

Edlington Victoria Primary School

Victoria Road, Edlington, Doncaster, South Yorkshire, DN12 1BN

Inspection dates 10–11 February 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Inadequate	4
Leadership and management		Inadequate	4
Behaviour and safety of pupils		Good	2
Quality of teaching		Inadequate	4
Achievement of pupils		Inadequate	4
Early years provision		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires special measures.

- Leaders, including governors, have not acted quickly enough to arrest the decline in standards since the last inspection. Leadership at all levels lacks the capacity to drive the necessary improvements.
- The monitoring of teaching and learning lacks rigour. Middle leaders are not involved enough in monitoring provision in their areas of responsibility and securing essential improvements.
- Pupils make inadequate progress through Key Stage 2. They do not always attain the standards of which they are capable in reading, writing and mathematics. Overall standards at the end of Year 6 in 2014 were lower than those nationally.
- Disabled pupils, pupils who have special educational needs and those who are disadvantaged, do not make sufficient progress. Weaknesses in the leadership of provision for these pupils results in their progress not being monitored closely enough.
- Teacher assessments are not always accurate and assessment information is not used effectively by all teachers to drive improvements in learning.
- Teaching over time has failed to challenge pupils sufficiently. Expectations are not always high enough. For example, pupils sometimes repeat work that they have previously completed successfully. The most-able pupils in particular do not move on to harder work quickly enough.
- Teachers' guidance for pupils about how to improve the quality of their work is often not clear enough. Furthermore, pupils are not always given sufficient time to respond to teachers' marking in order to improve their work.
- Learning support staff do not always have sufficient impact on pupils' progress because teachers do not deploy them well enough in all parts of the lesson.
- Provision for children in the early years requires improvement. Most children make expected progress but expectations of what they should achieve are not always high enough particularly when they are working by themselves.

The school has the following strengths

- The newly formed governing body and the senior leaders know the school's shortcomings and are highly committed to ensuring that all pupils achieve well.
- All aspects of safety and care are given high priority. Pupils say they are happy at school and feel safe there. They have a good understanding of how to keep themselves safe.
- Pupils are kind and respectful, attend regularly and respond well in lessons. They value learning and always try to do their very best. Their behaviour is always good and frequently exemplary.

Information about this inspection

- Inspectors observed teaching throughout the school, including numerous shared observations with the headteacher and the deputy headteacher. In addition, inspectors scrutinised pupils’ workbooks and listened to pupils read.
- Meetings were held with pupils, the Chair of the Governing Body and three other governors, the headteacher, senior leaders, and middle leaders, including subject leaders. Inspectors also had a meeting with a representative from the local authority and with the consultant headteacher working with school leaders.
- Inspectors observed the school’s work and looked at a number of documents, including the school’s evaluation of its own performance, current data on pupils’ progress, planning and monitoring documentation. Inspectors also reviewed the school’s management of the pupil premium funding and the primary school sport funding. Records relating to behaviour and attendance, as well as documents relating to safeguarding, were also taken into consideration.
- Inspectors took into account the views of the 45 responses to on-line questionnaire (Parent View) and the view of the small number of parents who spoke directly to inspectors.
- The inspection team also considered the 35 responses to Ofsted’s staff questionnaires and talked to staff during the inspection about their views about the work of the school.

Inspection team

Rajinder Harrison, Lead inspector	Additional Inspector
Pamela Hemphill	Additional Inspector
Nigel Cromey-Hawke	Additional Inspector

Full report

In accordance with section 44 of the Education Act 2005 (as amended), Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Information about this school

- This is a larger than average sized primary school.
- Children in the Nursery attend part time. Children in the Reception class attend full time.
- Most pupils are of White British heritage. A few pupils are of Eastern European heritage. A few of these pupils speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs is above the national average.
- The proportion of disadvantaged pupils who are supported through the pupil premium is above average. The pupil premium is additional funding to support pupils known to be eligible for free school meals and children who are looked after by the local authority.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The current headteacher and deputy headteacher were appointed in an acting capacity in September 2014 and continue to be deployed on a temporary basis. A new governing body was constituted in December 2014. A temporary, part-time consultant headteacher was appointed in December 2014.
- A number of leaders, including subject leaders, are new to their roles since September 2014.
- There are still some vacancies on the governing body.
- An external review of governance took place the week before the inspection. Governors had not received a formal report at the time of the inspection

What does the school need to do to improve further?

- Urgently improve teaching, particularly in Key Stage 2, so that it is consistently good or better and ensures that pupils in all year groups make at least good progress in all subjects by ensuring that:
 - all staff have high expectations of what pupils can achieve
 - questioning is used well to check on learning so that tasks can be reshaped when pupils have not fully understood the concepts being taught
 - the work set is appropriately challenging for all pupils, but particularly for the most able and that pupils do not repeat work they have already successfully completed
 - the work of learning support assistants is carefully planned and is consistently effective
 - children in the early years are helped to develop their ideas when they are working by themselves.
- Raise pupils' achievement in reading, writing and mathematics specifically by making sure that:
 - all teaching staff model precisely the sounds that letters make in their teaching of phonics
 - pupils develop the reading skills they need to help them elicit the right information to best support the topics they are exploring
 - pupils develop a secure understanding of number and place value and the application of calculations when solving problems
 - teachers' marking and feedback clearly tell pupils about how to improve their work further, including identifying basic errors in their writing and that pupils have the time they need to respond to that marking
 - pupils develop their skills in reading, writing and mathematics when working in other subjects.
- Improve the effectiveness of leadership at all levels, including governance, by ensuring that:

- the monitoring of teaching is rigorous and accurate and leads to swift improvements to the quality of teaching
- the skills of middle leaders are urgently improved so that they can rigorously monitor provision in their areas of responsibility and secure essential improvements
- teacher assessments accurately reflect what pupils can do and inform subsequent planning
- pupils who are disabled or who have special educational needs receive effective support which is closely monitored and enables them to make at least good progress
- the learning and progress of the disadvantaged pupils is effectively supported and closely monitored so that those who are at risk of falling behind are identified quickly and given the help they need to achieve well
- governors play a more active role in leading school developments and checking that these secure good achievement for all pupils
- school leaders, including governors, monitor the impact of those funds specifically designated for the support of disadvantaged pupils
- governors implement the recommendations of the review of governance that they have recently undertaken.

A further external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The leadership and management are inadequate

- The school has experienced extensive disruption and instability recently, resulting in a number of changes at senior leadership level and among governors. The decline in standards since the previous inspection, due to significant weaknesses in teaching, has not been tackled quickly enough by leaders at all levels, including governors and so pupils are not achieving as well as they should be. Current leadership arrangements are too fragile to drive improvement quickly.
- Whilst governors and other leaders are highly committed to ensuring equality of opportunity for all pupils, they recognise that the school is currently failing to do this successfully and leadership does not yet have the capacity to improve the school.
- Senior leaders are very clear about what good teaching should look like. They are beginning to hold teachers to account for the progress pupils make but it is too early to see any significant improvement in teaching, much of which remains weak. This is because the monitoring of teaching and learning, while now scheduled regularly, lacks rigour.
- The school should not appoint newly qualified teachers.
- Middle leaders, including subject leaders and the leaders responsible for the provision for special educational needs, have yet to develop the skills they need in the monitoring of teaching and learning to ensure provision in their areas of responsibility is good for all pupils. Teacher assessments are not always entirely accurate. There is insufficient awareness among these leaders as to the progress pupils make and the effectiveness of the additional support activities that are often led by learning support assistants.
- Procedures for setting targets for teachers have not been effective in the past. Expectations have now been raised, with clear links to appraisal and salary progression. A programme of professional development is in place to improve the impact of teaching on learning and the accuracy of assessment. The school is working closely with partner schools to moderate assessments to secure better consistency, but again, systems are not yet embedded.
- The curriculum is mostly broad and balanced. Teachers plan topics and themes that link subjects so that pupils have increased opportunities to develop their literacy and numeracy skills through work in other subjects. However, this planning is at an early stage of development. The quality of the work pupils do, for example in history and geography, is not sufficiently challenging for all pupils and so consequently they do not develop the necessary skills they need to achieve well.
- The curriculum does provide pupils with good opportunities to explore global issues, other faiths and cultures and to appreciate diversity in its widest sense. Pupils understand well that discrimination is not to be tolerated and that respect for others is a fundamental British value they should live by. Pupils' spiritual, moral, social and cultural development is promoted well. The programme to support pupils' personal development permeates the topics and themes and is further extended through assemblies and other activities very effectively. All pupils have the opportunity to learn to play musical instruments, participate in community and interschool events and benefit from a good range of school visits to extend their learning experiences.
- Leaders, including governors, are now checking that the pupil premium money is used to help the pupils eligible to achieve well. They are developing systems to evaluate its impact by reviewing the progress of these pupils and identifying early where pupils are at risk of falling behind, so that additional support can be allocated quickly. These pupils have not been benefitting sufficiently and so have underachieved, particularly in their literacy skill development.
- The school is using the additional sport funding to extend pupils' participation in sports. Clubs, including football and other team games, are popular with pupils and have resulted in increased opportunities for competitions with other schools, which are helping develop the pupils' physical and social well-being. Teachers' skills in teaching physical education are being enhanced by working alongside trained coaches.
- The school has had a significant amount of support from the local authority since September 2014. The local authority has conducted a full review of the school's performance. It has been instrumental in the appointment of the consultant headteacher to support leadership and management and has recruited a very experienced governor to support the newly formed governing body. Governors have received a detailed report on the school's performance and have received training on how to question school data about pupil performance.
- The school has recruited a leading mathematics specialist to help teachers improve their knowledge and skills. It is, however, too early to see any sustained impact on raising standards in mathematics this year.
- Parents who responded to the on-line questionnaire are very happy with the school, as are the staff who completed Ofsted's staff questionnaires.

■ The governance of the school:

- Governors are aware that they need to play a greater role in the leadership of the school and agree that they have not done so in the past. They are aware of the decline in standards since the previous inspection and recognise that the current leadership arrangements are not improving achievement quickly enough. Many governors are new to their roles and there are still some vacancies. They are using the local authority's report on the school's performance to identify urgent priorities for improvement and are now much clearer about the questions they should ask regarding the performance of teachers and pupils and the information they should receive from senior leaders.
- Governors know that they need to challenge senior leaders more if they want the best for the pupils in the school and that the knowledge, skills, and effectiveness of middle leaders, including subject leaders needs developing urgently so that they have a greater impact on securing improvements in their areas of responsibility.
- Governors are rigorous in checking that salary progression is directly linked to teachers' effectiveness and have taken action accordingly.
- Governors are vigilant in their checks on health and safety and ensure that current safeguarding requirements are met. Following their recent review of governance, action is being taken to ensure that all governors undertake relevant training to be more effective in their areas of responsibility.
- Governors have not previously been involved with the deployment of the additional funding for pupil premium to close the gaps in attainment for disadvantaged pupils. There has in the past been insufficient accountability for the expenditure of this income. The situation is now improving.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. The school is a calm and orderly environment and pupils enjoy being at school. Pupils know that unacceptable behaviour is not tolerated and say that this is fair, 'because people need to do their work'. They behave well in lessons and around the school, including lunchtimes.
- Pupils are polite and friendly and show high regard for all the adults that work with them. They are eager to take on responsibilities, such as being on the school council and acting as ambassadors for their peers. Pupils are proud of their school, and speak highly of all the fun things that the school plans for them.
- Pupils are kind to each other and happily work together in lessons without fuss. There is a strong sense of mutual respect for others. At times, for example as pupils gather for assembly, pupils' behaviour is exemplary. Playground behaviour is good with very few incidents. Pupils conduct themselves safely and sensibly so that all pupils enjoy their time to socialise with others.
- Pupils' attitudes to school, learning and their work are good. Although they are not all making the progress they could, this is not due to their lack of effort and interest in learning. Pupils know that learning is important and most try their best with whatever they are asked to do. They settle to work quickly and wait patiently for help if they are unsure. Even when teaching lacks challenge and interest, very few go off task.

Safety

- The school's work to keep pupils safe and secure is good. Parents are particularly appreciative of the good care arrangements for those who have special educational needs or are particularly vulnerable or disadvantaged. Attendance is monitored closely to check where pupils are if they are not in school. Clubs before and after school provide pupils with a safe place to be until they go home.
- Pupils have a very good understanding of different types of bullying, including the dangers posed by social media sites, as well as cyber-bullying and bullying based on prejudice, such as name-calling. Pupils say that bullying is rare and that if it did occur, staff would deal with it immediately, 'because they really look after us'.
- The school continues to work hard to improve attendance; it is particularly vigilant with specific pupils and their families who face particular difficulties. Other agencies are involved immediately where the school has any concerns. Posters around the school highlight the importance of being in school every day and classes with the best attendance are rewarded accordingly. Attendance rates are close to average. Most pupils attend regularly, because they like school and arrive on time, because they do not want to be late.

The quality of teaching**is inadequate**

- Teaching over time has not enabled pupils to make sufficient progress in reading, writing and mathematics. This is because teachers do not set pupils work at the right level to help them progress steadily. Teachers' expectations are generally not high enough, particularly of the most-able pupils.
- There are too many occasions where pupils repeat work they have completed successfully before and so lose time to extend and deepen their knowledge and skills further. Frequently, all pupils engage in the same lesson starters, regardless of their prior attainment, before they move on to work that is better matched to their ability.
- Teachers' subject knowledge is generally secure. However the teaching of phonics, (the sounds letters make), including in the early years, is not as effective as it might be because the precise sounds are not always modelled well enough for pupils to be secure in their skills. This hampers pupils' ability to read words that are unfamiliar and to spell accurately when writing. Reading skills are not developed effectively enough across the school, resulting in pupils not always being able to conduct research successfully to elicit information that is of a sufficiently high quality. For example, pupils in Years 3 and 4 were exploring India, but the work was largely very simplistic or misinformed and the writing consequently was of poor quality.
- Teachers' questioning is not always used well to check on learning and shape tasks to meet the needs of all pupils effectively. Consequently, pupils do not always fully understand new learning. However, they continue to persevere and try their best, but make mistakes. As a result, their progress slows and they underachieve.
- Teachers do not promote pupils' writing skills well enough. While pupils enjoy writing and try hard, they often run out of time to write more and consequently their skills do not improve as quickly as they should. Teachers make sure pupils have a good understanding of the features that make writing interesting, for example to use similes, metaphors and exciting vocabulary, but do not always stress sufficiently that pupils apply what they learn accurately in all their work. Marking does not always pick up basic errors effectively enough to ensure that pupils' subsequent work improves.
- The teaching of mathematics is inadequate at Key Stage 2; gaps in pupils' previous learning and understanding are not closed quickly enough to ensure that they achieve well, especially by the end of Year 6. Not enough is done to develop pupils' understanding of number; place value and how number operations relate to problem-solving. Elsewhere, the challenge offered in many classes is not sufficient for pupils to make good progress.
- Pupils do have opportunities to apply their English and mathematical skills in their work in other subjects. However, teachers do not always ensure pupils are accurate in their use of these skills. This results in pupils making careless errors, for example in spelling and grammar and these errors sometimes go unchecked; consequently pupils' work does not improve sufficiently quickly.
- Senior leaders are implementing tighter procedures to monitor and assess pupils' progress, but systems are relatively new and not embedded well enough to ensure consistency in all classes. Some of the assessments teachers make are not entirely accurate. The work in pupils' books is not always as good as the assessments would suggest. This gives pupils an inaccurate summary of their achievement and does not always help them to build successfully on their previous learning.
- Teachers mark pupils' work regularly, but do not always give pupils enough time to respond to their comments and to make corrections. Often the marking is rather vague or over complicated and pupils are not always clear as to what they have to do to improve.
- Insufficient use is made of learning support assistants to increase learning in some lessons. Too often, they are not involved in supporting pupils until they move into groups. Occasionally, they merely check that pupils finish the work that has been set, rather than making sure that pupils fully understand what has been taught.
- Pupils who speak English as an additional language benefit from good quality support from bilingual learning assistants who work alongside teachers to make sure pupils access new learning effectively and so achieve well.
- Occasionally pupils are provided with more challenging work. In a Year 5 science lesson, pupils worked very hard to apply correct scientific vocabulary in order to explain their ideas and hypotheses. This meant that learning in this lesson was highly effective. Similarly, in a Years 3/4 mathematics lesson, pupils applied their knowledge of times tables to calculate two-step problems accurately and confidently. They were prepared well for the next stage of applying the inverse calculation to check their answers and so made good progress.

The achievement of pupils**is inadequate**

- Pupils do not make enough progress at Key Stage 2 from their starting points at the end of Key Stage 1. Consequently they do not always reach national standards in reading, writing and mathematics. There has been a steady decline in attainment at both key stages since the previous inspection, but the decline is more pronounced at Key Stage 2, where pupils are underachieving.
- Pupils in Key Stage 1 usually make expected progress. In 2014, standards dipped and attainment was close to average in reading, writing and mathematics. In 2013 standards in these subjects was above average. The proportion of pupils attaining at the higher Level 3 at the end of Year 2 was not as high as that found nationally, particularly in reading.
- Progress slows significantly through Key Stage 2. By the end of Year 6, due to weaknesses in teaching over time, overall standards are lower than those found nationally. Pupils are not well prepared for secondary school because not all make the progress they should in relation to their performance at the end of Year 2. The decline since the previous inspection is particularly significant in mathematics.
- While a few of the most able pupils do make good progress, the progress of most is inadequate and so they underachieve. This is because the work they are set is not always sufficiently challenging. A few in Year 6 are currently working towards the higher Level 6 in mathematics, but too few are working at the higher levels in other subjects.
- Disabled pupils and those with special educational needs do not make enough progress because they are not always supported effectively. Their needs are not always met successfully because teachers' expectations are not always high enough.
- Pupils eligible for support through the pupil premium make inadequate progress because they are not always supported well. This is because the school has not been spending the funding effectively to close the gaps between their attainment and that of other pupils in the school and with pupils nationally. At the end of Key Stage 2 in 2014 these pupils were two terms behind in writing and three terms behind in reading and mathematics, compared with other pupils in the school. In writing they reached similar standards to those of other pupils in the school, because the standards in writing fell for other pupils in the school and their attainment improved slightly. These pupils are over a year behind other pupils nationally in mathematics, almost a year behind in reading and about half a year behind in writing.
- The few pupils who are new to learning English receive effective bilingual support and so engage in learning fully as soon as they can. Given enough time in the school, these pupils make good progress and achieve well, particularly in their mathematics.

Early years provision**requires improvement**

- The leadership and management of early years require improvement. The early year's leader provides appropriate guidance and support to staff and this ensures that most children make at least expected progress in all areas of learning. However, not enough has been done to raise expectations of what children can achieve when they are working by themselves, or to ensure that children have easy access to the outdoor area.
- Children in the early years currently are making expected progress, but too few are making more than expected progress, particularly the most able. At the end of the Reception Year in 2014, the number of children reaching a good level of development was below that found nationally and a significant proportion of children –are not well prepared for Year 1.
- New children are introduced to school effectively and they settle quickly, eager to enjoy all that is planned for them. Relationships with parents are positive and they are encouraged to support their children's learning at home.
- In the happy, safe environment the school provides, children quickly develop independence as they choose what to do. Their communication skills are often good, particularly as they gain in confidence. Children learn to cooperate with others and behave well, for example by sharing toys and in role-play activities. Occasional lapses do occur, but these are quickly resolved because expectations of good behaviour are high.
- Children are keen to learn and engage enthusiastically in the range of interesting activities planned for them. For example, children were eager to come up with 'what happened next' responses when listening to the story of the 'Gingerbread Man'. Their exuberance was delightful as they tried to improve on each other's ideas and explore new vocabulary.
- Assessments of children's ability and achievement are mostly accurate, although occasionally, some

children are more capable than the assessments indicate. Activities led by staff are generally planned well and staff ensure that all children try activities that cover all areas of learning. Opportunities are sometimes missed to encourage children to talk about what they are doing and how they might develop their ideas when they work on activities by themselves and to encourage them to extend their reading and writing skills further. The most able children particularly are not always challenged enough, especially in their reading and phonics. Therefore teaching requires improvement.

- Staff are quick to identify any children who need specific help or who have special educational needs. Planning to support their needs, so that they can join in everything their classmates do, is good. Where necessary other agencies are consulted and parents are informed if staff have any concerns. Care arrangements are good and children are very safe and happy at school.
- While resources and accommodation are generally good, children do not have free access to the extensive outdoor area. Staff, however, do try to compensate for this by making sure children regularly have time to explore the learning planned for them outside in order to increase their confidence and independence and to extend their knowledge and skills.

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	106758
Local authority	Doncaster
Inspection number	456095

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	268
Appropriate authority	The governing body
Chair	Gary Tinkler
Headteacher	Nicola Brammer (Acting Headteacher)
Date of previous school inspection	22 May 2012
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