

Victoria Infant School Profile

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Victoria Infant School

Islay Place

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<http://www.victoriaschool.gov.uk>

Children's Service Authority:	Cumbria
Age range:	3-7
Number of pupils:	260
Head teacher:	Mrs P Robertson
Chair of governors:	Mr Bill Chicken

What have been our successes this year?

"This is an outstanding school that gives excellent value for money" Ofsted 2007. We pride ourselves with the fact that year on year we continue to strive to provide our pupils with every opportunity to achieve their full potential. Committed to continuous improvement we offer the children a broad and balanced curriculum that develops a love of learning and an enjoyment of school.

Re-accredited with the Healthy Schools Award our focus was on nurturing and nurishing.

Children are offered a range of snacks and drinks throughout the day and a healthy lunch option.

Children monitor the waste recycling and growing vegetables cooked in the kitchen for all to enjoy.

Safety of our children is important and we have increased our work with outside agencies ensuring that we safeguard all our pupils working with many parents who need our support. This year we won an award for joint agency working with the fire service. Only a fool misses school. Our work to improve attendance has been commended by the LA. The target set this year was 7.2% and we achieved 5.2% all down to the hard work of the Chair of Governors and Secretary who have monitored and challenged attendance this has not been an easy job but we are very grateful for their hard work.

What are we trying to improve?

OFSTED 2007 "There are no significant areas for improvement"

Working with parents and other agencies has had a real impact and we are committed to its continuation and development. Children and parents need support as they move between classes and schools we have made significant progress in our program for transition we have been supported through Creative Partnerships engaging the children in preparing for moving to the next educational phase.

Tracking achievement and adjusting the learning styles to suit the needs of our pupils will form a key part of our work and this year we continued to ensure that we monitor and support children individually ensuring that they reach their full potential. By 2010 all children should have access to a learning platform. We are committed this year to ensuring that all parents are aware of the Learning Platform and how this can develop the links between school and home. Our bid to become a Change School was successful the additional financial support will enable us to bring in specialists to work with the children and staff developing and improving skills. Continuing to create an outstanding learning through outside play will be a central focus this year £88,000 development is planned.

How have our results changed over time?

Achievement is excellent and pupils attain above average standards in National tests with girls achieving well above average standards. This year all children have made excellent progress and test results are good.

All pupils make excellent progress and reach the targets set and in many cases beyond by the end of KS1.

Excellent progress can be tracked from Nursery through reception and on through KS1.

The school gives excellent value for money with all children given personalised targets in Reading, Writing and Maths and progress tracked in all other curriculum subjects.

"Whatever their background children make excellent progress because of the excellent use of the school's assessment and tracking system to ensure all pupils achieve to the best of their ability"
OFSTED 2007

"Pupils with learning difficulties and/or disabilities receive effective support to ensure that they progress as well as other pupils".

Staff have continued to develop their expertise in the use of electronic data and observational skills to monitor the teaching and learning and this enables effective tracking of children throughout the year to ensure children are taught effectively.

How are we making sure that every child gets teaching to meet their individual needs?

"Achievement for all, be the best you can be in all that you do" Children are at the heart of all that we do. We want children to feel safe and happy as we celebrate their achievements.

"Attention to personal development and well-being which includes spiritual, moral, social and cultural development underpins the exceptionally high academic achievement", OFSTED 2007.

Children eat well and get lots of exercise, relationships are developed raising self-esteem and confidence. This year we have focused on the SEAL program to support learning.

Parents play a significant part in their child's learning with home to school diaries, weekly homework and a range of opportunities to become involved in the life of the school.

Learning is differentiated with a high level of support and intervention offered to both high achievers and less able.

Teachers reflect upon the teaching and learning, planning effectively and as a team for the activities that will best suit the children's way of learning. They use visual, aural and hands on learning activities.

The Headteacher and Governing body play a significant part in the monitoring of the Quality of Provision. Parental involvement is welcomed and we hope more parents join the parent association.

What have pupils told us about the school, and what have we done as a result?

Children are involved in organising the play activities during breaks. Children wear hats to identify those who are the buddies and will help anyone at the friendship stop. Children are given the opportunity through circle time, suggestion box, time to talk and surveys to tell us how they feel about the school.

This year the children have suggested the ideas that have been drawn up into professional plans to improve the outside play/learning opportunities. The cost of these is £88,000 and we will be looking for the children to be involved in fundraising. Golden time and the Star of the week continues to be successful to support behaviour.

After-school activities which have a very high uptake are offered 33 weeks of the year. We have a resident gymnast and dance teacher. Children enjoy performing on the stage and like taking the concerts into the community. VIPs take a daily leading role in the class routine.

Children enjoy eating food that they grow and thanks go to Mrs Moger and Mrs McKeating for the development of this aspect of the school.

Children like being rewarded during golden time for their achievements.

Children like to know what they are learning and what they have to achieve developing Assessment For Learning.

How do we make sure our pupils are healthy, safe and well-supported?

Pupils behave well the behaviour systems enable children to understand that actions and consequences go together. Children are rewarded for good behaviour and parents support is valued when poor behaviour requires intervention.

A range of teaching strategies develop the understanding of being healthy. Brain gym, brain child drinking of water free fruit scheme, school meals meet National standards. All children receive 2 omega 3 daily and dried fruit snacks. Additional exercise, dance and physical education are promoted throughout the school.

Safeguarding and risk assessment is very good the networks and training of staff for the safeguarding of children is excellent. Children have a friendship stop to go to if they feel lonely.

Visitors enhance learning. The curriculum includes visitors who talk about safety, Fire service, Police, Stranger danger.

Children talk about their achievements, behaviour and learning. VIP's have responsibilities and the school has a weekly achievement assembly where children can bring things to share. This year we have reviewed all Safeguarding policies and procedure and have had an LA health and safety audit in which we received 80%. The kitchen received a highly commended four star health rating.

What activities and options are available to pupils?

Pupils enjoy a rich and varied curriculum supported by visitors, parents and members of the community who work with the children sharing skills and expertise.

School visits are arranged to support learning.

Strong links with the community performing in local theatres and sports events. This year Y2 children were once again successfully involved in the Workington Youth Radio.

Ali's Star fish production was a treat. Our young children worked with a disabled group of adults to create a drama piece which was performed for both Victoria and St Michael's school. Building on this in 2008 we have continued to encourage productions and performances to develop creative learning.

Children have access to choir singing and recorder playing.

Children have access to specialist sports and dance teachers.

The School is an OFSTED registered Day Care provider offering a range of care facilities.

The AFTERSCHOOL clubs provide free access to the following:

ICT computer club.

Art and Craft club.

Cookery Club.

Football club.

Rugby.

Hockey

SAQ

Golf.

Tennis

Gymnastics.

All children are given a weekly dance lesson to promote physical and cognitive development. A weekly paid session is delivered by a professional dance teacher and is open to all children.

How are we working with parents and the community?

The Local Neighbourhood management have supported the school this year enabling us to fund a range of opportunities such as residential and the omega 3 program. Working with parents continues to be particularly rewarding. Our open door policy encouraged parents to engage in their children's learning through our links with home.

Two written reports and three opportunities to annually discuss child's progress. Regular curriculum information informs parents of the areas of learning being focused on.

Parents are invited into school every term to gain information or to contribute to an annual policy review.

We have very strong links with outside agencies and work closely with them to promote a good school. Education welfare, NHS, Children's services and our PSA officer newly appointed this year work with us to support the vulnerable children.

Family learning courses provide parents with an opportunity to extend their learning in a secure environment.

Parents work closely with the school and are able to confidently approach staff with any concerns. The school values this approach. We are particularly grateful to the FOVISA group of parents and helpers who fundraise for the children we thank them.

What do our pupils do after leaving this school?

Our Nursery in the Foundation stage serves a wide community and some children come from outside the immediate area. Children transfer into the reception unit and are offered an induction program to ensure that they are confident and ready for the next stage of their learning.

Most of our children transfer to Victoria Junior School our main feeder school. We link very closely with the Junior school to ensure that transition is effective and children are ready and well prepared for the move.

After leaving the Junior school they have the option to move to Stainburn, Southfield or St Joseph's secondary schools.

Ofsted's view of our school

This is an outstanding school that gives excellent value for money. A parent rightly commented that, 'the school has a first class captain and is a very sturdy ship with an excellent crew.'

Achievement is excellent. Standards are average. Most children, when they start school in the Foundation Stage, have very low standards, compared with those that are typical for their age. They make excellent progress and achieve exceptionally well so that by the time they enter Year 1 standards are only slightly below expectations. In the 2006 assessments at the end of Year 2, the school's results were average overall but an above average proportion of pupils exceeded the standard expected for their age. This represents excellent progress from the children's very low starting points.

Pupils' personal development, including spiritual, moral, social and cultural development, is excellent. The pupils enjoy school and feel safe and well looked after. Pupils have an excellent understanding of how to stay healthy. Behaviour is good and relationships are excellent. Most pupils are confident and have high self-esteem. This helps them to make excellent progress. The average attendance is improving and most pupils attend school regularly. Pupils make an excellent contribution to the school and wider community and are very well prepared for the next stage of their education.

Teaching and learning are excellent. Lessons are lively and interesting and teachers make excellent use of assessment in order to provide work suitable for all abilities. Pupils have very good skills in reviewing their own progress in order to make improvements. The curriculum is excellent. There are many visits to places of interest, visitors and extra-curricular activities to provide enrichment and extend learning. The curriculum is enhanced by very good links with outside agencies and with the local children's centre. There is a very strong focus on the teaching of literacy, numeracy and information communication technology (ICT) and on extending skills by linking them with other subjects.

Care and guidance are excellent. Relationships are excellent and pupils grow in confidence and self-esteem. This contributes significantly to their academic progress. All procedures for safeguarding and child protection are in place. There are extremely rigorous systems for assessing and checking pupils' progress and these are used very effectively by the school to ensure that pupils know what they need to do in order to improve.

Leadership and management are excellent. The headteacher provides exemplary leadership and communicates her very clear vision for improvement to staff extremely well. This ensures there is a cohesive drive that is raising standards and improving provision. All staff work very well as a team.

Governance is very good. Governors have a very clear understanding of the school's strengths and weaknesses and play a full part in helping to shape its direction.

Date of last inspection: 26-Jun-2007

Ofsted graded our school as outstanding

Inspectors made judgements on a scale: outstanding (grade 1); good (2); satisfactory (3); inadequate (4).



[View the Ofsted page for Victoria Infant School](#)

What have we done in response to Ofsted?

OFSTED 2007

Overall effectiveness of the school: This is an outstanding school that gives excellent value for money.

Achievement is excellent. Grade 1

Personal development is excellent. Grade 1

Teaching and learning is excellent. Grade 1

Care and guidance is excellent. Grade 1

Leadership and Management are excellent. Grade 1

What the school should do to improve further:

"There are no significant areas for improvement"

HOWEVER: we will continue to ensure that the provision and standards we have worked so hard to achieve for the children in our care, will be at minimum sustained but, go from strength to strength. We are proud to acknowledge that we have the capacity to improve and will continue to do so for the benefit of the children of Victoria Infant and Nursery School

More Information

If you would like more information about school policies, including our policies on special educational needs and disability, admissions, finance, school food and our complaints procedure, please contact us:

By telephone 01900 325250

Our website <http://www.victoriaschool.gov.uk>