

Victoria Primary School

Cartmill Road, Keighley, West Yorkshire, DB21 2RD

Inspection dates 3–4 February 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Requires improvement	3
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Requires improvement	3

Summary of key findings for parents and pupils

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

- Pupils are making the progress expected of them but not enough are doing better than this. As a result, attainment across the school is low.
- The quality of teaching is not consistently good throughout the school. Expectations of what pupils can do are not high enough and as a result, pupils are not making good progress.
- Children in the early years are not making enough progress because leaders' expectations are not high enough. As a result, teaching overall does not challenge children well enough to do better than they could.
- Middle leaders, including subject leaders, are not rigorously checking the school's work in their areas to ensure good progress for pupils. As a result, the quality of teaching is inconsistent across the school.
- Plans for improvement do not show enough clarity to determine how changes will be judged to have been successful in improving the quality of teaching and pupils' achievement.
- Over time, leaders, managers and governors have not ensured that all groups of pupils achieve well and that teaching is good across the school.

The school has the following strengths

- Behaviour is good. Pupils enjoy coming to school and as a result their attendance has improved and is above average.
- Safety is good. Pupils say they are safe in school and cared for well. Parents and staff agree.
- Children settle quickly into the early years thanks to well-established routines. They make good relationships with one another and are delighted to show their work to adults.
- The personal development of pupils is strong, with good opportunities for them to develop their spiritual, moral, social and cultural understanding.
- Parents are highly positive about the school. They value the considerable support the school offers to assist them with pupils' learning and development at home.
- The headteacher has gained the full support of staff in making changes for improvement. As a result, the school is better placed to move forward than it was at the previous inspection.

Information about this inspection

- Inspectors observed a range of teaching and learning in parts of lessons and small group sessions. Two observations were undertaken jointly with the headteacher.
- Inspectors spoke with two groups of pupils about their learning in lessons and their safety in the school. Inspector also listened to some pupils reading.
- Meetings were held with the Chair and vice-chair of the Governing Body and with school staff, including middle and senior leaders.
- Inspectors also looked at the school’s review of its own performance, its development plan, school policies and the minutes of the governing body meetings. Inspectors also considered a range of documentation in relation to child protection, safeguarding, behaviour and attendance.
- Inspectors looked at pupils’ work in lessons and analysed samples of pupils’ books.
- There were insufficient responses to the online questionnaire (Parent View) for parents’ views to be analysed. Inspectors spoke with parents at the start of the school day and analysed a parental questionnaire organised by the governors of the school.
- There were 29 questionnaires completed by staff which were analysed by inspectors.

Inspection team

James McGrath, Lead inspector

Additional Inspector

Simon Sloan

Additional Inspector

Mary Lanovy-Taylor

Additional Inspector

Full report

Information about this school

- This is an average-sized primary school.
- The proportion of disadvantaged pupils, those eligible for the pupil premium is above average. 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 by the local authority.
- The vast majority of pupils are from ethnic minority groups. Most are of Pakistani heritage and for most pupils English is not their first language.
- The proportion of disabled pupils and those who have special educational needs is below average.
- Provision in the nursery is part time, either morning or afternoon sessions, and full time in the Reception Year.
- The school meets the current government floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school holds the Investors in People award.
- There have been new teachers and support staff appointed in the early years because of increasing numbers of children on roll.

What does the school need to do to improve further?

- Improve the quality of teaching to be consistently good and raise pupils' attainment to at least average by ensuring:
 - there are high expectations of what all pupils can achieve, and work set is challenging for all pupils
 - pupils' responses to marking are regular, detailed and accurate, and standards of presentation are high at all times
 - questioning is skilful, draws out what pupils understand and deepens the knowledge of all pupils
 - pupils have more opportunities to use their mathematical skills in a wide range of subjects
 - assessment in the early years clearly identifies next steps in learning to better target provision.
- Improve the effectiveness of leaders, managers and governors by ensuring:
 - all leaders have high expectations of what pupils can achieve and guide teachers appropriately
 - middle leaders consistently and rigorously check the quality of teaching and learning in order to make sure that at least good progress is being made and there are high expectations
 - making sure planned actions are checked against clear targets that relate to pupils' progress in order to determine how much actions are contributing to improvements in teaching and learning
 - governors challenge the school effectively to raise pupils' attainment to at least average across all key stages.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The leadership and management requires improvement

- The headteacher has the full support of all staff in putting actions into place to improve the quality of teaching and learning. However, senior and middle leaders have not consistently ensured there are high expectations of pupils and as a result, teaching and achievement require improvement.
- Systems for checking pupils' progress and the quality of teaching have improved since the last inspection. However, the systems are not used rigorously enough to ensure good achievement and teaching. Middle leaders are not providing sufficiently clear advice and guidance to teachers to ensure the quality of work is challenging for all groups of pupils.
- Measures used to judge the success of planned actions are not always sharply linked to the achievement of all groups of pupils or precisely enough to the quality of teaching. As a result, the leadership team is not fully informed of how well the school is improving.
- Systems for checking the performance of teachers are effective and linked to professional development opportunities. This, along with the school's commitment to 'Investors in People', has ensured a wide range of activities for teachers to attend to improve their practice. However, leaders are not systematically measuring how much this training is helping to improve teaching and learning and as a result, teaching and achievement are not consistently good.
- A performance review for other staff identifies training opportunities for them to improve their work and to meet their career aspirations. This is a good example of the school's commitment to equality of opportunity. However, it is not as successful in always ensuring all groups of pupils achieve equally well.
- The curriculum provides a broad range of activities for pupils and this adds to their enjoyment of school. The many visits, such as the one to York, which supported their work about Vikings, are linked well to topics they are studying in school. Pupils are keenly aware of the importance of education and say 'I want to learn as I will do better in life.'
- The school promotes British values well through assemblies, personal and social education, its 'Jigsaw programme' and its everyday work in ensuring good behaviour and attitudes to learning. Spiritual, moral, social and cultural education makes a strong contribution to pupils' personal development. Pupils have a strong sense of right and wrong and care for one another very well, including children in the early years. The school is a harmonious community supporting the local community well. It promotes good relations and tackles discrimination very well. Pupils and parents are clear this is the case.
- The primary school sports funding is used very well. Pupils are every active in their play with many taking part in inter-school competitions. The funding supports the additional swimming opportunities the school provides to ensure pupils can swim well.
- The additional government funding to support disadvantaged pupils is used effectively. Additional teaching support and support from other adults helped those leaving school at the end of Year 6 in 2014 to make better progress than others in the school.
- The school's quality of support for parents is exceptionally strong and there are courses for them to attend in school. Inspectors observed an excellent session where parents were learning about how they can support their children's learning and behaviour at home.
- The local authority provided effective support to assist the school to improve achievement in the summer of 2013. Since then, they have provided 'light-touch' support for the school. This level of support has not assisted the school well in improving the quality of teaching and pupils' achievement, to be consistently good.
- **The governance of the school:**
 - Governors do challenge the school about its performance, but they have not been thorough enough to ensure that achievement and teaching are good. They visit the school regularly and are holding middle leaders to account for their work. They are clear about progress made by the pupils and how it compares nationally. Governors work closely with the headteacher and know how pupils' personal development is managed by the school. Governors have audited their own skills and have plans for checking aspects of the school. Governors check the school's budget and know how the pupil premium funding is used for supporting those disadvantaged pupils. Governors know how well disadvantaged pupils are achieving. Governors understand the arrangements linking teachers' performance to pay. Governors have supported the headteacher in developing leadership and employing additional staff to improve achievement. They check that the school is a safe place and procedures are in place to protect children appropriately. The school's arrangements for safeguarding meet statutory requirements.

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

- The behaviour of pupils is good. Pupils are keen and eager to learn and follow instructions very well. They are keen to share ideas with one another and support one another's learning.
- Pupils have developed good social skills and welcome visitors. They are courteous and hold doors open for adults. They are confident in talking to adults when explaining their work. Children in the early years talk freely to adults about their work.
- Pupils are smart in their uniform and are proud of the school. They treat one another and all adults with great respect. The school is a harmonious community where pupils and adults treat one another with great dignity and respect.
- Pupils say the headteacher and other adults set high standards for behaviour and they know what is expected of them. Over time, there have been no exclusions from school.
- Pupils play well together at breaks and lunchtime. They take a lead as games monitors in the playground. They share out the large amount of equipment available for pupils to play. Pupils are very active and treat one another with care and consideration.
- Pupils say their views are listened to well and that the school council actively shares their views with leaders in the school.

Safety

- The school's work to keep pupils safe and secure is good. Child protection procedures are extremely thorough. Staff are highly trained and the school is exceptionally rigorous in following up any matters that might be reported as a cause for concern.
- All pupils say they feel safe and happy in school. They are supervised well at all times and know that they can talk to any adult in school should they have any problems.
- The school has worked successfully to ensure pupils attendance has improved and is now above average. There are very few pupils who are regularly absent from school, because there are rigorous systems for checking on absences. This makes a strong contribution to the safety of pupils.
- Pupils are clear about what constitutes bullying, including cyber-bullying, and know what to do should it ever occur. Pupils say that bullying is very rare and school records confirm this.
- Pupils are acutely aware of how to keep themselves safe when using the internet because the school teaches them well about this aspect. Assemblies, the school is personal, social and health education programme, coupled with road safety and cycle safety, make a strong contribution to pupils knowing how to keep themselves safe.
- Parents told inspectors their children enjoy school. Staff and parents are overwhelmingly confident that children are safe, happy and looked after well.

The quality of teaching requires improvement

- The quality of teaching is not consistently good across the school and requires improvement. As a result, pupils are not making consistently good progress and attaining as well as they could.
- Expectations of the quality of what pupils should produce are inconsistent across the school. Work set does not challenge pupils well enough to do better than they should and limits the progress they might make. When challenge is strong and expectations are high, pupils make good progress. For example, in a Year 6 mathematics lesson on work with regular and irregular shapes, pupils were made to think deeply about what they were doing and to present their work accurately and to a good standard.
- Pupils' work is not always presented well enough and this slows their progress in mathematical calculation and improving the quality of written work.
- Inspectors saw examples of skilful questioning with pupils keen to give extended answers. This deepened the understanding of other pupils. However, the quality of questioning is not consistent across the school and there are occasions when pupils' understanding is not identified accurately enough to ensure they are able to make good progress.
- Literacy is developed well across subjects with good opportunities for pupils to write at length and develop their reading and communication skills. Pupils' use of mathematical skills across a wide range of subjects is less well developed. The teaching of English grammar, punctuation and spelling is improving thanks to the introduction of clear guidance, provided by the school, in September 2014.
- A scrutiny of pupils' work in books by inspectors showed that the quality of marking is improving because

of the efforts of leadership and management. Most work is marked regularly with useful comments to help pupils improve their work. However, pupils are not encouraged well enough to improve their work by responding regularly to advice, in sufficient detail and with sufficient accuracy; this slows pupils' progress.

- Good relationships are a feature in all lessons and the way praise is used encourages and motivates pupils to engage with their learning. There are good examples of pupils supporting one another's learning well and focusing on the tasks that are set for them. These aspects help lessons to flow smoothly.
- Teaching assistants are active in helping pupils and are well respected. They support work in class and in small groups outside the classroom. For example, a small group of pupils from Year 2 were making good progress in reading as their starting points were well known by the teaching assistant, work was structured well and there were high expectations of the quality of their work.

The achievement of pupils

requires improvement

- Achievement requires improvement because throughout all key stages teaching is not consistently good and pupils are not being challenged enough to produce a higher standards of work. Leaders are not challenging teachers to ensure pupils are making strong progress and attaining at least average standards.
- In 2014, by the end of Year 2, attainment improved in all subjects. School information shows these pupils made expected progress but no better than this.
- By the end of Year 6, in 2014, pupils made better progress in mathematics than in the previous year but this was not the case in reading and writing. Overall standards in mathematics, writing, English grammar, punctuation and spelling and reading were below average.
- There are now clear signs of improving progress in writing because leaders have set as a key priority improvement in this skill. There are now more opportunities for pupils to write across a wide range of subjects. School information shows a higher number of pupils reaching Level 4 in reading, writing and mathematics but with too few doing better than this.
- From looking in pupils' books inspectors found that over time the standard of work set has not been challenging enough for pupils to make swift progress and achieve higher standards. This lack of challenge means that the few most able pupils, as with others, do not reach the standards attained by similar pupils in other schools.
- The pupil premium funding provides additional support for disadvantaged pupils. Disadvantaged pupils leaving Year 6 in 2014 made more progress than others in the school. In 2014, there were no gaps in the attainment of disadvantaged and non-disadvantaged pupils in school in reading, writing, mathematics and English grammar, punctuation and spelling.
- In comparison to non-disadvantaged pupils nationally, the attainment of disadvantaged pupils in the school was a year behind in reading, writing and mathematics. These gaps in attainment were similar to the gaps in 2013. In English grammar, punctuation and spelling gaps closed from two years behind to one year behind. Disadvantaged pupils in the school made less progress than non-disadvantaged pupils nationally.
- The small number of disabled pupils and those with special educational needs make less progress than other pupils in the school. This is because leaders do not set them challenging enough targets and teachers' expectations of them are too low. Identification of these pupils' needs has improved but has not had sufficient time to show improvements in their overall better progress.
- Most pupils borrow books from a well-stocked school library. The school is clear that reading is a priority for its pupils. There is a good emphasis on reading through guided sessions in class and small group work. Pupils say there are more opportunities to read in many lessons. In the most recent screening check for reading at the end of Year 1, pupils' skills in linking letters and sounds to read words were below those expected nationally. In Year 2, good additional support is given to help pupils catch up in reading. Pupils in Key Stage 1 show an eagerness to read. The most able pupils in school, however, lack challenge to achieve the highest levels in reading.

The early years provision

requires improvement

- Children are safe and happy in the Nursery and Reception classes because they know what is expected of them and respond exceptionally well. Children are cared for well by adults who are vigilant in ensuring children's safety. Parents are involved well with their children at this early age through 'stay and play' sessions and opportunities to see their children's work.

- Children enter nursery with skills that are below those typical for their age; very few are significantly below. Their skills in communication and language, managing their feelings and behaviour, as well as making relationships are better than their skills in reading.
- Overtime, children’s progress has not been good across the early years and by the time they finish their Reception Year the proportion reaching a good level of development is below average. However, school information and other inspection evidence indicate that skills are improving and more children will reach a good level of development by the end of this academic year. Children behave well and work and play safely.
- Children whose first language is not English, those few with disabilities, those with special educational needs and disadvantaged pupils receive additional support to help them settle well into the early years. They are making similar progress to other children in the early years.
- At present, nursery provision is strong with children rising to the additional challenge they are receiving and the high expectations staff have for them. Children are confident and developing their literacy and mathematical skills well. Consequently, they are now achieving better than before. As children move into the Reception class, they continue to be keen to learn and improve their ability to choose appropriately from a range of activities both indoor and outdoor activities. However, progress is variable across the early years because of inconsistencies in teaching and expectations.
- Assessment identifies the things that children can do but is not clearly showing what the next steps should be for children so they move forward more quickly. In particular, reading is not assessed often enough to build next steps and target better progress. Leaders do not make sure that assessment highlights the next steps in learning and what needs to be done to support them better to achieve good outcomes in comparison to national expectations. Consequently, leadership requires improvement.

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

Unique reference number	107269
Local authority	Bradford
Inspection number	442175

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	278
Appropriate authority	The governing body
Chair	Jacqueline Chang
Headteacher	Jane Dark
Date of previous school inspection	12 February 2013
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