



## Report summary for parents and carers on Victoria Primary School

**Date of inspection: November 2023**

by Estyn, His Majesty's Inspectorate for Education and Training in Wales

# Overview

Most pupils in Victoria Primary School engage with their learning happily. They behave well in lessons and around the school and show strong levels of well-being. Most pupils develop as confident communicators and are proud of their school. They enjoy what they learn and speak enthusiastically about the variety of experiences the school provides. Nearly all pupils demonstrate respect for adults and for their peers. Many contribute purposefully to developments in the school through their participation in pupil leadership groups.

Teachers and teaching assistants know pupils well. They form warm and nurturing relationships that help pupils to feel relaxed and valued. They plan a range of stimulating learning experiences that motivate and inspire most pupils successfully. As a result, most pupils show positive attitudes towards their learning. Teachers set clear expectations in lessons. They model intended outcomes effectively so that pupils understand what they need to do to make progress. Teachers and teaching assistants question pupils appropriately to develop and extend their thinking and to provide help when needed. In general, they plan for the development of pupils' literacy, numeracy and digital skills effectively. However, they do not provide enough opportunity for pupils to write at length or to develop their use of digital skills fully. In addition, pupils' confidence to use their spoken Welsh in lessons and around the school is underdeveloped.

Leaders provide clear direction and model professional behaviours effectively. They foster collaboration successfully and support the whole staff to work well as a team. This ensures that staff share high expectations and promotes consistency in core aspects of the school's work, such as in the quality of teaching and the care all staff show towards pupils. Leaders work with staff to evaluate the school's performance purposefully, for instance to ensure that the school's curriculum is relevant and engaging. They identify key aspects for school development appropriately. However, leaders do not always target action keenly enough on those aspects of teaching that will bring about improvement quickly.

# Recommendations

- R1 Ensure that school improvement processes prioritise those actions that will bring about the greatest improvement in pupils' standards and progress
- R2 Improve pupils' ability to use their spoken Welsh confidently
- R3 Strengthen opportunities for all pupils to develop and apply their writing and digital skills fully

## What happens next

The school will draw up an action plan to address the recommendations from the inspection.



## School context

|  |                           |
|--|---------------------------|
| Name of provider   | Victoria Primary School   |
| Local authority  | Vale of Glamorgan Council |
| Language of the provider   | English                   |
| Type of school   | Primary                   |
| Religious character  | None                      |
| Number of pupils on roll   | 475                       |
| Pupils of statutory school age   | 358                       |
| Number in nursery classes  | 58                        |
| Percentage of pupils eligible for free school meals over a three-year average (The national percentage of pupils eligible for free school meals over a three-year average in Primary is 23.0%) | 7.2%                      |
| Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in Primary is 16.1%)               | 7.8%                      |
| Date of headteacher appointment  | 01/09/2015                |
| Date of previous Estyn inspection (if applicable)  | 01/06/2015                |
| Start date of inspection   | 13/11/2023                |

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