

Victoria Junior School

Inspection report

Unique Reference Number	107851
Local Authority	Leeds
Inspection number	356251
Inspection dates	25–26 January 2011
Reporting inspector	Ronald Cohen

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	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	141
Appropriate authority	The governing body
Chair	Mr Stuart Ward
Headteacher	Ms Pauline Ward
Date of previous school inspection	29 April 2008
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 13 lessons, involving eight teachers, and held meetings with members of the governing body, staff and groups of pupils. Inspectors also looked at a range of documents, including the school's policies, minutes of the governing body meetings, the most recent local authority evaluations and an extensive sample of pupils' work. They examined the 49 responses to questionnaires which had been completed by parents and carers, together with those which had been completed by staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well pupils are learning and progressing in mathematics and English.
- Whether teaching is consistently effective across the school.
- How effective have leaders and managers been in taking measures to improve the school.

Information about the school

This junior school is smaller than average. The majority of pupils are from White British backgrounds. The proportion of pupils known to be eligible for free school meals is well above average. The percentage of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is average. The school has achieved several awards, including the Sportsmark and Healthy School status.

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

This is a good school. The school has recently experienced a turbulent time in which staff absences have had some negative impact on pupils' standards and progress. Effective leadership has been the decisive catalyst for successful intervention in this matter. The headteacher and deputy headteacher, together with a supportive and involved governing body, have introduced a range of policies and procedures which have had a positive impact on improvement. These have been augmented by the judicious appointment and movement of key staff into important phases of the school. The decisions and actions implemented, founded upon a clear and accurate self-evaluation, has allowed the school to deal successfully with any recent issues and those identified in the previous inspection report. They have brought about significant improvements in teaching and learning, the curriculum and pupils' progress, all of which are now good. Attainment is broadly average and improving strongly. The school, therefore, demonstrates good capacity for sustained improvement.

Pupils' achievement is good. Despite a dip in 2010 in national test results, strong improvements in provision are now enabling pupils to make good progress and to attain increasingly higher standards. However, the improvement in pupils' attainment in writing is not as strong as in other subjects. Teaching and learning are good overall. Some lessons are outstanding and help pupils to make rapid progress. A small minority of lessons, are, however, no better than satisfactory. Here, the challenge and the opportunities for independent learning are less pronounced than in the better lessons. In addition, in these lessons, teachers' assessment of learning is less well utilised to accurately assess pupils' progress in order to set work that will move them forward in their learning. This slows the rate of progress these pupils make. The curriculum is good. Pupils' learning is enriched by many out-of-school clubs and a range of visits and visitors. There are effective links between subjects. The use of the creative curriculum and information and communication technology (ICT) as a tool to broaden the curriculum, are particularly effective in promoting pupils' higher attainment and accelerating progress.

Pupils' spiritual, moral, social and cultural development is good. A strong tradition of respect, tolerance and care in and for the community is embedded within the school. Pupils enjoy school, and their parents and carers echo these sentiments. Pupils willingly take on a range of responsibilities, such as school councillors and fitbods, where sport and fitness sessions, run entirely by pupils, during break and lunchtimes encourage other pupils to join in and enjoy activities. The pupils' involvement in the community beyond school is developing. These range, for example, from pupils' involvement in the Junior Wardens Project, which has raised their awareness of local environmental issues that impact on the community, to working with other schools to design new stained-glass windows for the local church. Pupils of all backgrounds and abilities receive good care and

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support. This is built on robust, well-planned policies and procedures and the strong commitment of all, including non-teaching staff.

What does the school need to do to improve further?

- Raise standards in writing, by improving pupils' speaking and listening skills even more in order to improve their vocabulary for writing.
- Ensure that the quality of teaching and learning is consistently at least good in all lessons by:
 - - always planning and implementing strategies which give pupils opportunities to become fully involved in active independent learning
 - - ensuring that all lessons move forward smartly from one challenging learning task to another
 - - capitalising on learning opportunities in all lessons to assess pupils as they learn, and, in the light of these, adapt teaching to meet individual needs
 - - making crystal clear to pupils, when their work is marked, exactly how to improve.

Outcomes for individuals and groups of pupils

2

The outcomes for all groups of pupils are good and have improved considerably over this academic year. This is due to improvements in the quality of teaching and learning, including a well-planned programme of intervention work, which has resulted in pupils making accelerated progress and rapidly improving their attainment.

Pupils enter the school with standards which, based on the school's own assessments, are below average. In 2010, when standards dipped compared with previous years, decisive actions taken by the school are now enabling pupils to make at least good and sometimes, even better progress in lessons and to rapidly improve their attainment. This is evident in the work that they have completed in this academic year. In Year 6, standards are broadly average overall, albeit below average in writing. This is particularly pleasing to the school since this cohort of pupils entered the school with significantly low attainment. The strong one-to-one withdrawal programme, together with strong in-class support, is particularly effective in assuring that all pupils, including those with special educational needs and/or disabilities, and those known to be eligible for free school meals, make similar, good progress. No group of pupils underachieves. In most lessons seen by inspectors, pupils' learning and progress have been demonstrably good, and pupils acquire knowledge and skills, particularly of independent thought and action. They maintain their interest and enthusiasm.

Pupils report that they enjoy being in school because, 'We learn lots and we have fun lessons' They wear their uniforms with pride, look after their books and equipment well and contribute significantly to the purposeful and happy atmosphere in classrooms. They know the difference between right and wrong and are considerate to each other. Their behaviour is good and this helps to maintain the calm day-to-day atmosphere in the school.

Pupils have good understanding of how to lead a healthy lifestyle. They all enjoy the daily 'Wake up; Shake up' sessions. They say they are safe and secure in the school and they

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are aware of when and where dangers might occur. Pupils' horizons are widened through the strong personal, social and health education programme. These lead to pupils securely gaining the personal skills they will need as they get older. Given their average attendance and broadly average academic attainment pupils are satisfactorily prepared overall for their future education and economic well-being.

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	2
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	3
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?

Most lessons have a buzz about them and pupils enjoy their learning and make good progress. In those lessons which are good or better, teachers are particularly successful in motivating pupils. Questions are challenging, and a variety of assessment techniques, within lessons, such as peer assessment, and 'up-levelling' of the answers previously provided by a classmate, helps pupils develop their own ideas and learn from each other. In these good and better lessons and overall, teachers use assessment of pupils' learning well to plan challenges which push them on with their learning. However, although this is true in the vast majority of lessons, this is not yet uniform the case. In a small minority of lessons, which are no better than satisfactory, too much time is spent on the confirmation of prior knowledge and pupils are often passive rather than active participants. Where this occurs the pace of pupils' learning slows, particularly in developing a wider vocabulary. Teaching assistants are deployed effectively, particularly to support those pupils who need extra help with their learning. Teachers' marking is

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generally thorough and gives pupils a clear understanding of how to move their work on, but some marking only summarises how well pupils have done, and does not show pupils clearly enough the next steps needed to improve their work.

The new curriculum is creative, focused and stimulating. It is meeting pupils' needs well overall, which is evident in pupils' increasingly better progress and rising attainment. However, some lack of the promotion of pupils' speaking skills to improve their vocabulary means that writing is not improving as strongly as other subjects. The curriculum is augmented by the introduction of French and music teaching for all pupils. Much good use is made of residential visits, such as to Cober Hill, enhancing both the academic and social and cultural aspects of the curriculum. A particular strength of the curriculum is the additional intervention work both for small groups and one-to-one work, which has an effective impact on the good progress that more vulnerable pupils make.

Arrangements for pupils' welfare are strong. Careful tracking of pupils' academic progress quickly identifies any who are falling behind, and robust and effective 'catch-up' support is put in place to accelerate their progress. The school creates strong partnerships with outside agencies and parents and carers. These help to ensure that those pupils whose circumstances make them vulnerable have the support they need to make mostly good progress, both academically and personally. This is a strong feature of school life. As a result, all pupils feel valued, grow in confidence and increase their self-esteem. Established and successful links with the school to which most pupils transfer ensure a smooth transition.

These are the grades for the quality of provision

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

How effective are leadership and management?

Under the direction of the headteacher, ably and effectively supported by the deputy headteacher, the school has focused successfully on improving the quality of teaching and learning in order to accelerate pupils' progress and to raise their attainment. The headteacher, the deputy headteacher and the effective and knowledgeable governing body, communicate high expectations, have a good understanding of the school's strengths and weaknesses, based on accurate self-evaluation, and monitor the work of the school well. However, there is no sense of complacency. They know that while teaching and learning have improved considerably, work still remains to be done in order to ensure that the quality of teaching and learning is consistently good in all lessons and that pupils' writing skills need to improve more quickly. The governing body is involved effectively in evaluating the school and provides good challenge and support in equal measure.

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The effectiveness with which the school promotes equality of opportunity and tackles discrimination is good. In this academic year, all groups of pupils have made consistently good progress and raised their attainment, due to the effective strategies to ensure equality of opportunity. The effectiveness of partnerships with parents and carers is also good and is a strong contributor to pupils' increasing success. There are particularly good links with outside agencies which have been effective in supporting some of the school's vulnerable pupils and their families. For example, consultation with extended services has resulted in the appointment of a transition support worker, who aids the process of transition both into and out of the school. The school promotes community cohesion well. A clear sense of community exists within the school and in the immediate locality, and charitable work is eagerly undertaken to support causes, such as the Haiti disaster. Arrangements for safeguarding are in good order and well documented. The recognition of the school's good procedures in this area has led to the sharing of good practice with other schools.

With determination, senior leaders, including the governing body, have addressed the weaknesses highlighted in the previous inspection report. The school gives good value for money.

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

Views of parents and carers

Parents and carers have very positive views about the school. They were unanimous that their children enjoy school and are safe there. Inspectors agree with these views. A small minority of parents and carers expressed concerns about the progress their children make, and how well their children are prepared for the future. Inspectors looked specifically at these issues, and found that pupils in the school are now making good progress overall and are satisfactorily prepared for their future. Inspectors acknowledge that there was a

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dip in pupils' attainment and a slowing of their progress last year but found that their rising attainment and good progress is now much in evidence.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Victoria Junior 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 50 completed questionnaires by the end of the on-site inspection. In total, there are 141 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	27	54	22	44	1	2	0	0
The school keeps my child safe	34	68	15	30	1	2	0	0
My school informs me about my child's progress	15	30	30	60	4	8	1	2
My child is making enough progress at this school	17	34	23	46	8	16	2	4
The teaching is good at this school	16	32	30	60	3	6	0	0
The school helps me to support my child's learning	12	24	32	64	6	12	0	0
The school helps my child to have a healthy lifestyle	16	32	31	62	3	6	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)	18	36	25	50	0	0	0	0
The school meets my child's particular needs	17	34	22	44	10	20	0	0
The school deals effectively with unacceptable behaviour	18	36	28	56	4	8	0	0
The school takes account of my suggestions and concerns	14	28	31	62	2	4	0	0
The school is led and managed effectively	24	48	22	44	1	2	1	2
Overall, I am happy with my child's experience at this school	22	44	23	46	2	4	1	2

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



27 January 2011

Dear Pupils

Inspection of Victoria Junior School, Leeds, LS26 0RA

Thank you very much for making us so welcome when we inspected your school recently. We were very impressed with your very good manners, how polite you are with each other and with your teachers and your good behaviour. Many of you told us how much you enjoy being in school and we found that you have a good understanding of how to stay healthy by taking regular exercise and enthusiastically eating all the healthy food at lunchtime.

We found that Victoria Junior School provides you with a good education. All the adults look after you well and make sure that you are safe within the harmonious community that is your school. Your headteacher has already identified and changed some of the things which needed to improve. All the staff and the governing body have joined together to make sure they happen.

To make Victoria Junior an even better school, we have identified some other things which need to happen as well. We have asked the school to ensure that:

- your speaking and listening skills improve so that you will learn more vocabulary which will then help you to do better in your writing
- all lessons move along more rapidly and challenge you, just as most do, and give you more opportunity to learn things by doing them yourselves
- marking always helps you to know exactly what you have to do to improve your work, or to reach the next level.

I know that you will continue to work hard and enjoy lessons as you have done this year. Best wishes for your future.

Yours sincerely

Mr Ronald Cohen

Lead inspector

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