

Our Lady of Victories Catholic School

Inspection report

Unique Reference Number	107347
Local Authority	Bradford
Inspection number	356148
Inspection dates	11–12 April 2011
Reporting inspector	Glynis Bradley-Peat

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	261
Appropriate authority	The governing body
Chair	Mr Nick Watson
Headteacher	Mr John Devlin
Date of previous school inspection	16 April 2008
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 18 lessons, observed nine teachers and held meetings with the headteacher, senior leadership team, teaching staff, members of the governing body and pupils. They observed the school's work and looked at pupils' books. The inspectors checked documents including the school improvement plan, systems for tracking pupils' progress, safeguarding documentation and school policies. They also analysed 50 questionnaires from parents and carers, in addition to those received from staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The progress of all year groups and whether it is consistently good.
- Why attainment is not higher by Year 6 given an apparently good Early Years Foundation Stage and consistently good teaching throughout the school.
- Whether leaders know what areas of weakness are preventing the achievement of pupils from being better.
- What strategies the school is using to challenge poor attendance and what impact are they having.

Information about the school

This is a slightly larger than average-sized primary school. The proportion of pupils known to be eligible for free school meals is higher than average. The percentage of pupils from minority ethnic groups and the number who speak English as an additional language are above average. The proportion of pupils with special educational needs and/or disabilities is broadly average. The needs of these pupils are mostly related to behavioural, emotional and social difficulties.

The school provides a breakfast club. It holds a number of awards including the International Award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Our Lady of Victories Primary is a good school where pupils clearly enjoy their education. Strong leadership combined with accurate self-evaluation and outstanding care, guidance and support have ensured that attainment is rising and progress is good. In the Early Years Foundation Stage, children receive a good start to their education from starting points that are typically well below expectations on entry to the Nursery. Attainment in mathematics and English is broadly average but inspection evidence indicates that the current Year 6 pupils are on track to be above average in English. This is a better picture than at any time in the last six years.

Consistently good teaching is making a significant contribution to this raising of achievement. Teachers' planning to meet a variety of needs together with an outstanding curriculum ensures that work is highly appropriate for each individual pupil. Teachers go out of their way to provide lessons which enable pupils to learn new skills in different ways. Pupils are enthusiastic about their learning and behave exceptionally well. Sometimes, teachers' questioning skills do not always ensure all pupils take part well enough in class discussion and, although teachers set clear lesson objectives, some pupils are not always sure how to achieve them.

This highly creative school takes account of innovative practice such as podcasting and personalised learning. It has a radio station which broadcasts live to the school each week and then podcasts to the community via the website. This promotes pupils' independence and develops their confidence. The school has forged a number of highly successful partnerships which have enhanced achievement, for example through sports coaches, local ecology groups and drama specialists.

Senior leaders are good at ensuring commitment to school improvement among all members of staff. Their ambition for the future of the school is embedded through high expectations and a creative learning vision. The key issues from the last inspection have been fully addressed. Work done on improving mathematics, for example, has already paid dividends. The school improvement plan is fit for purpose and shows clearly the impact of actions taken to bring about improvements. Some areas of the school's work are outstanding such as the curriculum, care, guidance and support and partnerships. Pupils' behaviour is exemplary, their contribution to the community and their spiritual, moral, social and cultural development are excellent. This does not happen by accident and is the result of the well-developed teamwork evident in the school which drives through the necessary improvements. The capacity of leaders and managers to continue bringing about further improvement is good.

Despite the school's best efforts to reduce holidays taken during learning time, too many families persist in taking their children away from their learning time for extended periods.

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Clearly, when children are absent, they cannot learn and this adversely affects their potential economic well-being.

What does the school need to do to improve further?

- Raise attainment and improve further progress in English and mathematics by:
 - -ensuring that teachers provide clear success criteria so that pupils know exactly what they need to do to achieve their objectives
 - developing teachers' questioning skills so that all pupils are involved in preparing answers.
- Improve the contribution made to the future economic well-being of pupils by:
 - building upon recent improvements in the levels of basic skills in English and mathematics
 - liaising even more closely with a small minority of parents and carers to promote good attendance and to discourage holidays in term time.

Outcomes for individuals and groups of pupils

2

Pupils make good progress in almost all lessons. This is because good teaching coupled with outstanding behaviour promotes effective learning. During Key Stage 1 pupils build on the good start made in the Early Years Foundation Stage and they make good progress. However, their attainment is still below average overall by the end of Year 2. This is because pupils have so much ground still to make up that many do not reach the highest levels in their work. Those pupils who speak English as an additional language achieve well because of a clear focus on the development of speaking and listening skills. Those with special educational needs and/or disabilities achieve equally as well as their classmates as a result of the particularly good work of teaching assistants and extra support tailored specifically to pupils' needs.

Pupils get on well with their teachers, other adults in their classes and with each other. These positive relationships promote the good group and paired work seen in lessons. In a good mathematics lesson pupils worked enthusiastically together to discuss why the teacher's answers were wrong and what the right answers were.

Teachers' feedback is of good quality and has a positive impact on improving outcomes for pupils. Pupils' books show that teachers' advice is put into practice.

Outstanding spiritual, moral, social and cultural education ensures that pupils treat each other with high regard and know right from wrong. Pupils have an excellent insight into the similarities and differences between their own and cultures in other countries. Their knowledge of communities in other parts of Great Britain is less secure. Pupils understand about the importance of fitness and exercise and realise that healthy lifestyles mean eating healthily. Pupils contribute exceptionally well to the school and local community in particular. They take the opportunity to express their views through the school council and 'pupil office'. In addition, the twice weekly 'pupil advice bureau' is well used to seek information about a variety of issues. Pupils acquire an average level of basic skills and attendance is average, and as a result, pupils' preparation for their future economic well-being is satisfactory.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teaching is good with a small amount that is satisfactory. There are clear strengths in the teaching of small groups designed to boost attainment. In an outstanding session the teacher had high expectations of what pupils could do and designed a stimulating activity which enabled them to solve mathematical problems and self-check methods and answers using laptops. The pupils engaged very well, worked independently and discussed their answers excitedly. The teacher challenged learners further through effective questioning targeted at individuals. In some other lessons, questioning was not as effective and teachers only selected those pupils with their hands up. Teachers consistently share learning objectives with pupils so that they understand what they are meant to learn and in many, but not all, lessons provide clear success criteria so pupils know what to do to achieve them.

The highly innovative curriculum facilitates the development of many creative and artistic skills through a number of central themes. This promotes meaningful learning because pupils are able to make links between a number of different subjects. The school's imaginative curriculum design is excellent and its use is having a real impact on raising achievement. Pupils' interest in the world beyond school has been widened by the introduction of the Japanese language and culture into the curriculum, contributing to the achievement of the International School Award. 'Wonder weeks' focus on challenge and

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enrichment each term and are based on a 'big question' which shapes a topic for a week. As a result, pupils have visited famous football stadia, museums and have travelled far and wide. This promotes outstanding enjoyment and pupils amass memorable experiences. A wide variety of extra-curricular activities enable pupils to develop their talents, for example in music, drama, sport, science, and information and communication technology (ICT).

Excellent care, guidance and support for pupils are based on a commitment to meeting the individual needs of each and every pupil and their family. Those vulnerable pupils who require particular help and support are catered for exceptionally well. This is because of the very well organised and utilised available external support. Individualised sessions held in the 'nurture room' develop valuable life skills and build the confidence of those whose circumstances make them most vulnerable ensuring that they are fully included in school life. The school's effective work to improve attendance has ensured it has moved from being well below average to average more recently.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The purposeful leadership of the headteacher along with the commitment of senior leaders demonstrate the strong drive and ambition to bring about improvement and to move the school along the path to becoming outstanding in the future. Staff all share the vision; all say the school is well led and managed. Senior leaders have a crystal clear view of the quality of teaching and understand what needs to be done to sharpen provision. This is the result of rigorous monitoring procedures which identify strengths and weaknesses. Weak teaching has been dealt with well through both support and challenge. The tracking of pupils' progress is thorough and identifies any dips in performance so that interventions and strategies can be put in place to promote improvement. The school's good promotion of equality reflects the profile of achievement. The school successfully strives to provide equally good opportunities for all pupils including those with special educational needs and/or disabilities.

Members of the governing body are skilled and they use their differing attributes well to ensure that they support and challenge the school in its work. They make a strong contribution to keeping children safe and as a result, safeguarding requirements are met well. For example, all staff receive good quality training in child protection. Community cohesion is promoted well. The school has developed an extensive range of links within its local community and abroad, and is currently working towards ensuring that pupils

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understand that schools in other parts of the United Kingdom can be quite different to their own.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The very warm and caring relationships between adults and children, along with the bright, lively and well-resourced learning environment, ensure that children settle in quickly and begin to make good progress in their learning. Support and encouragement from well-informed staff ensure children enjoy the activities provided for them. They have good opportunities to be active, especially in the outstanding outdoor area in the Nursery. Children played excitedly with wheeled toys on the outdoor track. The school has worked hard and successfully to provide an environment which promotes language at every turn and which is having a good impact on children's communication skills. Even so, many do not reach expected levels by the time they enter Year 1. Throughout the Early Years Foundation Stage children develop healthy eating habits and learn how to keep themselves clean. They learn to share equipment and resources and behave well. Careful attention is given to ensuring that children learn in a safe and secure environment.

Adults work very well together to plan for children's learning. Daily achievements are recorded well and new learning is firmly based on what children know and are able to do. Focused teaching sessions ensure children develop enthusiasm for reading and writing. There is a wide range of activities available across all areas of learning and adults are very skilled at supporting children's learning through play. They join in and encourage children to use new vocabulary and help them to understand new concepts. The Early Years Foundation Stage provides a good balance of opportunities for children to learn both independently and under the direct guidance of adults.

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Children's good progress reflects good leadership and management. The school has developed numerous effective links with a wide variety of establishments which benefit learners immensely. Children are able to access additional support and guidance through these partnerships.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

A small minority of parents and carers returned the questionnaires and almost all of these were extremely positive about the school. The overwhelming majority were in agreement with all but one of the statements posed on the questionnaire; consequently, the level of disagreement was extremely low. Very few parents and carers made additional comments. A few parents and carers feel that the school does not take account of their suggestions and concerns. Inspectors brought this to the attention of the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Our Lady of Victories Catholic School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 50 completed questionnaires by the end of the on-site inspection. In total, there are 261 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	27	54	23	46	0	0	0	0
The school keeps my child safe	28	56	22	44	0	0	0	0
My school informs me about my child's progress	26	52	22	44	0	0	0	0
My child is making enough progress at this school	27	54	22	44	0	0	0	0
The teaching is good at this school	27	54	22	44	0	0	0	0
The school helps me to support my child's learning	27	54	20	40	1	2	2	4
The school helps my child to have a healthy lifestyle	25	50	23	46	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	23	46	25	50	0	0	0	0
The school meets my child's particular needs	22	44	27	54	0	0	0	0
The school deals effectively with unacceptable behaviour	21	42	28	56	0	0	0	0
The school takes account of my suggestions and concerns	21	42	24	48	4	8	0	0
The school is led and managed effectively	25	50	24	48	0	0	0	0
Overall, I am happy with my child's experience at this school	31	62	18	36	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



13 April 2011

Dear Pupils

Inspection of Our Lady of Victories Catholic School, Keighley, BD22 6JP

We enjoyed our visit to your school and thank you for the friendly way you spoke to us. We met groups of pupils and we were very interested in what you had to say. You told us about what you liked and enjoyed and why. We saw that you behave extremely well in class and round the school and enjoy your lessons. This is highly commendable, well done! You told us how important it is to do your best and be helpful and polite. You enjoy going on trips and attending after-school clubs. You also told us about how you enjoy taking responsibility, particularly as school councillors. Your headteacher leads the school well. Along with his team of leaders he aims to help all of you do the best that you can. Teachers teach you well, and prepare interesting activities for you to participate in during lessons. We saw all your beautiful work displayed around the school, you should be really proud of it.

We think Our Lady of Victories is a good school.

- The one that affects you most is the amount of school some of you miss. Missing school stops you from learning. If you are ill, you and your parents and carers cannot help it. However, there are other times when some of you could have gone to school but instead these children were away on long holidays.
- We have also asked that your school ensures that you reach higher levels in mathematics and English by making sure teachers ask you all questions which make you think hard. In addition, we have asked that teachers help you to achieve your objectives by discussing how you can be successful.

We hope you continue to enjoy your time at Our Lady of Victories.

Yours sincerely

Glynis Bradley-Peat

Lead inspector

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