

# Victoria Primary School

## Inspection report

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<b>Unique Reference Number</b>	107930
<b>Local Authority</b>	Leeds
<b>Inspection number</b>	324676
<b>Inspection dates</b>	19–20 March 2009
<b>Reporting inspector</b>	Carmen Markham

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<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 on roll</b>	
School (total)	368
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Sarah Howells
<b>Headteacher</b>	Mrs Alison Carrick
<b>Date of previous school inspection</b>	26 June 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Ivy Avenue Leeds West Yorkshire LS9 9ER
<b>Telephone number</b>	0113 2482449
<b>Fax number</b>	0113 2482449

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a larger than average, inner city, primary school. Most pupils are of White British heritage; the proportion of pupils from minority ethnic groups is lower than the national average and there are very few pupils who do not speak English as their first language. The proportion of pupils with learning difficulties and/or disabilities is a little above the national average and the proportion of pupils who are known to be entitled to free school meals is well above average. The school admits children into part-time education from the age of three into its Early Years Foundation Stage. A new headteacher was appointed in September 2008. The school has a Healthy Schools Award and the Stephen Lawrence Award. It also has the Inclusion Chartermark.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school with some good features. There are significant strengths in the care, guidance and support of pupils and in their personal development and well-being. The school has emerged from a period of significant leadership change and has now achieved stability. This is leading to important improvements in teaching and learning but it is too early to see the full impact of this on standards throughout the school. Parents are very supportive of the school and typically write, 'This is a lovely school that values our children.'

Pupils' achievement is satisfactory overall. They enter the Nursery with skills much lower than expected for their age and leave Year 6 with standards below the national average. However, pupils in Key Stage 1 made very limited progress in reading, writing and mathematics until recently when better teaching began to accelerate learning which is now satisfactory. Although standards in reading and science are in line with national averages by the end of Year 6, standards in writing are well below the national average. Pupils with learning difficulties and/or disabilities make good progress, because of the very high levels of dedicated support they receive from staff.

Pupils' personal development and well-being is good. They enjoy school, have developed self-confidence and behave well. Their attendance has improved. They have a good understanding of how to stay safe and the benefits of leading a healthy lifestyle. Pupils are taking more responsibility for their own learning, as they understand clearly how to improve their work. Teaching and learning is good overall and is driving school improvement. The rate of learning seen in lessons is getting better but, overall, standards are yet to rise in response to improved teaching and learning. Skilled staff use high quality intervention strategies and plan lessons well to ensure that the wide range of learning needs are met. Teachers make good use of the satisfactory curriculum to reinforce the application of basic skills. Care, guidance and support is outstanding and contributes very well to the rise in progress in lessons through the informative marking and close tracking of pupils' progress.

The school is driven forward by a committed leadership team who, with staff and governors are securing improvement. They have been successful in developing the quality of teaching and learning and in improving pupils' behaviour, attitudes, and attendance. The school is consequently demonstrating a good capacity to improve.

## Effectiveness of the Early Years Foundation Stage

### Grade: 3

Children enter the Nursery with skills exceptionally lower than those expected for their age. Overall, children make satisfactory progress through the Early Years Foundation Stage and leave the Reception class with improved skills but which are considered well below those expected when compared nationally. Children's progress in relation to their personal, social and emotional development is good. Their behaviour and interactions with peers and adults are positive; they are respectful, friendly and confident. The children enjoy a rich and stimulating environment. Role-play areas promote language development and positive interaction with peers. The welfare needs of children are a priority. Excellent links exist with home before children start in Nursery and throughout their time in the Early Years Foundation Stage. Links with appropriate support agencies and specialists are good. The observation and assessment of children's learning is thorough, readily shared with parents and helps to ensure that children's

needs are met. The outdoor provision promotes a good learning environment with all elements of the curriculum planned for. However, the Reception class has limited use of this location. Leadership and management of the Early Years Foundation Stage is satisfactory. Staff do not spend enough time working with children to extend children's learning because much of their time is devoted to monitoring children's activities and this limits children's progress.

### **What the school should do to improve further**

- Raise standards in writing throughout the school and in reading and mathematics in Key Stage 1.
- Use adults more effectively to promote good learning and progress in the Early Years Foundation Stage.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Pupils start Year 1 with standards that are well below the national average and standards at the end of Year 2 remain well below average. Inspection evidence shows very clearly that progress seen during lessons and in pupils' books, in reading, writing and mathematics is improving because of the good teaching. Progress in Key Stage 1 is satisfactory. Standards are improving by the end of Key Stage 2, but remain below average overall and variable between subjects. For example, standards in science and reading are in line with national averages, while those in mathematics are just below average. The 'big writing' initiative is beginning to impact favourably on the results in English, but writing remains a key area for development. By the end of Year 6 achievement is satisfactory overall.

## **Personal development and well-being**

### **Grade: 2**

Most pupils say that they enjoy school. Attendance has improved and is now satisfactory. However, a small number of pupils continue to attend intermittently. Pupils are proud of the rewards and extra playtime given for good attendance. Pupils' spiritual, moral, social and cultural development is good overall. They have a very clear understanding of right and wrong and interact with each other very well. They talk confidently about their feelings in class discussions and speak with increasing maturity and confidence. They are keen to take part in school sports clubs. Pupils take responsibility and participate in the school community well through initiatives such as the school and class councils. Other responsibilities include support for younger pupils at playtime by older pupils. Pupils' understanding of basic skills prepares them satisfactorily for the next stage of their education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching is good because teachers have benefited from the many developments introduced by the new leadership team including improvements to behaviour management and the monitoring of pupils' progress. These have provided foundations for effective learning and

make a significant contribution to the good progress seen in lessons and in pupils' books. Teachers' planning provides a series of simple steps to help pupils learn through a variety of practical experiences and activities. Pupils are aware of their targets. Teaching matches pupils' needs well and thoughtful planning helps cater for all groups, including those with learning difficulties and/or disabilities. Good, thoughtful questions are a key feature of teaching across the school; teachers take every opportunity to promote good speaking and listening skills. The brisk pace of lessons engages and motivates pupils, who enjoy learning and stay on task. Good relationships help pupils respond to appropriate challenges. Teaching assistants are well deployed to ensure that the support for individuals and groups of pupils is effective.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum meets the needs and abilities of all pupils. The development of basic skills in English, mathematics, and information and communication technology is provided for but opportunities to secure these skills across a range of subjects are limited. Through circle time and specialist visits from health care professionals and the emergency services pupils understand health and safety issues and aspects of citizenship. Physical education and the Let's Get Healthy Club promote healthy lifestyles. The broad curriculum is valued by pupils who enjoy art and music. In Years 3 and 4 they learn French but this opportunity does not extend to other year groups. Visits to places of interest are used well to support the curriculum and both Years 5 and 6 have residential experiences to develop their independence and awareness of different environments. After-school activities provide pupils with a range of additional experiences such as dance and cookery, at which attendance is high. Pupils have good opportunities to perform in pantomimes and concerts enriching their experiences and supporting their personal development.

## **Care, guidance and support**

### **Grade: 1**

The school's outstanding care, guidance and support is reflected in pupils' good personal development and improving academic achievement. The school makes outstanding efforts to care for all its pupils, particularly those most vulnerable, including their families. Parents acknowledge the Parent Support Advice system as a strength of the school and they typically comment, 'We can talk to the adviser at any time.' Very close links with outside agencies ensure pupils' high level of care. The setting up of a nurture group is a good example of the school's dedication and commitment to meeting the needs of individual pupils. Safeguarding procedures meet requirements. The importance of good attendance is continually emphasised and families who find it difficult to get their children to school regularly and on time are offered additional support. Pupils receive outstanding academic guidance, their progress is very carefully tracked and provision is well matched to pupils' needs. Standards of marking are high and teachers' comments give pupils very clear direction on how improve their learning. This has been pivotal in the recent improvements in pupils' progress.

## **Leadership and management**

### **Grade: 3**

The leadership team has evaluated the school's needs accurately and identified the correct priorities for development. The impact of these developments is already evident in the good

behaviour of pupils and inclusive character of the school. The team has done much to improve pupils' performance by assessing and tracking pupils' progress and monitoring and improving the practice of teachers. However, although standards are slowly improving, it is too early to see the full impact of this work. Governors are supportive of the leadership team and are currently developing their understanding of their roles and responsibilities, but have a limited appreciation of the achievement and standards of pupils. The school has made a significant contribution to help remove the barriers that can cause community tensions. The school has carefully planned to raise further pupils' understanding of national and international communities. Resources are well used to ensure that there are sufficient staff available to nurture the most vulnerable pupils and to ensure that good-quality equipment is provided to improve learning for all. The school provides satisfactory value for money.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	2

<sup>1</sup>Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	1

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Inspection of Victoria Primary School, Leeds, LS9 9ER

On behalf of the inspection team I would like to thank you for making us so welcome in your school. You were all very helpful and polite and showed a lot of enthusiasm for your work. I admired your beautiful displays, particularly the observational drawings of flowers, your homes and self-portraits.

I enjoyed talking to you and finding out about your school and class councils. I was very impressed by all your targets displayed around the school and how well you understand what you need to do to improve your work.

Your school is a satisfactory school where the headteacher and staff are trying to make it even better. You are looked after very well and feel safe and happy. You are now learning at a satisfactory rate in lessons but get lower than expected results in tests, although you all do well in science. Teachers make sure that they involve you in a lot of interesting activities and visits including Robin Wood in Cumbria and the local town hall.

Your behaviour is good and that helps you learn. I noticed you take very good care of each other and you enjoy school. Most of you attend school regularly and arrive on time but a few of you have too much time off. You know how to stay healthy and safe and make the most of all the exciting activities the school provides before and after school, including your morning wake and shake exercise, the Let's Get Healthy Club, and music and drama opportunities.

I have asked the headteacher and governors to improve standards in reading throughout the school, and in reading, writing and mathematics in Key Stage 1. To help pupils in the Nursery and Reception classes to make more progress, I have asked adults to spend more time working closely with the children.