

Victoria Primary School

Inspection report

Unique Reference Number	107269
Local Authority	Bradford
Inspection number	356123
Inspection dates	29–30 March 2011
Reporting inspector	Alan Lemon

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	257
Appropriate authority	The governing body
Chair	Mrs Elaine Appelbee
Headteacher	Mrs Jane Dark
Date of previous school inspection	28 April 2008
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Introduction

This inspection was carried out by three additional inspectors. Fifteen lessons were observed involving nine teachers. Meetings were held with groups of pupils, staff, the local Leader of Education, (a local experienced headteacher who is currently supporting the school), and representatives of the governing body and the local authority. Inspectors observed the school's work, and looked at policies and procedures related to safeguarding pupils, data on pupils' attainment and progress, pupils' workbooks and external reviews of the school's effectiveness. Eighty three questionnaires returned by parents and carers were scrutinised along with questionnaires completed by staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether pupils' progress is sufficient in English and mathematics.
- Whether the quality of teaching and the use of assessment in lessons are consistent and effective enough across the school to sustain pupils' progress.
- How effectively are leadership and management improving the quality of provision and outcomes for pupils.

Information about the school

The school is broadly average in size compared to other primary schools. Almost all pupils are of minority ethnic heritage and very largely Asian British of Pakistani heritage. The vast majority speak English as an additional language and start school at an early stage of learning to speak English. The proportion of pupils known to be eligible for free school meals is broadly average and the number identified with special educational needs and/or disabilities is average.

An acting headteacher and acting deputy headteacher took over the leadership of the school in September 2010 with an agenda to urgently raise standards. Prior to this, the local authority had intervened.

The school has awards including Investors in People, Activemark, International School Award and Healthy School status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school. Provision and the outcomes for all of its pupils are improving. The new acting headteacher and acting deputy headteacher and other leaders have made a good start to driving improvement and are succeeding in communicating to staff the sense of urgency in improving the quality of their work. The acting headteacher brings an expert and critical eye to evaluating the school's effectiveness. Self-evaluation is accurate in identifying strengths and weaknesses, leading to an appropriate plan of improvement. This increasingly involves the whole school in concerted actions to deal with the deficiencies in provision previously found to be impeding pupils' progress. These barriers, which had been mainly in the quality of teaching and the tracking of pupils' progress, are being systematically removed. Challenging whole-school targets have been set to raise attainment and these are being vigorously pursued by senior leaders. As a result, the school's capacity to sustain improvement is satisfactory.

Teaching has benefited from intensive monitoring and a programme of professional development. During the inspection, in nearly half of the lessons observed teaching was good, although there was some that was inadequate. There is now rigorous tracking of pupils' progress. This shows, as does work in lessons and in pupils' books, that progress in English is satisfactory and improving. It also reveals that progress in mathematics is uneven in Key Stage 2, and had fallen behind that in English. However, the gap is being rapidly closed, as a result of improvements in teachers' subject knowledge, the mathematics curriculum and assessment. This has raised expectations, such that learning and progress in mathematics at the top end of Key Stage 2 are good, but are less strong in some earlier years. Most Year 6 pupils are on track to achieve broadly average attainment in English and mathematics.

The school takes good care of pupils, keeping them safe and well supported in relation to their wide range of needs. Good partnerships with many agencies ensure pupils and their families have access to a good range of specialist advice and expert support. Children in the Early Years Foundation Stage make a good start in learning to speak English and this continues to develop across the school. Good engagement with parents and carers, through the work of the school's pastoral and community manager in particular, is increasingly enabling them to help support their children's learning in literacy and numeracy at home. The interpreters/bilingual support based in the school make sure good communication between home and school is maintained.

Pupils' attendance is above average. They enjoy school, behave well and feel safe. Their good knowledge of a healthy lifestyle helps them make informed choices. Pupils help willingly in school in many ways and beyond the school they contribute positively, in particular by raising money for their choice of charities. The school promotes pupils'

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personal development comprehensively and their spiritual, moral, social and cultural development is good as a result.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Increase the proportion of good teaching and eliminate inadequate teaching by:
 - - sustaining intensive monitoring of lessons
 - - ensuring that continued professional development succeeds in embedding effective approaches to learning.
- Improve/accelerate pupils' progress in mathematics by:
 - - further developing teachers' subject knowledge
 - - embedding the revised mathematics curriculum
 - - making more effective use of new assessment procedures

Outcomes for individuals and groups of pupils**3**

The school's data and observations in lessons show learning is improving and progress accelerating, although they are uneven across the school. Children's attainment on entry is below that expected. Overall, pupils' progress, achievement and enjoyment are satisfactory.

Pupils' progress in mathematics is variable because occasionally assessment is not used effectively to plan tasks that meet all pupils' needs. Effective learning in mathematics was observed in the systematic consolidation of mental skills and calculation methods in Year 4. Attitudes to learning are often good and many pupils enjoy their work. They behave well and remain attentive, contributing to lessons confidently when the opportunities arise. Most pupils have a good command of English and speak clearly and with increasing fluency as they move through school. They apply themselves to whatever they are asked to do and engage well in learning when lessons are challenging and effectively taught. Improvements are taking place in planning, specifically for pupils with special educational needs and/or disabilities, with the result that their learning needs are being met in more focused ways, leading to their satisfactory progress.

Pupils understand the need for a balanced diet and the benefits of keeping fit. They know what is good for, and harmful to, good health. Pupils willingly take on responsibilities in school, for which they have to apply, and this contributes to their satisfactory preparation for the future. Sporting links and enterprise projects with other schools help to develop pupils' wider outlook, as does their enthusiastic fund-raising. Spiritual development is effectively promoted through regular assemblies and weekly opportunities for prayers, sometimes led by a local Imam. Visits to different places of worship and visitors representing different faiths, enable pupils to develop a broad appreciation of the cultural diversity of Britain.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Although satisfactory overall, the quality of teaching is variable. In nearly half the lessons observed, effective learning was promoted through good use of assessment leading to detailed planning, the setting of clear learning objectives and a careful match of work to pupils' capabilities. In good lessons, pupils are challenged by their work; they make good efforts and progress well. Here, teachers use accurate information on pupils' prior attainment to set work to challenge pupils. However, this is not wholly consistent across the school and, as a result, expectations are not always high enough nor the pace of learning sufficiently brisk to generate good learning and progress.

The provision for English is well matched to the range of pupils' needs and is impacting positively on pupils' progress. Mathematics provision is improving and planning is increasingly matched to pupils' age and their capabilities. The curriculum offers good opportunities for pupils to learn about other cultures and beliefs. Lessons and other activities are enriched by visits and visitors, which add to the breadth of pupils' experiences and their enjoyment of school.

Pupils' social and emotional development is catered for well by the positive atmosphere of school and the good provision for personal, social, citizenship and health education. This all contributes well to pupils' developing self-confidence and to them becoming well-rounded individuals. They are kept safe and staff make sure pupils are made to feel welcome and enjoy school. The systems for monitoring and supporting pupils whose

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circumstances may have made them vulnerable and those with special educational needs and/or disabilities have been overhauled and are effective in providing a systematic approach to meeting pupils' needs. As pupils move through the school and onto secondary school, their transition is well planned, supporting them and their parents and carers effectively.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

In the short time the acting headteacher has been in charge, expectations have been raised and a clear direction on securing high standards established across the school. The local authority now has less involvement in supporting the school and has significantly reduced its intervention. Staff work well together as a team and are fully behind, and contribute to, the drive for improvement. A sharply focused system for continuously tracking pupils' progress is being implemented and this is now beginning to provide data on which to plan improvements and set appropriate targets.

Middle leaders are increasing their knowledge of the school's impact on pupils' outcomes, more so in English than in mathematics, thus promoting equality of opportunity satisfactorily. The school does not tolerate any discrimination. The governing body is involved in the strong drive for school improvement and is acting decisively in supporting the school. Parents and carers are closely engaged with the school and their participation in supporting their children's learning is strongly encouraged. The school's pastoral and community leader has initiated effective links with parents and carers and many support agencies, creating good partnerships to support, in particular, pupils' well-being. The school is effectively promoting community cohesion. It knows and is closely involved with its community and actively supports integration, particularly through its work with parents and carers. There are effective links with representatives of other faiths and cultures. This adds positively to pupils' experiences. The school is continually strengthening its systems for safeguarding pupils and meets requirements fully.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Most children enter Nursery with below the expected level of skills and make satisfactory progress. Past performance has been inadequate, but improved provision and leadership and management mean that more children are now on track to achieve the expected level in all areas of their learning. This is particularly evident in communication, language and literacy and in personal, emotional and social development. In the Nursery and Reception classes, children feel safe, enjoy learning and develop a positive attitude to school. By the end of the Reception Year they play together well, show consideration for each other and develop the ability to take turns and the skills to use utensils and tools safely. Children make particular gains in speaking and listening; the Reception class is a buzz of chatter with children talking excitedly about their work with staff and parents and carers.

Assessment is developing as an integral part of teaching, although not all staff are using the systems confidently. The support for children when they arrive into Nursery and when they leave Reception is developing and parents and carers are becoming more involved in their children's learning, encouraged by home visits, bilingual support and workshops in school. The Early Years Foundation Stage leader is developing the staff as a team and enabling them to use information they gather effectively to analyse children's progress and plan the next steps in their learning.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

There was an average level of response to the parents' and carers' questionnaire. Almost all of the respondents expressed positive views and are overall happy with the school, in particular that their children enjoy school and are safe. The views of these parents and carers match those of inspectors. A few parents and carers have doubts about their children's progress, their preparation for the future and the account taken of their suggestions and concerns. Inspection findings show that pupils are making satisfactory progress overall and are prepared satisfactorily for the future. Inspectors found that the school has developed a good relationship and good communications with parents and carers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Victoria Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 90 completed questionnaires by the end of the on-site inspection. In total, there are 257 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	48	53	40	44	2	2	0	0
The school keeps my child safe	41	46	48	53	0	0	0	0
My school informs me about my child's progress	36	40	49	54	1	1	0	0
My child is making enough progress at this school	25	28	47	52	11	12	3	3
The teaching is good at this school	36	40	49	54	3	3	1	1
The school helps me to support my child's learning	28	31	53	59	4	4	2	2
The school helps my child to have a healthy lifestyle	28	31	55	61	4	4	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	29	32	48	53	5	6	1	1
The school meets my child's particular needs	29	32	52	58	8	9	1	1
The school deals effectively with unacceptable behaviour	30	33	56	62	2	2	1	1
The school takes account of my suggestions and concerns	22	24	59	66	9	10	0	0
The school is led and managed effectively	27	30	60	67	2	2	1	1
Overall, I am happy with my child's experience at this school	38	42	46	51	4	4	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



31 March 2011

Dear Pupils

Inspection of Victoria Primary School, Keighley, BD21 2RD

Thank you for the very warm welcome when the inspectors visited your school, and many thanks to the groups of pupils who met with inspectors to discuss their views of school.

These are some of the good things about your school.

- You enjoy school which shows in your good attitude to learning, good attendance and good behaviour.
- You know how to stay safe and the importance of a healthy lifestyle and you make good choices that help you stay safe and keep fit and healthy.
- You are as helpful as possible in school, especially towards each other and by raising money for many good causes.
- Your teachers and their assistants care for you well and help you when you need them to.
- The headteacher, staff and the governing body are making many improvements in school which are helping you to make better progress.

In order to help to improve the school even more, I have asked the headteacher to:

- improve teaching so that in all of your lessons you always learn effectively and make good progress
- ensure the improvements to mathematics the school is aiming for are successful and enable you to achieve more.

You can help by continuing to attend school every day and working hard. I wish you all the very best for the future.

Yours sincerely

Alan Lemon

Lead inspector

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