

Victoria Primary School

Inspection report

Unique Reference Number	107930
Local authority	Leeds
Inspection number	377671
Inspection dates	1–2 December 2011
Reporting inspector	Mark Colley

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	412
Appropriate authority	The governing body
Chair	Sarah Howells
Headteacher	Alison Carrick
Date of previous school inspection	19 March 2009
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 19 lessons and held meetings with members of the governing body, nominated staff and groups of pupils. They observed the school's work and looked at the school's most recent performance data and assessments. They looked at pupils' recent work and the school development plan, the 76 parental questionnaire responses in addition to 28 questionnaires returned by staff and 94 from pupils.

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

- The achievement of different groups, particularly those pupils with special educational needs and/or disabilities, as well as those known to be eligible for free school meals.
- Pupils' achievement in writing across school and whether progress overall has been rapid enough since the previous inspection.
- How effectively teachers plan to meet the needs of all groups and individuals.
- Attendance and how effectively the school is closing the gap with the national average for all groups of pupils.

Information about the school

This is a larger-than-average primary school. The large majority of pupils are from a White British background and just over a third of pupils are known to be eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities is above average. Many pupils join or leave the school at times other than the usual start in Nursery or Reception. Since the previous inspection, the school has undertaken an extensive building programme and there have been considerable changes to staffing. Awards achieved by the school include Healthy School Status, the Stephen Lawrence Education Standard, the Inclusion Chartermark and Investors in Pupils. The school operates a breakfast and after-school club.

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?

3

The school's capacity for sustained improvement

3

Main findings

Victoria Primary School provides a satisfactory education for its pupils. Adults provide a safe, calm and welcoming environment in which pupils enjoy their learning and feel valued. Pupils' spiritual, moral, social and cultural development is good. The school has been through some difficult times and significant changes over recent years. The school now has more-stable staffing and there is a solid foundation for future improvement.

Although pupils' attainment has been historically low, the current work of pupils shows that progress is accelerating in response to increasingly effective teaching. Although teaching is satisfactory overall, inspectors observed stronger practice in some lessons. Attainment is rising rapidly in reading, writing and mathematics, particularly for those pupils that joined the school from the start of Nursery.

The curriculum meets the needs of pupils satisfactorily. The school provides good care, guidance and support. Pupils deemed to be the most vulnerable are cared for especially well through, for example, the strong care and support pupils receive from learning support assistants and mentors. Staff know pupils and their families well and use this knowledge to good effect in helping pupils stay healthy and safe. Pupils are polite and sensible and take care of one another. The school works effectively to improve punctuality and attendance. Recent improvements have seen attendance rising rapidly although it is still low overall and, for a small minority of pupils, it remains a barrier to good achievement. Initiatives have been effective, particularly in reducing the number of pupils who are persistently absent

Effective leadership since the previous inspection has ensured that an extensive building programme has not had a negative impact on pupils' education or well-being. Senior leaders have addressed the recommendations from the previous inspection with some success. This is a result of improved analysis of performance data and by effectively embedding new staff and teachers into their roles. Although attainment in English and mathematics has risen and the rate of attendance is moving closer to the national average, leaders recognise, rightly, that there is much more to do in order to raise standards further. Relatively accurate self-evaluation has helped leaders to prioritise a number of appropriate initiatives in school to target future improvement. The school has demonstrated a satisfactory capacity to improve.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise attainment in English and mathematics across the school further by:
 - ensuring teachers accelerate pupils' progress through consistently matching tasks to their differing abilities
 - ensuring teachers use assessment data more precisely to show pupils the next steps in their learning.
- Improve attendance further by:
 - working with and extending support to families whose children do not attend school regularly.

Outcomes for individuals and groups of pupils

3

Children start school in the Nursery with skills that are low compared to those expected for their age. By the time they leave school at the end of Year 6, attainment is still low. However, inspection evidence and the school's own analysis of pupils' progress indicate that attainment is now rising securely and progress is accelerating strongly. Levels of attainment improved in 2011, significantly so in relation to the proportion of pupils achieving the expected levels in both English and mathematics. Pupils enjoy learning and are attentive and engaged in lessons. They especially enjoy working with partners and in groups, developing social skills that will serve them well in the future. Attainment has improved in Key Stage 1 across reading, writing and mathematics since the previous inspection. Throughout the school, recent initiatives to improve pupils' writing have been successful and pupils are making at least satisfactory, and in some cases good, progress. The school has a high percentage of pupils who join or leave school midway or early in a key stage. Although these new pupils make satisfactory progress, are supported well and are integrated effectively, their attainment is lower than other groups. Pupils known to be eligible for free school meals and pupils with special educational needs and/or disabilities make satisfactory progress overall. Some make better progress because of increasingly well-targeted support in class and a range of intervention programs.

The pupils' considerate attitudes are shown by their kind and thoughtful behaviour around the school and in the playground. They are enthusiastic about doing physical activities and enjoy the healthy food on offer at school. Pupils know how to stay safe and understand the importance of a healthy lifestyle. They play an active part in the development of the school. Through the school council and other responsibilities, pupils make a good contribution to the wider community. They are appreciative of the many cultural and social activities in school and have a strong sense of right and wrong.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
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	4
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

While teaching is satisfactory overall, it is inconsistent and ranges from satisfactory through to outstanding. Relationships between teachers and pupils are very positive and these help to secure good behaviour. Pupils appreciate the good support staff provide which is helping to improve their learning and, consequently, their attainment. In the best lessons, teachers planned well for the needs of all pupils, targeting the work of learning support assistants and mentors to great effect. Pupils were clear about targets related to their written work and understood how to make further progress. In less effective lessons, work failed to challenge all ability groups and teachers did not make full use of progress data to target pupils who were making slower progress. Teachers do not always use assessment data precisely enough to show pupils the next steps in their learning. New initiatives introduced in order to improve the teaching of mathematics and writing, are bringing about more rapid progress. For example, in a mathematics intervention class, two pupils received well structured and targeted support that helped them to make significant gains in their understanding of multiplication.

The curriculum meets the vast majority of pupils' needs. It supports their personal development well. Pupils enjoy a very good range of extra activities that include sport, music, and information and communication technology. The school has made significant changes to the curriculum since the beginning of the year. These include changes to how pupils' writing is developed within different subjects. While the impact of these changes is evident in lessons it is too early to see their impact on national test results. The welcoming breakfast and after-school club is enjoyed by many children and their families, and is helping them to make a good start to the school day.

The quality of care, guidance and support is a major strength and there are many striking examples of the way that the school has helped individuals to overcome significant barriers to their education. Pupils and their families are very well known to staff. This helps the school to provide the individual care and support pupils need.

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

The staff work very effectively with other agencies to meet the additional needs of pupils, particularly those deemed to be most vulnerable. The school's strenuous efforts to improve attendance are having a positive effect, with good support from the parental support adviser. This support for pupils with a poor previous record of attendance and their families has had a significant impact on improving attendance this term.

These are the grades for the quality of provision

The quality of teaching	3
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	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher, well supported by senior leaders and members of the governing body, has ensured ambition and commitment among staff to further improve and promote the well-being and achievement of all pupils. This has helped the school maintain normality during disruption due to building work and staffing changes. The school actively promotes equality of opportunity and tackles discrimination effectively. The progress of different groups of pupils is monitored closely and good attention is paid to ensuring that pupils deemed most vulnerable have every opportunity to succeed, thereby closing the gap in pupils' attainment and the national average. The procedures for monitoring and evaluating the school's initiatives are effective and are being strengthened further with the increased involvement of middle leaders. Improvement planning is appropriate but lacks clearly identified time scales and whole-staff involvement. Governance is satisfactory. Members of the governing body are supportive and are aware of the school's strengths and weaknesses. However, they rightly accept that they are not rigorous enough in monitoring and evaluating the work of the school in detail.

Partnerships are good throughout school, particularly those linked to the school's work with more vulnerable groups, and this helps to ensure safeguarding procedures are satisfactory and meet statutory requirements. The school involves parents and carers in supporting their children's learning in many effective ways. The welcoming breakfast club is enjoyed by many children and their families. The school promotes community cohesion well. There are many opportunities for pupils to broaden their knowledge of the wider community and the world at large.

These are the grades for the leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
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	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children enter the nursery with skills that are much lower than that expected for their age, especially in speaking, listening and social development. Current assessment data, confirmed by inspection evidence, show that by the time children enter Key Stage 1 they have made good progress and their attainment, although below average, is closer to that expected nationally. Those children deemed to be most vulnerable also make good progress. This is because the good quality of teaching ensures that the children are happy, behave well and develop good attitudes to learning. The Nursery and Reception areas are organised well and provide an attractive and exciting environment that enthuses and engages children in wanting to learn. Children's learning flows well across a range of resources and activities provided both in class and outdoors. They are encouraged to investigate and direct their own learning with some carefully crafted opportunities for discussion and the sharing of ideas. This is developed effectively through the collaborative planning of adults.

New leadership in the Early Years Foundation Stage has brought about an increased rigour and enthusiasm amongst staff. All adults across the unit now play a pivotal role in monitoring and supporting children's learning and play. This can be seen in the exemplary profiles recording children's development and time in school. Communication with parents and carers is good and they value the strong relationships their children forge with key workers.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	2
Taking into account:	2
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 in the Early Years Foundation Stage	2

Views of parents and carers

The very large majority of parents and carers who responded to the questionnaire were positive about their child's experience at Victoria Primary School. All parents and carers felt that their children enjoyed school and that they were helped to support their learning. These views were confirmed by the inspection team. Very few parents and carers felt that the school was not effective in dealing with behaviour and that the school did not take account of their concerns or suggestions. Inspectors found behaviour to be good around school and in the classrooms. Inspectors looked at how the school dealt with complaints and how it communicated with parents and carers and found both areas of work to be good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Victoria 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 76 completed questionnaires by the end of the on-site inspection. In total, there are 412 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	37	49	39	51	0	0	0	0
The school keeps my child safe	31	41	40	53	5	7	0	0
The school informs me about my child's progress	26	34	49	64	1	1	0	0
My child is making enough progress at this school	29	38	44	58	1	1	1	1
The teaching is good at this school	23	30	52	68	1	1	0	0
The school helps me to support my child's learning	23	30	52	68	0	0	0	0
The school helps my child to have a healthy lifestyle	16	21	55	72	4	5	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)	19	25	46	61	4	5	0	0
The school meets my child's particular needs	24	32	46	61	4	5	0	0
The school deals effectively with unacceptable behaviour	24	32	44	58	5	7	2	3
The school takes account of my suggestions and concerns	18	24	49	64	5	7	2	3
The school is led and managed effectively	21	28	48	63	3	4	1	1
Overall, I am happy with my child's experience at this school	26	34	47	62	1	1	1	1

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 is for the period 1 September 2010 to 08 April 2011 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 2010/11 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.



5 December 2011

Dear Pupils

Inspection of Victoria Primary School, Leeds, LS9 9ER

Thank you for being so friendly when I visited your school. I enjoyed talking to so many of you and seeing your work. I was also impressed with the way that you behave around the school and your efforts in class. The school gives you a satisfactory education and it is continuing to improve. Here are some of the things I liked best.

- The way that the school cares for you all and makes sure that you all feel safe.
- How you try to stay fit and healthy by brushing your teeth regularly and getting involved in lots of physical activities.
- The way that you look after each other around the school.
- The hard work that the school does to support you and your parents.

It is important that you develop good skills before you move up to high school, especially in English and mathematics. You often make satisfactory progress in your lessons, but I have asked the school to ensure you make even better progress by:

- making sure that you attain higher standards, especially in English and mathematics
- making sure that your teachers set work that challenges you all to do your best
- helping you to understand how to improve your work.

You and your parents can help. You can make sure that you always do your best and check that you always follow the advice that you get when your books are marked. Your parents can help by making sure that you come to school regularly and on time.

Thank you, again, for your helpfulness.

Yours sincerely

Mark Colley
Lead inspector

