

Victoria Primary School

Cartmel Road, Keighley, West Yorkshire, BD21 2RD

Inspection dates 12–13 February 2013

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

Summary of key findings for parents and pupils

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

- Over time, teaching has not been good enough to ensure that all pupils, including those who need extra help, learn sufficiently well the skills that they need.
- Although pupils are making better progress than in the past, some classes are making better progress than others.
- There is insufficient emphasis on the importance of pupils presenting their work as neatly as possible, and pupils do not have enough opportunities to write at length in all the subjects that they study.
- Teachers do not always set work that is well matched to pupils' abilities and sometimes the pace of lessons is too slow.
- Not all teachers are making full use of the new mathematics policy which sets out the best way to teach basic arithmetic across the school.
- Teachers' marking of pupils' work is of uneven quality. It usually tells pupils what they have done well but less frequently gives clear direction on how to improve.
- As yet, middle leaders are not fully involved in monitoring the quality of teaching nor checking that teachers make full use of the information available about how well pupils are achieving to plan their lessons.
- The outdoor area in the Early Years Foundation Stage is not as stimulating or as well used as the indoor area.

The school has the following strengths

- The headteacher has taken decisive action to tackle inadequate teaching and to reverse a trend of previous underachievement.
- This is a fully inclusive school where pupils feel safe and cared for. Pupils' behaviour is good and they attend regularly.
- Gaps in achievement for pupils supported by the pupil premium are narrowing. In 2012, they attained standards higher than their classmates.
- Governors have a good understanding of the school and what needs to be done to help pupils make better progress.
- The school provides many opportunities for pupils to take part in sporting and cultural activities which contribute to their good spiritual, moral, social and cultural development.

Information about this inspection

- Inspectors observed 14 lessons taught by eight members of staff. Two lessons were carried out as joint observations with the headteacher.
- Meetings were held with staff, pupils and members of the governing body. A meeting was also held with a representative of the local authority.
- Inspectors observed the school's work and looked at its self-evaluation and development plan. Additionally, records of pupils' progress, arrangements for safeguarding and documentation on the monitoring of teachers' performance were scrutinised. Inspectors also listened to some pupils reading.
- Inspectors spoke to parents as they brought their children to school and after they had attended a meeting in school. There were no responses to the on-line questionnaire (Parent View).

Inspection team

Ray Biglin, Lead inspector	Additional Inspector
Steve Rigby	Additional Inspector
Clarice Nelson-Rowe	Additional Inspector

Full report

Information about this school

- The school is an average-sized primary school.
- The proportion of pupils supported through school action is below average.
- The proportion supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils eligible for pupil premium funding is above average.
- The school does not meet the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.
- Almost all pupils are from Asian British Pakistani backgrounds and do not speak English as their first language.
- Since the last inspection, the headteacher and deputy headteacher have managed a significant number of staff changes.

What does the school need to do to improve further?

- In order to increase the rate at which pupils make progress, improve the quality of teaching to good or better throughout the school by ensuring that all teachers:
 - use the accurate information now available about progress to plan challenging lessons for pupils of all abilities, particularly the most and least able
 - underpin their teaching in mathematics with the new whole school policy on teaching arithmetic
 - increase opportunities for pupils to write at length and neatly in subjects other than English
 - provide pupils with clear and precise feedback when marking their work which not only celebrates what they have done well but also tells them what they need to do to improve
 - give pupils the opportunity and time to respond to teachers' comments so that they can practise and improve their skills.
- Increase the effectiveness of the school's leadership in driving improvements by ensuring that:
 - the Early Years Foundation Stage outdoor area is improved in order to provide a creative and stimulating environment to match that of the indoor area
 - middle leaders take greater responsibility for checking how good teaching is and ensuring that best practice is shared and built upon.

Inspection judgements

The achievement of pupils

requires improvement

- Children start school in Nursery with skills that are well below those expected for their age, particularly in speaking and listening. They get off to a good start in the Nursery. However, by the end of Reception, overall skills are still well below expectations. This is because a significant minority of children start school in Reception with extremely low speaking and listening skills. Children's achievement is slowed because the outdoor area is not used well enough to promote all areas of learning.
- Standards were low at the end of both Key Stage 1 and Key Stage 2 in 2012, and floor standards were not met. Previously, teaching in some classes had not been good enough to secure at least adequate progress which meant that, even with good quality teaching in Year 6, pupils could not reach the standards expected of them.
- Current standards in Year 6 are now nearer to average and pupils throughout the school are making the progress expected of them. This is because the senior leaders have tackled inadequate teaching lower down the school. As a result, progress in English and mathematics has strengthened in most year groups and some pupils are now making better than expected progress.
- By the end of Year 6, pupils who are known to be eligible for free school meals attain standards which are better than similar pupils nationally and also better than their classmates. Also, in 2012, the gap narrowed between how well such pupils did compared to all pupils nationally. Additional funding received by the school has been used effectively to accelerate the progress of all such pupils across the school. In addition to extra support in lessons, the money has funded one-to-one teaching, small-group work for letters and sounds, and extra tuition during holidays.
- Disabled pupils and those with special educational needs are now, like their classmates, making better progress. This improvement is due to more detailed analysis of pupils' progress and the good level of support provided by well-trained teaching assistants.
- The parents spoken to said that their children are now making better progress than they did in the past and inspectors agree with this view.

The quality of teaching

requires improvement

- Some outstanding and good teaching was seen but, despite recent improvements, areas of weaker teaching remain. As a result, there are variations in pupils' progress as they move through the school and achievement over time is not good.
- Children in the Reception class make adequate progress when participating in teacher-led activities. However, some of the independent activities made available to them during lessons, particularly in the outside area, do not provide children with enough opportunity to develop their skills in all areas of learning.
- In some lessons, teachers do not use well enough what they know about pupils' abilities in order to give them the right level of work. Consequently, some pupils, particularly the most and least able, work at a slower pace than they need to.
- Pupils say they enjoy lessons, particularly those where they learn by doing rather than just listening. In one lesson, pupils were quickly engaged and intrigued when the teacher shared a cake between two teaching assistants to help them understand splitting something into two halves.
- In some mathematics lessons, teachers do not consistently check before setting tasks that pupils are confident in using basic arithmetic or understand simple concepts. For example, in one lesson, some pupils struggled with percentages because of lack of confidence in simple calculation.
- Teachers' marking of work is uneven across the school. Not all teachers clearly indicate what pupils have done well and what they need to do to improve, nor do they all have high enough

expectations of the way in which pupils present their work. Also, pupils are not always given the time or the opportunity to respond to what the teacher has written.

- In the most successful lessons, pupils make good progress because teachers regularly check their understanding and adjust their teaching accordingly. They provide opportunities for pupils to talk and develop their understanding. For example, in one English lesson, pupils had to state their views clearly by starting what they had to say with either, 'I agree because...' or 'I disagree because...'

The behaviour and safety of pupils are good

- Typically, pupils' behaviour is good. Pupils are polite and helpful as they move around the school. Pupils often asked inspectors if they were enjoying being in their school. This positive attitude makes a good contribution to their improving progress.
- This is a harmonious school where relationships are good. Pupils are supported well and encouraged to participate in lunchtime and after-school activities as well as to take on responsibilities, such as older pupils helping those in the Early Years Foundation Stage. This positive learning environment contributes well to pupils' good spiritual, moral, social and cultural development.
- Pupils, staff and the parents spoken with agree that behaviour is good and that if there are any incidents of inappropriate behaviour they are dealt with effectively. There is a clear behaviour management policy in place which is understood by pupils and consistently applied by staff.
- There are few instances of bullying and pupils are confident that the staff take any such occurrences seriously. They, therefore, feel safe, secure and well cared for. They understand the different kinds of bullying, including cyber-bullying, and know how to deal with them.
- Pupils attend school regularly and are usually on time. Very few pupils are persistently away from school and the school has clear policies in place to support pupils' attendance.

The leadership and management requires improvement

- In the past, leaders did not ensure that there was enough good teaching to enable all pupils to make the progress of which they were capable over time. However, strong and decisive leadership from the headteacher and deputy headteacher, during a period of instability for the school, has led to an improvement in current teaching and, consequently, better progress for most pupils.
- Teaching is improving because rigorous performance management ensures that teachers only move up the pay scale when they can clearly demonstrate that their teaching is good enough to secure good achievement. For this reason, historically, a number of staff have not progressed up the pay scale. Where improvement is needed, the school provides appropriate professional development opportunities for staff.
- Middle leaders have a good understanding of the available information about how well pupils are doing but do not yet monitor how well teachers are using this information to improve their pupils' progress. In addition, they do not yet have the skills to check how good the teaching is in their areas and then to ensure that teachers can learn from each other's best practice.
- The school's commitment to equality of opportunity is illustrated by an increased rigour in checking how well pupils are doing. Half-termly meetings are held to check how well individual pupils are doing and, if anyone is falling behind, extra help and support are put in place. The school also carefully monitors pupils' participation in clubs, and in school activities and trips in order to check that everyone who wants to can take part.
- Alongside the wide range of clubs and activities on offer, the school has recently developed a more creative approach to lessons in order to stimulate pupils' imaginations and help them make connections between different areas of learning. For example, Year 4 pupils were looking at the life of Ann Frank. After making a model of her secret room, they moved on to writing a piece in her style. However, teachers do not capitalise on such opportunities with sufficient frequency to

encourage pupils to produce longer pieces of writing.

- Since the last inspection, the local authority has provided a good level of support aimed at improving progress in both mathematics and English. As its confidence in the school's leadership has increased, it has stepped back and encouraged the school to engage its own improvement consultants, for example to develop the links between different subjects.

■ **The governance of the school:**

- Governors ensure that requirements for securing pupils' safeguarding are met. Governors are suitably trained, including in how to analyse the school's yearly results. As a result, they are well placed to make well-informed decisions about the school's work. They provide a suitable level of challenge to school leaders. They ask leaders questions in order to hold them to account for the school's performance. They are supportive of the headteacher in her drive to improve teaching. Alongside the headteacher, they are committed to ensuring that there is no weak teaching in the school. They are fully involved in performance management to ensure that only good teachers are rewarded with added increments. Governors manage the school's finances well, including ensuring that the pupil premium is spent on helping eligible pupils to make better progress.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	107269
Local authority	Bradford
Inspection number	405094

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	160
Appropriate authority	The governing body
Chair	Jacqui Chang
Headteacher	Jane Dark
Date of previous school inspection	29 March 2011
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