

# INSPECTION REPORT

## **ST ANNE'S CATHOLIC PRIMARY SCHOOL**

Keighley, Bradford

LEA area: Bradford

Unique reference number: 107344

Headteacher: Ms B Martino

Lead inspector: Mr E Jackson

Dates of inspection: 4 - 6 July 2005

Inspection number: 267734

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: Voluntary Aided  
Age range of children: 4-11  
Gender of children: Mixed  
Number on roll: 408

School address: North Street  
Keighley  
West Yorkshire  
Postcode: BD21 3AD

Telephone number: 01535 210600  
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Appropriate authority: Governing Body  
Name of chair of governors: Father S Gilligan

Date of previous inspection: 14 June 1999

## CHARACTERISTICS OF THE SCHOOL

St Anne's is a large Catholic primary school in the centre of Keighley serving four parishes. There are 408 children on roll, 214 boys and 194 girls, and the school is often oversubscribed. About 80 per cent of the children are ethnically white, including a small number of refugee and asylum seekers from Eastern Europe. There is an increasing proportion of British Asian Muslim children on roll, as many as one in four of the current Year 1 and reception classes. These children are mainly of Pakistani heritage, Panjabi speakers, with small numbers of children from Bangladeshi, Indian and mixed heritage. Many of these children start school in reception with limited English. The percentage of children registered with special educational needs is broadly in line with the national average, although proportionately more children of Asian heritage in the school are registered than white children. These needs include severe learning and social, emotional and behavioural difficulties. Socio-economic circumstances locally have changed significantly since the last inspection from average to below average. The standard of attainment at entry to the reception classes has also fallen to be below average overall, although children's entry level attainment covers a wide range. The number of children who leave or join the school at other than the usual times is broadly average. The school has Investors in People status, and is working towards the award of Investors in Children status. It is a member of an Extended Child Care Project, takes part in an Excellence in Cities initiative, and is an active member of a local Neighbourhood Learning Network, centred on its partner High School. This partnership also offers support for the development of Modern Foreign Languages in the school. Three key members of staff have been absent for some time, replaced by two supply and one student teacher for the inspection.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
3108	E Jackson	Lead inspector	English as an additional language Modern foreign languages Physical education
19669	F Kennedy	Lay inspector	
22859	A Hivey	Team inspector	Foundation stage Mathematics Information and communication technology Art and design
14732	E Korn	Team inspector	English Design and technology Music Special education needs
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## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	<b>9</b>
<b>STANDARDS ACHIEVED BY CHILDREN</b>	<b>9</b>
Standards achieved in areas of learning, subjects and courses	
Children's attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>12</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>18</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b>	
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	<b>21</b>
<b>SUBJECTS IN KEY STAGES 1 and 2</b>	<b>24</b>
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>34</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

St Anne's is a **satisfactory** school that provides a sound education for its children. Achievement is satisfactory overall because the teaching is generally satisfactory with some good features, although there is some inconsistency in children's progress from year-to-year and class to class. Children's personal development is good. Leadership and management are satisfactory, but there are important weaknesses in aspects of the school's self-evaluation and strategic planning. The school gives satisfactory value for money.

The school's main strengths and weaknesses are:

- One in three lessons is at least good and children behave well and respond enthusiastically to the good stimulus provided through interesting visits, and visitors to the school.
- Achievement is satisfactory overall, but inconsistent for different groups of children, and standards (average points scores) have fallen in Year 2 and Year 6 national tests.
- The staff successfully promote children's personal development so that children of different faith and cultural backgrounds work and play well together.
- The school collects a significant amount of data about its work, including staff performance, but this has not always been used effectively enough to plan new work or to identify and tackle areas requiring improvement.
- The school's involvement in developments with other local schools adds real benefits to the children's quality of education.

The school's effectiveness has declined overall since the last inspection in 1999, from good to satisfactory. Good improvements have been made to the difficult accommodation, and to teaching, learning and resources in information and communication technology (ICT). A real success has been the development of good quality library provision. However, the standards achieved have not kept pace with national progress and the overall quality of education has fallen, as has the quality of aspects of leadership and management.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	C	A	C	B
mathematics	B	B	D	D
science	C	B	D	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.*

**Achievement is satisfactory.** Compared to similar schools, the school's results in national tests at the end of Year 6 in 2004 were average overall, as shown in the table. They were average in English and below average in mathematics and science compared to the national average. At the end of Year 2, the school's results were average in mathematics compared to similar schools and national averages, but below them in reading and writing. The results for both Year 2 and Year 6 fell from the previous year. This is partly explained by the decline in attainment at entry, but also reflects inconsistencies in achievement as

children progress through the school. The school has adapted effectively in the main to the growing number of children learning English as an additional language, or with special educational needs, and these children generally achieve satisfactorily. Children in Year 6 currently attain broadly average standards in English, but below average in mathematics and science. This represents satisfactory progress and achievement since Year 2 when their attainment was below average overall. The current Year 2 children have not accelerated fast enough to catch up on their lower than expected progress in reception. They reach average levels for their age in science but below average levels overall in reading, writing and mathematics. This year's reception classes have achieved satisfactorily from below average levels at entry. Whilst many have achieved the goals expected by the end of reception, their attainment overall is still below average. Years 3, 4 and 5 appear to be on track to achieve at least average levels, and possibly higher, by Year 6. Children achieve good results in ICT and history by the end of Year 6. **Children's personal development is good, including their spiritual, moral, social and cultural development.** They behave well and have good attitudes to their learning. Punctuality is good but attendance is slightly below average.

## **QUALITY OF EDUCATION**

**The quality of education is satisfactory. Teaching is satisfactory** with some good features, especially in reading, ICT and history, although a small percentage of lessons is unsatisfactory. Teachers manage the children well, keep their interest in most lessons, and deploy support staff effectively. Children generally make satisfactory progress in their learning, including those with special educational needs, although this is too variable from class to class, particularly for girls in mathematics and science. Those children learning English as an additional language generally progress well in developing their speaking and listening skills and reading. The curriculum is satisfactory and it is enriched well by visitors such as local poets and artists, and through links with the local Catholic High School for modern foreign languages and sport. Procedures for children's care, welfare and health and safety are good, and children feel that they have someone to turn to if in need. Links with parents, the parish and local community are good, and with other schools and colleges they are very good.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are **satisfactory**, but key roles are not clearly enough defined. Leadership has strengths in ensuring that children from different backgrounds work and play together well and that the staff work together effectively as a team. There are weaknesses, however, in using the wealth of monitoring information available to focus strongly and effectively on raising children's achievement. Management ensures that the school runs smoothly from day-to-day and that there are good relationships at all levels. However, staff performance management does not have sufficient impact on raising standards in the core subjects, which have also been adversely affected by the long-term absence of three senior members of staff. The governors support the school strongly and ensure that all statutory requirements are met, but do not hold it sufficiently to account for children's progress and achievement.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents are generally supportive of the school. They feel that the school is very caring, helps their children mature and behave well and make good progress in their learning. A minority of parents feel that they are not as well informed by the school as they should be,

and that bullying is not handled effectively. The children are very happy with the school, and praise the tolerance and community spirit fostered. They feel that staff are approachable, and that any problems are dealt with swiftly and effectively, including bullying. The inspection supports most of these comments, but finds that progress is too inconsistent, that bullying is dealt with effectively, and that information provided for parents is good.

## **IMPROVEMENTS NEEDED**

The most important things the school should do to improve are:

- ensure that children's achievement is consistently at least satisfactory or better, and focus sharply on raising standards of attainment in all areas that are currently below average;
- analyse data and other evaluative information effectively to determine what aspects of the school need to improve, and plan priorities based directly on anticipated improvements in children's learning and quality of education, to be monitored regularly by senior managers and governors as critical friends;
- through rigorous performance management, hold all staff accountable for the progress and achievement of their classes or groups of children, including boys and girls and those from different ethnic and cultural backgrounds.



## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY CHILDREN**

#### **Standards achieved in areas of learning, subjects and courses**

Achievement is broadly satisfactory. Children generally attain good levels in reading, but not as good in writing. Attainment in mathematics is below average in Year 2 and Year 6. Children in Year 2 reach average levels in science, but in Year 6 attainment is below average.

#### **Main strengths and weaknesses**

- There has been a good improvement in the number of children achieving higher than expected levels in English this year.
- Too few children attain above expected levels in national tests at the end of Year 2 and Year 6.
- Children with special educational needs generally make satisfactory progress in their learning, and a significant number make good progress.
- Children learning English as an additional language make good progress in speaking and listening and reading.
- Results in national tests in 2004 fell at the end of Year 6 in English, mathematics and science, and in reading and writing at the end of Year 2.
- Achievement in information and communication technology and history is good across the school.

#### **Commentary**

1. Attainment on entry to the reception classes was below average this year. The current Year 6 also had below average attainment at entry and below average attainment in the Year 2 national tests. Since then attainment on entry has varied year-on-year, but the trend matches the lowering socio-economic circumstances locally. Achievement by the end of reception is satisfactory but despite this many children will not achieve the goals identified for the end of the reception year. Children with special educational needs make satisfactory progress. Children for whom English is not their first language also progress at a satisfactory rate.
2. Achievement in Years 1 to 6 is satisfactory overall. There are variations between rates of progress in different classes and year groups, such as the current Year 2, but most children make satisfactory progress. There have been differences between the achievement of boys and girls in different years. For example, in 2002 and 2003 boys achieved higher results than girls in the Year 6 national tests, but, in 2004, girls achieved higher results than boys. Currently, there is no significant difference between the attainment of boys and girls beyond the national difference. Children in Years 3 to 5 make satisfactory and often good progress, and appear to be on track to achieve at least average and possibly higher results by Year 6.
3. Compared to other schools nationally, the school's results in national tests at the end of Year 6 in 2004 were average overall, as shown in the table. They were average in English but below average in mathematics and science compared to the national average. Compared to similar schools, the school's results were above average in English, below average in mathematics and average in science.



**Standards in national tests at the end of Year 6 – average point scores in 2004**

Standards in:	School results	National results
English	27.4 (28.3)	26.9 (26.8)
mathematics	26.5 (27.5)	27.0 (26.8)
science	28.4 (29.4)	28.6 (28.6)

*There were 67 children in the year group. Figures in brackets are for the previous year*

- At the end of Year 2, the school's results were average in mathematics compared to similar schools and national averages, but below them in reading and writing. The results for both Year 2 and Year 6 fell from the previous year. This is partly explained by the decline in attainment at entry, but also reflects inconsistencies in achievement as children progress through the school.

**Standards in national tests at the end of Year 2 – average point scores in 2004**

Standards in:	School results	National results
reading	15.5 (16.3)	15.8 (15.7)
writing	14.3 (15.2)	14.6 (14.6)
mathematics	16.3 (16.3)	16.2 (16.3)

*There were 57 children in the year group. Figures in brackets are for the previous year*

- The school has adapted effectively in the main to the growing number of children learning English as an additional language and these children generally achieve satisfactorily. The support staff generally offer good support to children identified. This is most effective in developing their speaking and listening skills and improving their reading. In most classes, children are set in groups based on their competence in English. Lessons in some classes are then timetabled for mathematics as well as English, based on these groups. This arrangement occasionally places children learning English as an additional language inappropriately for their mathematics and in some cases other lessons.
- The achievement of the children with special educational needs is satisfactory overall, but there are considerable variations across the school. The children who attend speech and language intervention programmes achieve particularly well, due to the very good teaching and the quality of the programme. The other intervention programmes are generally well taught and the majority of the children achieve well in these sessions. There is a small number of children whose learning needs have not been assessed accurately and therefore not suitably addressed. These children make slower progress than they should.
- Children in Year 6 currently attain broadly average standards in English, but below average in mathematics and science. This represents satisfactory progress and achievement since Year 2, when their attainment was below average overall.
- The current Year 2 children have not built effectively enough on their average attainment on entry to reception so that they attain below average standards in reading, writing and mathematics, although average in science. This is mainly because of insufficient progress in reception. Children achieve good results in ICT and history by the end of Year 6.

9. A significant strength in the school's promotion of children's achievement is in the wider curriculum in ICT and history, and in the children's involvement in sampling modern foreign languages through links with the partner High School.

## Children's attitudes, values and other personal qualities

Children show good attitudes to the school and their learning. They benefit from the good provision that is made for their spiritual, moral, social and cultural development. Behaviour and relationships throughout the school are good. Attendance is just below the national average.

### Main strengths and weaknesses

- Children have good attitudes to learning and this helps them to concentrate on their work.
- Relationships throughout the school are good, founded on good behaviour.
- Children mature well, and there is good provision for their spiritual, moral, social and cultural development.
- Attendance is unsatisfactory but punctuality is good.

### Commentary

10. In the reception classes, careful attention is given to promoting the children's personal, social and emotional development. This is reflected in the way in which the children relate to one another and to the adults who work with them. Over time the children learn to share equipment, take turns and co-operate sensibly in the classroom and during outdoor play. Many of the children in reception are on course to achieve the early learning goals in personal, social and emotional development by the time they enter Year 1, although a significant minority will not.
11. In Years 1 to 6, behaviour in lessons is good overall and sometimes very good. Where lessons are stimulating and teaching is good, the children listen attentively, work with good concentration and participate enthusiastically in class discussion. On occasions, when lessons are less interesting, some of the children lose concentration and are inclined to become inattentive and noisy.
12. The children move around the awkward school building quietly and sensibly. They greet visitors with a smile and are pleased to hold doors open and give directions. Behaviour in assembly is of a high standard. In the complex playground areas, the children play together happily, and respect the boundaries of the areas set aside for specific activities, such as football. During the visits out of school that took place in the inspection week the children's behaviour was exemplary. Exclusions are rare, and only imposed when all other means of improving an individual's behaviour have been exhausted. There has been only one fixed period exclusion during the past year.

### *Ethnic background of pupils*

Categories used in the Annual School Census
White – British
White - Irish
White – any other background
Mixed – White and Black Caribbean
Mixed – any other mixed background

### *Exclusions in the last school year*

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
318	0	0
5	0	0
9	0	0
1	1	0
2	0	0

Asian or Asian British – Indian	1	0	0
Asian or Asian British – Pakistani	60	0	0
Asian or Asian British - Bangladeshi	1	0	0
Parent/pupil preferred not to say	13	0	0

13. The school makes good provision for the children’s spiritual development. Many opportunities are provided, in prayer times in the classroom and in assembly, for the children to reflect quietly and thoughtfully on their lives, their friendships and their many blessings and to think about and pray for those people who are less fortunate than themselves. Muslim parents say that they appreciate the spiritual qualities taught. During assembly, the children’s singing and the wonder they portrayed when they heard about the million poppies that were to be dropped in The Mall, in London, as part of the VE Day celebrations evoked a moving sense of spirituality.
14. Provision for the children’s social and moral development is good. The behaviour policy is consistently implemented by the teaching and support staff and provides an effective framework for encouraging and rewarding positive behaviour and sound moral values. Relationships throughout the school are good. The children understand the difference between right and wrong and appreciate how unkind words and actions can affect other people. Good procedures are in place for ensuring that the children enjoy an environment that is free from bullying, racism and other forms of harassment. This is reflected in the way in which children of different faiths and cultural backgrounds work and play together in harmony. A good range of after-school clubs and a carefully planned programme of educational visits strongly support the children’s personal and social development.
15. Provision for the children’s cultural development is satisfactory. Children benefit from working with visiting artists and poets and from visiting places of cultural interest in Keighley and further afield. As part of the programme of study for religious education, the children learn about the similarities between Christianity, Islam and Judaism. For example, some of the children worked with children from other local schools and produced detailed and colourful banners depicting Christian, Jewish and Islamic beliefs which have their shared origins in the Old Testament.
16. The school makes satisfactory arrangements for promoting regular attendance and punctuality. However, the attendance rate has fallen since the last inspection, due to an increasing number of families taking holidays in term time and an increase in the number of ethnic minority children making extended visits to their countries of origin. Attendance for the last reporting year was slightly below the national median. All absence was authorised. Punctuality throughout the school is good. The vast majority of the children arrive on time in the mornings and lessons start promptly.

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education is satisfactory. Teaching and learning are satisfactory. The curriculum is satisfactory, enriched well by visitors such as local poets and artists, and through links with the local High School for modern foreign languages. Procedures for children’s care, welfare and health and safety are good, and children feel that they have someone to turn to if in need. Links with parents, the parish and local community are good, and there are very good links with other schools and colleges.

## Teaching and learning

The quality of teaching and learning is satisfactory: it is occasionally very good or excellent, but also occasionally unsatisfactory. Assessment is satisfactory overall, but has some weaknesses in the use of the information collected about children's learning.

### Main strengths and weaknesses

- The staff manage the pupils well and generally keep them interested in lessons.
- The teaching of ICT has improved considerably, and children learn new skills well.
- The learning support assistants make a good contribution to the learning of children with special educational needs.
- Progress in learning is inconsistent between classes and year groups.
- Teachers do not make the best use of what they know about children's learning in planning new work.
- Visiting specialists such as a poet and local historian lead very successful themed learning.
- Children learning English as an additional language make good progress in reading, but their needs are sometimes not assessed effectively.

### Commentary

17. The quality of teaching is satisfactory, leading to satisfactory learning overall. This is a decline since the last inspection when teaching and learning were good, and no teaching was unsatisfactory. However, there have been many changes to the school, staffing and local socio-economic circumstances in the six years since the last inspection. Additionally, three staff have been absent for long terms and this has probably had a significant impact on the overall quality of teaching. Good and occasionally very good teaching was observed in English in Years 1 to 4, in mathematics in Years 3 and 6, and science in Years 3 and 5. History is also often taught well. The key features of these good or better lessons are:-
- good pace, as in a Year 6 writing session
  - very good relationships between the staff and the children
  - interactive whiteboards used effectively, as in a Year 2 mathematics lesson
  - questioning skilfully focused to extend children's thinking
  - the plenary discussion giving all children chance to discuss their findings.

### Summary of teaching observed during the inspection in 40 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (3%)	4 (10%)	14 (35%)	19 (47%)	2 (5%)	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.*

18. In most lessons, the staff prepare their lessons effectively to interest and motivate the children. Children generally behave well and this helps the staff to teach as they wish in the main. Teaching in English and mathematics is organised in groups, or sets, based on children's prior attainment. This works satisfactorily in most cases, and children are supported and encouraged well through appropriate praise for their efforts. However, teachers' planning for these sessions is often pitched at the middle attainers in the set, with support available for children needing extra help. Too often the potentially higher attaining children are not sufficiently challenged. Also, lesson

openings, particularly in English and mathematics lessons, are often too long and some children become bored and restless. A visiting poet set an excellent example of how to begin a literacy lesson.

19. The children know him from past visits, and as soon as the class teacher had introduced him he asked, 'Shall we write some poetry?' Then he recited one of his poems that required the children to join in, gave homage to Charles Causley very movingly, and within five minutes the children were composing skilled alliterative pieces orally, some with internal rhyme, amended and improved by other children, and scribbled at great pace onto whiteboards. This was a literacy lesson of enormous power in pushing forward children's learning of and use of English that broke the usual pattern of many such lessons. Here, bilingual children produced exciting and complex poetic improvisations that reinforced very effectively their confidence and control of the language without waiting for half the lesson to be active in their own learning.
20. Teaching is satisfactory overall in the reception classes. Some good teaching was observed but also occasional unsatisfactory features. The teachers plan together for most lessons and this contributes to a shared approach to learning. However, children are not sufficiently involved in planning and reviewing their work and this limits their understanding of their own learning. The emphasis on the development of language and literacy skills and the contribution of support staff, soundly enhances learning.
21. In general, children learning English as an additional language make satisfactory progress in their learning a cross the curriculum. They are fully integrated into the school, and their personal development is well promoted by the staff. They make good progress in speaking and listening and reading, but the same slower progress in writing as most of their peers. However, there is a weakness in identifying the needs of children from minority ethnic groups who have little English on entry. They are assessed by monolingual English speakers, often in reception, so until they begin to speak English more confidently it is unclear how their current level of understanding or their needs can be assessed. So far, the school has not involved bilingual parents or Education Bradford's staff to help at this stage.
22. A required improvement from the last inspection was to increase staff's competence and confidence in teaching ICT in order to raise children's standards. This has been achieved well, and the enthusiasm of the coordinator, an advanced skills teacher in the subject, has helped the rest of the staff to build their expertise well. This has also been aided by the acquisition of new hardware and software and a new suite that is used effectively for children to extend their learning and use of a wide range of programs. However, staff do not yet encourage children to use these skills sufficiently in other subjects.
23. The teaching for the children with special educational needs is satisfactory overall. The teaching in the small support groups is good and in the speech and language sessions it is very good. Within the main lessons, the class teachers ensure that during the group activity times, the learning support assistants provide considerable support to the majority of the special needs children, enabling them to achieve their tasks. However, in some lessons, such as a Year 2 literacy lesson, the children with special educational needs had unsuitable work for a considerable time and the two support staff were not asked to provide teaching suited to the children's needs.
24. In most of the English and mathematics lessons observed, the teachers ensured that identified children for extra support were able to undertake their work successfully by



presenting it in a simplified format and by providing the children with specific adult support. However, throughout the school there are some children who have not been identified and diagnosed with sufficient speed and their learning needs are not fully addressed. Others are sometimes given the same support programmes more than once, in the hope that eventually it will be successful.

25. Assessment overall is satisfactory, and there is an increasing amount of evidential data available to the school about children's progress and achievement. New systems have been put in place to track children's progress towards targets set in literacy and numeracy. These have not yet led to effective use of the information gained to plan new work for children in lessons. However, children know the targets they must reach to improve in literacy and numeracy, and their understanding of how they might improve is satisfactory. The assessment of the children with special educational needs is satisfactory and is becoming more detailed, in order to show small steps in improvement. An unsatisfactory element is the lack of rigorous evaluation at regular intervals of the assessments carried out by the support staff who teach in the withdrawal groups.

### **The curriculum**

Curriculum provision is **satisfactory**. Resources for learning are good but the accommodation is unsatisfactory. Opportunities for curriculum enrichment are good.

## **Main strengths and weaknesses**

- Curriculum enrichment through visits and visitors is a very strong feature of the provision.
- Participation in sport is good.
- The inclusion of modern foreign languages is an innovative feature of provision.
- The children's personal, social and health education is promoted effectively.
- The physical environment places restrictions on curriculum provision in some areas of children's education.

## **Commentary**

26. The school provides a broad and relevant curriculum that is carefully structured to provide adequately for all the required areas of learning based on national guidance. In the reception classes, the curriculum makes satisfactory provision for children to work towards the learning goals for this age group. The national strategies for literacy and numeracy are securely established and ICT provision has undergone considerable improvement since the last inspection. In literacy, good provision is made for children to experience the work of a wide range of authors but there are insufficient planned opportunities for children's speaking skills to be developed across the curriculum. Although provision for numeracy is satisfactory overall, opportunities are often missed to develop mathematical skills across the curriculum, for example in science, where more use could be made of children's data-handling skills. The inclusion of modern foreign languages in the curriculum for Year 4 through very good links with the partner High School is a strong and innovative feature of provision. There are also 'themed' weeks, featuring focused activity on specific aspects of the curriculum.
27. Provision for children's personal, social and health education is promoted effectively in well planned opportunities throughout the curriculum, notably in Religious Education, collective worship and in lessons specifically planned to focus on this important area. The provision for children's personal development is a strength of the school, and drugs awareness and sex and relationships education are carefully taught.
28. The school ensures equality of access and learning opportunities for all children regardless of gender, race or prior attainment. The curriculum is inclusive, with equal appeal to boys and girls. Children learning English as an additional language receive good support in lessons and achieve equally as well as other groups. However, although provision for literacy and numeracy is generally satisfactory in meeting the needs of groups of different prior attainment, this provision is not often expended to meet children's differing needs in other curriculum areas.
29. The provision for the children with special educational needs is satisfactory across the school. The curriculum provided includes a range of effective special programmes to develop skills in spoken language and literacy and in mathematics and these suit the needs of most children. The advice of specialist professionals is used well to provide a modified curriculum for the children with specific statements of special educational needs. The national Code of Practice is satisfactorily implemented and the class teachers plan activities within the lessons that enable the children to work towards the targets in their individual education plans. The building is not equipped to meet the needs of children who have visual, hearing or physical disabilities.

30. Provision for curriculum enrichment is good and greatly enhances children's learning across the curriculum. A good range of after-school clubs, such as chess, drama, choir, sport and ICT, are fully inclusive and make a good contribution to learning. School trips and residential visits significantly enhance learning in lessons and are also a central part of the school's success in providing for children's personal development.
31. Visitors to school make a significant contribution to children's learning. During the inspection, the considerable influence of a visiting poet was evident in children's learning throughout the school. In Year 3, learning in history is greatly enhanced by the contribution of a local historian in helping children to devise a local heritage trail, and children's artistic development is promoted well in visits from an artist and a trained ballet dancer. Good opportunities are provided for children to take part in sporting activity through links with other schools and agencies, such as Bradford City Football Club, Oak Bank Sports College and the local high school.
32. There are sufficient staff trained to work in a primary school. The school makes the best use it can of the out-dated accommodation, which is on three levels and makes access difficult for anyone with impaired mobility. The building is clean and bright, with up to date décor and attractive displays of children's work. However, the arrangement of classrooms, many staircases and very small assembly hall place restrictions on curriculum provision overall and make whole school occasions very difficult to manage. A much improved feature, however, is the recently remodelled indoor accommodation for the reception pupils. Although the school makes very effective arrangements to ensure children's safety, the available outdoor space is unsatisfactory due to the location and state of the available field and the inconvenient arrangement of playgrounds at different levels. Resources for learning are generally good with particularly good provision for ICT in the recently installed computer suite. The very well stocked and managed library is a very good feature of curriculum provision and makes a significant contribution to children's literacy.

### **Care, guidance and support**

The school provides a good level of care for its children and provides them with a satisfactory standard of support, advice and guidance based on monitoring. Procedures for seeking and acting upon children's views are good.

### **Main strengths and weaknesses**

- The school provides its children with a safe and healthy learning environment.
- Relationships at all levels are good and support children's learning effectively.
- Arrangements for seeking, valuing and acting upon children's views are good.

### **Commentary**

33. This is an inclusive school in which children are treated fairly and in which all children, including those with special educational needs and from a variety of ethnic groups, have equality of access and opportunity to all that the school provides. The support, care and guidance provided to the children with statements of special educational needs by their designated support assistants are very good. However, guidance is stronger for pupils' personal and emotional development than for their academic progress and achievement.

34. The school provides a good level of care for its children. Child protection procedures are good, adhering to guidelines provided by Education Bradford and supported very well by the care service provided by the Leeds diocese. All areas of the school building and grounds are clean and well maintained. Children are properly supervised throughout the school day and any accidents are dealt with efficiently and recorded carefully.
35. A satisfactory induction programme helps the youngest children to settle happily into the reception classes, and enables children joining the school at other times to adapt quickly to the school's rules and conventions. The Catholic ethos is central to all the school's work and the children are cared for and valued in line with the mission statement: "I have come that they may have life and have it to the full". The children, in turn, look after one another. They are kind and friendly, they make visitors feel welcome and they are courteous to all the adults in the school community.
36. Provision for the children's personal, social, health and citizenship education is good. The parish priest is a frequent visitor and makes a very effective contribution to the moral development of the children and the quality of school life in general. The police schools' liaison officer also visits the school regularly and makes a valuable contribution to the children's all-round development by increasing their awareness of the dangers associated with smoking and alcohol and drug misuse. Through several areas of the curriculum, notably religious education, science, physical education and geography, the children develop qualities such as honesty, reliability and a sense of caring, and learn the principles of a healthy lifestyle and the importance of caring for the environment.
37. Relationships at all levels are good. Reported incidents of bullying and other forms of harassment are rare, but investigated thoroughly and recorded appropriately. Children from all ethnic groups say that they feel safe and well cared for. A learning support assistant has responsibility for counselling the children in relation to incidents of poor behaviour which occur at lunch time. She liaises closely with the parents of the children concerned, in close consultation with the headteacher. Where children are experiencing relationship problems, the school enlists the support of a counsellor employed by the Leeds diocese, who comes into school to work with the children involved and help them develop strategies to deal with issues such as friendship difficulties. This feature of the school was praised by parents and Year 6 children.
38. The school council is well established and has influenced a number of school improvements. The council also provides a useful forum for discussing children's concerns. The children themselves, through the school council, decide which charities are to be supported during the year. Fund raising for charity is an important part of school life and serves to heighten the children's awareness of the needs of others and extend their understanding of global citizenship.

### **Partnership with parents, other schools and the community**

The school has maintained a good partnership with parents and good links with the church and the local community. The school has developed very good links with other local schools.

### **Main strengths and weaknesses**

- The school provides good information for parents about school events and the curriculum and their children's progress.
- The school involves parents through seeking, valuing and acting on their views.
- Links with the church and the local community are good.
- The school has very good links with other local schools.
- The school makes very good arrangements for the transfer of Year 6 children to the next stage of their education.

## Commentary

39. As at the time of the last inspection, the school enjoys good relationships with parents. The quality of the information provided for parents is good. Curriculum information is provided to parents at the beginning of every term, which helps them to support their children's learning. Children's annual written reports are detailed and informative. There is very good liaison with the parents whose children participate in the intensive reading programme.
40. Formal parents' evenings are held twice a year. The school's 'open door' policy gives parents the opportunity to approach the staff at any time, should they have any concerns. Parents' views are canvassed through questionnaires at least once every two years, giving the school valuable information on what parents like about the school and what they would like to see improved. Since the last inspection, a home-school agreement has been drawn up by a working party of school councillors, parents, staff and governors. It sets out very clearly the responsibilities of the parents, the children and the school in terms of working together, in partnership, to achieve high standards of work and behaviour, to establish a caring Catholic school community and to develop an understanding of other faiths.
41. The parent teacher association (PTA) is active in arranging social and fund raising events for the children and their families and does much to foster good relationships between the school, the parish and the local community. For example, the association organised a successful 'Taste the World' afternoon to which parents, children and members of the local community were invited.
42. Links with the church and the local community are good. The Parish Priest visits the school frequently and is well known to the children and their families. The Imam from the Keighley mosque has visited the school, and the headteacher has visited the mosque school. Children visit the mosque and local churches as part of their studies in religious education. During the inspection the Year 3 children took many parents and friends on a well informed guided history tour of the town. Year 2 children have prepared well for a school celebration to mark the 60<sup>th</sup> anniversary of the end of World War II, to which older members of the church and the local community have been invited.
43. The school continues to work very closely with the Catholic Partnership of Schools in the local area. For example, the Partnership schools have a joint policy on race relations. Teachers from all five schools had a joint diocesan training day on race relations, with speakers from different faiths. The school has very good links with the nearby Catholic High School, one of the Partnership schools, to which the vast majority of the children transfer at the end of Year 6. A very good transition programme helps to prepare the older children effectively for the next stage of their education. During the inspection, the Year 4 children took part in a concert celebrating

the high school's 'International Week'. Their enjoyment of the occasion was reflected in their excellent behaviour, their enthusiasm and the quality of their singing.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are satisfactory. Leadership, management and governance are all satisfactory.

### **Main strengths and weaknesses**

- The headteacher sets the tone for the school and ensures that relationships at all levels are good.
- Evidence from monitoring children's achievement is not used rigorously enough to improve standards.
- The school is managed efficiently and runs smoothly from day-to-day, but some key roles are not clearly enough defined.
- The senior staff work together well to promote inclusion and children's personal development.
- There is no clear leadership for the reception classes as Foundation Stage.
- Governors support the school enthusiastically, but do not challenge the management team keenly enough.
- Staff development has improved the provision for ICT, but has not had enough impact on the overall quality of education and children's achievement.

### **Commentary**

44. Leadership is satisfactory. The headteacher leads the school soundly and sets high expectations for an inclusive ethos of calm behaviour and cooperation. With the senior staff she provides a tranquil atmosphere that enables children from different backgrounds to work and play together well and the staff to work together effectively as a team. This contributes successfully to the children's good personal development and the delivery of the school's spiritual mission for its Catholic children. This is achieved with the support of parents of the British Asian Muslim community whose children attend the school.
45. The headteacher has negotiated over £500,000 to improve the learning environment, providing a new reception base, an ICT suite and an extra staircase to make the building more accessible. Staff, parents and pupils feel that the school is well led and managed, and support the headteacher strongly. Supported well by the governors, the headteacher has a clear and sincere vision for the success of the school and for the highest achievement for the pupils, stated in the school's aims and the Improvement Plan.
46. There are weaknesses, however, in using the wealth of monitoring information available to focus strongly and effectively on raising children's achievement. Data is collected regularly at all levels of the school, and recently improved assessment systems have been implemented to track children's progress in key areas of their learning. From this, targets are set for individual children and age cohorts, and for staff performance management. The new systems have begun to make an impact on pupils' achievement, but the absence of a key member of the senior team has delayed an effective analysis of recent outcomes. Nonetheless, there has been evidence of inconsistent progress in different classes and for different groups of children in the

past that has not led to sufficient accountability for the lack of expected progress in the core subjects. The focus that is expected from the leadership team and governors in concentrating relentlessly on pupils' achievement has not been rigorous enough to help all the different groups of children to achieve the levels of which they are capable. This aspect of leadership and management has declined since the last inspection.

47. The governors support the school strongly and ensure that all statutory requirements are met, but do not hold it sufficiently to account for children's progress and achievement. They have managed a difficult budget situation carefully arising from long-term staff absence in order to maintain a budget surplus, and fulfil the rest of their duties conscientiously. The table shows the finance details for the financial year 2004/5.

Income and expenditure (£)		Balances (£)	
Total income	1,089,223	Balance from previous year	30,865
Total expenditure	1,112,192	Balance carried forward to the next	7,896
Expenditure per pupil	2,725		

48. Management ensures that the school runs smoothly from day to day and that there are good relationships at all levels. It has also led to good improvements in the provision for ICT and current work to improve children's mathematics and writing skills. However, staff performance management has not yet had sufficient impact on maintaining standards in the core subjects, which have also been adversely affected by the long-term absence of three senior members of staff. In part this is because the roles and responsibilities of senior staff are not efficiently distributed. For example, the headteacher has the main responsibility for overseeing such whole school areas as assessment and the curriculum, whilst other senior staff have lesser responsibilities. This has hindered her ability to monitor the work of the school as she is too involved in the detail to take an effective overview. Similarly, the leadership and management of the Foundation Stage is not the responsibility of any of the staff working in reception or Years 1 and 2, making it difficult to keep a close eye on how effective the quality of education is in this important part of the school. The headteacher, senior staff and governors are already considering senior staff roles as part of the national initiative to restructure staffing, and this is timely.
49. The school has two co-ordinators for special educational needs, one to lead and manage the provision in the reception year and Years 1 and 2 and the other for Years 3 to 6. At present, the headteacher is substituting for the co-ordinator of the older classes. Each has a half a day a week for this role. Their time is used well to ensure that the school gains good value from its allocated external support from Education Bradford for advice from the educational psychologist and this has led to the implementation of successful support programmes. However, the co-ordinators do not evaluate the progress and achievement of each child and they are not sufficiently aware which children make good progress and which do not.
50. Those staff with subject leadership roles generally perform them satisfactorily as far as their role is defined, and there is good leadership of ICT and history. The subject leaders for English and mathematics, and one of the Special Needs Coordinators were absent for the inspection, and this has had an adverse effect on the school's recent development. The subject leaders are not expected to take sufficient

responsibility for children's progress and achievement in their areas of responsibility, and this is a weakness.



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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

51. Overall provision for children in the reception classes is **satisfactory**. Attainment on entry has fallen from average to below average since the last inspection. Children's achievement has fallen from good to satisfactory since the last inspection.
52. Teaching is satisfactory overall with some good teaching observed but also occasional unsatisfactory features. A satisfactory curriculum provides an appropriate balance between child initiated and adult-directed activities. Teachers plan together for most lessons and this contributes to a cohesive approach to learning. However, children are not sufficiently involved in planning and reviewing their work and this limits their understanding of their own learning. The emphasis on the development of language and literacy skills and the contribution of support staff, enhance learning soundly. However, early assessment of the language skills of those children learning English as an additional language does not involve bilingual support, limiting the scope of the assessment.
53. Children's attainment on entry to the reception classes overall is below the level expected for children of this age. Achievement by the end of the Foundation Stage is satisfactory but despite this many children will not achieve the goals identified for the end of the reception year. Children with special educational needs make satisfactory progress. Children for whom English is not their first language also progress at a satisfactory rate. There is a satisfactory range of resources both within the classrooms and outdoors. However, the outdoor area lacks a roof. This lack limits the time spent outside and could account for slower progress in physical development.
54. Teachers provide a sound range of activities to develop children's learning in most areas of the curriculum, although potentially higher achieving children are not always challenged well enough.
55. In general, the lack of clear leadership, direction and overall responsibility for the Foundation Stage is a weakness at present.

### **Personal, social and emotional development**

Provision in personal, social and emotional development is **good**.

### **Main strengths and weaknesses**

- Personal, social and emotional development is integral to all class activities.
- Teaching in this area is good in both classes and children achieve well as routines are well established.
- Children have insufficient opportunities to develop their independence.

### **Commentary**

56. Children enter reception with skills below the level expected for children of this age. They acquire increasing confidence and some independence, developing positive attitudes to learning as they progress through the reception classes. Children quickly

learn classroom routines. Teachers provide many opportunities for them to work in groups, to take turns and to share. There are opportunities to exercise independence but these need developing further to include personal initiative such as self-registering to show they have arrived, and evaluation of how well they have achieved. The children listen carefully to instructions and follow these obediently. In both classes, teachers use good strategies to develop children's understanding of right and wrong and the consequences of their actions. Staff have high expectations of good behaviour to which children respond well. However, despite good teaching a significant number of children will not achieve the standard expected by the end of reception year.

## **Communication, language and literacy**

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

### **Main strengths and weaknesses**

- Standards overall are below those expected for children of this age.
- Some good opportunities are provided for children to develop their early literacy skills.
- Role-play is often used well to develop speaking and listening skills.

### **Commentary**

57. Children enter the reception with below average skills in this area of learning. Sound teaching in the reception classes enables children to make steady progress in developing their skills. Achievement is satisfactory but many children do not achieve the expected goals at the end of the reception year. The teacher actively engages the children in stories and all listen intently as they are desperate to know what comes next. Most participate well and are keen to answer the teacher's questions. The teacher's questions enhance the story, especially, "What will happen next?" However, the discussion time is too teacher dominated.
58. Early reading skills are developed systematically and higher attainers are beginning to read and understand the early books in the scheme and to write sentences independently. They enjoy taking books home to share with their parents. A good number of children write their names independently but some are not secure with letter formation for all letters. Role-play is used well to promote speaking and listening skills. The 'vets' and the 'office' both encourage purposeful talk well. Resources in these areas extend children's play and create opportunities for the teaching staff to develop children's language. Higher attainers achieve their targets in communication, language and literacy but standards remain below average at the end of the reception year for many children.

## **Mathematical development**

Provision in mathematical development is **unsatisfactory**.

### **Main strengths and weaknesses**

- Standards are below average on entry and still below average at the end of the reception year.

- Teachers' planning does not always identify clear learning objectives and is not sufficiently modified to the needs of different groups of children.
- Role-play contributes little to mathematical development.
- Songs and rhymes are used well to develop both mathematical understanding and vocabulary.

### **Commentary**

59. When children start in reception their mathematical skills are below average. Gains in learning in the reception classes are slower than they should be because the teachers' planning is not linked to the national guidance, nor does it take sufficient account of what children already know and can do. Achievement is unsatisfactory overall.
60. The teachers use practical activities, number rhymes and songs well to help the children develop mathematical language and understanding. However, discussion is too teacher dominated and the teaching assistant does not always use the same mathematical language of subtraction as the teacher. Opportunities to use mathematical vocabulary, such as long and short, are limited in the role-play areas because the resources provided are not sufficiently varied.
61. Higher attaining and some children of average attainment have developed their number, shape, space and pattern recognition satisfactorily. Computers are used well in mathematics to develop children's understanding of pattern but less well to develop computation skills. Lower attainers have more difficulty with identifying shapes and creating repeating patterns. Whilst higher attainers achieve their goals by the end of the reception year, standards are below average for a significant proportion of children.

### **Knowledge and understanding of the world**

Provision in this area of learning is **good**.

#### **Main strengths and weaknesses**

- Satisfactory teaching and good use of resources help develop children's understanding well.
- Activity weeks support learning effectively.
- Visitors and visits support the curriculum well.

### **Commentary**

62. Children enter the reception classes with standards below the level expected for their age. Whilst achievement is satisfactory overall, a significant number of children do not achieve the goals identified and standards are still below average at the end of the Foundation Stage.
63. Teaching is satisfactory. The staff provide a good range of quality experiences that enable the children to develop their knowledge about the world appropriately. These include children exploring the properties of ice whilst investigating the melting of a hand made of ice. Children are familiar with stories from the Bible and they know about some religious celebrations such as christenings, weddings, Eid and Christmas. Visits and visitors support this learning well, with people such as a nurse, a police

officer and a bus driver visiting school to make the curriculum come alive for the children. Through successful role-play all children, irrespective of ability, know what their pets need to live happily.

## **Physical development**

Provision in physical development is **satisfactory**.

### **Main strengths and weaknesses**

- Outdoor provision is used well but achievement in this area is limited because it can only be used in dry weather. The main open space cannot be used as it cannot be supervised effectively.
- Stimulating activities are provided by the staff to encourage children's physical progress.
- Teachers' planning does not identify clearly what children are expected to learn from the activities.

### **Commentary**

64. When children start school in reception their physical skills are below average. Teaching is satisfactory. The teachers use the small space available imaginatively and provide some very good outdoor activities, which the children enjoy. However, it is not clear from the planning what children are expected to learn from the activities they choose for themselves. When it rains they cannot use this outside area as it is not covered. Children have access to the hall once a week but their physical development is restricted on wet days and through the lack of daily access to a suitable large space for them to run safely and use wheeled toys. This is partly why a significant number of children do not achieve the goals for this area of learning by the end of the reception year.

## **Creative development**

Provision in creative development is **satisfactory**.

### **Main strengths and weaknesses**

- Teachers' planning does not identify clearly what children are expected to learn from the activities they choose for themselves.
- Children enjoy the activities and their attitudes to learning here are positive.
- Singing is taught well and children sing in tune with a good sense of pitch.

### **Commentary**

65. Skills in this area of learning are below average when children start their reception year. Satisfactory teaching overall enables them to make sound progress in developing their creative skills. The majority of children control brushes and pencils with reasonable co-ordination, although a significant minority still have difficulty. Children enjoy cutting, sticking and pasting. Singing is taught well in the reception class and standards are average in music. Children enjoy a range of songs and rhyme. They listen well and participate fully and with much enjoyment. Whilst higher attainers achieve the goals identified nationally by the end of the reception year a

significant number of other children do not do so, in spite of satisfactory achievement overall.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH AND MODERN FOREIGN LANGUAGES**

#### **English**

The provision in English is **satisfactory**.

#### **Main strengths and weaknesses**

- The children's attitudes to reading are good throughout the school.
- The children achieve satisfactorily overall in the development of their speaking and listening skills.
- Children for whom English is not a first language achieve well due to the good support they receive.
- There is a good emphasis on writing poetry, stimulated very well by a visiting poet.
- The children with special educational needs often achieve well, but those in Year 2 have made slow progress this year.
- The use of assessment to plan the next steps in children's learning is unsatisfactory.

#### **Commentary**

66. Standards in 2004 in the English national tests at the end of Year 6 were around the national average, a decline since the previous inspection. The achievement of the current Year 6 from when they entered the school is satisfactory. The standards observed in this year group were generally around those to be expected for the children's age. At Year 2, the standards were below the national average in reading and writing in the 2004 national tests. The achievement of the current Year 2 children is satisfactory in speaking and listening, but unsatisfactory over all. These children entered the school with average standards but, by the end of Year 2, their standards are below those found nationally. In part, this is because they made unsatisfactory progress in reception, but also because teachers' lesson planning is not sufficiently adapted to meet the different needs of the high and the low attaining sets of children. The children for whom English is not their first language generally achieve well in speaking and listening and in reading. The majority of the children with special educational needs achieve satisfactorily, often due to the good support they receive from the learning support assistants.
67. The standards in speaking and listening are average by Year 2 and throughout the Years 3 to 6. In the younger classes of the school, standards are below the average. Around a quarter of the children start school with little English as it is not their first language and others have identified difficulties with speech and language. These children all achieve well due to the good teaching they receive on a daily basis in a specific support group, where the use of language is well structured and developed. The class teachers often ask the children to work in pairs and this activity is good as it develops the use of language to express ideas and to negotiate.
68. The average and higher attaining children, by Year 6, are confident speakers able to articulate responses to questions fluently. However, there is a considerable minority

who have not attained this ability. In the older classes, the teachers pose questions for the children to answer and they expect them to listen carefully, but they rarely insist upon the children responding in full sentences. In the good lessons teachers provide opportunities for the children to discuss and to make presentations. However, in some of the lessons, the children are expected to listen for extensive lengths of time and this detracts from rather than improves their listening skills.

69. When lessons have real interest, as when a visiting poet read to and discussed poetry with the children, the children demonstrated that they have the capacity to listen intently and respond effectively. Over time, the children develop the confidence to speak in front of a large group, through answering the teachers' questions. A small proportion of Year 5 children demonstrated good composure and confidence sufficient to perform a dramatic presentation in assembly. Overall, however, the curriculum lacks sufficient planned provision for developing the children's spoken language and through this their depth of understanding, independence as learners and analytical skills. A good feature is the good progress made in the use of ICT as part of the development of the subject, both by staff and the children.
70. Standards in reading are below those expected by the end of Year 2. In part, this is because the children with special educational needs do not receive sufficient guidance and make insufficient progress in this year. There is also far less than the average number of children who attain the higher standards in reading. The children who receive an intensive reading programme mainly achieve well. However, from Year 2 on, many children's ability to find information using a dictionary is below that expected for their ages.
71. Standards in reading in the Years 3 to 6 are around those expected for the children's ages. There are some good support activities for many of the less able readers and for some of those with special educational needs, and the children receiving this good support achieve well. The curriculum followed in literacy lessons introduces the children to a good range of literature and there is a good emphasis on poetry. The children enjoy poetry, and their positive attitudes are, in part, generated by the school having a visiting poet who comes every year to work with them. The school library is well stocked and used well to introduce the children to the child-friendly classification system. This develops their independent research skills effectively. All the children in the school change their books regularly, but older children say that they are not encouraged to extend their reading experiences to different genres of writing. In Years 2 and 6, in the lessons observed, the class teachers emphasised reading with comprehension and the children demonstrated that they have satisfactory ability to do this.
72. Standards in writing in Year 2 are below those expected. Around thirty per cent of the children are not attaining sufficiently high standards and this is below the national picture. The higher attaining children do not achieve satisfactorily and make insufficient progress. The percentage of children attaining the higher levels has declined from the 2004 test results. The standards in Year 6 are around the average and the number of children attaining the higher levels has improved well from 2004. The teaching of spelling patterns is good in Year 2 and the standard of spelling is a strength in most of the children's writing. The high attaining children in this year group have written extended stories which they say are enjoyable to write but challenging. Children in Years 3, 4 and 5 were all writing different styles of poetry during the inspection, following the very effective stimulus of a visiting poet. The standards of

handwriting and presentation are satisfactory overall, but many children do not write consistently in a joined script.

73. The majority of the teaching observed was satisfactory. The teachers use praise well and they encourage the children to be successful. The class teachers who have interactive whiteboards use them to good effect. Support staff are used well, particularly to provide additional programmes for the less able children. The teachers generally provide clear explanations but at times these are over long and they are not balanced by interactive activities. When the teaching is good, children are keen and express their views clearly. They demonstrated this in discussing the current news related to poverty in Africa. However, there are weaknesses in the teachers' planning, particularly in Years 1 and 2, with the work insufficiently well matched to the children's varying attainment. The marking in the children's books is generally supportive, but the comments rarely refer to the children's targets and therefore the children are not as well informed as they could be of their progress and achievements. The exception is in Year 4, where the marking is linked to the targets. In this year the children make steady progress and achieve well.
74. The tracking system is potentially misleading, as average progress is recorded as though it represents extra value as good progress. To help evaluate standards the school has produced a portfolio of assessed work. Neither the tracking data nor the portfolio of assessed work have been used effectively enough to check that all children are making adequate progress. The ongoing marking of the children's work is not sufficiently integrated into these processes. The children in Years 2 to 5 are taught in two varying ability groups, but assessments have not been used accurately to group the children. For example, one boy who was unable to read effectively is in the higher attaining group in Year 2.
75. The subject leader has been absent for some time, and the headteacher is covering in her absence, so it is not possible to make judgements about leadership and management. The literacy curriculum is well developed, with a good emphasis on good literature, but the new national guidelines for speaking and listening have not yet been implemented. Resources are satisfactory, and the new library is a good feature. Visitors enrich the curriculum and often make an outstanding contribution to the provision.

### **Literacy skills across the curriculum**

The use of the skills learned in literacy lessons and the extension of the children's writing ability in other subjects are under-developed across the curriculum. Few examples were seen. The children make notes using bullet points in history and develop their letter writing skills in this subject, as they write empathetically as if they were evacuated children at the time of the Second World War. The use of ICT has improved since the previous inspection.

## **MODERN FOREIGN LANGUAGES**

### **French, German and Spanish**

As part of a project with the local Catholic High School, a specialist Language College, Years 4 and 5 have been sampling the culture and language of France, Germany and Spain. No lessons were observed, but a concert at the High School for participating primary schools was attended. Year 4 children performed action songs they had learned, one in each language. Their confidence on stage as they acted out the songs was remarkable,

and their accents and diction in each language were clear and accurate. This has clearly been a successful project from which the children have both gained an insight into the cultures of three European partners, but have also learned the importance of clarity and accuracy in using another language. It has made a very good contribution to the children's personal development, supported well by a German student teacher who worked across the school.

## **MATHEMATICS**

The provision for mathematics **is satisfactory**

### **Main strengths and weaknesses:**

- Standards for children at the ages of seven and eleven are below average.
- Children's behaviour is good and they are eager to learn in most lessons.
- Within a set of children in a year group there is usually the same work for everyone irrespective of attainment.
- The basic skills are taught well, with resources used effectively.
- Opportunities to use and apply mathematics across the curriculum are not developed sufficiently.
- Marking celebrates success but it does not inform children effectively how they can improve.

### **Commentary**

76. Standards achieved in mathematics by the age of seven and eleven have fallen since the last inspection. Standards have dropped, partly because attainment on entry is now below average, and also because the work is not sufficiently modified for the different abilities within sets of children in each year group. Achievement has been unsatisfactory for the current Year 2 children since entry, largely due to slow progress in reception, but broadly satisfactory for those now in Year 6. Boys and girls achieve equally well although girls' results at the end of Year 6 have fallen recently in mathematics and science. Those children with special educational needs usually achieve satisfactorily, as do those learning English as an additional language.
77. In the 2004 tests standards in mathematics by the age of seven were average and by age eleven were below those achieved by children nationally and in similar schools. Early indications from the 2005 test results, the school's own data and inspection evidence portray a similar picture for this year for Year 6, but lower results for Year 2. In addition, when comparisons are made to the national standards, there are fewer children in this school achieving the higher grades and this impacts on standards overall. The degree of challenge in mathematics lessons is often too low for the most competent children and so they are not given sufficient opportunities to go on and achieve the higher grades.
78. Teaching and learning are satisfactory overall, and no unsatisfactory teaching was observed. When children enter school they are below the standard expected nationally. Although they are still below average at Year 6 children make satisfactory progress in their learning overall.
79. With the exception of Year 1, classes across the school are split into higher and lower attaining sets. This generally works well, but teachers often do not modify the lesson



to take account of the wide range of attainment within each set. In some year groups, children are grouped in sets based on their attainment in English, rather than their mathematical ability. This sometimes groups children from minority ethnic groups learning English as an additional language inaccurately for their work in mathematics.

80. The basic skills are taught well across the school. However, teaching is aimed towards the lower attaining children in the set and the higher attainers in both sets in a year group are often not stretched sufficiently. Where teaching is good the teachers ask children to share their methods with the rest of the class. A Year 5 teacher was very adept in encouraging children to spot and explain the patterns and relationships between three consecutive numbers. He then used the interactive whiteboard well to show the patterns to the rest of the class, thus ensuring that everyone understood. Older children also used ICT well in developing their understanding and use of spreadsheets. In the good lessons, the discussion at the start is always effective, with clear explanations and resources used well to aid understanding. The children generally behave well and are eager to learn. However, lesson introductions are too long in most classes and account in part for the fact that only the high attainers produce sufficient work in their books.
81. Mental methods are taught well and children of all abilities understand how to do them. However, children do not always apply these strategies in solving problems and resort to using their fingers or they use written methods. Good use is made of the teaching assistants, who make a valuable contribution to children's learning. The achievement of children with programmes of special educational needs is satisfactory because of the valuable support given by teaching assistants. The teaching assistants contribute significantly to the learning of lower achieving children, enabling them to become fully involved, such as in planned investigations. However, too often the staff do not ask children to predict their answers, or explain their reasoning.
82. There are assessment procedures which track progress as children progress through the school in measured steps. However, their impact on planning needs is insufficiently developed. Individual targets are not updated consistently enough across the school to sharpen progress and add greater challenge to the quality of learning. Marking is up to date but rarely refers to effective learning nor are children informed sufficiently how to improve.
83. Leadership and management of the subject are satisfactory, with good features. The subject leader has a good knowledge and understanding of the mathematics curriculum. She is aware of the strengths and weaknesses across the school and has encouraged teachers to use such techniques as paired discussion more and place greater emphasis on the development of mathematical vocabulary. However, during the inspection the emphasis on mathematical vocabulary was patchy and there was little paired discussion by the children in the lessons seen.

### **Mathematics across the curriculum**

Graphs are used well in science and a timeline was used in history in Year 2. However, many opportunities to use mathematics across the curriculum are missed.

### **SCIENCE**

Provision in science is **satisfactory**.

## **Main strengths and weaknesses**

- Provision for scientific enquiry has improved since the last inspection.
- Children enjoy science lessons and behave well.
- Teaching assistants make a valuable contribution to children's learning. Lessons do not always provide sufficiently for different ability groups, particularly those capable of higher attainment.
- Insufficient use is made of marking to tell children how well they are doing or what they need to do to improve.
- The coordinator has insufficient opportunity to judge the quality of standards and teaching through direct monitoring of lessons.

## **Commentary**

84. By the age of seven, children's attainment is broadly similar to the national picture but by the age of 11, children's attainment is slightly below the nationally expected levels, particularly in the proportion of children reaching the higher level 5. Although achievement is generally satisfactory throughout the school, a significant number of lessons make insufficient provision for groups of different attainment and not all children do as well as they could, particularly those capable of higher attainment, including some girls. Children with special educational needs and those with English as an additional language do as well as their peers due to the good levels of support they receive in lessons.
85. The quality of teaching and learning is satisfactory overall and has some good features, particularly in the relationships between children and staff and in the generally good behaviour of children. Throughout the school, children enjoy the practical nature of science lessons and generally apply themselves well to the tasks they are given. Provision for scientific enquiry has improved since the last inspection and is now central to the learning in most lessons. In good lessons seen in Years 2 and 5, children achieved well due to the good levels of challenge and rigorous focus on the required scientific skills and knowledge in the tasks set for them. However, in some lessons, particularly in Years 3 to 6, teachers' expectations of what children can do are still not high enough and not enough account is taken of the needs of different ability groups in teachers' planning.
86. The organisation of practical lessons is sometimes weak and time is used inefficiently. As a result, not enough is achieved and two lessons are sometimes needed for what could have been achieved in one. Work in children's books indicates that there is room for further improvement in the teaching of scientific enquiry, particularly in the use of children's numeracy and ICT skills in data collection, graph construction and the interpretation of evidence in terms of the scientific question under investigation. Children's work is marked conscientiously but there is scope for better use of marking to give children more informative feedback about how well they are doing and set targets for improvement.
87. Leadership and management are satisfactory overall. The coordinator has taken a strong lead in improving curricular provision since the last inspection, particularly in establishing a secure programme of work and in provision for scientific enquiry. Since the last inspection, a good staff development programme has done much to improve the status of investigational science. The coordinator has a good grasp of the areas still in need of improvement but has not had sufficient opportunity to monitor standards

and teaching in lessons and so the impact on these aspects has not been as effective as it might be. Although the unsatisfactory school building places some limitations on children's achievement in terms of space and accessibility of resources, the quantity and quality of resources are satisfactory in meeting curriculum requirements.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology ICT is **good**. It is satisfactory in the infant classes and good in the junior classes.

### **Main strengths and weaknesses**

- Standards are good by the time children are in Year 6.
- Resources have been improved significantly since the last inspection and the national guidelines are now fully in place.
- The co-ordinator has good subject knowledge and has improved teachers' confidence and subject provision across the school.
- There are missed opportunities for children to use ICT to develop their understanding of other subjects across the whole curriculum.

### **Commentary**

88. Since the last inspection standards achieved in the subject throughout the school have improved. They are satisfactory at age 7 and good at age 11. Standards have improved because the teachers' confidence has grown, resources have improved, a national programme of study is in place and there is a dynamic and effective co-ordinator who ensures that teaching and learning of ICT improves across the school. There is now the full range of equipment in place so that all aspects of the subject can be delivered. Effective training for the staff in the use of ICT has also raised standards.
89. Teaching and learning are satisfactory in the infants and good in the juniors. Few children arrive in reception with the level of ICT skills found in most schools. However, children quickly become fascinated with the activities available. Children of all abilities become animated and their eyes bubble with excitement as they discuss their ICT lessons. Their achievement is good, and sometimes very good in Years 3 to 6. Those children with special educational needs and those learning English as an additional language achieve in line with their peers.
90. The use of technical support has built teacher confidence and subject knowledge. Children in Year 2 experience control technology by giving instructions to programmable toys and screen robots on the computer. They enjoy these sessions so much that they commit the instructions to memory. However, discussion and tasks in lessons are too teacher-dominated. Children are taught the basic skills extremely well but they are not given sufficient freedom to experiment and predict what will happen if they alter their instructions. For example, a high attaining child knew how to make his on-screen square larger but he was not too sure what would happen if he altered the size of the angle. He did not have the opportunity to find out.
91. Learning and achievement in junior classes are good, sometimes very good, because of good teaching. In Year 5, the children were excited when their lighthouses worked properly, and knew how to vary the instructions to ensure the light flashed as planned. Concentration and enjoyment levels are high in ICT lessons. In Year 6, the children

declare that ICT is “great!” For many it is their favourite part of the week. Children in Year 6 particularly enjoyed and benefited from their work with spreadsheets. They explained how to use formulae and how to copy cells. However, this topic could have been linked to science practical work more effectively.

92. Assessments are made and skills recorded. The information is beginning to have some impact on teachers’ planning. However, the co-ordinator is aware that assessment is too narrow and has not been widened to include aspects such as attitude and creativity rather than just skills.
93. Leadership and management of the subject are good. The co-ordinator has good subject knowledge and is enthusiastic. He gives his time freely and works hard to develop this subject and build teachers’ confidence across the whole school.

### **Information and communication technology across the curriculum**

Children use the Internet to research information for other subjects. The interactive whiteboards are used extensively in all subjects. There are some links across the curriculum, but there are too many missed opportunities for children to use ICT to develop their understanding of other subjects. For example, in literacy, children do not write on the computer using the editing facilities as they go. Too many children just copy up their drafted work. Data-handling programs are used in science but the questioning and interpreting of the data is not at a high standard. Use of ICT across the curriculum is difficult in some classes because they do not have continual access to computers and so must wait until they visit the ICT suite.

## **HUMANITIES**

Insufficient lessons were observed during the inspection to support an overall judgement about the quality of provision in **geography**. No lessons were observed in Years 1 and 2 and only two lessons were observed in older classes where teaching was satisfactory in one lesson and good in another. From the evidence of these lessons and from scrutiny of work samples and supporting documentation in the coordinator's file, children's achievement appears to be at least satisfactory and standards in the work seen are broadly similar to those found nationally. In Year 4, a field trip to Clapham village provided a stimulating basis for learning about a rural locality that contrasted well with the urban environs of Keighley. The visit was clearly very successful in engaging children in purposeful geographical learning and they were able to apply the first hand experience well in order to develop their map reading skills and their understanding of land use in a rural environment. The subject appears to be well led and managed. The overall curriculum structure for geography meets requirements and appropriate emphasis is placed on the development of geographical study skills and knowledge. The subject policy is up to date and the available resources are sufficient for teaching all aspects of the subject.

### **History**

Provision in history is **good**.

### **Main strengths and weaknesses**

- Children achieve well in developing their history study skills.
- Teaching is generally good throughout the school.
- The history curriculum is stimulating and very well enhanced by visits and visitors to school.
- Children's attitudes to learning in history are good.

### **Commentary**

94. Throughout the school, children's attainment is broadly similar to that expected for their ages and children of all abilities, including those with special educational needs or those learning English as an additional language achieve well in developing their history study skills and knowledge. The quality of teaching and learning is generally good. Teachers have secure subject knowledge and use effective teaching strategies to bring history alive for their children. They display interest and enthusiasm for teaching the subject and are effective in motivating and exciting children in learning about the past. For example, children in Year 5 showed very good levels of interest and enthusiasm in their studies of World War 2. In a good lesson about how the war affected ordinary people's lives, children learned very effectively about what life was like in wartime through evidence in contemporary photographs. This lesson was very effective in promoting children's speaking and listening skills as they discussed the evidence from the photographs and reported their findings to the class.
95. The good programme of visits and visitors is central to the good achievement of children in history. For example, children in Year 3 made good progress in their study of local history with the help of a local historian. In the resulting 'history trail', they demonstrated a good knowledge base about the history of Keighley and communicated this with great confidence as they accompanied family and friends around the heritage route.

96. The subject is well led and managed, maintaining the quality of education and standards well since the last inspection. The coordinator's file indicates a good overview of the subject through professional training and monitoring of standards in children's work samples. The subject makes a good contribution to other curriculum areas, particularly literacy, through drama, music and special focus days and makes a strong contribution to children's personal development.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

### **Art and design**

This subject was sampled during the inspection. Standards overall are average in art and design at the end of Years 2 and 6. Although no lessons were observed during the inspection examples of children's previous work and discussions with children indicate that art is a subject which they enjoy. However, achievement in some classes is limited due to over-reliance on paint, crayon and pencil work. A scheme of work based on national guidelines is in place. This should ensure that skills are developed systematically from year to year but there are often long gaps between art sessions and this makes it difficult for teachers to ensure skill development. Children are keen to find out about the work of other artists and learn from their different styles but this is an under developed area of the curriculum. Some outstanding, indeed breathtaking, work was created by the children working with visiting artists, including one from New Zealand. This work is displayed well throughout the school and greatly improves the quality of the environment. However, much of this work is adult directed, with children having little freedom to experiment with the skills they have learned. The best work in terms of children's achievement is in Years 1 and 5, where first hand observational still life drawing of flowers, shoes and a collection of objects are all portrayed well with good use of paint, charcoal or pastels. These show a growing awareness of line, scale and use of shading to create depth. The poppies in Year 1 show good use of a colour wash to make the colours bleed.

### **Design and technology**

Only one lesson was observed so no overall judgement on provision can be made. In a satisfactory Year 4 lesson the children clearly enjoyed their work. They were learning to design and to evaluate products and to make moving mechanisms such as sliders for moving pictures in a child's book. The display around the school shows that the subject is taught regularly and that frequently it is linked to other subject areas. For example, the children in Year 6 made shelters that link to their work on World War 2 in history. A discussion with children in Year 6 indicates that the full design process is taught.

### **Music**

No music teaching was seen during the inspection. At the time of the previous inspection the class teachers taught the subject and there were some examples of very good teaching in the older classes. Now, one member of staff provides all the music in the school and as she is absent, the school is reliant on specialist but temporary provision. However, the full subject curriculum is covered. As at the time of the last inspection, a minority of children continue to receive individual instrumental tuition. The children state that they enjoy music and that they have opportunity to perform in class and to larger audiences. For example, Year 4 children took part in a presentation concert at the link High School of their language development. They sang very well in the very large hall, enunciating the words of French, German and Spanish songs with clarity and obvious enjoyment.

### **Physical education**

No lessons were observed during the inspection. The subject has a secure place in the curriculum, and is competently led and managed by a Year 6 teacher, supported by a teacher from Year 3. There is a good range of extra-curricular sport, some involving local professional clubs. The older pupils take part in a good variety of team games against other local schools with some success. They also have the opportunity to take part in a residential

visit focused on athletic and adventurous activities. Children have swimming lessons, and most attain the expected national standard by Year 6. There are well-advanced plans for the coordinator to take a leading role in a project to develop the importance of physical activity in children's learning as part of the drive to encourage healthy living as part of the Every Child Matters national agenda.

### **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

The children's personal and social development is strongly emphasised throughout the school. The school works closely with the police to provide a well planned programme of study which pays particular attention to the dangers associated with smoking and alcohol and drug misuse, and sex and relationships education. The school has consulted parents from all groups in its community, who support it in this provision. Through the work in science, the children are taught the importance of a healthy diet and in physical education the children learn how regular exercise contributes to their overall health, fitness and general well being. Good provision for extra-curricular activities, particularly in sport, contributes towards the children's social development and helps them to develop a healthy life style and a pride in their own ability.

The children's personal, social and health education is also promoted effectively through assemblies, links with other schools and participation in church and community events. Fund raising for numerous charities makes an important contribution to the children's development as world citizens. The work of the school council provides children with a good insight into how a democratic process can be of benefit to them and to the school as a whole.



## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>4</b>
Children's achievement	4
<b>Children's attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Children's spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well children learn	4
The quality of assessment	4
How well the curriculum meets children needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	5
Children's care, welfare, health and safety	3
Support, advice and guidance for children	4
How well the school seeks and acts on children's views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	4
The leadership of the headteacher	4
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).*