

Edlington Victoria Primary School

Inspection report

Unique Reference Number	106758
Local authority	Doncaster
Inspection number	377460
Inspection dates	22–23 May 2012
Lead inspector	Joan McKenna

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	274
Appropriate authority	The governing body
Chair	Alan Wright
Headteacher	Janice Middleton
Date of previous school inspection	28 November 2007
School address	Victoria Road Edlington Doncaster DN12 1BN
Telephone number	01709 862175
Fax number	01709 869941
Email address	business@victoria.doncaster.sch.uk



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Introduction

Inspection team

Joan McKenna

Michael Wintle

Juliet Demster

Additional Inspector

Additional Inspector

Additional Inspector

This inspection was carried out with two days' notice. The inspectors observed teaching and learning in 20 lessons taught by 14 teachers and teaching assistants. Additional, shorter visits to classrooms to hear pupils read and to look at their work were made. Meetings were held with leaders, the Chair and vice chair of the Governing Body and groups of pupils. The inspector observed the school's work, and scrutinised documents including policies, action plans, information about pupils' learning and progress, attendance data, information from the school's monitoring and arrangements for safeguarding. Responses to questionnaires returned by pupils, staff and the 73 returned by parents and carers were analysed.

Information about the school

This is a larger than average-sized primary school. Almost all pupils are of White British heritage, and speak English as their first language. The proportion of pupils supported at school action is well above average, although the proportion at school action plus or with a statement of special educational needs is below average. The proportion of pupils known to be eligible for free school meals is well above average. A number of pupils are looked after by the local authority. The school meets the current floor standards which set the government's minimum expectations for pupils' attainment and progress. The school holds the Artsmark Gold award and has the Charter Mark for Inclusion. The headteacher and deputy headteacher share the headship, both working part time and overlapping on one day each week. The assistant headteacher acts as the deputy headteacher for four days each week. Since the previous inspection, there have been three different traumatic events affecting pupils, the school and its community.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	1
Leadership and management	2

Key Findings

- Edlington Victoria is a good school. It is not outstanding because teaching is good and is securing good, rather than outstanding, achievement on the part of pupils. Some aspects of its work are outstanding.
- Children’s attainment on entry to the school is low in relation to expectations for their age overall. They make good progress and their attainment is in line with the national average by the time they leave. All groups of pupils make good progress, including those whose circumstances make them vulnerable. However, more-able pupils do not always reach above average standards.
- Teaching is good. Teachers encourage and support pupils well and ensure their active involvement in lessons, so pupils enjoy learning. They plan lessons carefully, explain what pupils have to learn clearly and check their understanding well. More-able pupils are not always fully challenged, however. A minority of lessons are less effective than the best.
- Pupils’ behaviour and safety are outstanding. The highly inclusive ethos, extremely high quality care and support and the excellent relationships that pupils have with adults mean they trust them and feel exceptionally safe, secure and well looked after. Virtually without exception, pupils try their very best to do what is expected of them. They are extremely considerate towards each other and their behaviour in lessons and at other times is exemplary.
- The senior leadership team models the absolute commitment to pupils that characterises the school. The school has been very well led through the recent traumatic times. Professional development and performance management have been used to good effect to improve teaching and achievement. The curriculum and the promotion of pupils’ spiritual, moral, social and cultural development are both outstanding. Pupils’ progress is carefully tracked but some aspects of analysis lack rigour.

What does the school need to do to improve further?

- Raise attainment and accelerate progress, especially for more-able pupils by:
 - ensuring that the analysis of pupils' progress towards meeting their challenging targets more clearly distinguishes between the different rates of progress that pupils are making
 - ensuring information about pupils' attainment and progress is used to match work more closely to the needs of different pupils, especially the more-able
 - improving the quality and consistency of teaching to the standard of the best.

Main Report

Achievement of pupils

Many children enter school with low levels of skill for their age, especially in relation to social skills and language. Initially, some are fairly solitary, playing by themselves and not initiating conversation with other children. The warm and welcoming relationships with adults mean that they settle very well and quickly develop confidence. Very stimulating and attractive resources with interesting activities and the attention that they receive throughout the Early Years Foundation Stage ensure they learn well. 'Wow' areas engage their interest and promote independent work. Adults' probing questions extend their understanding and use of language well. Children make good progress across all areas of learning during the time in the Early Years Foundation Stage, although attainment is still below average by the time they enter Year 1 because of their low starting points.

These good attitudes to learning continue with older pupils. They are keen and eager to learn and do well. They do as they are asked and try very hard with their work. Many volunteer to answer questions and they take a pride in their success. They readily make the most of the good opportunities they are given to participate in lessons and they use their 'I can' statements to take on some responsibility for their own learning. Their good learning leads to pupils making good progress across Key Stages 1 and 2. Attainment at the end of Key Stage 1 has risen in recent years and is in line with the national average by the end of Year 2, including in reading, where pupils display good understanding and use of a range of strategies to read texts. Through challenging times, the school has done well to maintain standards of attainment at the national average at the end of Key Stage 2, including in reading. Attainment is now beginning to rise. Disabled pupils and those with special educational needs, those who are looked after, those known to be eligible for free school meals and the very small number of minority ethnic heritage all do well and generally attain higher than similar pupils nationally, albeit with some small variations for individuals. More-able pupils, while making some good progress in their learning, do not always reach above average levels.

All parents and carers who responded to the inspection questionnaire said that their children are making good progress. Inspection findings endorse these views.

Quality of teaching

The quality of teaching is good. Some is outstanding, and a small amount is less effective. A common, positive feature is the very supportive climate for learning that is created in all

classrooms. Teachers know their pupils well and give encouragement to all, including those who are disabled or have special educational needs. The purpose of lessons is clearly explained to pupils and the use of success criteria for those with different levels of ability mean that pupils know what to aim for and what good work would look like. Their individual targets promote their independence. In the best lessons, there are high expectations and crystal clear explanations of the concepts being studied which build on pupils' prior learning and promote new knowledge and understanding at a fast rate. Learning is often made fun, such as when younger pupils were consolidating their knowledge of the properties of shapes by playing 'shape bingo' at the start of a lesson. Another example was when Early Years Foundation Stage children were dressed up as pirates, playing on the large-scale ship and using a map to find the treasure. This role play prompted the development of their imagination and language skills very effectively. In less successful lessons, the pace is sometimes too fast or too slow. Work is not always matched closely enough to the needs of all pupils, especially those who are more able. Strategies to actively involve pupils, such as talking with partners, are often used to good effect. There is some high quality marking which gives very helpful feedback and guidance to pupils, but not all is of this standard. Many teaching assistants make a valuable contribution to pupils' learning.

Pupils' basic skills are well taught through the curriculum. In a history lesson, for example, in which pupils were writing a letter to find out how Doncaster has changed over time, their understanding of what sort of questions to ask to elicit the best information and how to set out a letter was extremely well promoted. The very wide range of extra-curricular activities, trips and visitors, and the stimulating and attractive environment promote a love of learning. The cloakroom that is a Victorian classroom and the library that is a Second World War area illustrate how every part of the school is utilised to best effect. Pupils' personal development and wider understanding of the world are promoted through all aspects of school life, for example, with a pupil-led assembly on the first Black football player in England who lived and died in the village. The forthcoming Spanish meal reflects the half-termly focus on a different country.

Almost all parents and carers responding to the questionnaire said their children were well taught. Inspection evidence indicates that this is the case.

Behaviour and safety of pupils

Because of pupils' outstanding behaviour and safety, and the way these aspects are effectively promoted, the school is a calm, safe and harmonious community. Children in the Early Years Foundation Stage are taught how to follow routines and rules, and older pupils follow suit. They develop into considerate, friendly and confident young people. They show a mature sense of responsibility towards others, through formal roles such as school councillors and play leaders, and also by their general conduct and relationships, saying 'thank you' when they are handed equipment in lessons and holding doors open for others. Because they are all valued and supported as individuals, they feel very secure. This is also helped by the steps the school takes to inform them about how to keep safe, such as when using the internet. They say that bullying of any kind is rare and is dealt with quickly when it occurs. Assiduous work by the school to raise attendance has resulted in it rising to above average in the current year. Pupils' very positive attitudes towards school are shown in their enthusiastic participation in all aspects of school life, from lessons, to the Early Years Foundation Stage 2 class trip to the farm, to gardening club after school.

Virtually all parents and carers who returned the questionnaire indicated that their children feel safe in school and they believe behaviour is good and bullying is dealt with well. Inspection evidence supports these views.

Leadership and management

The senior leadership team works effectively together and builds on its complimentary skills to provide strong leadership and direction. Leadership at other levels is well structured and roles and responsibilities are clearly defined. All leaders play a part in monitoring and evaluating the effectiveness of the school and so strengths and areas for development are known and are being acted upon to good effect. For example, performance management targets and professional development last year focused on improving writing and the positive impact is evident, as is the current focus of improving the use of literacy in other subjects. This demonstrates the school's good capacity to improve further. Key governors are knowledgeable about the school and actively involved. One, for example, plays a role in liaising with external agencies in order to meet pupils' social needs, which is a high priority. Keeping pupils safe is also a high priority and arrangements to do so meet requirements. Pupils' progress is tracked regularly and thoroughly and the information is used well to promote further gains. However, although tracking identifies the extent to which individual pupils are on course to meet, not meet or exceed their targets, the summary analysis of progress data combines those making satisfactory and better progress rather than differentiating between the two, and thus some conclusions and targets are not fully rigorous. Governors have a good understanding of data about pupils' performance at the end of each year, but not of how pupils are progressing through the course of a year.

Equal opportunities are well promoted in this extremely inclusive school. The promotion of pupils' spiritual, moral, social and cultural development and the curriculum are both outstanding because they promote personal qualities and an environment which are conducive to successful learning. Clear steps are taken to remove barriers to learning and to tackle discrimination. Now that the school has been successful in raising attainment to be in line with the national average it recognises that the next challenge is to raise it further to be above average and ensure that more-able pupils reach their full potential. Almost all of the parents and carers who made their views known to the inspection team were extremely positive about the school. The school puts much effort into its relationships with parents and carers with considerable success. It recognises that it has further work to do to fully engage all of them.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



24 May 2012

Dear Pupils

Inspection of Edlington Victoria Primary School, Doncaster, DN12 1BN

Thank you for making my colleagues and I so welcome when we inspected your school recently. You were so very friendly and we thoroughly enjoyed spending time with you, talking with you and hearing your views. You are extremely pleasant, polite children. You get on very well together and are kind and considerate. Well done!

You told us that you think your school is good. We agree. Some aspects are outstanding. This includes your behaviour and how safe you feel. It also includes the very wide and interesting range of activities provided for you and the way the school helps you develop many positive personal qualities and understanding, such as the difference between right and wrong and about different cultures. You are well taught, work hard and you achieve well. Your headteachers lead the school effectively. Other leaders and those who govern your school do a good job, too.

The headteacher and all the staff want to continue to improve the school for you. There are some things I have asked them to concentrate on to help them do this. You all make good progress, and reach similar standards to those reached by other pupils across the country. I would now like the school to help you reach even higher standards, especially those of you who could do harder work in lessons. I have asked teachers to make sure that all of the work they give you helps you all learn as much as possible. I have also asked them to make sure that your learning is as good in every lesson as it is in the very best. Finally, I have asked your school's leaders to check the information they gather on how well each of you is getting on even more closely so they can make sure you all make as much progress as possible.

You can help by continuing to work hard and by being such positive pupils. I send you and your teachers my very best wishes for the future.

Yours sincerely

Joan McKenna
Lead Inspector

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