

# Victoria Primary School

Ivy Avenue, Leeds, West Yorkshire, LS9 9ER

## Inspection dates

12–13 November 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Progress in writing and mathematics is not consistently good and so not all pupils achieve all that they could.
- The school does not extend pupils' writing and numeracy skills systematically. Pupils have insufficient opportunities to write at length in literacy and other subjects and to carry out practical activities in mathematics.
- Inconsistencies and variation, particularly in teachers' planning, mean that the quality of teaching is not yet good. Occasionally, the work set for pupils is not matched accurately to pupils' needs and consequently, not all pupils achieve all that they could.
- The marking of pupils' work is not always effective in helping them understand what they might do to improve further.
- The monitoring of teaching and learning is not rigorous enough to ensure that teaching is consistently good across the school and that all teachers challenge pupils fully in every subject.
- Subject leaders are not involved enough in monitoring the quality of teaching and learning in their subjects.

### The school has the following strengths

- Pupils are happy at school because they are safe and well cared for.
- Pupils develop positive attitudes to learning. They behave well in lessons and around school and benefit from many activities that enhance their social development and their sporting skills.
- Most parents express positive views about the school and say that their children are happy and safe there.
- The headteacher, senior leaders, staff and governors are determined to move the school forward. There are clear signs of improvement, for instance in reading, where pupils achieve well by the end of Key Stage 2, and in attendance which is now good for most pupils.
- Leaders have identified the reasons why teaching in writing and mathematics needs to improve and are taking urgent and appropriate steps to address this.

## Information about this inspection

- The inspectors observed 25 lessons, three of which were observed jointly with the headteacher and senior leaders. In addition, the inspector made other visits to classes, looked at pupils' work and listened to a number of pupils read.
- Meetings were held with pupils, the Chair of the Governing Body, one other governor, the headteacher and other leaders and managers. One of the inspectors had a telephone conversation with the school's representative from the local authority.
- There were 15 responses to the online questionnaire (Parent View). Inspectors took account of these and the views of a number of parents spoken to during the inspection and 25 responses from staff that completed Ofsted's staff questionnaires.
- The inspectors observed the school's work and looked at a number of documents, including the school's evaluation of its own performance, the school's own data on pupils' progress, planning and monitoring documentation, the records of how the school uses its funding, especially how the money from pupil premium and sport is spent. Records relating to behaviour and attendance and documents relating to safeguarding were also taken into consideration.

## Inspection team

Rajinder Harrison, Lead inspector	Additional Inspector
Graeme Clarke	Additional Inspector
Steve Rigby	Additional Inspector

# Full report

## Information about this school

- This is an above average-sized primary school.
- The great majority of pupils are of White British heritage.
- The proportion of pupils supported through school action and school action plus is above average.
- The proportion of pupils with a statement of special educational needs is below average.
- The proportion of pupils known to be eligible for the pupil premium is well above average. In this school the pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after.
- The proportion of pupils who join the school at times other than the Early Years Foundation Stage is above average. A significant number join in Key Stage 2, often as late as Years 5 and 6.
- There have been a number of staffing changes in the last two years.

## What does the school need to do to improve further?

- Tackle the teaching that requires improvement so that all teaching is consistently good or better so that the rate of pupils' progress and achievement increases, by ensuring that:
  - teachers plan work that accurately matches the needs of all pupils and challenges all pupils sufficiently, particularly those who are lower attaining or more able
  - teachers have higher expectations of all pupils particularly in the quality of the work pupils produce when working by themselves
  - teaching assistants are deployed to maximum effect throughout every lesson
  - marking provides pupils with the guidance they need to improve their work in all subjects.
- Improve the teaching of writing and mathematics so that pupils' achievement increases in these subjects by ensuring that:
  - pupils are taught the skills they need to develop and extend their writing in literacy lessons
  - pupils have sufficient opportunities to apply their writing skills independently and at length across other subjects
  - any gaps in pupils' learning in mathematics are addressed effectively before they move on to new work
  - pupils have sufficient opportunities to apply numeracy skills through more practical activities.
- Improve the effectiveness of leadership and management by ensuring that:
  - the monitoring of teaching and learning is rigorous and that the work pupils produce in their books is always of high quality and accurately reflects teachers' assessments of pupils' progress
  - all teachers adopt consistent approaches particularly in their planning and marking
  - subject leaders are more involved in monitoring teaching and learning in their subjects.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Achievement requires improvement because progress in writing and numeracy is too slow through the school and the lower-attaining pupils and the most able are not always challenged sufficiently.
- Children generally start school with skills that are lower than typically expected for their age. They settle quickly in the nursery and make a good start to their learning. Progress in their personal and social development is good because they feel safe at school and happy there. However, expectations are not always high enough for them to achieve more and so by the time they enter Year 1, many remain well below the levels expected for their age in literacy and numeracy.
- Pupils make good progress through the school in reading but progress is not as rapid in writing and mathematics. Pupils' progress is not better because teaching is not consistently good. Most-able and lower-attaining pupils sometimes do not achieve all that they could because they are not always challenged sufficiently.
- At the end of Year 2, standards in reading, writing and mathematics are well below average, although more pupils are working at average levels. At the end of Year 6, standards in reading are broadly average because the teaching of reading is generally good. Standards in writing and mathematics are well below average because the teaching in these subjects is too variable. In addition, a significant minority of pupils who join the school in Key Stage 2 do not always have sufficient time to make up any gaps in their learning quickly enough to achieve well.
- The teaching of letters and the sounds they make effectively provides children in the Reception Year and pupils in Key Stage 1 with a firm start to their reading. However, pupils are not always confident in applying these initial skills when writing and spelling. While reading is given high priority, pupils' comprehension and prediction skills are not developed as well as they might be for pupils to achieve more. Consequently, while many pupils reach the levels expected for their age, few achieve above average standards.
- Standards are not higher in writing because writing skills are not developed and extended effectively through the school. Pupils do not have sufficient opportunities to write at length in literacy or other subjects in order to achieve more. In addition, the inconsistency in the teaching of handwriting results in work that is often poorly presented.
- In mathematics, pupils enjoy practical tasks, competitive challenges and problem-solving activities that encourage them to apply their number skills. When teaching is not planned well enough to ensure that pupils build successfully on previous learning and have sufficient opportunities to apply their numeracy skills through practical activities, some do not make the progress they should.
- The pupils supported through the pupil premium make slightly slower progress than their classmates because a significant number of them have many breaks in their schooling and some have poor attendance. The school has been successful in narrowing the gap a little between the achievements of these pupils compared with non-free school meals pupils in 2013. This group of pupils is working at two or three terms behind the levels expected for their age but from their starting points, most make expected progress because they receive effective individual support.
- Pupils who join the school at times other than in the Early Years Foundation Stage are integrated well, supported effectively and many generally do as well as their classmates.
- Despite not always providing fully for the most-able and lower-attaining pupils, the school is committed to equal opportunities and provides effective support, particularly on a one-to-one level, to ensure that those pupils identified through school action and those with a statement of special educational needs make at least expected progress against their starting points.
- The school is looking to use the primary school sport funding to improve the provision for physical education resources in the hall and to work with professional coaches to extend pupils' skills. Pupils enjoy sports such as football, and understand well how to keep fit and healthy.

**The quality of teaching****requires improvement**

- Not enough of the teaching is good. There is too much variation in the way pupils' skills are developed and extended, and in the effectiveness of teachers' planning, assessment and marking. Teachers' expectations are often not high enough of what pupils can do and achieve, especially the most-able pupils and those who are lower attaining.
- While children settle quickly in the nursery because they are made to feel safe and secure, the teaching requires improvement because expectations are not high enough to ensure that they make rapid gains in all their learning, particularly in their literacy and numeracy.
- The school gathers useful information about pupils' progress, but teachers do not always use this information well enough to ensure that the tasks they set for the pupils help them develop and extend their skills effectively. In lessons that require improvement, pupils of all abilities frequently sit through lengthy, generalised presentations that are too easy for some and too hard for others. This is because teachers do not always plan lessons so that pupils build successfully on what they already know and can do. This slows progress particularly for the lower-attaining and most-able pupils. Consequently, not all pupils achieve as well as they could.
- The best lessons are well structured, interesting and challenging. In these lessons, probing questions and discussions help pupils to think about their learning, deepen understanding and develop their ideas. For example, pupils in Year 6 used the internet and atlases to consider the climate required to grow exotic fruits and if these fruits could be grown here.
- When pupils are clear about what is being asked of them, they achieve well. However, in some lessons, teaching focuses more on pupils completing tasks rather than checking that pupils understand their learning and what teachers expect from them. As a result, a few become distracted and low-level disruption, while generally managed well, slows pupils' progress.
- Teaching assistants are deployed very effectively in supporting individual and small groups of pupils, but are not used as effectively in whole-class sessions led by the teacher.
- The marking of pupils' work is inconsistent. Some is very effective in showing pupils how to improve their work. Elsewhere, the guidance is minimal and pupils continue to make the same errors, for example in their spelling and punctuation, and produce work that is badly presented.

**The behaviour and safety of pupils****are good**

- Pupils enjoy learning and want to do well. They listen attentively and try their best when they understand fully what they have to do and why. However, occasionally, when lessons do not hold their interest, some become restive and do not achieve as well as they could.
- Behaviour is generally good. Pupils are polite, friendly and respectful. They enjoy responsibilities such as helping staff and as school councillors. Pupils are kind to others, for example, older pupils enjoy looking after younger ones outside, and work well with others in lessons.
- Pupils form trusting relationships with staff and know that if they have any worries or concerns staff will help them. Pupils understand that bullying can happen in a range of ways including name-calling and physical threats. They say that bullying does sometimes occur but incidents are rare and if they arise, staff deal with them promptly.
- Pupils have a good understanding of how to stay safe, fit and healthy. Many enjoy the breakfast club where they meet their friends and have a healthy breakfast. They enjoy physical education and know how to keep safe outside school and who to go to if they need help.
- Parents are mostly very positive about the school and how much their children like being there. Pupils enjoy a range of activities that enrich their learning, particularly the clubs, social events and residential visits the school organises. Older pupils talked enthusiastically about places they have visited, for example museums, and say that such activities help them to learn about what they can do outside school. Through working with a range of visitors, and through the curriculum, pupils show respect for the different communities and lifestyles in the wider world.
- Pupils' attendance has improved and is now average. The school is tackling the persistent

absence of a few pupils effectively.

## The leadership and management

## requires improvement

- Leadership and management are not yet good because pupils' progress is not as fast as it could be. However, the headteacher is ambitious for the school and is driving improvement effectively.
- The headteacher, supported by the governors and staff, is committed to raising achievement for all pupils and having secured a safe, attractive and welcoming environment where pupils enjoy learning, the focus on raising standards in all subjects as quickly as possible is high priority. Standards in reading and rates of attendance have improved significantly in 2013 and a significant proportion of the teaching is now good.
- Through careful analysis of the school's recent performance, appropriate action is being taken to raise achievement, particularly in writing and mathematics. Where good teaching has been sustained, pupils are making good progress but inconsistencies remain because improvements have not been in place long enough to have had full impact in all year groups. Senior leaders understand well where progress needs to improve and provide good opportunities for staff training so that teachers can improve their performance and so raise pupils' achievement.
- The headteacher reviews teachers' performance regularly and leaders provide effective support where teaching requires improvement. However, subject leaders are not involved enough in monitoring the quality of teaching and learning in their subjects. Teachers' planning is not checked closely to ensure that it challenges all pupils appropriately, that teachers' assessments accurately reflect the work in pupils' books and that marking is always of high quality.
- Pupils' progress is reviewed frequently. Leaders ensure that most pupils make at least expected progress by the time they leave the school. Effective individual support ensures that most pupils who are at risk of falling behind make the progress expected in relation to their starting points.
- The curriculum provides for learning in a full range of subjects and, in the best lessons, encourages enthusiasm for learning. However, teachers' planning is not consistent enough to ensure that skills are securely established and that a thirst for knowledge is generated throughout the school. It promotes pupils' spiritual, moral, social and cultural development well. For example, pupils know that it is important to look after the school environment for others to enjoy and to help others.
- While the school involves most parents well by encouraging them to support their children's learning, a number are not as supportive as they might be in helping their children achieve more, for example, by listening to pupils read at home and by encouraging them to attend school regularly.
- The local authority provides effective support in evaluating the school's performance, identifying areas for development and valuable staff training to implement improvements.
- **The governance of the school:**
  - Governors are very committed to the school and its community and are extremely supportive of the headteacher and staff. The governing body has effective arrangements to ensure that pay awards are linked to teachers' performance and that the procedures to measure teachers' performance are extremely thorough. Governors attend relevant training to meet current safeguarding requirements. They ensure that primary school sport funding is used to increase pupils' access to sport and that the pupil-premium funding is used to support the pupils for whom it is intended and that they know its impact. They understand well the data regarding the school's current performance and pupils' progress and that teaching is not consistently good across the school to raise achievement further.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	107930
<b>Local authority</b>	Leeds
<b>Inspection number</b>	425768

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	436
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sarah Howells
<b>Headteacher</b>	Alison Carrick
<b>Date of previous school inspection</b>	1 December 2011
<b>Telephone number</b>	0113 2482449
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