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27 June 2007

Miss Wendy Young  
Headteacher  
Victoria Junior School  
Victoria Road  
Feltham, TW13 4AQ

Dear Miss Young

### Ofsted Monitoring of Schools with Notice to Improve

Thank you for the help which you and your staff gave when I inspected your school on 20 June 2007, for the time you gave to our phone discussions, and for the information which you provided before and during my visit. Please pass my thanks to the staff, the chair of governors, and the local authority representative who met with me.

This letter will be posted on the Ofsted website. Please inform the Regional Inspection Service Provider of any factual inaccuracies within 24 hours of the receipt of this letter.

As a result of the inspection on 18 and 19 October 2006, the school was asked to look at the following areas of concern: raise achievement and standards, particularly in English; ensure that teaching is uniformly good and regularly and effectively monitored and evaluated; ensure activities planned for groups of pupils consistently match what they need to do next.

Having considered all the evidence I am of the opinion that at this time the school is making satisfactory progress in addressing the issues for improvement.

The 2006 national test results for pupils in Year 6, although below average, were a marked improvement on previous years. High staff turnover partly accounted for declining academic standards over several years. With strong support from the local authority (LA), significant improvements have been made since the inspection. The school's in-depth analysis of current progress indicates that three quarters of Year 6 pupils are likely to meet their targets in English. In mathematics, gains made in Year 5 have been sustained and around 85% of the pupils are predicted to achieve satisfactorily, in line with their targets. The school very clearly recognises that the progress of Year 6 pupils, although improved, is still unsatisfactory overall, mainly because of the legacy of underachievement in the cohort.

There has been a faster and satisfactory rate of progress in other year groups, however. A range of robust measures to remedy gaps in the pupils' learning and galvanise day-to-day learning has been effective. The school now knows exactly

what proportion of each year group is underachieving. Teachers are held accountable for the progress of their groups based on carefully analysed assessment information. The data for Year 5 show that currently around a third are making slower than expected progress compared to two thirds at the time of the inspection. The annual dip in Year 3 in the first term in the school is being addressed and Year 4 pupils are now making satisfactory progress. In the lessons for Years 5 and 6 seen during the monitoring visit, pupils' progress was at least satisfactory. Overall progress in raising achievement and standards across the school is satisfactory.

Much of the improvement in the pupils' rate of progress has come about because of the strong focus on developing and strengthening classroom practice and in sharpening procedures to track achievement. Training for staff in the use of assessment information has been carefully orchestrated and has been effective in raising teachers' and pupils' expectations. The monitoring and evaluation of teaching have been systematic at senior level and training for curriculum leaders is on-going. Senior and middle leaders now have a clear picture of where developments in teaching are needed. The school's latest appraisal of teaching, borne out by lessons seen during this visit, indicates that around half of lessons are consistently good. Where teaching has been found to be inadequate, the school and the local authority consultants have provided good support, and together with governors, have taken decisive action where necessary to improve staffing. The now readily available information on pupils' attainment and progress, improved target setting and the better use of data in planning lessons have assisted teachers in matching work more accurately to pupils' earlier learning. However, the school recognises that more has to be done to improve the match of work for pupils in Year 3 so that they build on the skills they have when starting school. Progress on monitoring and improving teaching and on matching work more accurately to pupils' needs has been satisfactory.

The local authority has revised its plans which now include resources and success criteria to support the school. Very regular support from the attached adviser and other LA consultants has accomplished much in strengthening and empowering senior and middle leaders. Governors, too, have benefited from support through additional personnel and through attendance at the LA monitoring reviews. This has provided them with clear evidence of the school's progress in addressing the issues for development. The on-going support for the school by the LA is very effective.

I hope that you have found the visit helpful in promoting improvement in your school.

I am copying this letter to the Secretary of State, to the Chair of the Governing Body and the Director of Children's services for Hounslow.

Yours sincerely

Sheila Nolan  
Additional Inspector