

Inspection of Victoria Junior School

Victoria Road, Feltham TW13 4AQ

Inspection dates: 20 and 21 June 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Previous inspection grade

Good

What is it like to attend this school?

Victoria is an inclusive, welcoming place. Pupils are happy and show consideration for each other. They are kept safe and feel safe, and they trust adults to help them with any issues they may have.

Staff have high expectations of pupils' behaviour. Pupils value being respectful and kind. They understand what bullying is and report incidents if they happen. Staff resolve problems swiftly.

Leaders have ensured that there is a wide range of subjects in the curriculum. Pupils enjoy learning. However, leaders do not always check that pupils remember knowledge securely in each subject. Some pupils struggle to understand more complex ideas because of gaps in their knowledge. As a result, they do not achieve as well as they should across the curriculum.

Pupils and families value the range of wider opportunities and support provided by the school. For example, pupils enjoy visits to local places of interest, such as museums and places of worship. They enjoy learning about different customs, beliefs and languages.

Leaders work closely with the local community. For example, they provide opportunities for families to cook together at the school and to celebrate different cultures and events.

What does the school do well and what does it need to do better?

Leaders have created an ambitious curriculum, which covers the full range of the national curriculum. In most subjects, leaders have identified the important knowledge that pupils should learn. This is logically sequenced so that pupils revisit and embed key concepts and tackle more complex ideas over time. For example, in religious education, younger pupils learn about different faiths. Older pupils use this knowledge when making comparisons between different religious practices. Similarly, in geography, pupils learn about climate before building on this knowledge when studying rainforests.

However, leaders have not made sure that pupils develop their knowledge consistently and securely across the range of subjects they study. For example, the activities that teachers deliver are sometimes not well matched to the intended curriculum aims. This means that pupils can often remember the activities rather than the knowledge they need for future learning.

In lessons, there are positive relationships between staff and pupils. Pupils are keen to contribute ideas. Teachers deliver information clearly. However, they do not routinely check what pupils know and can do. They do not identify misconceptions and gaps in pupils' learning. This means they move learning on before they have

assessed that pupils have secure knowledge. This limits pupils' depth of understanding.

Leaders have prioritised reading. They have put in place a clearly structured approach to the teaching of phonics. Staff have received training. They make sure that pupils read books matched to the sounds they have been taught. Most staff correct pupils' errors precisely and ensure that pupils practise new sounds. There is a small number of older pupils who are not catching up with the planned programme. Staff do not select activities that are as effective in supporting these pupils to practise and build fluency.

Leaders are working on developing a culture of reading for pleasure. This is linked to the school's aim for reading to be at the heart of learning. Pupils are motivated by receiving 'stars of the week' and certificates in recognition of their commitment to reading more widely.

Pupils with special educational needs and/or disabilities (SEND) learn alongside their peers. They receive helpful support from adults, including from external specialists. Leaders make sure that there are resources to support pupils with SEND, ensuring they can access the same curriculum as their peers. However, pupils with SEND have gaps in their knowledge because teachers do not check their understanding precisely enough.

Pupils work well together. There are few interruptions to learning. Pupils appreciate the extra support that staff give them to help them manage their behaviour, such as play therapy. Pupils attend well, and leaders monitor attendance carefully. Leaders work closely with parents and external agencies to reduce persistent absence.

Pupils have a variety of opportunities to develop their talents and interests. They can choose from a range of after-school clubs, such as football, coding and art. They are excited about trips and visits, such as a visit to the Kempton Steam Museum. Pupils are encouraged to take up responsibilities, including acting as representatives on the school council. They say that this helps them to understand how democracy works. Pupils learn about the importance of keeping themselves healthy and safe.

Leaders' view of the school's effectiveness is not fully accurate. Priorities for improvement are focused on key areas, but related actions have not had sufficient impact. Subject leaders have received some training and support, but this has not been fully effective. This means that their understanding of the impact of the curriculum on pupils' learning is limited.

Governors are recently appointed. They are ambitious for the school and its pupils. They are clear about their responsibilities and have received relevant training. They are aware of the steps they need to take to check that leaders' actions have had the intended impact. However, this work is at the early stages of implementation.

Staff feel valued and appreciate the care and support they receive from leaders. They are proud to work at the school. Leaders consider how decisions will impact on staff workload and well-being. Parents are very positive about the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have established a strong culture of safeguarding. They ensure that regular training takes place for staff. Adults know pupils well and are alert to any changes in behaviour which may indicate that a pupil is at risk. Leaders have ensured there are clear systems for staff to report concerns quickly. Staff have strong links with families. They work closely with external agencies to ensure that pupils receive the support they need. They are quick to respond and provide help for pupils' mental health and well-being.

Pupils learn about how to recognise risks and keep themselves safe online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders do not have a fully accurate view of the school's effectiveness. Priorities for improvement are not focused sharply enough on impact. Leaders must ensure that they check the impact of the curriculum on pupils' learning, including in early reading. They must also ensure that subject leaders have sufficient knowledge and skills to evaluate and secure improvements in the areas for which they are responsible, particularly in ensuring that the curriculum supports all pupils to learn and remember more.
- In many subjects, teachers do not check what pupils have learned and remembered. This means that errors and misconceptions are not corrected, and pupils are not able to recall and apply what they have learned. Leaders must ensure that teachers check pupils' understanding and address any aspects that pupils are finding difficult. This will help pupils to secure the important content they need to learn and be better prepared for the next stage of their learning.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	102486
Local authority	Hounslow
Inspection number	10240316
Type of school	Junior
School category	Community
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	352
Appropriate authority	The governing body
Chair of governing body	Noorian Riaz
Headteacher	David Lee
Website	http://www.victoriajunior.co.uk/
Date of previous inspection	19 and 20 October 2021, under section 8 of the Education Act 2005

Information about this school

- Since the previous inspection, there have been significant changes in the governing body. A new chair of governors has been appointed.
- Leaders do not currently use alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, deputy headteacher, phase leaders and members of staff. Inspectors also met with a local authority representative and members of the governing body.
- Inspectors carried out deep dives in the following subjects: early reading, mathematics, history, geography and design technology. For each deep dive,

inspectors discussed the curriculum with leaders, visited a sample of lessons, spoke with staff and pupils and looked at samples of pupils' work.

- Inspectors scrutinised a range of other documentation and policies, including leaders' evaluation of the school and minutes of governor meetings.
- Inspectors spoke with parents and considered responses to Ofsted Parent View, including the free-text responses from parents.
- Inspectors spoke with pupils and staff about the school's work to keep pupils safe. Inspectors also considered safeguarding records and documentation, including the school's single central record of staff suitability checks.

Inspection team

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