

CfBT Inspection Services  
Suite 22  
West Lancs Investment Centre  
Maple View  
Skelmersdale  
WN8 9TG

T 0300 123 1231  
Text Phone: 0161 618 8524  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

**Direct T** 01695 566868  
**Direct F** 01695 729320  
**Direct email:** pnuttie@cfbt.com



30 April 2013

Mrs Jane Dark  
Headteacher  
Victoria Primary School  
Cartmel Road  
Keighley  
West Yorkshire  
BD21 2RD

Dear Mrs Dark

### **Requires improvement monitoring inspection visit under section 8 of the Education act 2005 to Victoria Primary School, Bradford**

Following my visit to your school on 29 April 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report on the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in February 2013. It was carried out under section 8 of the Education Act 2005.

### **Evidence**

During the visit, meetings were held with the headteacher and deputy headteacher, the phase leaders, (including mathematics and literacy leaders and the school's writing champion), a group of pupils, governors and a representative of the local authority. The inspector scrutinised a range of documentation including: the school's post-Ofsted action plan, pupil's progress tracking information, school self-evaluation, lesson observations and information about performance management. In addition, the headteacher and inspector undertook a learning walk to look at provision, the quality of teaching and learning and the use of marking and feedback.

### **Context**

The school is supporting the return to work of one member of teaching staff. There have been no other changes since the inspection.

### **Main findings**

Strong and determined leadership of the headteacher is now driving forward positive and effective change. She works closely with senior leaders and middle leaders, as well as external partners. As a result of this, teaching is moving towards good overall, with some

examples of outstanding teaching. Where teaching requires improvement, there is intensive work and support being undertaken to ensure no ground is lost in securing good progress for pupils. It is clear that there is a growing culture of high expectations for all.

A succinct post-Ofsted action plan highlights the key areas for improvement with relevant actions, milestones and measurable outcomes. The school has followed this rigorously to date and has evaluated progress and impact.

Distributed leadership is strengthening, with middle leaders taking an increasingly active role in checking on standards and driving forward improvements in teaching and learning. They have a good understanding of the issues and are now being proactive in addressing these with support from the headteacher, deputy headteacher and external consultants. They are able to talk confidently about pupil achievement and attainment and what is being done to address underachievement. They are working with senior leaders to develop planning that ensures lessons are more challenging for pupils of all abilities. This is being closely monitored by middle leaders who regularly feedback to staff and offer the necessary support.

The quality of marking and feedback is improving as a result of staff working together to identify best practice and developing a clear and consistent policy. Pupils say they value this change as, 'It tells you how well you are doing and how you can improve.' They confirm that they follow up on what the teacher has asked them to do and this is helping them to make progress.

Developments in the teaching of reading, writing and mathematics are beginning to impact on standards of teaching and learning and pupil progress. For instance, a clear calculation policy is ensuring greater consistency in the teaching of mathematics. Pupils say that displays and working walls in both mathematics and English help them with their learning. A planned daily basic skills session outside of the numeracy lesson is helping to address gaps in learning. Pupils in Year 6 are trialling new passports for learning in mathematics. They say this is 'excellent' because they have clear 'learning intentions' and it helps them, and their parents, to know what they have to do to improve. The school is now set to launch this with all pupils. An audit of writing has allowed the writing champion to identify gaps in coverage and look at opportunities to link writing to other areas of the curriculum.

Positive action has been taken to address the issue of outdoor provision within the Early Years Foundation Stage and Year 1. Staff have given up time during the recent school holiday to improve this environment. Plans are in place for further improvements pending planning permission. As a result of these actions the outdoor environment is mirroring the indoors. Areas now promote learning in language and number. They build on what children enjoy such as, using the bike parking area to support children's number recognition and counting skills. In the construction area, children have responded to a request from a farmer to design and build a wall to keep his sheep in.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. Following the visit to the school, HMI recommend that further action is taken to:

- Develop middle leaders by training them to undertake lesson observations to further increase their capacity to improve teaching and learning.

Ofsted will continue to monitor the school until its next section 5 inspection. The headteacher has agreed to share end of year data with the HMI to check on progress with actions and the impact on pupil progress.

### **External support**

There is evidence of strong partnership working between the school, governors, local authority, external consultants and partner schools. This is clearly supporting the school's drive to become good. Governors have made a financial commitment to bring in external consultants to secure improvements in teaching and learning and assessment. Where concerns have been identified in recent assessments, swift action has been taken to address this.

The local authority have provided long term support with regular monitoring visits and support for the headteacher to address issues. They have provided support and guidance for the writing of the post-Ofsted action plan and the brokering of support from external consultants.

A partnership of schools known as the Keighley Learning Hub has facilitated training and support for staff, as well as opportunities to bring year group teachers together to secure assessment through the moderation of pupils' work. Newly qualified teachers have had opportunities to work together to improve teaching.

Governors continue to play a proactive role and know precisely what needs to be done to move the school to good. Consequently, they have made some key financial decisions since the inspection which will support school improvement and ensure better outcomes for pupils. They seek to improve their ability to challenge by undertaking relevant training such as a recent training on analysing RAISEonline.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Bradford and as below.

Yours sincerely

Anne Bowyer  
**Her Majesty's Inspector**

The letter should be copied to the following:

- Mrs Helen Storey Senior HMI North East York and Humber