

INSPECTION REPORT

**OUR LADY OF VICTORIES CATHOLIC PRIMARY
SCHOOL**

Keighley

LEA area: Bradford

Unique reference number: 107347

Headteacher: Mrs K R Robinson

Lead inspector: Mr K Bardon

Dates of inspection: 26th – 29th April 2004

Inspection number: 257122

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
Number on roll:	251
School address:	Guard House Road Keighley West Yorkshire
Postcode:	BD22 6JP
Telephone number:	01535 607149
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs M Shutt
Date of previous inspection:	5 th May 1998

CHARACTERISTICS OF THE SCHOOL

Our Lady of Victories is an average sized primary school in the town of Keighley, West Yorkshire. There are 191 full time pupils in the four to eleven age range and a further 60 children attend the nursery on a part-time basis. Most pupils live relatively close to the school in council-built properties or private rented accommodation. The area around the school has a significant degree of social deprivation and the number of pupils eligible for free schools meals is above average. A small number of pupils are in public care. Seventy-one pupils and 13 nursery children have special educational needs, mainly for specific learning or behaviour difficulties. This is well above average for a school of this size. Four pupils have a statement of special educational needs. A little over a fifth of pupils are from minority ethnic backgrounds, predominantly Asian, and 31 pupils are at an early stage in the learning of English. There are more girls than boys in all classes. Many children lack basic skills when they first enter the school and at this point their attainment is well below average for their age. The school is heavily involved in a range of local, national and community initiatives, including Excellence in Cities, and has received a Healthy Schools award and the Investors in People award.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
11807	Keith Bardon	Lead inspector	Science Design and technology Physical education English as an additional language
9146	Mark Brennand	Lay inspector	
33225	Elizabeth Greensides	Team inspector	English Art and design Information and communication technology Music
8839	Michael Egerton	Team inspector	Foundation Stage Mathematics Geography History Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Our Lady of Victories is a **satisfactory school with good features**. It has a strong ethos and pupils learn in a caring atmosphere of trust and expectation. Pupils' achievements are around the levels expected and standards compare favourably with those of similar schools. While the quality of teaching varies across the school, it is good in the majority of classes. The school is purposefully led by the hardworking headteacher. The quality of management is sound and the school is calm and orderly. Pupils get on well together and work hard during lessons. The school spends a broadly average amount on each of its pupils and the gains pupils make, both academically and personally, represent **satisfactory value for money**.

The school's main strengths and weaknesses are:

- Pupils achieve well in the reception class and in Years 3 to 6, because the teaching is good. While the teaching is generally satisfactory in the nursery and Years 1 and 2, pupils do not learn as much as they do in the other classes
- Leadership and management are good overall, but there are weaknesses in the management of Years 1 and 2 and of the whole school curriculum
- By Year 6 standards in information and communication technology (ICT) exceed national expectations
- Year 6 pupils reach standards in English which meet national expectations, although at all ages pupils' writing is not as good as their reading, speaking and listening
- Although by Year 6 pupils have a secure grasp of science ideas, in both mathematics and science pupils' problem-solving and enquiry skills are underdeveloped
- Pupils acquire good attitudes to learning and develop very well as individuals
- The school makes good provision for pupils who have special educational needs and those who speak English as an additional language and as a result these pupils achieve well

Since it was last inspected in 1998 the school has made satisfactory progress. Improvements to key areas, such as standards in ICT, the overall quality of teaching and learning and the effectiveness of leadership, management and governance, have made this a stronger and more effective school. The majority of the issues from the last inspection have been addressed, although more needs to be done to improve teaching in Years 1 and 2 and to increase pupils' investigation and problem-solving skills.

STANDARDS ACHIEVED

Overall, pupils' achievement is good. Most children start nursery with poor basic skills. Despite achieving well in the Foundation Stage many children are still some way short of the targets for their age in most areas of learning when they move into Year 1. While the majority of pupils make steady progress during their time in the infant classes, standards in Year 2 are below national expectations.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	C	D	E	C
mathematics	C	D	D	B
science	C	E	E	C

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Although the performance of Year 6 pupils in the national tests is often below the national average, results compare favourably with those attained by pupils in schools similar to Our Lady of Victories.

Pupils' achievement in Years 3 to 6 is good. By Year 6 standards in English are broadly average, although, throughout the school, pupils achieve more in reading and in speaking and listening than they do in writing. While pupils' achievement in Years 3 to 6 is satisfactory in mathematics and good in science, standards are below average in both subjects, because pupils' practical skills are not as secure as their knowledge and understanding. Pupils achieve particularly good standards in ICT. Pupils with special educational needs and those who speak English as an additional language receive effective support and make good progress.

Pupils' spiritual, moral, social and cultural development is very good. They develop a strong sense of responsibility and show respect and concern for others. Pupils of all ages develop positive attitudes to learning and behave well both in and out of the classroom. Attendance is good and most pupils arrive punctually at the start of the school day.

QUALITY OF EDUCATION

The school provides its pupils with a good quality of education. The quality of teaching and learning is good in the majority of classes and satisfactory in the rest. Most teachers form good relationships with their pupils and stimulate their learning with interesting, well-planned activities. Where the teaching is satisfactory rather than good, teachers' expectations of the work pupils will produce is lower, so the tasks they set do not have the same engaging qualities. The curriculum is broad and the school makes very good provision for pupils' personal, social and health education and citizenship. There are, however, inconsistencies in the way various elements of the curriculum are taught, which adversely affect pupils' learning. The school has a successful partnership with parents, although the support pupils receive for their learning at home varies widely. Pupils are provided with a very good level of care and welfare and the school monitors their development carefully.

LEADERSHIP AND MANAGEMENT

The quality of leadership and management by the headteacher and senior staff is good overall. The headteacher provides strong leadership and gives the school clear direction. School management is satisfactory. The majority of staff carry out their management responsibilities diligently and well, so the school runs smoothly. However, weaknesses in the management of the whole school curriculum and of the provision for pupils in Years 1 and 2 adversely affect the standards pupils achieve. Governance is good and all major statutory requirements are met. Governors play an active part in the life of the school and contribute fully to the decisions that are taken.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are pleased with the standard of education their children receive. They particularly like the school's harmonious atmosphere and the standard it sets for pupils' personal development. Pupils are happy at school because they find teachers helpful and derive a clear sense of achievement from their learning

IMPROVEMENTS NEEDED

The most important things the school should do now are:

- Raise the standard of teaching and learning in the nursery and in Years 1 and 2, at least to that achieved in other classes
- Improve the quality of leadership and management of the whole school curriculum and of the provision made for pupils' learning in Years 1 and 2
- Raise standards in writing across the school as a whole and particularly in Years 1 and 2
- Raise standards in mathematics and science, particularly pupils' ability to solve problems and investigate ideas for themselves

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievement is good in the reception class and in Years 3 to 6. In the nursery and Years 1 and 2, pupils' achievement is satisfactory. By Year 6 standards are generally below the national average but are often better than those attained by pupils in schools similar to Our Lady of Victories.

Main strengths and weaknesses

- Although children achieve well during their time in the Foundation Stage classes, many do not reach the targets for their age by the time they move into Year 1
- By Year 6, pupils attain standards in information and communication technology (ICT) that are above national expectations
- Pupils in Years 3 to 6 achieve well in English, but throughout the school standards in writing are not as good as they are in the other aspects of the subject
- Pupils' progress is slower in Years 1 and 2 than it is in the rest of the school
- Pupils with special educational needs make good progress
- Pupils who speak English as an additional language achieve well
- Pupils do not achieve well enough in the practical elements of mathematics and science

Commentary

1. Year 2 pupils performed well in the national reading, writing and mathematics tests in 2003. In all three subjects the school's results matched the national average. In comparison with schools in a similar context to Our Lady of Victories, pupils' attainments were well above average.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	15.6 (14.2)	15.7 (15.8)
writing	14.8 (13.4)	14.6 (14.4)
mathematics	16.3 (14.7)	16.3 (16.5)

There were 30 pupils in the year group. Figures in brackets are for the previous year

2. The results attained by Year 2 pupils in the 2003 tests continued a trend of improvement in reading and writing and reversed a downturn in mathematics results. Over the five-year period up to and including 2003, the pattern of test results of Year 2 pupils has been above the trend in national standards. In general, girls tend to do better in the reading and writing tests than boys. The school has recognised this difference and is providing boys with extra help, in order to bring their attainment closer to that of the girls. Although there is still likely to be a difference between the boys and girls when they sit the tests this year, it is likely that the gap will not be as marked. There is no significant difference in the performance of boys and girls in mathematics.
3. Although pupils' achievement in Years 1 and 2 is generally satisfactory, standards in Year 2 are lower than they were last year. There are two primary reasons for this: an increase in the proportion of pupils with special educational needs, and changes in teaching methods that have not been as successful as the school had hoped. Year 2 pupils are attaining standards in English, mathematics and science that are below the national average. Pupils' achievement in the reading and speaking and listening elements of English are satisfactory, but achievement in writing is unsatisfactory, because teachers do not have sufficiently high expectations of

pupils' written work. Pupils' achievement is satisfactory in most aspects of mathematics, but is unsatisfactory in problem solving, because they do not have sufficient opportunities to learn. Although achievement is broadly satisfactory in all aspects of science, pupils' knowledge is stronger than their skills because they find facts easier to learn than methods of enquiry. Many of these judgements are similar to those made at the time of the last inspection.

- In 2003, the performance of Year 6 pupils in the national tests was well below the national average in English and science and below average in mathematics. However, in all three subjects the results were higher than those attained by pupils in schools in a similar context.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	25.4 (16.1)	26.8 (27.0)
mathematics	25.6 (26.4)	26.8 (26.7)
science	27.5 (26.8)	28.6 (28.3)

There were 26 pupils in the year group. Figures in brackets are for the previous year

- The 2003 cohort contained a significant proportion of pupils who, throughout their primary education, had struggled to reach national expectations. Only a few pupils were capable of working at an above average level. In addition two pupils who joined the school just before the tests and over whom the school had very little influence did not perform well. When all factors are taken into account, including the unusually high number of pupils in this year group who had changed schools, the 2003 test results represented clear gains in attainment that matched, and in some cases exceeded, expectations. Overall, the trend in the school's results over the last five years has mirrored the national trend. There have been marked year-on-year fluctuations, due to variations in the attainment of different cohorts of pupils. In 2001, for example, the cohort was particularly able and results shot up, only to fall back the following year. There are no consistent patterns of difference in the results of boys and girls and over time they both perform at a similar level.
- Pupils' achievement in Years 3 to 6 is good overall and generally better than it was at the time of the last inspection. Pupils' progress accelerates in these years because the teaching is better than it is in Years 1 and 2. Standards in English are currently around the national average and pupils' achievement in Years 3 to 6 is good. As with the younger pupils, there are differences across the various elements of the subject. Pupils achieve well in reading, speaking and listening and satisfactorily in writing. The difference can be traced to the quality of teaching, which is less consistent in writing than it is in other aspects of English. Standards in mathematics are below the national average and lower than in English, because pupils often find the concepts involved difficult to grasp. In most of the aspects of mathematics, including the key element of number, pupils' achievement is satisfactory. However, pupils' ability to use and apply what they have learned is unsatisfactory, particularly when solving problems. Pupils achieve well in science and by Year 6 they have good knowledge and understanding of many of the key ideas. Pupils develop enquiry skills at a slower pace, but their achievement in this aspect of science is satisfactory.

Other aspects of standards and achievement

- In 2003, Year 6 pupils' performance in the English tests met the target the school had set for attainment at the nationally expected level, but was a little short of the target for attainment at the higher level. Results in mathematics met both the target for the nationally expected level and the target for higher level attainment. This year's cohort of Year 6 pupils are generally higher attaining, so the 2004 targets have, correctly, been set at a level above last year's results, so as to offer an appropriate level of challenge. Currently, pupils are on track to meet the targets in English but may fall a little short of the target in mathematics.

8. When they first enter the school, many children lack basic skills and have little knowledge of the world around them. During their time in the Foundation Stage classes, children achieve well overall. However, despite the progress they make, particularly in the reception class, a significant proportion of children are unlikely to attain the early learning goals (the goals they are expected to reach by the end of reception) in most areas of learning before they move into Year 1. The exception is in the area of personal, social and emotional development in which children's achievement is very good. Almost all children are likely to attain the early learning goals by the end of their time in the reception class.
9. In Years 3 to 6, pupils' achievement in ICT is very good and by Year 6, standards are above national expectations. This constitutes a considerable improvement since the last inspection. What was a weak element in pupils' learning is now, by the end of Year 6, a strength of their attainment. Although pupils' achievement in this subject in Years 1 and 2 is generally satisfactory, standards by Year 2 are below national expectations, because pupils are not given the breadth of experience that the older pupils enjoy.
10. It is not possible, from the small number of lessons seen in the foundation subjects (art and design, geography, history, design and technology, music and physical education) to make detailed and secure judgements of the standards that pupils attain. However, the lessons seen, pupils' work and displays around the school left the impression that in many of these subjects pupils are achieving broadly satisfactory standards, particularly in Years 3 to 6.
11. Although pupils with special educational needs often struggle to reach the nationally expected level, the school's carefully considered provision enables these pupils to make good progress. Early identification of pupils' difficulties enables teachers to plan for their learning needs and as a result their achievement often mirrors that of other pupils. Pupils who speak English as an additional language achieve well and progress at a similar rate to other pupils, because the school provides them with carefully considered opportunities to learn. They acquire the basics of English at a good pace and this enhances their achievement in all subjects.
12. The school has started to identify the small number of pupils who are particularly able or who have specific talents, as well as considering ways in which the potential of these pupils can be fully realised. It is too early to evaluate fully how successful the school's strategies are proving, but the high results attained by one particularly able Year 6 mathematician in last year's national tests indicates that they are on the right lines.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to learning and their behaviour are **good**. Pupils' personal development is **very good**, particularly their spiritual, moral, social and cultural development. Attendance is **good**, with the majority of pupils' arriving on time.

Main strengths and weaknesses

- The school makes very good provision for pupils' personal development, so they grow into mature, responsible individuals
- The school promotes very good relationships, so pupils get on very well with each other and with adults
- Behaviour is managed positively and pupils develop a strong sense of right and wrong
- Effective systems for monitoring and improving attendance and pupils' enthusiasm for learning mean that most attend regularly

Commentary

13. Personal development within the school is very good. As a Catholic school, Our Lady of Victories takes its responsibilities for developing pupils' spirituality very seriously. The mission statement, with its emphasis on respect and understanding, underpins all that is taught within a

spiritual context. This is particularly evident in the religious education curriculum, and personal, social and health education and citizenship lessons. Additionally, the daily assemblies provide good opportunities for pupils to pray and reflect on the messages that are being imparted. As pupils get older, their willingness to take on responsibilities, such as school councillors, buddies, mentors, workshop friends, runners or reading partners, shows their growing maturity. This development was particularly evident in the session run by Barnardos on 'how to be safe', in which Year 6 pupils engaged in sensible and constructive dialogue, demonstrating their clear sense of right and wrong.

14. Staff are fully aware that the way they relate to one another and to their pupils has a strong bearing on pupils' understanding of relationships, and this they do well. Children learn from the good examples they are set and speak very highly of their teachers. They feel that they are there to help them in all aspects of their lives and not just in their academic work. Pupils also comment on how well everyone gets on in the school and the pleasure this gives them. Fundraising for charities and close links with a local special school give children good experience of helping those who are less fortunate, something they do willingly. The school has managed the marked increase in pupils from minority ethnic backgrounds very well, fully embracing their culture. As a result, pupils from minority ethnic backgrounds play a full and active part in all the school's activities. They are lively, happy children who enjoy their lessons and gain much from the relationships they forge. There is a complete absence of racial tension and pupils from all ethnic backgrounds work and play happily together. Parents who attended the meeting prior to the inspection identified this as a very strong feature and one that does much for the harmony of the community, both inside and outside of the school.
15. The strong ethos which exists throughout the school has a marked influence on pupils' good behaviour. By setting high expectations and dealing with issues in a positive way, staff teach pupils to appreciate and respect the rewards and sanctions that are applied. Pupils say that the majority of behaviour is good and are adamant that the school is free from bullying. The school has been bold in giving responsibilities to disaffected pupils, for example as learning mentors. This move has not only improved the behaviour of these children but it has also significantly raised their self-esteem and sense of belonging to a caring community. As a result several pupils who had previously been identified as having special educational needs for behaviour difficulties have been removed from the register. Pupil exclusions are rare and only occur when all other avenues have been exhausted.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	128	2	0
Mixed – White and Black Caribbean	1	0	0
Mixed – any other mixed background	3	0	0
Mixed – White and Asian	2	0	0
Asian or Asian British – Pakistani	13	0	0
Asian or Asian British – any other Asian background	14	0	0
Any other ethnic group	1	0	0

The table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Attendance

Attendance in the latest complete reporting year 94.4%

Authorised absence		Unauthorised absence	
School data	4.4	School data	0.7
National data	5.4	National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attendance levels for the current academic year are slightly above the national figure. Given the context of the school, this is good. In addition to effective monitoring systems, there is a range of incentives to encourage good attendance, including termly certificates and annual book vouchers for 100 per cent attendance. With the learning mentor quickly following up absences, either by telephone or by a personal visit, the climate for good attendance is firmly established.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides its pupils with a good quality of education. Effective teaching in most classes is combined with a sound curriculum, high quality care and welfare and very constructive links between home and school.

Teaching and learning

The quality of teaching and learning is good in the reception class and in Years 3 to 6. In the nursery and Years 1 and 2 the teaching and learning are broadly satisfactory. Teachers carry out thorough assessments of pupils' work and make satisfactory use of the information when planning lessons.

Main strengths and weaknesses

- The teaching in the reception class promotes a good quality of learning, but the teaching in the nursery is not so effective
- Pupils learn well in Years 3 to 6, because lessons are interesting and motivating but the teaching in Years 1 and 2 is not as stimulating and the pace of learning is slower
- Pupils who speak English as an additional language and those who have special educational needs receive effective support for their learning
- Pupils' learning in writing, science and mathematics is adversely affected by inconsistencies in the teaching
- Assessment procedures are good but teachers have yet to make full use of the information to improve their teaching
- The quality of marking varies between good and poor

Commentary

17. There has been satisfactory improvement in teaching and learning since the last inspection, mainly in the reception class and in Years 3 to 6. For sound reasons, staff changes were made at the beginning of the current school year, mainly affecting Years 1 and 2. These have not proved as successful as the school had anticipated and the teaching in these classes is less effective than it is in Years 3 to 6.
18. This difference is similar to that found at the time of the last inspection. However, this has evidently not been the case throughout the six years since the school was last inspected and at times during this period the teaching has been stronger. While there is still a small amount of unsatisfactory teaching, there is much less than in 1998 and the proportion of lessons in which the teaching is of a good or even higher standard has increased.

Summary of teaching observed during the inspection in 37 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
3 (8%)	4 (11%)	12 (32%)	17 (46%)	1 (3%)	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

19. The teacher and support staff in the reception class provide children with a wide range of well-planned activities which stimulate their interest and motivate them to learn. Adults constantly interact with children while they are working, promoting discussion of what is happening and asking them well-judged questions to stimulate their thinking and ideas. While the teaching in the nursery is satisfactory, activities are not as well organised as in the reception class and staff do not intervene as effectively while children are working. As a result children learn steadily in the nursery rather than at pace.
20. In general, teachers plan interesting and lively activities which encourage pupils to participate and to play an active part in their own learning. However, in a minority of lessons, primarily in Years 1 and 2, pupils spend too much time on mundane tasks which lack challenge and flair. When this happens their learning slows, because pupils' thinking and ideas are not being promoted effectively. Most teachers forge constructive relationships with pupils and regularly praise their efforts. This raises pupils' self-esteem and encourages them to further effort. In a small number of lessons, teachers do not establish or maintain sufficient rapport with pupils, so opportunities for productive interaction are missed. Classrooms are orderly and well managed and standards of discipline are good. Lessons are generally well organised and have appropriate learning objectives that teachers share with pupils, so that everyone is clear about what they are striving to achieve.
21. The teaching of pupils who speak English as an additional language is good. Teachers structure their lessons carefully, to ensure that these pupils are fully involved and have a secure understanding of what they are expected to learn. When they are working in small groups with the specialist teacher, pupils learn well, because the teaching is well conceived and carefully matched to the needs of the individual. Pupils who speak English as an additional language respond well to the provision that is made for them and use their developing language skills constructively in all aspects of their learning. Similarly, pupils who have special educational needs receive well-judged support based on their individual education plans. Those with the most pressing needs are often helped in their learning by the teaching assistants who work effectively alongside the teachers to ensure that these pupils are fully included in lessons.
22. Inconsistencies in the way writing is taught adversely affect pupils' learning, not only in English but across the curriculum as a whole. For example, the excessive use of worksheets in geography and history in Years 3 and 4 reduces creativity and restricts the promotion of the skills pupils are acquiring in literacy lessons. In Years 5 and 6 pupils are given far more scope to decide what to record and how best to do it, so their writing skills develop in parallel with their geography and history. The teaching of writing in Years 1 and 2 is not rigorous enough, since expectations of the writing pupils will be capable of by the end of Year 2 are too low. There are also inconsistencies of approach in the teaching of problem-solving and enquiry skills in mathematics and science. These make pupils' learning in these subjects uneven and adversely affect the progress they make as they move through the school.
23. There has been solid improvement in the quality of assessment since the last inspection. Teachers regularly apply a comprehensive set of formal and informal assessment procedures and strategies. These provide staff with detailed information about how well pupils are progressing and how effectively they are learning. Most teachers use this information well to focus lessons on what pupils need to learn next and to group them by attainment. In this way, all pupils have work that is appropriate to their level of learning. Assessment data is analysed carefully but teachers are not yet using the outcomes effectively enough to identify how their

teaching is influencing pupils' learning. Consequently, opportunities to make improvements in teaching and learning are being missed.

24. In the best examples of marking teachers provide pupils with clear guidance on what they have done well and what could be improved. However, there are too many instances where the marking does not provide this important information, so pupils are left wondering just how successful they have been. In the worst cases, work is not marked at all. This is totally unacceptable as it seriously devalues the efforts pupils have put in and gives them no guidance for their future learning.

The curriculum

The school provides a sound curriculum that is enriched by a good range of additional activities. The accommodation and resources for learning are satisfactory.

Main strengths and weaknesses

- A stimulating programme of visits, visitors and additional activities enriches the basic curriculum
- Pupils with special educational needs and those speaking English as an additional language get a effective, well-balanced curriculum
- While the provision made for children in the Foundation Stage is good overall, it is more effective in the reception class than it is in the nursery
- Provision for personal, social and health education and citizenship is very good
- There are weaknesses in the leadership and management of the whole school curriculum, and areas for improvement have not been clearly identified

Commentary

25. The curriculum is better than it was at the time of the last inspection and school has made satisfactory improvements. This is particularly evident in ICT, in which pupils' achievements have risen significantly.
26. During the school year, a good range of visits and visitors enrich the learning opportunities for all pupils. In Years 5 and 6 the pupils benefit from the residential visits they make to Ingleborough Hall and Scotland. An artist in residence provides pupils with the experience of working with different materials and in a variety of new ways. After-school clubs and involvement in sports competitions widen the experience of the pupils. The visits, the visitors and the additional activities not only stimulate an interest in learning but also make a strong contribution to the pupils' personal development and their understanding of citizenship.
27. The provision made through the curriculum for pupils' personal development is very good and this makes meeting and talking to pupils in the school a pleasure. Success in this area has been achieved by teachers taking frequent opportunities to raise important issues about how we live together and the responsibilities we all share. Circle time provides a more structured period where pupils can sit down in a circle and discuss issues that are important to them, such as friendship. The school nurse and local police officer support the well-planned programme of sex and relationship education and enhance pupils' learning about keeping safe. Health-related issues also form a regular part of lessons. The good provision for personal development means that pupils are well prepared for the next phase of their education and learn the importance of becoming sensible, responsible citizens.
28. Provision for pupils with special educational needs is good. The co-ordinator for special educational needs is well organised and has a very clear overview of how pupils are being supported. Identification of those children with problems takes place soon after they enter the nursery and action is quickly taken to support them. Additional classes are set up, so that pupils can be withdrawn for small group support; these are highly effective. However, the school does not monitor closely enough which aspects of the curriculum the pupils are missing

and cannot therefore be sure that there is an equitable balance, and adequate opportunities for pupils to catch up.

29. The curriculum for pupils who speak English as an additional language is planned well. Teachers ensure that this group of pupils have full access to all activities and are able to learn in a manner that is suited to their needs. As a result, pupils who speak English as an additional language play a full part in lessons and derive considerable pleasure from the new skills and knowledge they gain. The school has constructed and is continuing to develop a specific learning programme for these pupils. This well-conceived programme focuses on pupils' language needs as well as providing opportunities for broadening other aspects of their learning, such as their knowledge of the world around them.
30. While some constructive links exist between nursery and reception, particularly in the way staff plan common topics, the curriculum in the nursery lacks the good organisation of that in reception. Nursery children are offered too many activities at any one time. Consequently, their learning becomes diluted and teachers are unable to provide sufficiently focused support.
31. Curriculum leadership has failed to identify inconsistencies in the curriculum which adversely affect pupils' learning. The use of writing across the curriculum is better in some subjects and year groups than in others. In history and geography, for example, there is too much use of worksheets by some teachers. Problem-solving and investigative work in mathematics and science lacks cohesion and consistency of approach. These areas for improvement have not been identified by the curriculum manager, either through discussion with subject co-ordinators or by the direct monitoring of provision.

Care, guidance and support

Procedures to ensure pupils' welfare and safety are **very good**. Staff know pupils well and they provide **good** support when required. The manner in which the school seeks, values and acts upon pupils' views is also **good**.

Main strengths and weaknesses

- The learning mentor provides effective support for children from challenging circumstances
- Secure arrangements are made for child protection
- Pupils play an active role in the running of their school
- Systems for monitoring pupils' personal development are well established and function effectively

Commentary

32. This is a school which provides very good pastoral care. The socio-economic circumstances of the catchment area require the school to provide close support to both the children and their parents. The school does this very effectively. Along with the headteacher, the learning mentor is a key player who acts as a constant in a world which, for a number of children, is ever shifting and changing. Pupils comment that she is the first point of contact whenever they have a concern and they know that she will listen and do whatever she can to resolve their concerns. In her role she works closely with the special educational needs and personal, social and health education co-ordinators and their close relationship helps to provide the basis for the very good pastoral support. Complementing this work are the very good arrangements for child protection. The headteacher, supported by the special educational needs coordinator, keeps careful records and information is shared as necessary, to ensure that the pupils are provided with the best level of protection and care. Pupils with special educational needs are well cared for and receive good levels of support and guidance.
33. The way in which the school seeks pupils' views through the school council is good. From as early as reception, pupils are encouraged to become members of the council so that they can

have a voice in the running of the school. Those who are currently school councillors are confident that their views are being listened to. They gave a number of examples where their ideas had been adopted, such as in the design of the playground, the introduction of the water fountain and the improvements to the toilets. Pupils are also involved in drawing up their own class rules at the beginning of each year. Through their lunchtime responsibilities as mentors and runners, they provide an additional tier of support for younger pupils.

34. The strong pastoral support means that staff know pupils very well. However, the school is looking to improve further the way in which it monitors pupils' personal development by introducing a personal, social and health education evaluation form. This is well designed to allow teachers to make formal judgements and keep records in a number of areas, including how well a pupil co-operates with others, whether they can make friends easily and whether they have a positive attitude about themselves. Improvements have been made in assessment procedures since the last inspection and the school has clear procedures for the tracking of pupils' academic development. Effective systems are also in place for monitoring the progress of pupils who speak English as an additional language and careful watch is kept on the learning of this increasingly prominent group of pupils.

Partnership with parents, other schools and the community

The school has established **very good** links with parents. Links with the community are **satisfactory** and links with other schools and colleges are **good**.

Main strengths and weaknesses

- Parents feel that they can approach staff in the knowledge that any issues and concerns they raise will be responded to well
- The school uses a wide range of strategies to make links with parents and to keep them informed
- A significant proportion of pupils receive too little support for their learning at home
- The school has strong and productive links with the Catholic Partnership of schools
- The information contained in the annual reports is of only limited use to parents

Commentary

35. Parents attending the meeting with inspectors prior to the inspection and those interviewed during the week of the inspection expressed very positive views of the school. They particularly praised the way it handles the issues that parents raise. Staff take time to listen to parents' concerns and to explain clearly the actions that will be taken. As a consequence, there has been a significant fall in the number of parents who feel it necessary to complain. At the beginning and end of the school day the headteacher makes herself available in the playground to meet with parents in an informal setting and the Friends Association plays a pivotal role in organising social events, which are well supported.
36. The school works hard to foster good links with parents and is successful in this. Through regular newsletters, target-setting sheets, individual action plans and pupil reports there is steady stream of written information to keep parents in touch with what is happening. The school consults with parents about various issues, most recently on the bullying policy. Two parents are currently monitoring how well it is working. The school works hard to draw the parents of pupils who speak English as an additional language into the life of the school and to involve them in their children's learning. This is slowly bearing fruit. The parents of children from minority ethnic backgrounds, who attended the meeting prior to the inspection, spoke very positively of the way the school works with them. Links with these parents have benefited significantly from the support provided by a bilingual parent who acts as an interpreter. There are good links with the parents of pupils with special educational needs. They receive regular information about their children's individual education plans and are kept fully informed of the progress they are making.

37. Although curriculum evenings on literacy and numeracy have been organised by the school and a parent workshop provided, the numbers of parents attending these sessions has been disappointingly low. This poor level of support has a negative impact on the ability of some parents to provide support for their children's learning at home and ultimately on the overall levels of attainment within the school. Parents attending the pre-inspection meeting raised concerns about the computer-generated format of the annual reports on pupils' progress and the inspection team agree that these could be better. The reports lack individuality and whilst they do provide information of what each child has studied during the year, they lack detailed information about the standards pupils are attaining and whether this is appropriate to their age.
38. The sharing of resources for staff training days, as well as drawing up complementary policies on race relations, are just two of the ways in which the schools in the local Catholic Partnership, to which Our Lady of Victories belongs, work closely together. The Partnership headteachers and curriculum leaders meet on a half-termly basis and this forum provides a good opportunity to share ideas and experiences. Through links with Holy Family Secondary School, pupils have been introduced to the Japanese language and culture and there are plans to give pupils samples of German and French in the coming term. The learning mentor works closely with staff at Holy Family to ensure the smooth transition of pupils to secondary education. This work begins in Year 5, giving pupils a period of two years to get to know the school they will be going to and the children whom they will be joining once they start. There are also good links with a nearby special school on integration programmes for pupils with special needs. Equally good relations exist with a unit attached to a local primary school, which provides specialist support for pupils with challenging behaviour.

LEADERSHIP AND MANAGEMENT

The quality of the leadership and management is good overall. The leadership provided by the headteacher is good. Governance is good and the school management is satisfactory.

Main strengths and weaknesses

- The headteacher has high aspirations for the school and is focused upon its improvement
- While school management has good features, there are also weaknesses, which adversely affect its overall quality
- The governing body has a good understanding of its roles and responsibilities and governors carry out their work diligently
- Although the school collects detailed information through its self-evaluation and monitoring procedures, priorities for improvement are not sharply enough focused
- The leadership of the school promotes a culture of inclusion for all who work and learn there
- The school has effective procedures for financial management
- There are a small number of omissions of statutory items in the school prospectus

Commentary

39. The headteacher has high expectations, and is dedicated to ensuring continuous school improvement, focused upon the specific needs of the pupils and the continued raising of their achievement. She recognises the strengths of the school and is fully aware of the principal areas in which further improvements need to be made. In general, the headteacher receives good support from the team of senior managers and readily involves them in all aspects of school management and development. There are, however, some weaknesses in management which detract from its overall quality and effectiveness. Because of their involvement in all school matters, senior managers share a common vision for the school and this gives them and the rest of the staff a sense of purpose and direction. The strong commitment to the development of all staff was recognised in 2003 when the school received the Investors in People award.

40. The work of the headteacher, senior managers and governors has enabled the school to maintain a satisfactory rate of improvement since it was last inspected. The last report identified a large number of weaknesses, so out of necessity, much of the school's development since 1998 has been broadly based. While this was appropriate in the past, this is no longer the case and the current development strategies are not sharply enough focused to meet fully the needs of the school. Plans for improvement tend to be too complex, because initiatives are insufficiently prioritised. This creates a heavy burden for individual staff and makes degrees of success difficult to evaluate.
41. The school has made satisfactory progress in addressing the issue, from the last inspection, which required improvements to be made to quality of leadership of key members of staff. This is providing both the initiative and the drive to raise standards in many areas of school life. Leaders of the core subjects of English, mathematics and science have secure knowledge of the standards in their subjects, and have constructed sound action plans for further improvement. There is a good sense of teamwork throughout most areas of school and a strong ethos which encourages co-operation and support. However, there are weaknesses in the leadership of the curriculum and Years 1 and 2. In particular, areas for development in the curriculum across different subjects and year groups have not been teased out or targeted for improvement. Changes to the organisation of Years 1 and 2 have been badly managed. Both these weaknesses are adversely affecting pupils' achievements.
42. Governance of the school is good. The chair and vice chair of governors have a clear vision and high aspirations. The governing body as a whole is very supportive, and governors understand the main challenges which are faced by the school. They know the school's strengths and weaknesses, which puts them in a good position to support its work and challenge it to do better. Governors' regular involvement in school improvement planning ensures that they keep abreast of developments, and enables them to make informed decisions about, for example, priorities for the use of school funds. Although there are minor omissions in the school brochure, governors have recognised these and are taking steps to remedy them. All other statutory requirements are met.
43. Procedures for monitoring and evaluating teaching and learning and bringing about improvement are satisfactory. Performance management procedures are firmly in place. These include the regular observations of all members of staff and the identification of generic improvement issues. However, as with school development, these issues are not yet sufficiently rigorous to target closely and prioritise areas of weakness. As a result, there are inconsistencies in teaching. For example, the staff have agreed a whole-school marking policy, and there are basic expectations for display in the classroom, but not all teachers adhere to these policies. There is no whole-school policy for teaching and learning, against which to evaluate classroom practice, monitor adherence to basic expectations, or provide a cohesive approach across the school and in individual subjects. Some of the good and very good teaching throughout school, identified through monitoring, is shared with others as an aid to better practice, but this is not a regular procedure.
44. The school is committed to including all who work and learn there, and ensures that the needs of individual and groups of pupils are met. The headteacher and senior management team regularly analyse pupils' progress in the core subjects, using information from tests and other assessment data. They track individuals to monitor their progress and analyse the development of groups of pupils, for example those with special educational needs or who speak English as an additional language. Managers also note the difference in attainment between boys and girls. The provision for pupils with special educational needs and those who speak English as an additional language is managed well. The detailed information the school collects is used constructively to focus support and resources and to evaluate how well it is meeting pupils' needs. Targets for improvement are shared with both pupils and parents and are regularly updated.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	676031
Total expenditure	685020
Expenditure per pupil	2718

Balances (£)	
Balance from previous year	38806
Balance carried forward to the next	29817

45. Financial management is good. Prudent handling of the main school budget and use of funds from a variety of other initiatives ensure that the school meets appropriate educational priorities, including extra staffing to support pupils with special educational needs and those who speak English as an additional language. Careful planning and budget management provide teachers with a good level of time beyond their class responsibilities for both planning and subject leadership. All implications are considered before financial decisions are taken and the school applies the principles of best value well. Day-to-day management and administration systems are effective and so the school runs smoothly.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

46. When they first enter the nursery in the term after their third birthday, the majority of children have weak basic skills and their early attainment is often well below that associated with the age group. Many lack social skills and have poorly developed speech. They find it difficult to concentrate and to listen to the teacher, lack self-confidence and have very low self-esteem. Their understanding of the world in which they live is very poor and a high proportion find physical skills, such as holding a pencil or a pair of scissors, very difficult. An increasing number of children speak very little English. The number of children with special educational needs has increased substantially in recent years.
47. During their time in the Foundation Stage, children make very good progress in personal, social and emotional development and good progress in all the other areas of learning. In spite of this good progress a significant number will not have achieved the early learning goals by the time they reach the end of the reception class, particularly in speaking, writing, mathematics and in knowledge and understanding of the world. Achievement is satisfactory in the nursery and good in the reception class. Children with special educational needs and those with English as an additional language make good progress. The provision made for children's learning in the nursery is satisfactory and in the reception class it is good.
48. Since the formation of the Foundation Stage, the school has worked hard to bring together the work of the nursery and the reception classes and has been successful in developing some good links, for example in the sharing of topics. There are, however, aspects of the work of the nursery that need addressing, in order to improve the quality of teaching and learning. The nursery staff are not selective enough in the number of activities that are on offer to the children in each session. At the present moment, children can choose from a very wide range of options and spend their time moving from one activity to another without becoming engrossed in a particular task. Overseeing such a range of activities limits the possibilities for staff involvement. They are unable to devote sufficient time to a particular area of play or help children to develop their learning through strategic intervention and in-depth involvement. The planning of appropriate activities for each nursery session is not focused well enough. Despite this weakness, the teaching is never less than satisfactory, and there are examples of very good and excellent teaching in the reception class.
49. Good use is made of assessment throughout the Foundation Stage. In the nursery, evidence collected on home visits enables children's specific needs to be identified at an early stage. A booklet is then produced that tracks progress against the early learning goals and includes photographic evidence of moments of success. These are much valued by both children and parents. In the reception class, group and individual targets are set for the children and these are monitored closely to check their progress. Links with parents are good, beginning with the home visit and the initial meeting and continuing throughout the child's time in the Foundation Stage. Those parents who can are encouraged to give help in school. During the time of the inspection, one child's father was providing valuable help in the reception class. The quality of management is good and there has been steady improvement since the time of the last inspection.

PERSONAL SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in children's personal, social and emotional development is **very good**.

Main strengths and weaknesses

- Teachers recognise children's weaknesses and place a strong emphasis on this area of learning in all their teaching
- By the time they leave the Foundation Stage, children have grown in confidence and are able to relate effectively to adults and other children
- Children learn to work sensibly in groups and on their own

Commentary

50. From the moment children enter the nursery and throughout their time in the Foundation Stage this area of learning is given paramount importance by the staff. Throughout each session children are praised for remembering to behave correctly, say thank you, share properly and take part in simple routines. In the nursery the 'Happy Tree' has a special blossom put on it when a child does something kind or shares something. Having their contributions recognised in this way has a significant impact on children's self-esteem and so they quickly grow in confidence. Achievement in this area of learning is very good. By the time the children are at the end of the reception year they are sensible and mature and sit for lengthy periods of time, working in a group under the guidance of an adult. They are able to undress themselves for physical education, follow instructions during the lesson and behave responsibly on the way to and from the school hall. Because of the rapid progress they make, most children are likely to achieve the early learning goals in this area of learning by the end of their time in the reception class.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **good**.

Main strengths and weaknesses

- Children develop an enjoyment of books and this lays a solid the foundation for reading
- Children learn to listen well
- By the end of the reception year, a significant number of children still have weak speech and writing skills

Commentary

51. Children achieve well in this area of learning. However, because they were so far behind when they first entered the nursery a significant number of children will not achieve the early learning goals by the end of reception. Teaching and learning are satisfactory in the nursery and good in the reception class. More effective intervention in the reception classes accounts for the difference in the quality of teaching. Throughout the Foundation Stage teachers emphasise the importance of books. They are displayed in an attractive manner and the children are drawn towards them with staff providing good role models. In the nursery, for example, the nursery nurse sits with the children in the book area enjoying sharing books that the children have chosen. In the reception class the children join the classroom assistant in group reading sessions. Children's listening skills develop well in the reception class but many children still do not speak clearly and are not confident in putting together sentences. Teachers take frequent opportunities to encourage children to speak and to extend their vocabulary, both in group work and in whole-class sessions, when they are sharing the big book. Letter sounds are taught regularly, not only to prepare the children for reading, but also to help them with the clarity of their speech.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children learn the basics of numbers well but progress is slower in other areas of mathematics
- Teachers provide a good range of activities including songs and rhymes that make learning enjoyable

Commentary

52. Achievement in this area of learning is good, although the majority of children will not reach the early learning goals by the end of the Foundation Stage. The positive effect of the good teaching in reception and satisfactory teaching in the nursery is particularly evident in the secure understanding children have of numbers up to ten. Children are given regular opportunities to count different objects and teachers involve them in counting together to help raise their confidence. In the reception class, children count the number of windows in the house and play interesting number games. However, teachers continually have to return to basic principles, as the children find it difficult to retain what they have been taught. In the nursery class, the shape of the wheel, which during the inspection was a sphere, is regularly referred to and displayed well. However, even after frequent reminders over a number of days, children still find it difficult to remember what the shape is called. In other aspects of mathematics, such as weighing, measuring, money, shape and position, children's progress is slow, because many lack the spoken language skills they need to describe what is happening.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in children's knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- Teachers make good use of visits and visitors
- Children are given a good variety of practical activities to help their understanding, but many children have only limited general knowledge

Commentary

53. Although children achieve well in relation to how little they knew on entering the nursery, the amount of knowledge and understanding children have when they leave the reception class is below expectations. A significant number are, therefore, unlikely to achieve the early learning goals. The good teaching in reception and satisfactory teaching in nursery is based firmly on children having a wide range of very practical activities. In the nursery, the children use the presbytery garden to look at the autumn leaves and berries. They collect leaves and bring them to display in the classroom. A builder visits the nursery and shows them how he constructs walls, then the children have a chance to imitate his skills and techniques. In the reception class, children begin to understand the concept of past and present, looking at what they were like as babies and what they are like now. They use a variety of objects to test out which of them will float and which ones sink. In both classes, the children are confident in using the computer and they also benefit from the experience of using the floor robot. Children enjoy their work in this area of learning, but their poor language and literacy skills mean that they find it difficult recording what they have learnt or talking about it.

PHYSICAL DEVELOPMENT

Provision for physical development is **good**.

Main strengths and weaknesses

- Children use the outdoor play area and the hall with confidence
- Many children have difficulty using small tools and equipment effectively

Commentary

54. Children achieve well in this area of learning due to good teaching in the reception class and satisfactory teaching in the nursery. The outdoor area is well equipped and children become competent in using large apparatus. For example, they climb up a ladder confidently, before sliding down the slide. There are pieces of equipment to crawl over and through, as well as a large sandpit where they can use larger tools such as spades. There are all manner of wheeled toys that they can ride on and become familiar with controlling. In this respect, their physical development and their control over their own actions are satisfactory. In the school hall they use space with confidence and enjoy developing their ball skills. Teachers provide a carefully thought-out range of experiences, where children learn to use small tools such as scissors, pencils, brushes and spreaders. However, many children have poor fine motor skills and so find manipulating small items very difficult. This is particularly apparent when it comes to writing letter shapes. As a result, a significant number of children are unlikely to attain the early learning goals by the end of their time in the reception class.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Teachers use the opportunities that arise in other areas of learning well to promote children's creative development.
- The quality of children's collage and art work is good

Commentary

55. Teaching in this area of learning is good in the reception class and satisfactory in the nursery, so children achieve well. A considerable amount of the work that is done stems from other areas. For example, the story of Elmer is used to introduce children to different colours and leads on to how they can use primary colours to make others, such as green from blue and yellow. Creative paintings arise from the story of Jasper's Beanstalk and daffodils provide the model for observational painting. In the reception class, the children have been collecting and looking at shiny things and have produced some excellent collages, using shiny materials. As a result of the practice they have had in mixing colours, they produce exciting and vibrant pieces of art work, when given the opportunity. All the children in the Foundation Stage love their singing. They make and play their own shakers using tubs, boxes and tubes filled with rice and beans. They also make puppets as part of the healthy bodies topic. At Christmas, they enjoy taking part in the Christmas production. However, many children have little opportunity to extend and develop their creativity outside of school. This limits their attainment and a significant proportion are unlikely to reach the early learning goals in this area of learning.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- The leadership of the subject is good and shows a vision and drive for improvement
- The teaching in Years 3 to 6 is good and so pupils achieve well in these classes
- Teaching in Years 1 and 2 is not as effective in promoting pupils' achievement as it is in the rest of the school
- There is insufficient emphasis on writing across other subjects of the curriculum and for other purposes
- Teachers generally assess pupils' work thoroughly and use the information well when planning lessons, although there are inconsistencies in the quality of marking across classes
- Teachers make good use of homework to extend pupils' learning

Commentary

56. Year 2 pupils performed well in the national tests in 2003, attaining results that met national expectations and which were well above those in similar schools. Standards in Year 2 are currently below the national average, because the current class contains more pupils with special educational needs than last year's and the teaching is not proving as effective. The test results of Year 6 pupils in 2003 showed attainment to be well below the national average but above that in similar schools, with progress as expected in Years 3 to 6. The present cohort of Year 6 pupils is more able than last year's, with fewer pupils needing support for special educational needs. Standards are currently around the national average, with pupils achieving well in most areas of English. However, achievement in writing is limited to satisfactory because in some classes pupils have too few opportunities to write for different purposes.
57. Improvement since the last inspection is satisfactory overall, and in some areas improvement has been good. Of note are the improvements that have been made in the subject leadership. The subject co-ordinator has identified appropriate areas for improvement, using a wide variety of monitoring evidence and performance data. This has included areas of school, where subject knowledge or teaching is weaker. He has supported this development by modelling good practice and by identifying and providing suitable training. The subject action plan is clear and focused, and is underpinned by a good vision and drive for improvement.
58. Pupils achieve well in Years 3 to 6, because their attitudes are good and the teaching provides high levels of encouragement and interest. The school has set an ambitious target for pupils' attainment this year, but through hard work on the part of both staff and pupils, these are likely to be met. Teaching methods are chosen well and the activities provided are carefully thought through to ensure that all pupils are supported or challenged. Good, and sometimes very good, planning characterises lessons in which pupils' progress is rapid. For example, pupils in a Year 3 class developed their knowledge of writing character descriptions, using a wide range of adjectives and vocabulary. The very positive outcomes were the result of lively and enthusiastic teaching which rigorously ensured understanding for all pupils, and where high expectations were evident throughout the lesson. Questioning during lessons is of good quality, and is used both to promote understanding and to pose further challenges. This elicits good responses from pupils, who put forward carefully considered ideas, both verbally and in writing. Teachers employ good class management strategies, which ensure that pupils behave well and make efficient use of the time available. Teachers know their pupils well, encouraging those who find concentration difficult, and respond well to those who often seek attention and reassurance. Good use is made of homework to develop and extend pupils' competency in English, as well as to prepare for and support future lessons. For example, Year 6 pupils were

given a simple script to learn at home, which provided very good preparation for a writing lesson the following day.

59. Pupils in Year 2 have good knowledge of the component parts of both fiction and non-fiction books. They are not, however, able to talk readily about their own favourite books or poems, which indicates little personal reading for enjoyment. One reason for this is that some higher attaining pupils are given books to read which are too easy for them, and they are not challenged to read outside of the reading scheme. However, they read with very good expression, are fluent, and understand what they have read. Although the teaching in Years 1 and 2 is satisfactory overall, lessons are less lively and do not generate as much interest and excitement as those in the Years 3 to 6. On occasions, the organisation is too complex, which confuses the pupils, because they do not fully understand what they are trying to achieve. Pupils' books show a relatively narrow breadth of experience and little originality in the teaching. In Years 3 to 6, there is an emphasis on displaying key words for other subjects to support pupils' writing, but the learning environment for some of the younger pupils in Years 1 and 2 lacks this stimulus. There are times in several classes and subjects when the excessive use of worksheets by teachers severely restricts opportunities for pupils to write freely. This leads to low productivity, which limits both progress and achievement.
60. Assessments are carried out regularly. Teachers use the data well to ensure that work they set is well matched to the needs of all pupils, including those with special educational needs and pupils who speak English as an additional language. There is good provision for pupils who are falling a little short of the expected level. They are given effective support and carefully judged teaching to boost their achievement. In these lessons, the teachers plan work that is closely matched to their individual needs, and very well targeted, to ensure good, consistent improvement, especially in extended writing. In this and some other classes, there is marking of a high quality, which identifies areas for improvement and which is shared with pupils, to give them further targets. However, this very good practice is inconsistent. In some classes the marking is weak and in a minority of cases non-existent.

Language and literacy across the curriculum

61. Although teachers in Years 5 and 6 are beginning to plan opportunities for pupils to apply their literacy skills to other subjects, this is uncommon in other parts of the school. Overall, teachers provide insufficient opportunities for pupils to use and develop their writing across other areas of the curriculum. There is insufficient application of writing skills in subjects such as science, geography and history, because teachers do not generally insist on a high enough standard. In many cases pupils are taught in literacy lessons how to write for different purposes, for example persuasive or descriptive writing. They are not, however, given sufficient opportunity to revise and practise these skills in different contexts and across the full range of subjects.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Teaching is good in Years 3 to 6 and basic number skills are generally taught well
- A significant proportion of pupils find mathematical concepts difficult to grasp, since the school's use of the National Strategy for Numeracy is not fully effective
- There are not enough opportunities for pupils to use or apply their skills in problem solving, so standards of achievement in this aspect of the subject are too low
- Pupils' attitudes to mathematics are good and they work hard

Commentary

62. In comparison with their peers in similar schools, pupils performed well in the national tests in 2003. Although standards are generally below the national average, pupils' achievement is satisfactory in most elements of the subject. The exception is in the area of problem solving and mathematical investigation, where pupils' achievement is unsatisfactory. Standards in Year 2 are lower than last years' national test results indicated. This is because more pupils have special educational needs and, while the teaching is satisfactory, it has been less effective.
63. Teaching is good in Years 3 to 6 in the majority of the areas the pupils need to cover. Lessons begin with challenging mental sessions, which are often conducted in an atmosphere of enjoyment and expectation. Teachers use these sessions to rehearse previous work, in order to find out what the pupils have remembered and how much they know and can understand. The majority of lessons strike a good balance between instruction and opportunities for pupils to work in groups or individually, so as to practise and consolidate what they have been taught. The setting of pupils according to ability in Years 4, 5 and 6 works well and is having a positive effect on the pupils' achievement. Higher attaining pupils are challenged at an appropriate level alongside older pupils, while lower attainers work successfully with pupils at a similar stage in their learning. The quality of teaching in Years 1 and 2 is satisfactory, but not as good as in Years 3 to 6, because teachers have lower expectations of the work pupils will produce. For example, pupils' work in their books is often untidy and the marking makes too little attempt to improve matters.
64. Pupils' attitudes to mathematics are very positive and they respond enthusiastically to the work they are given. Strong features of lessons are the respect and confidence pupils show in their teachers and the good relationships they have with the support assistants. Teachers regularly praise pupils' efforts and encourage their involvement with opportunities for fun with numbers. This makes for a pleasant and productive atmosphere in which pupils' personal confidence and self-esteem grows. Relationships between pupils are good, so they willingly help or advise each other and share ideas.
65. In order to raise standards, teachers have placed a strong emphasis on developing pupils' basic number skills and on their knowledge and understanding of shape, measures and data handling. Not enough activities are built into lessons, where pupils can work on mathematical investigations and find their own way of solving problems. This omission is adversely affecting the progress pupils are making and is a significant factor in preventing the more able from achieving the higher levels in the tests. This has been recognised by the school and steps are being taken to bring about the required improvements.
66. The school has implemented the National Strategy for Numeracy, but has not adapted it fully to meet the needs of the pupils. The strategy indicates the units of work to be covered and how much time it should take. However, this is broad guidance based on general expectations. The school has, up to now, been too inflexible in its use of the strategy. There are times when pupils move onto a new unit of work before they have fully grasped the ideas, concepts and techniques that the current unit is promoting. Consequently, when pupils meet a new idea, they have difficulty building on or adapting what they have learned in the past. This is particularly the case for those pupils who find mathematical concepts difficult to grasp. Average and lower attaining pupils in particular need more time to consolidate their learning before moving on to something new.
67. The subject is co-ordinated well and there is a clear intention to raise standards by taking effective action to improve the quality of teaching and learning. Results are carefully evaluated and action is then taken to improve areas of weakness. The problems in the use of the National Strategy for Numeracy, identified in the previous paragraph, have been recognised by the school and the subject has been scheduled for major development in the near future. Pupils' progress is tracked carefully. The school provides opportunities for pupils in Years 5 and 6 who are a little short of their expected target to receive closely focused teaching in small

groups to give their learning the boost it needs. This strategy is effective in raising pupils' attainment and confidence.

Mathematics across the curriculum

68. Satisfactory use is made of mathematics across the curriculum. In science pupils use their skills in measurement and calculation and in handling data. In art the understanding of symmetry is used to good effect, and in design and technology the pupils use measurement and dimension in planning out their tasks. However, in most subjects there are opportunities which go unrecognised and are consequently under-utilised

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- By Year 6 most pupils have developed the scientific knowledge expected of their age group and have a secure grasp of many of the key ideas of science
- Pupils' enquiry skills are not as well developed as their knowledge and understanding
- The teaching of knowledge and understanding is good in Years 3 to 6
- Pupils show very good attitudes to the subject and are keen to learn
- The subject is better taught than at the time of the last inspection but inconsistencies remain which adversely affect pupils' achievements

Commentary

69. There has been satisfactory improvement in the subject since the last inspection, so pupils are receiving a better balanced and broader range of opportunities to learn than they did in 1998. Although the performance of Year 6 pupils in the national tests in 2003 fell short of the national average, the results compared very favourably with schools in a similar context.
70. While standards are below average by Year 2, pupils' achievement in Years 1 and 2 is satisfactory and pupils make steady progress. Standards are currently below the national average in Year 6. Most pupils attain the level of knowledge expected and a satisfactory proportion show a solid understanding of more advanced ideas. However, pupils' grasp of how to obtain information through enquiry, and of what to do when they have collected it, is not as secure. In Years 3 to 6 pupils' achievement in the development of enquiry skills is satisfactory and in the acquisition of knowledge and understanding it is good.
71. The difference in pupils' attainment across the two main components of science learning is linked to variations in the quality of the teaching. As pupils move through the school, teachers build up their knowledge and understanding systematically and logically. This is done more effectively in Years 3 to 6 than in Years 1 and 2, because lessons are more challenging and better structured. Consequently, by Year 6, pupils have a secure grasp of many of the key ideas of science, for example that condensation and evaporation are reverse operations, that blood carries oxygen and nutrients and that air resistance slows down moving objects. In this respect the teaching is satisfactory in Years 1 and 2 and good in Years 3 to 6. Pupils' very good attitude to the subject and the considerable effort they put into grasping new ideas add much to the quality of their learning. In discussion, pupils readily give explanations and put forward suggestions, thinking hard about how and why things happen as they do.
72. The teaching of enquiry skills is satisfactory overall, but uneven in quality. While all teachers provide pupils with opportunities to carry out scientific enquiry, there are inconsistencies in approach, which adversely affect pupils' skills. Where the teaching is most effective, pupils are given a clear framework for investigation which successfully guides them through the decisions they need to make and the questions they need to answer. In other lessons the teaching of

enquiry skills lacks this systematic approach, so pupils do not acquire the same clear understanding of the processes they should be employing. By Year 6, most pupils appreciate what a scientific enquiry involves, but do not possess a full set of skills to use when they are investigating. For example, they are unsure about what to do if anomalies appear in results, or how to use scientific knowledge to draw informed conclusions. This adversely affects pupils' independence and competence as investigators. As a result, few pupils attain an above average level in this aspect of science.

73. Subject leadership and management are satisfactory. The co-ordinator has successfully brought about improvements, particularly in the manner in which the subject is taught and the opportunities pupils have to carry out investigations. However, the broad approach to development that has been employed has been only partially successful, so a sharper focus on key priorities is needed. The school is aware that there is more work to do and science remains high on its list of areas for development.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **good**.

Main strengths and weaknesses

- Good leadership of the subject has identified and driven forward areas for improvement, but some recent innovations are not yet fully established
- Very good achievement in Years 3 to 6 promotes high standards by the end of Year 6
- There is a good approach to the use of ICT skills across the rest of the curriculum
- Lessons are generally well planned
- Pupils show high levels of enthusiasm for the subject
- The curriculum pupils receive in Years 1 and 2 lacks breadth

Commentary

74. There has been good improvement in this subject since the last inspection. Standards have risen significantly, the range and quality of resources are much improved, and subject leadership and management are far more effective. Resources are good. The ICT classroom is equipped with sufficient modern computers and an interactive whiteboard and projector. Pupils can access the Internet with a speedy broadband connection, and there are further improvements planned to extend the network to all the school's computers.
75. Pupils in Years 3 to 6 use ICT very effectively for a wide variety of purposes. For example, pupils in Year 6 have produced a variety of multi-media presentations which are of a very high standard. Pupils of all abilities describe clearly how these presentations were put together and they are adept at changing and improving what they have already done. Most pupils use spreadsheets effectively, adapting the type of graph they display according to the nature of the content. Most pupils work quickly and adeptly, and have very good knowledge and understanding of the tools used in various programs. On a few occasions lessons are not organised well enough to ensure that pupils have sufficient time on the computers, and this limits what they are able to achieve. Work seen on walls in classrooms is well presented and displayed, and research from the Internet is thoughtfully used by teachers, not merely copied and pasted into the pupils' work. By Year 6, pupils attain standards that exceed national expectations and this represents very good achievement in Years 3 to 6.
76. Pupils in Years 1 and 2 are able to use computers to draft and write, and they show good attainment when inserting pictures to enhance their work. Some are able to resize their pictures, and Year 2 pupils make choices about fonts, size and colour. They are able to use graphics programs for simple diagrams and drawings. However, the experiences they have are too narrow. At the time of the inspection they had not, for instance, worked with data programs

or on monitoring and control. Mainly because of this, and despite pupils' achievements being broadly satisfactory and their attitudes good, standards in Year 2 are below expectations

77. Leadership and management of ICT are good. The co-ordinator ensures that teachers have access to good quality support, which they use readily when preparing and planning lessons. This helps to ensure that teachers are confident and competent in the use and teaching of different aspects of the subject. The co-ordinator has identified and planned for the application and use of ICT across the curriculum, and models this good practice in his own work. However, the use of ICT in this way is not yet formalised in planning, nor is it systematically monitored or reviewed. The practice is not, therefore, uniformly applied across all subjects and classes.

Information and communication technology across the curriculum

78. Pupils' use of ICT in lessons across the curriculum is good and is continuing to develop. The subject leader in particular demonstrates good practice, and the computer suite is timetabled for other subjects, as well as for the specialist teaching of ICT. In one lesson linked to geography, Year 6 pupils drew a diagram of a river using the graphics part of a commercial program. They then accessed the Internet and a previously prepared word bank to label the diagram. They also added photographs, sound and Internet links to produce a highly effective presentation. The many high quality aspects of this activity resulted in an excellent lesson, where progress and achievement were high. This was due in part to very detailed planning and extremely effective interaction by the class teacher, but also to the vision of the subject leader for the role of ICT across the curriculum.

HUMANITIES

79. Only two lessons were seen in **geography** and only one lesson was seen in **history**. It is not, therefore, possible to make detailed judgements about provision, standards or teaching and learning in these subjects. However, examination of the work produced by pupils and discussions with staff provided additional valuable information.
80. Teachers' planning shows that there is a satisfactory curriculum in both subjects. In discussions pupils readily recalled the different studies they had carried out. It was also evident that visits to places of interest and the local environment were enhancing their knowledge and understanding of history and geography. In some classes, far too many worksheets are used, and opportunities are missed for pupils to extend their writing skills.
81. An analysis of pupils' work shows that, by the time they reach Year 6, they have covered a range of appropriate topics in geography. Lower down the school a secure understanding of maps and their uses has been developed, so by Year 3 pupils are able to use a map of the world to plan a holiday. Pupils in Year 4 carry out a comparative study of life in Chambakoli, a village in India, and identify similarities and differences with life in Keighley. By the time pupils are in Year 6, they are capable of carrying out an extensive study of river systems, which leave them with a clear understanding of the source, structure and course of their local rivers. Their studies have also generated an appreciation of the area in which they live. Several pupils spoke of the pleasure they get from living on the edge of the Yorkshire Dales
82. In history there is a similar range of work, with the youngest pupils looking at major events in earlier times in our history. In Year 3, pupils are developing a good understanding of settlers who came to our shores, as they study the Romans and the Vikings. Higher up the school their studies take them away from Britain to look at Ancient Egypt and learn about what life was like then. In discussion, pupils described with confidence how they are able to complete projects on particular topics by researching information from books and carrying out Internet searches. They also make good use of the computer suite to produce multi-media presentations of the topics they are studying in both history and geography.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

83. Only a small number of lessons were seen in **art and design** (two), **design and technology** (two), **music** (two) and **physical education** (three). It is, therefore, not possible to make detailed judgements about the provision in these subjects. Further information was gained from discussions with staff and pupils, and from observations of pupils' work and teachers' planning.
84. There is insufficient evidence upon which to base secure judgements of standards, achievement, teaching and learning in **art and design**. The good variety and breadth of work on display around the school show that pupils are receiving the curriculum they are entitled to and ensure that classrooms and shared areas look bright and colourful. Work of a good standard can be seen in the multi-media work Year 2 pupils have produced on the subject of 'Under the Sea'. This shows careful consideration of the use of colour, as well as an understanding of different media and their uses. Pupils have studied the work of various artists, and these include artists from other cultures. Teachers make good use of sketchbooks to develop pupils' observational skills. For example, in a sampled lesson in Year 3, pupils were using their observational drawings well to produce line drawings and block prints to a good standard. However, even in the small amount of teaching seen there were significant variations in quality. In contrast to the sampled lesson described above, another teacher showed a lack of subject knowledge and failed to develop pupils' skills and techniques sufficiently. Last year, pupils had the opportunity to participate in an 'Art Week' to further develop their creative skills, an event they recall with considerable pleasure.
85. Insufficient **design and technology** lessons were seen to make a judgement of standards of achievement or of the quality of teaching and learning. Of the two lessons seen in Years 5 and 6, one was the first introduction to a new topic and the other contained only the girls, because the boys from the class were engaged in something different. Both lessons were taught competently and much enjoyed by the pupils. The model vehicles under construction by the Year 6 girls were of the standard expected of the age group. The majority were on the point of achieving their goal of making the model run under battery power across the floor. The portfolio of work currently being compiled by the subject co-ordinator indicates that pupils of all ages receive regular opportunities to design and make in a range of different contexts. This was confirmed during discussions with Year 6 pupils, who recalled with enthusiasm the projects they had been involved in during their time in the school. They also recalled with pleasure the opportunities they had been given to share their successes with other pupils, by showing their work in assemblies and putting them on display for all to see. When the school was last inspected, weaknesses were identified, particularly in the design and evaluation elements of the subject. There are clear indications, from the limited amount of work seen and more particularly the information provided by Year 6 pupils, that these weaknesses have been addressed and that the quality of teaching and learning has sufficiently improved.
86. It was not possible to gather sufficient evidence during the inspection to comment on standards or achievement in **music**. However, in one very good lesson observed, pupils in Year 2 showed high levels of enthusiasm. The lesson was well planned and drew on a variety of resources. Singing was of a good standard. A commercial scheme of work is used to enable non-specialists to teach more confidently and lessons are well supported by this and other good resources. Pupils also have the opportunity in Years 3 to 6 to learn the recorder, guitar and violin, and some of these activities are funded by the school. A peripatetic teacher visits school each week to teach singing in Years 1 and 2 and in the Foundation Stage. Pupils are treated to visits from music groups, including Asian musicians and African drummers. The school actively seeks out further opportunities to broaden pupils' experiences.
87. In the three **physical education** lessons seen, one each in Year 1, Year 3 and Year 5, most pupils exhibited skills which were around the level expected for their age, with a very small proportion of pupils above and below expectations. In the Year 5 lesson, for example, the majority of pupils threw and caught a small ball with the expected accuracy and had sufficient

hand-eye co-ordination to strike the ball when they were batting. Year 1 pupils listened attentively to their teacher and tried hard to follow the ball control skills they were shown. Most were able to stop a football running away from them by controlling it with the inside of their foot. The lessons seen suggest that standards are broadly average. This is, however, insufficient information upon which to base a secure judgement of achievement across all year groups and different aspects of physical education. Teachers' lack of technical knowledge was criticised in the last inspection report. The lessons seen were taught competently by teachers who showed a secure understanding of what constitutes an effective physical education lesson. This would indicate that the required improvements have been made. The school provides a range of sports clubs for boys and girls, including football, netball and tag rugby, which effectively extend the physical education curriculum. Pupils in Year 5 swim once each week and currently almost a quarter of pupils are exceeding National Curriculum expectations, which is a very respectable proportion.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Two lessons were seen in this subject area. Further information was gained from discussions with pupils and staff and from the examination of various documents, including those containing examples of pupils' work.

Commentary

88. While there is insufficient evidence upon which to base a secure judgement of provision overall, it is clear that the school places considerable importance on this aspect of the curriculum and that significant development has taken place in recent times. Much of this development has been led by the competent and conscientious co-ordinator, culminating in the school receiving the Healthy School award in January of this year.
89. Pupils' awareness of important issues regarding their health, welfare and responsibilities are heightened considerably by the effective provision the school makes for their learning in personal, social and health education and citizenship. Issues such as friendship, bullying, racism and gender stereotyping are raised in a climate of trust and openness. Visitors from the community, such as the school nurse and local police officers, plus those from professional agencies such as Barnardos, are invited into school to enhance pupils' learning and add to the quality of their experiences. This enables important social and health matters, such as the impact of drug and alcohol abuse, to be discussed frankly and pupils' knowledge and understanding to be developed constructively. The provision made for pupils' personal, social and health education and citizenship is a strength of the curriculum.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	4
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).