

Victory School

Inspection report

Unique Reference Number	100815
Local Authority	Southwark
Inspection number	354899
Inspection dates	10–11 March 2011
Reporting inspector	Joy Considine

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	200
Appropriate authority	The governing body
Chair	George McNamara
Headteacher	Paul Thomas
Date of previous school inspection	14 May 2008
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Introduction

This inspection was carried out by three additional inspectors. They observed 14 lessons taught by eight teachers and they held meetings with groups of pupils, representatives of the governing body and staff. They observed the school's work, and looked at school improvement plans, pupils' assessment and tracking information, minutes from governing body meetings and other documentation relevant to the inspection. They analysed the responses from 30 parents and carers as well as responses from staff and pupils.

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

- The quality of teaching and the impact this makes on pupils' progress in English and mathematics across the school.
- What school leaders have done to raise attainment and progress in English and mathematics since the last inspection.
- The overall effectiveness of the Early Years Foundation Stage.

Information about the school

The school is situated in a regeneration area in the London borough of Southwark and is much smaller than most primary schools. The proportion of pupils who are known to be eligible for free school meals is much higher than usual. The proportion of pupils who are from minority ethnic groups and who speak English as an additional language is above average. The percentage of pupils who have special educational needs and/or disabilities is higher than usual. The school has gained a number of awards, including Healthy Schools Status and the Eco-Schools Bronze Award. There is a breakfast club and a children's centre which are managed by the governing body.

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. One pupil wrote, 'I love school' and this reflects the views of many pupils who say they feel safe and secure and enjoy learning. Attendance has improved since the last inspection and is now average. School leaders have high expectations for pupils and consequently pupils' behaviour and attitudes are good. Children get off to a good start in the Early Years Foundation Stage because adults have put into place a carefully planned programme of activities to meet their needs so that they make good progress. At the end of Year 6, attainment has improved in English and mathematics since the last inspection, and is now broadly average. Although the quality of teaching is now good, there remain some differences in teachers' expectations and this means that some pupils, particularly those who are more-able, do not always make enough progress to attain the higher levels, particularly in English.

Staff make good use of the local area to provide rich and memorable experiences for pupils. For example, during the week of the inspection, a group of pupils sang with choirs from other local schools at a gospel performance at the Royal Festival Hall. However, although pupils' overall spiritual, moral social and cultural development is good, the school does not always make enough use of the wealth of resources locally available to instil a strong sense of their wider community and to develop an awareness of the faiths, beliefs and values of those from different backgrounds.

School leaders are ambitious, enthusiastic and work closely as a team to raise standards and improve the quality of teaching. They work in close partnership with significant partners to support their work and develop good practice. They are reflective and they have a good understanding of the strengths of the school and what more needs to be done. There are clear lines of accountability and robust systems for the performance management of staff. The school has built on its satisfactory performance at the time of the last inspection and has good capacity to improve further.

What does the school need to do to improve further?

- Raise attainment in English and mathematics by:
 - providing more challenge for pupils in lessons, particularly for those who are more-able
 - providing more opportunities for pupils to record their work independently
 - encouraging higher standards of presentation and handwriting in pupils' work.
- Raise pupils' understanding of their place in a culturally diverse United Kingdom and extend the school's provision for community cohesion by:

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- making more use of pupils' diverse backgrounds to celebrate the rich cultures and traditions that exist within the school
- improving their knowledge and understanding of the lives and beliefs of people who live in other parts of the United Kingdom.

Outcomes for individuals and groups of pupils

2

Pupils start school with skills well below those expected for their age, especially in literacy. They subsequently make good, and occasionally outstanding, progress throughout the school, particularly in writing. Pupils who have special educational needs and/or disabilities also make good progress from their starting points because the school uses assessment information well to identify their specific needs and to provide targeted support. In most lessons, pupils take an interest, enjoy their work and are keen to ask and to respond to questions. Scrutiny of pupils' work shows that although they are productive and work hard, there are sometimes too few opportunities for pupils to record their work independently and this slows their progress.

Pupils get on well together, and racial harmony is a strength of the school. They are thoughtful and considerate and show respect for the feelings and opinions of others. In a celebration assembly, pupils listened in awe as a group of pupils sang songs taken from a performance they had given at the Royal Festival Hall only a few evenings before. They thoroughly enjoy the opportunities they have to learn from and play with those from other backgrounds and the opportunities they have to take on responsibilities within the school. They act as sports leaders and support adults in the playground, and the eco group has achieved an award in recognition of its efforts to improve recycling and to grow fruit and vegetables in the school garden. Pupils say they are well prepared for the next stage of their education but because their attainment and attendance are no more than broadly average, this outcome is satisfactory rather than good.

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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	3
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?

In lessons, teachers use imaginative methods to capture pupils' interest and provide well-chosen activities that are well matched to their learning needs. Lessons have clear objectives so that pupils understand what they are expected to learn. Teachers challenge pupils by asking questions that probe their understanding. They use assessment information effectively to plan lessons which enable pupils to make good progress. When marking pupils' books, teachers provide written comments telling them what they have done well and what they need to learn next, but they do not always show pupils how they can improve their handwriting and the presentation of their work. Relationships between adults and pupils are good and this makes a significant contribution towards their good learning.

The curriculum is broad and balanced with plenty of opportunities for pupils to use their literacy skills when learning about other subjects. For example, in an art lesson, one pupil wrote an imaginary letter to the artist Van Gogh, suggesting how he could make his work better. The curriculum is mostly taught through themes such as 'chocolate', which enthuse and engage pupils. It is enriched by visits to local places of interest such as the Globe Theatre and Southwark Cathedral as well as to places further afield such as The Royal Horticultural Society Gardens at Wisley. The school also has a strong partnership with the Royal Philharmonic Orchestra. Pupils enjoy the wide range of extra-curricular activities, including table tennis, boxing and football, which help to keep them healthy.

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All pupils are valued for the unique contribution they bring to the school. Provision for those pupils who have special educational needs and/or disabilities is good because the inclusion team has access to appropriate support. For example, pupils who are struggling with numeracy may have one-to-one support to help them to overcome specific difficulties. The school makes good use of external partners, such as those located in the children's centre, to help them to meet the needs of more vulnerable youngsters and their families. The newly established breakfast club provides a welcoming start to the day and has already helped to improve the attendance of some pupils. There are effective arrangements in place to support pupils as they move through the school and when they transfer to the next stage of their education.

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?

School leaders share a common sense of purpose They are ambitious and are striving to seek further improvements to the school. The school's annual development plan is based on a thorough analysis of the school's strengths and areas for development. Middle leaders have had comprehensive training which has equipped them well for their roles and responsibilities. There are opportunities for teachers to observe each other and to learn from good practice, and robust systems for senior leaders to monitor the quality of teaching. School leaders have put into place several initiatives to involve parents and carers more fully in the school, such as workshops showing them how they can help their child at home and these have strengthened the school's relationships with parents and carers.

Governors have a good understanding of the work of the school. They are knowledgeable and they provide good challenge and support to school leaders. Although governors have a structured programme to monitor and review school policies, they do not always evaluate the effectiveness of these policies. Arrangements for safeguarding pupils are good. There are five trained child protection liaison officers who train and update other staff annually. Discrimination on any grounds is not tolerated and the school strives to ensure that all pupils have equal opportunities to succeed; remaining gaps between the relative achievement of some groups of pupils are rapidly closing. The promotion of community cohesion is sound, although there are some missed opportunities for the development of pupils' knowledge and understanding of the lives and beliefs of people who live in other parts of the United Kingdom.

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

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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	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children make good progress in the Early Years Foundation Stage and reach the expected levels for their age in most aspects of their development. This is because teaching is good. Teachers make good use of assessment information to plan activities which allow children to make choices as well as to participate in activities led by adults. The school has introduced a structured programme to teach letters and sounds and this has enabled children to make good progress in reading and writing. Indoor and outdoor areas are well equipped with a wide range of good quality resources for children to develop their physical and personal skills. Children are confident, get on well together and are able to work and play independently and share and take turns. Although adults are highly skilled at providing effective interventions to develop and extend children's learning, there are occasionally missed opportunities to help children get the best out of activities.

The leadership and management are good and have enabled significant improvements to be made since the last inspection. They have a good understanding of the strengths and areas for development and have clear plans in place for further improvement. Adults have high expectations, provide very clear routines and enable children to build strong, positive relationships. The classrooms are stimulating and resources are used well as children move from one activity to another. There are excellent induction arrangements for new staff, and relationships with parents and carers make a good contribution towards children's learning. The environment both indoors and outside is bright, attractive and safe and secure for children.

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

Those parents and carers who responded to the questionnaire were highly positive about the work of the school. They said that the school cares for pupils and will often go out of its way to provide additional help and support when needed. They were appreciative of the approachability of staff and all agreed that the school keeps their children safe. A very small minority of parents and carers felt that their children were not making enough progress, although inspectors found that overall pupils make good progress, and particularly so in writing.

Responses from parents and carers to Ofsted's questionnaire

The inspection team received 30 completed questionnaires by the end of the on-site inspection. In total, there are 200 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	87	3	10	1	3	0	0
The school keeps my child safe	20	67	9	30	1	3	0	0
My school informs me about my child's progress	21	70	5	16	2	6	0	0
My child is making enough progress at this school	18	60	18	60	3	9	0	0
The teaching is good at this school	19	63	10	30	0	0	0	0
The school helps me to support my child's learning	15	50	14	46	0	0	0	0
The school helps my child to have a healthy lifestyle	15	50	13	43	0	0	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)	12	40	14	46	0	0	0	0
The school meets my child's particular needs	15	50	12	40	3	9	0	0
The school deals effectively with unacceptable behaviour	17	56	9	30	0	0	1	3
The school takes account of my suggestions and concerns	12	40	15	50	0	0	1	3
The school is led and managed effectively	21	70	7	23	2	6	0	0
Overall, I am happy with my child's experience at this school	21	70	6	20	2	6	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	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.



14 March 2011

Dear Pupils

Inspection of Victory Primary School, London SE17 1PT

Thank you for making us so welcome when we visited your school. We thoroughly enjoyed meeting you all and hearing what you had to say about your school. Yours is a good school with many exciting activities for you to do. Your school leaders have worked very hard since the last inspection and so most of you are making good progress in English and mathematics. We were particularly impressed with the opportunities you have to take part in performances at the Royal Festival Hall and it was delightful to hear some of you sing during your assembly on Friday morning.

There are some things that we have asked your school leaders to do to make your school even better.

- Improve attainment in English and mathematics by providing more challenge for you in lessons and giving you more opportunities to record your work independently.
- Make sure you take more care with your handwriting and with the presentation of your work in your books.
- Develop your knowledge and understanding of the lives and beliefs of people who live in other parts of the United Kingdom.

You can help your teachers to do this by asking for harder work when you find activities too easy and by taking more care when writing in your books.

Yours sincerely

Joy Considine

Lead inspector

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