support pupils' learning in mathematics and this helps the pupils to make good and sometimes rapid progress with their tasks. In Year 6, for example, pupils successfully used the different materials prepared by the teacher to work in groups and describe accurately the properties of plane shapes. Consequently, all pupils made good progress.
- An analysis of pupils' work showed that teachers mark and assess pupils' work regularly. While

there are good examples of clear advice being given to help pupils get better, this is not so in all classes. Sometimes teachers do not check that pupils have responded to the feedback they receive.

- Usually, highly skilled teaching assistants give pupils good support in lessons. In Year 6, for example, the teacher explained work clearly and pupils set to work swiftly. This gave the teaching assistant enough time to support all groups and then focus on a small group of least-able pupils as directed by the teacher. As a result, this helped all pupils to make good progress.

The behaviour and safety of pupils are good

- Pupils follow the instructions of their teachers very well and are keen to learn. They enjoy working together in groups and are eager to share their opinions. They listen well to the views of others and treat each other with dignity and respect. Occasionally, some pupils become restless and lose concentration when they have to listen to long explanations from their teachers.
- Pupils are proud of their school and say they have 'loads of friends to play with.' They enjoy the many opportunities they have to join after-school clubs such as judo, chess and dance. Pupils say they appreciate the additional time given by their teachers and coaches.
- Pupils are polite and courteous towards adults and take great pleasure in explaining what they are learning to the inspectors. Around the school pupils are well behaved as they know what is expected of them and they know the consequences if the school rules are broken. They believe that behaviour, over time, is good in school and that the school's reward systems help them behave well.
- At lunch and break times pupils play well together and have good support and supervision. They make good use of the trim trail, table tennis equipment and other play equipment made available to them.
- Pupils say they feel very safe at school. They say that there have been a few instances of bullying and when this occurs it is reported to 'dinner ladies', teachers or their playground buddies. School records indicate that these few instances are dealt with effectively by the school. Not all pupils, however, are fully aware of all forms of bullying.
- Pupils have a good understanding of how to stay safe as the school educates them well about road safety and 'stranger danger.' They know about internet safety but have not yet fully developed the skills to assess the risks for themselves.
- Attendance is above average and almost all pupils are punctual. Most parents and all staff believe that pupils are well behaved.

The leadership and management are good

- The headteacher has developed a strong sense of purpose amongst all of the staff and the governing body. He has given more people responsibilities for leadership in order to help drive forward his ambitions for the school. There is a clear determination to ensure pupils' achievement is at least good and ensure equality of opportunity for all.
- The leadership team have an accurate view of the school's strengths and areas for development. The plans for improvement correctly indicate the main priorities for the school. However, it is not made sufficiently clear, how the school will measure the impact of initiatives on improving pupils' achievement. Leaders are fully aware of the need to address this issue.
- The headteacher has an accurate view of the quality of teaching in the school. Performance management for teachers is robust and clearly identifies the skills they need to improve. The professional development programme for staff is effective and involves teachers observing best practice in their school and in other local schools. New teachers to the school settle in quickly and are receiving support from the leadership team to meet requirements to teach good lessons.

- There is a thorough system for checking pupils' progress. Leaders work closely with teachers to identify those pupils in danger of falling behind and to swiftly provide the extra support that is necessary to ensure that pupils reach their goals.
 - The curriculum meets the needs of pupils and offers a wide range of activities to identify the individual talents of each pupil and then build on them. Pupils enjoy sharing their experiences of varied spiritual and cultural backgrounds. There are many opportunities to enjoy music, art and drama, these contribute well to pupils' good spiritual, moral, social and cultural development. A lack of opportunity for children to learn through outdoor play in the Early Years Foundation Stage holds back the development of their independence.
 - The local authority has provided light touch support for this good school. Each year it checks the accuracy of the headteachers' view of the school's performance.
 - **The governance of the school:**
 - Governors use their skills to support the school well. They understand the data provided about pupil progress and hold the school to account for the achievements of pupils. They have regular financial reports and make checks on the school's budget. They have approved the use of pupil premium funding to employ additional support for pupils from a behaviour support worker and teaching assistants. This is a good example of equality of opportunity for all. However, the extent to which pupils benefit from this additional support is not yet checked by governors. They understand the arrangements linking teachers' performance and pay. When teachers' targets are not met they challenge the headteacher to ensure that there is improvement. Governors have received training and ensure that the school's arrangements for safeguarding meet statutory requirements.
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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	131510
Local authority	City of Kingston-upon-Hull
Inspection number	403633

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	330
Appropriate authority	The governing body
Chair	Colin McNicol
Headteacher	Denham Kite
Date of previous school inspection	27 November 2007
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