

# Victoria Junior School

## Inspection report

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<b>Unique Reference Number</b>	102486
<b>Local Authority</b>	Hounslow
<b>Inspection number</b>	355202
<b>Inspection dates</b>	22–23 March 2011
<b>Reporting inspector</b>	David Shepherd

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

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<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	280
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Margaret Bonsey
<b>Headteacher</b>	Wendy Young
<b>Date of previous school inspection</b>	19 November 2007
<b>School address</b>	Victoria Road Feltham Hounslow TW13 4AQ
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## Introduction

This inspection was carried out by three additional inspectors, who observed 16 lessons led by 13 different teachers. Meetings were held with the senior staff, a group of pupils and two members of the governing body, including the Chair of Governors. Inspectors observed the school's work, and looked at safeguarding documentation and the school's analysis of its performance data. Questionnaires from 95 parents and carers, 21 staff and 97 pupils were received and analysed.

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

- The reasons why girls appear to attain lower levels than boys in mathematics.
- The rates of progress of pupils and the reasons why progress appears to be slow for some groups.
- The accuracy of the school's judgement on teaching.
- The impact on progress and attainment of the monitoring carried out by senior and middle leaders.

## Information about the school

The school is larger than most primary schools, and draws its pupils from the local area. The proportion of pupils from minority ethnic backgrounds is high, and a minority speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is above average. Their main needs are moderate learning difficulties and behavioural, social and emotional difficulties. The proportion of pupils known to be eligible for free school meals is above average. The school has gained Healthy Schools status and the Activemark award.

**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

Victoria Junior School provides its pupils with a satisfactory education. Pupils make expected progress because the teaching is satisfactory. There are some good features in the school's work and, in particular, good care, guidance and support mean that pupils enjoy school, feel safe, behave well and get on well together. They lead healthy lifestyles and play a significant part in enabling the school to run smoothly. Pupils enjoyment of school is shown by their above average attendance.

Pupils' attainment at the end of Year 6 is broadly average but higher in reading and mathematics than in writing. This is because some teachers lack the expertise necessary to consolidate and extend pupils' writing skills in different subjects. In 2010, girls in Year 6 did not perform as well as boys in mathematics but this is not the case this year where the opposite is true. Inspectors found that pupils do not make quicker progress than they do because teachers do not plan well enough what pupils at different levels of ability are to learn in each lesson. This is why progress is only satisfactory and not good. Pupils with special educational needs and/or disabilities make similar progress to other pupils because of the considerable support they receive.

A notable feature of lessons is the consistently good relationships between pupils and adults. As a result, pupils try hard to please staff. Teachers and teaching assistants provide good guidance and support for pupils in their groups during lessons. Teachers ask probing questions that encourage pupils to think carefully and develop independence in their learning. Marking is designed to be encouraging but does not always provide enough guidance for pupils and, where next steps are indicated, pupils are not always given enough time to respond to the suggestions made. The curriculum is enriched by a wide variety of visitors to the school, visits to places of interest and after-school clubs that are popular with pupils. However, it does not include enough planned opportunities for pupils to consolidate and extend their writing skills.

The headteacher has a clear vision for the school, which is shared by the deputy headteacher and senior staff. Some senior and middle leaders are new to post and are gaining the skills necessary to carry out their roles but have not yet had a strong enough impact on learning. Data from each class are analysed carefully but are not used consistently to address underachievement. Pupils are set targets in their learning but sometimes these are not adequately personalised for individual pupils. The impact of this is that some pupils do not make as much progress as they need to. The governing body is keen and supportive but has not been successful in providing the school with the challenge necessary to aid improvement. Self-evaluation is accurate and appropriate priorities for development are identified. This underpins the school's satisfactory capacity to sustain further improvement. However, planning is too detailed to give a clear focus on the key actions that need to be taken to raise attainment.

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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?

- By July 2012, raise attainment in writing to above average by:
  - training staff in approaches they should use to extend writing across the curriculum
  - providing pupils with regular opportunities to consolidate and extend their skills in writing in different subjects.
- By October 2011, improve the quality and consistency of teaching and assessment so that at least 80% of lessons are good or better, by:
  - identifying what pupils of different abilities are to learn in lessons
  - ensuring that marking always indicates the next steps in pupils' learning, and providing pupils with opportunities to correct their mistakes.
- Ensure that monitoring and evaluation by senior and middle leaders lead to accelerating progress and rising attainment by:
  - using the outcomes from data analysis consistently to address any underachievement
  - setting pupils targets that are matched appropriately to their individual needs and abilities
  - devising and implementing plans that focus on the key actions to raise attainment.

## Outcomes for individuals and groups of pupils

**3**

Pupils' achievement is satisfactory, given that they start school with skills that are broadly average. They make satisfactory progress to the point where attainment is broadly average. Pupils settle down quickly to their work. For example, in Year 6 pupils worked enthusiastically when deciding upon the most appropriate adjectives that best described objects from a bag on their tables. Pupils in Year 5 similarly enjoyed the practical ways in which they worked out their eight times table. In Year 4, pupils talked eagerly to each other about how to calculate a whole number from a fraction. There are no significant differences in attainment between boys and girls, and pupils who speak English as an additional language are given suitable focused language support to ensure they can keep up with their classmates.

Pupils know about healthy foods and the importance of exercise. They enjoy physical activities in lessons as well as at playtimes, lunchtimes and after school. The responses on these topics in pupils' questionnaires indicate the positive impact of achieving Healthy Schools status and the Activemark. Pupils behaved well in the lessons seen, and sometimes their behaviour was exemplary. Pupils make a good contribution to the school and local communities. For example, Year 6 pupils act as house captains, prefects and junior road safety officers. All classes have monitors and Year 3 pupils act as monitors in the dining room at lunchtimes. The choir takes part in the annual Hounslow Summer

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Singing Festival and also entertains parents and carers at Christmas and guests at nearby hotels. They have raised money for a range of charities at home and abroad. Elected pupils represent their peers on the school council. Spiritual and moral development are good. Pupils reflect thoughtfully upon some of the broader issues in life, such as Why it is good to be me. They have a good sense of fairness and know the correct way to behave. They learn about aspects of a range of cultures, including those represented by their classmates.

*These are the grades for pupils' outcomes*

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

<sup>1</sup> 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?

Teachers' planning and classroom organisation are effective in enabling lessons to flow smoothly and the purposes of lessons are generally made clear to pupils; however, on occasions, pupils at different levels of ability do not know how well they have done because expectations of their learning have not been explained to them. Sometimes, work is too easy for the most able pupils because it does not reflect their abilities well enough. Teachers and teaching assistants support pupils with special educational needs and/or disabilities on an individual and/or group basis and this helps them in their understanding of particular aspects of their work. This additional teaching helps them to make satisfactory progress. On occasions, the pace of learning is too slow because the introductions to lessons are too long and this does not leave pupils with enough time to carry out the tasks set for them. While content of lessons is often very interesting, it is not

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consistently so and that causes some pupils to become restless and distract others and teachers find it difficult to re-engage them fully in the lesson.

Provision to promote pupils' personal development is included effectively throughout the curriculum. Enrichment activities are extensive and visits to places of interest and visitors to the school are popular with pupils. During the inspection, the Hounslow Music Service provided Year 4 and 5 pupils with good opportunities to develop their music skills by encouraging them to sing and play musical instruments. However, pupils' writing skills are not reinforced regularly enough through the creative curriculum in subjects such as history, geography and religious education, and this prevents pupils from making quicker progress.

Good arrangements for pupils joining the school ensure that they settle quickly. In replies to their questionnaire, most pupils responded that they were well looked after by the staff. Procedures for promoting attendance and thoughtful behaviour are good. Transition arrangements from infant school and from Year 6 to secondary school are good.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The headteacher, with the support of senior leaders, has developed a clear vision for the school that is shared with staff. The school identifies appropriately the strengths and weaknesses of teaching and learning. These are then incorporated into plans to improve provision. However, plans are too detailed and this makes it difficult to identify the impact of these plans on pupils' learning, which limits their effectiveness.

The school has a generally positive relationship with parents and carers. Initiatives such as curriculum evenings, parents' evenings, weekly newsletters and the school website all help to promote this positive relationship. Parents and carers are invited into school on a number of occasions, such as for parents' evenings and to assemblies and school productions. However, a few parents and carers are not satisfied with all aspects of the school's work.

Links with the local authority, external agencies and local schools help to promote effectively the personal development and well-being of pupils, but do not have such a strong impact on developing pupils' academic skills. Governance is satisfactory. The governing body is supportive and shows high levels of commitment to the school. However, it does not provide enough challenge to enable it to make a significant contribution to improvements in pupils' learning. Safeguarding procedures are good. The

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site is safe and secure, and all staff are rigorously vetted and trained regularly in child protection procedures.

The school tackles any racist behaviour and discrimination satisfactorily. It provides appropriate support for pupils with special educational needs and/or disabilities and works hard to ensure equality of opportunity for all pupils. However, the attainment of all groups remains broadly average. The school is a harmonious community and does much to promote community cohesion at a wider level. Pupils have a good knowledge and understanding of their local, national and international communities.

*These are the grades for leadership and management*

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

## Views of parents and carers

The response rate from parents and carers to the questionnaire was average for a school of this kind. Their views were largely positive, although approximately one fifth of the questionnaires returned included written comments and most of these were critical of the school. Nonetheless, parents and carers felt that the school keeps their children safe, their children enjoy school, and the school meets their children's needs and keeps them informed about progress. One parent, pleased with provision in Year 6, wrote, 'Laptops are provided in Year 6, which has been useful and improved my child's computing and mathematics skills. The school also provides booster classes for mathematics and English and these are useful as well.'

A few parents and carers wrote that their children do not make enough progress. A further general concern was that the school does not manage behaviour effectively. The inspection found that pupils make satisfactory progress. Inspectors judged that the school's policy and procedures for managing behaviour are effective and that pupils' behave well for the most part. Staff receive regular training in how to manage behaviour effectively.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Victoria Junior 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 95 completed questionnaires by the end of the on-site inspection. In total, there are 280 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	37	39	47	49	10	11	0	0
The school keeps my child safe	34	36	53	56	4	4	0	0
My school informs me about my child's progress	38	40	50	53	4	4	0	0
My child is making enough progress at this school	30	32	46	48	15	16	1	1
The teaching is good at this school	28	29	50	53	11	12	1	1
The school helps me to support my child's learning	26	27	53	56	14	15	0	0
The school helps my child to have a healthy lifestyle	20	21	60	63	7	7	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)	20	21	57	60	11	12	1	1
The school meets my child's particular needs	20	21	63	66	7	7	1	1
The school deals effectively with unacceptable behaviour	19	20	52	55	20	21	2	2
The school takes account of my suggestions and concerns	17	18	55	58	13	14	2	2
The school is led and managed effectively	22	23	59	62	5	5	1	1
Overall, I am happy with my child's experience at this school	27	28	51	54	13	14	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](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



24 March 2011

Dear Pupils

**Inspection of Victoria Junior School, London TW13 4AQ**

Thank you for making inspectors so welcome when we visited your school recently. We enjoyed meeting and talking to you. You go to a satisfactory school where adults work hard to prepare you for the future. Here are some of the best things we found.

- You enjoy school and get on well with each other.
- You feel safe and know the importance of eating healthy foods and taking exercise.
- You like your teachers and teaching assistants, and try your best to please them.
- You are well behaved and make a good contribution to the school.
- Your teachers and teaching assistants look after you well.

We have asked your headteacher, teachers and the governing body to do three things to make your school better.

- Provide you with more opportunities to write in different subjects.
- Set work which all of you find challenging, making sure you know what to do next to improve your work, and giving you time to carry out the improvements suggested in marking.
- Check on the progress you are making in all subjects and make plans that help you learn as much as possible.

All of you can help by continuing to work hard.

Yours sincerely

David Shepherd  
Lead inspector

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