

Docking Primary School

Inspection report

Unique Reference Number	121207
Local Authority	Norfolk
Inspection number	358961
Inspection dates	12–13 October 2010
Reporting inspector	Colin Henderson

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

Type of school	Primary
School category	Foundation
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	118
Appropriate authority	The governing body
Chair	Alistair Symmington
Headteacher	Rachael Williams
Date of previous school inspection	Not previously inspected
School address	Chequers Street King's Lynn PE31 8LH
Telephone number	01485 518344
Fax number	01485 518344
Email address	office@docking.norfolk.sch.uk

Age group	3–11
Inspection dates	12–13 October 2010
Inspection number	358961

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 1234 234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 1234 234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by two additional inspectors. They observed nine lessons involving six teachers and eight teaching assistants. Meetings were held with governors, staff, groups of pupils and parents. Inspectors observed the school's work, and looked at a wide range of documentation, including the school development plan, self-evaluation form and local authority monitoring reports. They also analysed 37 parent questionnaires, 40 pupil and 13 staff questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- What is the current achievement of pupils, particularly in mathematics?
- How well do teachers use assessment procedures to improve pupils' work?
- How effective are leadership and management in improving standards?
- Does the school encourage pupils' personal development, well-being, their enjoyment of learning, and promote a desire to achieve?

Information about the school

This school is smaller than average and most of its pupils come from the nearby village. The number of pupils has increased by 25% in the last three years due to increasing numbers from Docking and more pupils coming from outside the immediate area, particularly into Key Stage 2. They come from a broad range of backgrounds and the proportion known to be eligible for free school meals is below average. All pupils speak English as their first language. The proportion of pupils with special educational needs and/or disabilities and those with a statement of special educational needs is above average. Pre-school provision for children aged from 2 years, which is not operated by the governing body, operates on the school site and is inspected separately. The school has achieved Healthy Norfolk Schools status and Sportsmark. In the last twelve months, the school has experienced a high level of staff illness and change.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Docking Primary continues to provide a good education for its pupils, which is valued highly by pupils and their parents. It is a friendly, harmonious school where pupils enjoy their learning and respond well in a safe, caring and supportive learning environment. One parent commented, 'The school is evolving and expanding due to its quality, reputation and ethos. It helps children to aspire and improve but still maintains the basic strong community feel'. Each pupil is valued and staff provide outstanding care and guidance to ensure that all are happy, feel safe and are keen to learn. Behaviour in lessons and around the school is excellent, for example, when the older pupils play with the younger ones at lunchtime. A high level of staff change, which concerned some parents, has been handled effectively by the strong leadership of the headteacher and an effective governing body. They have used the opportunity to bring together an increasingly cohesive staff team that provides a good quality of teaching. Pupils achieve well and standards of attainment are improving.

Pupils enjoy the interesting curriculum themes and good range of learning activities. Such initiatives as the 'Field of Dreams' outdoor learning provision are used well to create an attractive and stimulating learning environment. These encourage pupils to adopt a positive approach to learning and a desire to achieve their best. Pupils benefit from high quality pastoral care to ensure that their personal needs are met. Those who have special educational needs and/or disabilities, or those who are not making as much progress as they should, benefit from the good support given by a very effective team of experienced and well-qualified teachers and teaching assistants. They work in a close partnership with class teachers to focus on individual pupils' needs and help them to make good progress. The very effective use of additional individual tuition has improved pupils' self-confidence and raised standards, for example, increasing the number of pupils attaining above average standards in mathematics.

Most Early Years Foundation Stage children join the Nursery class from the on-site pre-school with skills and abilities that are below those expected for their age, particularly in aspects of language development. Children benefit from a well organised and stimulating provision and make good progress. They continue to make good progress throughout the school. Staff changes during the last school year, particularly in Years 5 and 6, resulted in some pupils making slower than expected progress. Current data shows that good teaching has put these pupils back on track and they are on target to achieve standards that are at least average, with an increasing number achieving above average standards. Standards in reading and science are above national averages. Those in mathematics are broadly average, although some pupils have weaknesses in their mental recall skills.

Teaching is good in each key stage. Teachers manage their classes very effectively to ensure that pupils stay focused on their work. They use assessment information well to

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

plan work that meets different learning needs. They are not as successful in using the information to show pupils what they need to do specifically to improve their work. The school has established a good partnership with parents and carers, and many contribute well to their children's learning in the different curriculum themes.

A recently re-structured staff leadership team, with the support of an influential and effective governing body, is working together well to improve pupils' attainment. Cohesive management is focusing successfully on raising standards and providing a good capacity to improve. Improvements in the school's self-evaluation, for example through better tracking of pupils' progress, are targeting areas that need improvement. Procedures involving subject leaders and governors, to check that the school is on track to achieve its targets are not always rigorously adopted.

What does the school need to do to improve further?

- Raise attainment in mathematics across the school by:
 - improving pupils' mental recall skills; and
 - applying these skills to solve challenging number problems.
- Develop further the processes by which subject leaders and governors evaluate how well pupils are achieving and targeting improvement, ensuring a rigorous approach.
- Embed procedures in each class to:
 - help pupils understand what they need to do to improve their work; and
 - ensure that teachers check carefully that pupils use their understanding to raise their standard of work.

Outcomes for individuals and groups of pupils

2

Pupils achieve well in lessons because they find the lessons interesting, are keen to take part and behave excellently to concentrate on their work. For example, the good use of an interactive whiteboard enthused Year 5 and 6 pupils to focus diligently on designing a specific mathematical shape to fit into their planned theme park. Good support from teachers and teaching assistants help them to extend their skills. The school uses regular assessments to track pupils' achievements and provide extra support for those who are not making the progress expected. This contributes well to raising standards, for example, by helping more pupils attain above average levels. Current assessment data show pupils are progressing well and attainment is rising at both key stages after recent dips in national test results. Standards are broadly average although results vary significantly due to the small numbers in each year group and the high level of pupil mobility. For example, two thirds of pupils in the Year 6 group who took the tests in 2010 did not join the school at the start of their schooling. Standards in mathematics remain a focus for improvement. The increasing numbers of pupils with special educational needs and/or disabilities benefit from high quality support and most make good progress towards their learning targets.

Pupils are enthusiastic in their approach to learning and this is reflected clearly in their good attendance. They make good contributions to the school and local communities. The school council organises charity fund-raising events, although their involvement in improving aspects of the school's provision is not as developed. Pupils feel safe and adopt

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

healthy lifestyles, for example through their active involvement in a good range of sporting activities. Pupils' spiritual, moral, social and cultural development is good. Social and moral aspects are particularly strong and pupils' spiritual and cultural development is enhanced by their links with a Birmingham school, the local church and visiting religious leaders.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Lessons are planned carefully and organised well to provide a good range of activities to match pupils' different learning needs. Teachers manage their classes effectively ensuring that pupils stay focused on their learning. Most teachers use interesting resources to capture pupils' attention. They use questions successfully to encourage pupils to share their ideas, although some opportunities to extend more able pupils are not always taken. Discussions with Year 6 pupils show that some recent initiatives are improving their understanding of what they need to do next, for example, through identifying what they like in their partner's work. These are not embedded consistently in each class.

The curriculum offers a good range of interesting activities and is enhanced well by extra-curricular clubs, visits and visitors. For example, a visit by pupils in Years 5 and 6 provided a lively insight into Victorian life. Good use is made of interesting themes, such as castles and dinosaurs; an approach which is shown to enthuse the higher than average proportion of boys. They are planned carefully to meet different learning needs and are reviewed to

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

reflect the restructuring in classes as numbers increase. Good links with other local schools provide good opportunities for pupils to extend their sporting skills.

The outstanding care and support are key factors in helping pupils enjoy school and encouraging them to try hard. Staff know each individual pupil well and interventions begin early to improve attitudes and build confidence. Pupils benefit from very good support in classroom activities and through excellent induction processes when they join the school and when they move to their next school. Older pupils help younger ones to make friends and feel safe. Pupils whose circumstances make them vulnerable benefit particularly from close individual attention and the school's excellent links with external agencies and parents and carers.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The school has successfully managed a difficult period of staff absence and change by minimising disruption to pupils' learning. The headteacher provides clear and purposeful leadership to an increasingly cohesive team of staff and governors that is improving the school, for example, by strengthening Early Years Foundation Stage provision. This enables the school to follow its mission statement successfully and create a caring, creative and supportive environment. Better tracking procedures are being used effectively to set challenging improvement targets, although the involvement of governors and key subject leaders in rigorously checking if the school is on track to achieve these targets is not fully embedded.

The school promotes equal opportunities well and is successful in tackling any discrimination. It has a good partnership with parents and carers; this contributes successfully to their children's learning. Safeguarding procedures are good. The headteacher and nominated governor have a very clear understanding that the school meets current requirements and are proactive in ensuring that the school is kept safe and secure. All staff are suitably trained in child protection and there are good systems for recording any concerns. The school is successful in actively promoting cohesion within the school and local communities, for example, by being involved in projects such as Switch Off Keep Cool that addressed green issues within the community. There is a very successful link, including exchange visits, with a primary school in Birmingham. Pupils gain a better understanding of communities in other parts of the world through visitors such as a Muslim leader from Zanzibar.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Nursery and Reception Year children make good progress because they benefit from a very well planned and organised programme of activities, despite some current difficulties with premises which restrict access to parts of the provision. Staff plan carefully to include and integrate all required areas of learning. They provide a good balance between activities which are led by adults and those that the children choose to do themselves. Relationships are good. Staff know the children well, and have a good understanding of their different interests and how they learn. Teaching is good. Adults provide consistently good support to each child and promote their learning successfully, although opportunities to extend language are not always used fully. Parents are pleased with the way in which their children settle and how they are kept informed and involved.

Good leadership and management maintain a strong focus on checking carefully on how each child is doing. All staff use ongoing assessments well and make good use of photographs to record achievements and to maintain a detailed 'Learning Journey' for each child. This provision has improved considerably since the last inspection. Children make good progress. Although there is yearly variation because of the small numbers, most attain the expected learning goals by the time they enter Year 1, although some weaknesses remain in aspects of language development.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Most parents who responded to the questionnaire were positive about the school. They value its friendly, caring and supportive approach, which helps their children to feel safe and enjoy school. Parents are pleased with the quality of teaching and the progress being made by their children. They feel that the school meets their children's particular needs. A small number of parents are concerned about the behaviour of a very small number of pupils. Most feel that the school has effective procedures for dealing with this and behaviour overall is very good. Inspectors confirmed the view of most parents that standards of behaviour are high. A small number of parents were concerned about the effect which the high level of staff turn-over had upon the learning of their children during the last school year. Inspectors judged that the school had managed a difficult situation well and teaching is now good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Docking Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 37 completed questionnaires by the end of the on-site inspection. In total, there are 118 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	22	59	14	38	1	3	0	0
The school keeps my child safe	24	65	12	32	0	0	0	0
My school informs me about my child's progress	18	49	16	43	1	3	0	0
My child is making enough progress at this school	21	57	13	35	0	0	0	0
The teaching is good at this school	24	65	9	24	0	0	0	0
The school helps me to support my child's learning	20	54	14	38	0	0	0	0
The school helps my child to have a healthy lifestyle	22	59	14	38	1	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	17	46	11	30	0	0	0	0
The school meets my child's particular needs	17	46	18	49	0	0	0	0
The school deals effectively with unacceptable behaviour	17	46	15	41	4	11	1	3
The school takes account of my suggestions and concerns	14	38	19	51	2	5	1	3
The school is led and managed effectively	17	46	16	43	2	5	2	5
Overall, I am happy with my child's experience at this school	22	59	14	38	1	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



■ carers to share with their children. It describes Ofsted's main findings from the inspection of

■ the school

14 October 2010

Dear Children,

Inspection of Docking Primary School, King's Lynn, PE31 8LH

Thank you for making us feel so welcome when we visited your school recently. After spending two days with you, talking with you about what you do, looking at your work, watching you learn, and talking to your teachers, we have judged that your school is good.

You clearly enjoy school and we were pleased to see how well you get on together. Your behaviour is excellent and this means that teachers can get on with the job of helping you learn. It was interesting to talk to school councillors about how they contribute to your school community and raise money for different charities. Some Year 6 pupils told us that they had had several different teachers in the last year and felt that, although they continued to try hard with their work, they did not make as much progress as they would have liked. You told us that you enjoy the different themes and the good range of activities. Pupils in Years 5 and 6 clearly enjoyed their Victorian Day! Some of you told us that you find mathematics hard. We have asked Mrs Williams and her staff to try to improve your number recall skills so that you can tackle your work with more confidence.

You are keen to improve your achievement. For some of you, teachers are using ways to help you improve your work, such as identifying what you like in a partner's work. We have asked your teachers to provide you with more consistent ways of helping you to know how well you are doing, and how to improve your work. We would encourage you to use these ways and try hard to make your work even better. We have also asked your school to provide more opportunities for governors and teachers who are responsible for particular subjects to see where they can help you achieve even better.

Thank you again for helping us to find out about your school and we hope that you will continue to be happy and to work hard.

Yours sincerely

Colin Henderson

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 1234 234, or email enquiries@ofsted.gov.uk.