

# Our Lady of Victories Catholic School

Inspection report

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|--------------------------------|---------------|
| <b>Unique Reference Number</b> | 107347        |
| <b>Local Authority</b>         | Bradford      |
| <b>Inspection number</b>       | 309388        |
| <b>Inspection date</b>         | 16 April 2008 |
| <b>Reporting inspector</b>     | Keith Bardon  |

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

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| <b>Type of school</b>                     | Primary  |
| <b>School category</b>                    | Voluntary aided  |
| <b>Age range of pupils</b>                | 3–11   |
| <b>Gender of pupils</b>                   | Mixed  |
| <b>Number on roll</b>                     |  |
| School                                    | 248  |
| <b>Appropriate authority</b>              | The governing body   |
| <b>Chair</b>                              | Fr Patrick Mungovin  |
| <b>Headteacher</b>                        | Mr John Devlin   |
| <b>Date of previous school inspection</b> | 26 April 2004  |
| <b>School address</b>                     | Guard House Road<br>Keighley<br>West Yorkshire<br>BD22 6JP |
| <b>Telephone number</b>                   | 01535 607149   |
| <b>Fax number</b>                         | 01535 607149   |

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## Introduction

The inspection was carried out by one Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: standards and achievement, personal development and well-being, and leadership and management. Evidence was gathered from the school's self-evaluation, national published assessment data and the school's own assessment records, policies and minutes, observation of the school at work, interviews with senior members of staff and pupils, and the parents' questionnaires. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest the school's own assessments, as given in the self-evaluation, were not justified, and these have been included where appropriate in the report.

## Description of the school

This average sized school serves an area of substantial disadvantage on the outskirts of the town. Two fifths of pupils are from minority ethnic backgrounds, predominantly Pakistani, and approaching a quarter are at an early stage of learning English. The proportion of pupils with learning difficulties and/or disabilities, including those with a statement of special educational need is average. A low number of pupils are in the care of the local authority. Since it was last inspected the school has had a change of headteacher and the proportion of pupils who speak English as an additional language has almost doubled so that it is now well above average. The school has achieved the Healthy Schools and Sportsmark awards. A breakfast club is available to pupils and the school provides learning support for parents.

## Key for inspection grades

|         |              |
|---------|--------------|
| Grade 1 | Outstanding  |
| Grade 2 | Good         |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate   |

## Overall effectiveness of the school

### Grade: 2

Our Lady of Victories is a good school in which pupils achieve well, both personally and academically. The headteacher, supported by other senior members of staff gives the school a strong sense of purpose and clear direction. Pupils enjoy school because the education they receive is tailored well to their needs, 'teachers are friendly' and 'everyone gets on well'. Parents are equally positive, describing the school as one that 'cares about the happiness and well-being of each individual child,' and staff as 'hardworking and approachable'.

Despite making good progress in the Foundation Stage, many pupils enter Year 1 with attainment that is well below average. Achievement is good in both Key Stage 1 and Key Stage 2. Pupils make good progress in response to the good teaching they receive. Most lessons are lively and engaging with well-chosen activities that stimulate discussion and thought. An innovative feature of the curriculum is the periodic 'Wonder Weeks' in which pupils focus on a particular question or theme they have helped to select themselves. During the inspection staff, pupils and parents thoroughly enjoyed hearing about the work Year 1 pupils had done about toys from the past. Their enactment of 'The Three Billy Goats Gruff' using puppets received loud applause and the boost this gave to pupils' confidence and self-esteem was considerable.

Standards continue to rise in Key Stage 1, however, they remain below average by the end of Year 2. Standards rise further in Key Stage 2 but remain a little below average by the time pupils leave Year 6. In 2007, a high proportion of Year 6 pupils attained the expected level in the national English and science tests. Fewer pupils attained this level in mathematics. Pupils do not make as much progress in mathematics as they do in English because the subject has not had the same measure of school development. Pupils from minority ethnic backgrounds are given very good support for their language development and they achieve well. The attainment of pupils of Pakistani heritage matches that of other pupils. Pupils with learning difficulties and/or disabilities are supported well and maintain a similar rate of good progress to other pupils. The school exceeded all the targets it set for Year 6 pupils' performance in 2007 and has set higher and more challenging targets for 2008.

Pupils' personal development is good and has many positive features. The school's very caring ethos is highly influential and pupils show considerable respect for each other and the staff. There is no racial tension and pupils from different home and cultural backgrounds enjoy being together. This makes for a very happy and smooth running school. Behaviour is good and lessons are calm and orderly. Pupils have no concerns about bullying and respect the school rules, which they helped to compose. They are confident to approach staff with problems and feel safe and secure in school. Attendance is similar to the national average. Pupils are given regular opportunities to contribute to the school and wider communities, which they grasp with relish. The many duties they perform through the 'School Office' help pupils acquire a strong sense of responsibility. Broadcasts to the local community from their own radio station are a source of immense pride and the high quality of the content says much about pupils' developing maturity. Their understanding of how to lead a healthy lifestyle is good and many take regular exercise to help them keep fit. Pupils' spiritual, moral, social and cultural development is good. They are thoughtful, confident individuals with a strong sense of right and wrong. Initiatives such as budgeting for school visits and for purchasing school equipment provide pupils with a good insight into financial management. These, along with a good range of basic skills help them to lay a firm foundation for future life.

Pupils concentrate well, pay close attention to what teachers are saying and try hard to meet the objectives that are set at the start of all lessons. These positive attitudes, combined with teaching that is planned and executed well overall, ensure that pupils learn at a good pace. Relationships between staff and pupils are excellent and the atmosphere in classrooms is pleasant and purposeful. Teachers mark pupils' work regularly; success is praised and guidance given on how to make it better.

Staff pay close attention to pupils' care and well-being and procedures for safeguarding pupils meet requirements. Regular nurture groups and friendship workshops provide support for the school's most vulnerable pupils. Pupils are encouraged to support others and act as buddies to those in need of help. Provision for pupils with learning difficulties and/or disabilities is organised and managed well and they are fully included in all aspects of school life. The school celebrates the diversity of its pupils and takes considerable care to ensure that their cultural values are respected. Pupils are set clear personal targets, which help them improve their work. Teachers assess and track pupils' progress closely. The systems they are using to do this are relatively new and being successfully embedded.

The headteacher and senior staff check the work of the school thoroughly and set clear performance targets that ensure a good pace of improvement. Priorities for development reflect the schools needs but the key areas for improvement do not always stand out as clearly as they should. This complicates plans for development unnecessarily and reduces their effectiveness as a management tool. This apart, management is good and the changes made by the relatively new headteacher have been received well by pupils, staff, parents and governors. There is a strong sense of togetherness with governors playing a full and active part in supporting the school and helping to guarantee that it has a positive future.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Many children enter Nursery with skills that are low for their age. Their communication and personal skills are often poor and a significant number are at a very early stage in learning English. As a result of the good teaching and well-judged support they receive, children make good progress. They make clear gains in all aspects of language but particularly in speaking and listening. Staff take every opportunity to engage children in conversation and encourage them constantly to converse and interact with others. This helps children acquire communications skills at a good pace and, at the same time, develop the social skills many lack when they first join the school. By Reception, many children have learned to work and play happily together but still have difficulty listening carefully to others. Provision is good and continuing to improve as development to the outside areas increases opportunities for learning out of doors. The Foundation Stage is managed well and there has been good improvement since the last inspection, particularly in Nursery. Children's progress is checked regularly and thoroughly to ensure their needs are being met. Joint planning ensures good progression from Nursery to Reception.

### **What the school should do to improve further**

- Improve the progress made by Key Stage 2 pupils in mathematics so that it at least matches that made in English.
- Promote further school development by sharpening the priorities for improvement.

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## Annex A

## Inspection judgements

|   |                |
|---|----------------|
| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | School Overall |
|---|----------------|

### Overall effectiveness

|   |     |
|---|-----|
| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 2   |
| Effective steps have been taken to promote improvement since the last inspection  | Yes |
| How well does the school work in partnership with others to promote learners' well-being?   | 2   |
| The effectiveness of the Foundation Stage   | 2   |
| The capacity to make any necessary improvements   | 2   |

### Achievement and standards

|  |   |
|--|---|
| How well do learners achieve?  | 2 |
| The standards <sup>1</sup> reached by learners   | 3 |
| How well learners make progress, taking account of any significant variations between groups of learners | 2 |
| How well learners with learning difficulties and disabilities make progress                              | 2 |

### Personal development and well-being

|   |   |
|---|---|
| How good is the overall personal development and well-being of the learners?                                  | 2 |
| The extent of learners' spiritual, moral, social and cultural development                                     | 2 |
| The extent to which learners adopt healthy lifestyles   | 2 |
| The extent to which learners adopt safe practices   | 2 |
| How well learners enjoy their education   | 2 |
| The attendance of learners  | 3 |
| The behaviour of learners   | 2 |
| The extent to which learners make a positive contribution to the community                                    | 1 |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 2 |

### The quality of provision

|  |   |
|--|---|
| How effective are teaching and learning in meeting the full range of the learners' needs?          | 2 |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 2 |
| How well are learners cared for, guided and supported?   | 2 |

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

|  |     |
|--|-----|
| <b>How effective are leadership and management in raising achievement and supporting all learners?</b>                                       | 2   |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 2   |
| How effectively leaders and managers use challenging targets to raise standards  | 2   |
| The effectiveness of the school's self-evaluation  | 2   |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can                     | 2   |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money  | 2   |
| The extent to which governors and other supervisory boards discharge their responsibilities  | 2   |
| Do procedures for safeguarding learners meet current government requirements?  | Yes |
| Does this school require special measures?   | No  |
| Does this school require a notice to improve?  | No  |



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**Annex B****Text from letter to pupils explaining the findings of the inspection**

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

Thank you very much for the very friendly greeting you gave me when I inspected your school recently. Lots of you smiled and chatted to me and I felt comfortable and welcome. I thoroughly enjoyed finding out about the work you do and a special thanks to those who talked with me about the school.

Our Lady of Victories is a good school and I can see why you enjoy it so much. I enjoyed the assembly in which Year 1 told us about their Wonder Week, especially the puppet show about the Three Billy Goats Gruff. You clearly find school fun and in the lessons I visited, many interesting things were going on. I was pleased to see everyone concentrating and trying their best to achieve the lesson objectives. Your behaviour is good and you can be proud of the way in which you help around school and help each other. One of the things I was most impressed with was how well everyone gets on. It is clear that you develop into responsible and mature young people.

You make good progress because you are well taught and work hard. You are learning to read and write well. Your learning in mathematics is coming along but is not quite as good as in English and I discussed ways of making it even better with the school. Always try to calculate accurately and do your best to work things out in your head as much as possible. Your understanding of your literacy and numeracy targets is good and this is helping you to improve your work. Staff take good care of you and I was pleased that you feel you can turn to them for help and advice if you need it.

The school is constantly looking for ways to make your education even better. I have suggested that when plans for improvement are put together, the most important things to be done need to be a little clearer.

Thank you once again for a very enjoyable day and I wish you lots of luck in the future.