

Inspection of Victory Primary School

Elba Place, Rodney Road, London SE17 1PT

Inspection dates: 4 and 5 May 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils are proud of their school. They enjoy coming to school each day and are happy and safe. Pupils appreciate the care and support they receive from all staff. Staff encourage pupils to treat each other with respect and kindness.

Leaders and all staff have high expectations of pupils at all times. They apply their behaviour policy consistently. Because of this, pupils behave well in lessons and around the school.

Staff develop pupils' talents and interests well. Pupils enjoy a broad range of after-school clubs and activities, which they attend regularly. These include sport, music and chess. Pupils participate in a variety of musical experiences, such as performances at well-known venues. Staff encourage pupils to take on different responsibilities. For instance, pupils vote for each other to be appointed to roles as, for example, monitors.

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

Leaders have constructed a broad and ambitious curriculum. They have designed it so that key content is taught in a logical way. For example, in mathematics, pupils in Year 5 used their prior knowledge of decimal numbers to calculate accurately. Leaders sequence the curriculum so that pupils gain important knowledge and skills across most subjects. This includes well-thought-out opportunities for pupils to broaden their experiences. For instance, in music, pupils develop a keen sense of rhythm, which helps them to compose and perform confidently. Leaders have made recent changes to the early years curriculum. They have designed a curriculum to meet the needs of all children well. In early years, sometimes, teaching does not present information clearly to ensure that the intended curriculum is implemented as well as it could be.

Teachers check pupils' knowledge and skills effectively. They address any misconceptions in pupils' understanding in a timely way. Teachers help pupils to use vocabulary accurately. For example, in early years, staff model to children how to use new words effectively. Typically, teachers have strong subject knowledge. However, where the curriculum is at an earlier stage of implementation, staff expertise is not as well developed.

Leaders have made reading a priority. They ensure that staff receive training so that they teach phonics consistently. Staff help pupils to decode unknown words accurately. Leaders make sure that the books pupils read match the sounds they know. Staff promote a love of reading through sharing a variety of exciting books. In early years, staff build children's communication and language skills positively. Leaders identify the needs of pupils with special educational needs and/or disabilities (SEND) effectively. They ensure that they make appropriate adaptations for pupils

with SEND. Staff use resources well to support pupils with SEND to access learning successfully.

Staff promote pupils' positive behaviour. In early years, staff help children to follow routines and expectations. This helps children to sustain their concentration in order to focus on their learning. Across the school, staff tackle any low-level disruption immediately so that lessons continue smoothly. Leaders work closely with parents and carers to improve pupils' attendance.

Leaders have made sure that pupils develop a good understanding of positive friendships and relationships. Pupils know how to keep healthy. They speak positively about their contribution to helping make school dinners both nutritious and tasty. Teachers support pupils to develop their understanding of cultural differences and faiths.

Leaders engage effectively with all stakeholders in the community. Parents are extremely happy with the education provided at the school. They comment that staff help to keep their children happy here and regularly communicate with them.

Leaders take account of the workload of staff and help to make it more manageable. Those responsible for governance provide appropriate support and challenge to leaders so that the school continues to improve.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have developed a robust culture of safeguarding. They identify and support pupils who may need early help or who are at risk of harm.

Clear systems are in place for reporting referrals. Leaders know families well. They work closely with outside agencies to ensure that they provide the best possible help for pupils and their families.

Pupils have at least one adult they can talk to if they are worried or concerned about anything. They are encouraged to keep safe online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, leaders do not ensure that staff have strong subject knowledge beyond their areas of expertise. As a result, teaching does not develop pupils' subject-specific understanding in these subjects as effectively. Leaders should ensure that staff receive subject-specific training so that they develop pupils' deeper knowledge consistently.

- In early years, sometimes, teaching does not present learning clearly. This means that the intended curriculum is sometimes not delivered as effectively as it could be. Leaders should continue their work in ensuring that staff in the early years are helped to improve their support for children's understanding in all areas of 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	100815
Local authority	Southwark
Inspection number	10287180
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	126
Appropriate authority	The governing body
Chair of governing body	Patrick Reilly
Headteacher	Makeda Williams-Pinnock
Website	www.victory.southwark.sch.uk
Date of previous inspection	20 March 2018, under section 8 of the Education Act 2005

Information about this school

- This is a smaller-than-average primary school.
- This school is not currently using any alternate provision for any of its pupils.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with senior leaders. They met with the chair of the governing body.
- Inspectors met pupils to understand their views about the school.
- Inspectors did deep dives in the following subjects: early reading, mathematics, and music. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons with senior leaders, met with teachers, spoke

to some pupils about their learning and looked at samples of pupils' work. Inspectors also considered the curriculum in other subjects.

- Inspectors considered the behaviour of pupils during lesson visits and around the school. They observed pupils as they arrived at school in the morning. They looked at behaviour and bullying records and leaders' analysis of these.
- Inspectors considered the effectiveness of safeguarding through discussions with leaders, teachers, and support staff. They looked at records relating to safeguarding, including pre-employment checks.
- Inspectors spoke to staff about their workload and well-being. They considered the views of staff, pupils and parents, including responses to Ofsted's online surveys.
- Inspectors considered a wide range of documentation provided by the school, including curriculum documentation and school policies.

Inspection team

Aliki Constantopoulou, lead inspector	His Majesty's Inspector
Ogugua Okolo-Angus	Ofsted Inspector

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