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23 January 2015

Mrs Alison Carrick
Headteacher
Victoria Primary School
Ivy Avenue
Leeds
West Yorkshire
LS9 9ER

Dear Mrs Carrick

Requires improvement: monitoring inspection visit to Victoria Primary School, Leeds

Following my visit to your school with Adrian Guy HMI on 22 January 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the second monitoring inspection since the school was judged to require improvement following the section 5 inspection in November 2013. It was carried out under section 8 of the Education Act 2005.

Evidence

During the inspection, meetings were held with you, other senior leaders and a group of staff. I also spoke with the Chair of the Governing Body over the telephone on the day before the inspection. We made a series of visits to observe teaching and learning in lessons and looked at a selection of work in pupils' books. We scrutinised data relating to pupils' current attainment and progress in all years and a range of other documents about the school's work.

Context

Since the last monitoring inspection two teachers have left the school, including one with a middle leadership responsibility. One new middle leader joined the school in January. Five newly qualified teachers have been appointed on temporary contracts to fill vacancies due to staff leaving and other planned absences.

Main findings

The school is not currently on track to being judged good at its next section 5 inspection. Disappointing results in the summer of 2014 and the school's current data do not present a convincing picture of leaders bringing about improvement with the urgency needed. Governors are being more robust in challenging leaders about the school's performance and have a much better understanding of data relating to pupils' achievement. However, they accept that they need to focus more closely on checking whether gaps in performance between subjects and different groups of pupils currently in the school are being closed successfully. There is a more systematic approach to monitoring the school's work, including by middle leaders. However, evidence gathered through observations of learning in lessons, scrutiny of work in pupils' books and teacher assessment data is not being evaluated as a whole to arrive at a robust judgement about the impact of teaching over time. Other issues, such as the apparent decline in pupils' performance from the end of Reception in the summer of 2014 to December 2014 in Year 1, had not been identified by leaders during their analysis of pupil performance.

External support is being used to support improvement in key aspects of the school's work, such as provision in the early years, the teaching of mathematics and meeting the needs of pupils who speak English as an additional language. This training and support have been welcomed by staff and there is evidence of some improvement as a result. However, the quality of teaching across the school is still not strong enough to enable pupils' past underperformance and low starting points to be swiftly tackled so they are well prepared for the next key stage. Additional adults in classrooms, while caring and supportive, are not always effective in helping pupils to make better progress. Some weaknesses in the curriculum and gaps in teachers' subject knowledge for teaching have not been fully addressed.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

I am copying this letter to the Chair of the Governing Body, the Director of Children's Services for Leeds.

Yours sincerely

Katrina Gueli

Her Majesty's Inspector