

The Victory Primary School

Allaway Avenue, Portsmouth, PO6 4QP

Inspection dates 28–29 April 2015

Overall effectiveness	Previous inspection:	Not previously inspected as an academy	
	This inspection:	Good	2
Leadership and management	Good		2
Behaviour and safety of pupils	Good		2
Quality of teaching	Good		2
Achievement of pupils	Good		2
Early years provision	Good		2

Summary of key findings for parents and pupils

This is a good school.

- The school is well led. The headteacher provides strong leadership and is supported effectively by senior leaders, staff and governors. This leadership has been a significant factor in the rapid improvements made since the school became an academy.
- The school has received high quality support from the academy trust.
- The school's commitment to equality and to making sure all pupils succeed is strong.
- Attainment is rising because pupils are now making good progress. They achieve well from low starting points.
- Teaching is good in all areas. Teachers question pupils effectively in order to deepen their knowledge and understanding.
- Teaching assistants are used well to support pupils' learning.
- Children in the early years make a good start to their education, especially in developing their language and personal skills.
- Pupils say they feel safe and recognise that the staff are caring.
- Governors provide challenge. The new members are committed to supporting the improvements made and have a clear understanding of the school priorities.
- Effective support given to pupils in the resource base ensures they make good progress from their various starting points.

It is not yet an outstanding school because

- The quality of teaching is not high enough to ensure all pupils make outstanding progress.
- Pupils are not always given time to improve their work after it has been marked.
- Pupils are not always given the right resources to complete their work.
- Pupils from a few families do not always attend as regularly as they should.

Information about this inspection

- Inspectors observed teaching in all classes. They visited 27 part lessons, many together with senior leaders. In addition, inspectors observed small groups of pupils taught by teaching assistants.
- Meetings were held with senior leaders, staff and five governors including the Chair of the Governing Body. The lead inspector also met with the Primary Director of United Learning, which is the academy sponsor.
- Inspectors looked at a range of documents, including the school’s data on pupils’ current progress. They also considered records relating to behaviour, attendance and the safeguarding of children. Inspectors scrutinised the school’s arrangements for spending, including the additional funding for sport and the pupil premium.
- Inspectors looked at work in pupils’ exercise books, listened to children read and talked to them about their work.
- Inspectors held meetings with groups of pupils, including members of the school council.
- The inspectors took account of the communications they had with parents and the 40 responses to the online Parent View questionnaire. The inspectors also had informal discussions with parents at the start of the school day.
- Questionnaires completed by 53 members of staff were analysed.

Inspection team

Sarah Jones, Lead inspector	Additional Inspector
Ken Bryan	Additional Inspector
Bruno Grzegorzek	Additional Inspector
Joseph Skivington	Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- The Victory Primary School converted to become a United Learning sponsor-led academy in September 2013. When its predecessor school, The Victory Primary School, was last inspected by Ofsted, in November 2012, it was judged to be in special measures.
- The headteacher took up his post in September 2013.
- Most pupils are from White British backgrounds.
- The proportion of disabled pupils and those with special educational needs is twice the national average.
- The proportion of disadvantaged pupils who are eligible for the pupil premium (additional government funding which in this school supports pupils known to be eligible for free school meals) is twice the national average.
- There are two classes in each year group and three in Year 6.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The early years provision comprises of a part-time nursery for three-year-olds and two full-time Reception classes.
- The school is part of the Paulsgrove cluster of primary schools that works together to help raise standards and improve experiences for pupils.
- Portswood Teaching School Alliance has supported the school.
- King Richard Secondary School has supported the school.
- The school includes and manages a 23-place resource base, referred to as Rainbows, for pupils from early years to Year 6 with speech, language and social communication difficulties. Portsmouth Council allocates places to children from across the city with statements.
- The school provides a number of after-school clubs and a well-attended breakfast club that is managed by the governing body.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching and raise pupils' attainment by:
 - providing time for pupils to respond to guidance given through marking and verbal feedback
 - providing the right resources for pupils to complete their work.
- Continue to improve attendance rates further by:
 - reminding parents about the importance of their children's regular attendance at school
 - checking the effectiveness of strategies that are used to monitor attendance.

Inspection judgements

The leadership and management are good

- Strong leadership and clear direction have had a positive effect on raising attainment and accelerating progress for all pupils. The headteacher has created a culture of wanting to be successful. Pupils' good achievement is regularly celebrated.
- Senior leaders are aware of the strengths and areas for development, and these are clearly documented. The school has used its partnerships well, working with local schools and with schools within the academy trust to support all the improvements they have made.
- Checks on pupils' progress are thorough. Regular meetings with class teachers, senior and middle leaders ensure that action is taken if a pupil is in danger of falling behind. The school is working with the academy trust to review the new approach to assessing pupils.
- Middle leaders are effective. Staff responsible for English and mathematics use their expertise to work with teachers to develop their subject knowledge.
- The Rainbows resource base is well led and managed and parents appreciate the regular updates they receive on their child's progress.
- Pupils enjoy their work; they find the themes interesting. The high quality displays, both in the classrooms and corridors, demonstrate the pride pupils have in their own work and inspire other pupils.
- Pupils' spiritual, moral, social and cultural development is promoted well in lessons and assemblies. The school prepares pupils well for life in modern Britain. They are taught to be tolerant and to value each other. They celebrate events throughout the year, including St George's Day. They have an understanding of democracy when voting for their school council representatives.
- The additional government funding to support disadvantaged pupils has been used effectively to close the gap in the attainment between them and their peers. The funding has been used in a range of different ways to support pupils' achievement, health and well-being. This ensures all pupils are treated equally.
- The school makes good use of the additional primary sport funding to promote healthy lifestyles for all pupils, especially those who are less active. A sports coach works with pupils to develop their skills in a range of different sporting activities, such as athletics, basketball and football. There are more opportunities for pupils to participate in local competitions; this includes the local 'dance off', which the school has won for the last two years.
- Parents are positive about the school's work. One parent commented that since her child started the school, 'He has made massive progress, both educationally and socially.'
- The school works effectively with a range of partners, including the academy trust, the local teaching school alliance and the local authority to support the improvements made.
- Teachers are held to account for the progress pupils make. Arrangements to check teachers' performance are fully in place and linked to salary progression. Teachers new to the profession report they feel well supported.
- Safeguarding procedures meet requirements. The school's day-to-day procedures are well established to make sure pupils are well cared for.
- **The governance of the school:**
 - The United Learning Academy Trust school improvement board members have a clear understanding of the school's strengths and what the school needs to do to maintain the improvement made. Governors new to the role are committed to both support and challenge the school. Their induction to the role ensures they have an understanding of information on performance and the priorities to be addressed. Minutes of meetings show governors have an understanding of and hold leaders to account for the effectiveness of teaching, leadership and the progress pupils are making.
 - Governors have an understanding of the school's management of teachers' performance and the implementation of the Teachers' Standards and how they affect salary progression. Governors monitor spending, including the pupil premium, to improve pupils' achievement and sport funding to improve pupils health and well-being.

The behaviour and safety of pupils are good**Behaviour**

- The behaviour of pupils is good. Pupils' attitudes to learning are good. Most pupils respond to the way the school is run and behave well.
- A few pupils present challenging behaviour. These pupils are managed well and other pupils in the class understand and tolerate their difficulties. There are systems in place to check on incidents and give additional support when needed. School behaviour records indicate that the number of incidents is reducing.
- The school has worked hard to improve attendance. It has worked hard with families to make sure the attendance of some pupils continues to improve. Leaders acknowledge that this work needs to continue to ensure attendance is above the national average.
- The school council enjoys the responsibilities it has, including contributions to the summer fayre and members acting as buddies to younger pupils.
- There has been one permanent exclusion since the school opened as an academy.

Safety

- The school's work to keep pupils safe and secure is good. Pupils are aware of how to keep themselves safe.
- The overwhelming majority of parents who responded to Parent View agree that the school keeps their children safe.
- All staff receive regular training to ensure they are aware of their responsibilities in protecting children.
- Pupils are aware of different types of bullying, including cyber bullying. They are confident that there is no bullying in the school. They say there are sometimes arguments over games and adults help sort out these disagreements. When talking to inspectors, pupils in Year 2 were very clear that they should not go on to social media sites.
- The well-attended breakfast club provides a safe start to the school day for pupils.

The quality of teaching is good

- Teaching is good in all areas. There is a high proportion of teaching assistants who are well trained and used effectively to support groups of pupils and individuals. This means they make a valuable contribution to pupils' learning.
- Teachers use questioning well to both develop and deepen pupils' understanding.
- Teaching in Rainbows is good, with work planned to be at the right level for the pupils.
- Pupils say they enjoy exciting lessons as they help them to understand their work. They said they particularly enjoyed a literacy lesson when teachers, including the headteacher, dressed up as characters from *Street Child*.
- Pupils are encouraged to read regularly to help improve their writing. They have weekly sessions in the library, referred to as Readlot Kingdom.
- There are good opportunities for pupils to develop their numeracy in other subjects. For example, in one class, pupils calculated the distance of planets from the earth in a science lesson.
- Lessons are well organised; however, pupils do not always have the right equipment to carry out their work. For example, pupils do not always have dictionaries to check the accuracy of their spellings in literacy lessons.
- Pupils' work is marked regularly; however, pupils are not always given time to improve their work.

The achievement of pupils is good

- Children who enter Nursery and those who start in Reception, begin with skills that are below those typical for their age, especially in speech and language. They make good progress and are well prepared to start Year 1.
- Pupils make good progress throughout the school. Standards at the end of Key Stage 1 have risen, particularly in reading and mathematics. In 2014, at the end of Key Stage 2, pupils' attainment was in line with the national average in reading and mathematics, although below in writing.
- The most-able pupils are making good progress. Pupils are benefiting from the additional mathematics support from King Richard Secondary School, and some are on track to achieve the higher levels at the

end of Year 6.

- The phonic standards check (letters and their sounds) at the end of Year 1 was just below the national average in 2014. However, with more teacher support, progress is accelerating. Year 1 pupils show an increased understanding of how letters blend together and can sound out words that are new to them.
- Disabled pupils and those with special educational needs make good progress. This is because teachers and teaching assistants know what they need to do to support their progress. Their progress is tracked well and their needs are met through good quality teaching, small group and one-to-one support.
- Pupils' individual needs are supported effectively in the resource base. This targeted help ensures pupils make good progress from their various starting points.
- Progress in reading, which was identified as a concern at the start of the year in Years 1 and 5, has improved as a result of additional staff support.
- The attainment of disadvantaged pupils (those supported by the pupil premium) at the end of Year 6 is similar to other pupils in the school in reading, writing and mathematics. However, they are about a term behind in the grammar and spelling test. Compared to pupils nationally, they are in line in reading, however, they are two terms below in mathematics and three and half terms below in writing.
- Writing has been a focus for school improvement. Pupils benefit from opportunities to write longer pieces of work and this is reflected in their work.

The early years provision

is good

- The early years provision is well led and managed. The leader is experienced and is supported by an enthusiastic team.
- The children's learning journeys are detailed and thorough and provide evidence of the progress the children have made. This continual assessment informs teachers' planning.
- Parents appreciate the opportunity to speak openly to staff and to be involved in their child's learning. They particularly enjoy the chance to stay and play with their child and learn from the information sessions on how to help children read.
- Before children start in Reception, staff visit children at home and in their nursery settings. This helps staff with their early assessments and ensures that work is planned at the right level. The visits and well-established routines help children to settle quickly.
- Teaching in early years is good. The planned activities throughout the day are varied and capture children's interest as the children practise their reading, writing and number skills.
- The large indoor and outdoor spaces are well managed by staff. Risk assessments of activities are completed. The outside area is used well by children in both Nursery and Reception. For example, a group of children enjoyed playing in the 'police station' and another group were absorbed in looking at books in the 'beach area'. Behaviour is good, and children are happy working alongside each other and organising games.
- Safeguarding procedures are securely in place and children feel safe in school.

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	139712
Local authority	Portsmouth
Inspection number	450144

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	469
Appropriate authority	The governing body
Chair	Richard Clarke
Headteacher	Jim Hartley
Date of previous school inspection	not previously inspected
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