

Our Lady of Victories Catholic Primary School

Clareville Street, SW7 5AQ



Date of inspection by Westminster Diocese: 7 December 2016

Summary of key findings for parents and pupils

A. Classroom religious education is good

- Pupils enjoy lessons and are aware of what to do to further improve their learning.
- Pupils' religious literacy is good and they are confident in their use of religious language.
- Teaching is monitored regularly and systems are in place to support teachers.
- Pupil attainment is broadly in line with other core subjects.
- Pupil interviews showed that they are interested and enjoy their learning in religious education and are happy to share their faith experiences.
- Teachers create a positive climate for learning in their lessons and pupils are interested, engaged and eager to learn.
- The leaders of religious education work hard to ensure that essential systems and structures are in place.
- Staff are supported in their professional development to further their knowledge and expertise in religious education.
- The link governor for religious education is actively involved in supporting the school and contributes positively to the subject's growth across the school.

Classroom religious education is not yet outstanding because

- Tracking of pupil progress is not yet fully embedded to ensure progression and understanding of the content at deeper levels.
- The level of challenge in lessons is not sufficiently differentiated to meet the individual needs of all pupils, particularly the most able.

B. The Catholic life of the school is outstanding

- Governors make a highly significant contribution to the Catholic dimension of the school and have a clear understanding of their strategic role as governors of a diocesan Catholic school.
- Religious education receives its full allocation of 10% of taught time at each key stage, as required by the Bishops' Conference.
- Worship and prayer are central to the life of the school and pupils play an essential part in the planning and preparation.
- The school works very closely with parents in developing a shared understanding of the mission of the school.
- Pupils' spiritual development is enabled through the opportunities provided for reflection, sharing and discussion at age-appropriate levels.
- The school recognises the local parishes as the main experience of Church and actively explores ways to engage with them.
- The leadership of religious education is well supported, as are staff in their professional development for the teaching of religious education.
- Governors share in the strategic leadership of the school with energy and enthusiasm. They offer excellent support and challenge to the leadership of the school in strategic matters.

A. Classroom Religious Education

What has improved since the last inspection?

The school has met the requirements from the previous inspection. Portfolios of moderated and assessed work in religious education (RE) are now in place and updated regularly after internal and diocesan moderation. The school shares its moderation with other schools in the deanery and within the diocese. Teachers are becoming more confident in matching the moderated samples and planning for further improved levels of attainment in religious education.

The content of classroom religious education is good

The school fully meets the requirements of the Religious Education Curriculum Directory. A range of resources is used to support and enhance the delivery of religious education and the school has recently purchased sets of Bibles for older pupils and has further plans to provide them for all Key Stage 2 pupils. The school uses a published programme and checks that the four areas of study within the Curriculum Directory are covered within the planned units and topics. This includes the coverage throughout the liturgical cycle. The range of cover of the other faiths is evident from work in pupil books, in the portfolios and from discussion with the pupils. The school has ensured that lessons have included relevant and appropriate links to current issues in the Church, such as the Year of Mercy including a mosaic art project which will leave a lasting legacy of the year present in the school. The governing body continually monitors the progress of agreed actions in the school's plans.

Pupil achievement in religious education is good

Achievement in religious education is broadly in line with that for other core subjects. Good achievement is evident where pupils were challenged to think deeply and to reason through a range of strategies. Pupils' religious literacy is good and they have opportunities to explore how this relates to their life and experiences. Where marking moved pupils on in their learning in religious education, there was evidence of good levels of understanding. The school has recognised the need to continue to address and support staff in accurate levelling. Pupils are taught about other faiths with evidence of Judaism being taught in an age-appropriate way. Pupils have positive attitudes towards their learning in religious education and this impacts on the progress that they make. They are keen to give their best and do well. Groups of pupils are identified for formative tracking in religious education in the same way as in other core subjects. There is evidence in the books and those books available from the previous academic year to demonstrate the range of progress in religious education across the school, from their starting points. The school fully participates in both the deanery and diocesan moderation process and this is ensuring that the school continues to refine its accuracy for internal moderation.

The quality of teaching is good

Teaching is consistently good with some examples of outstanding lessons resulting in most pupils making good progress and achieving well over time. Teachers have high expectations and use effective strategies to engage pupils in their learning so that pupils learn well. In lessons where there was strong teacher subject knowledge and confidence, this contributed to pupils making good

progress in their learning. Where teaching was good or better, the very good use of talk partners enabled children to express their ideas with confidence. The 'star' challenge was noted in some classes and this enabled pupils to think more deeply about their learning. In a Key Stage 2 lesson a pupil described how, 'I like RE lessons and learning more about my faith'. The role of the other adults in the lesson was notable and particularly effective for those pupils with significant additional needs. Pupil behaviour in lessons and around school is good. Pupils demonstrated good attitudes to their learning, including their response to some good next steps marking although this is not consistent across the school and is an area to be further developed. Where next step marking was most effective pupils were clear about how to move their learning on.

The leadership and management of religious education

are good

Leadership and management of religious education are good and well planned. The newly appointed headteacher has a very clear vision for the future of religious education at Our Lady of Victories. He has identified the school's strengths and areas for development with the aim to help the pupils to achieve the highest possible standards. However, this work is at the very early stages of development. The school's action plan clearly identifies areas for further development and this is clearly monitored by governors. The school has recognised the need to be more accurate in its own self-evaluation. The development of the staff is a strength shown by the support for staff obtaining the Catholic Certificate in Religious Studies (CCRS). Teaching is regularly, monitored, evaluated, and guidance given to staff on how to be even better. Leaders and governors recognise that the educational mission of the Church is at the heart of the school's work. Leadership in the school ensures that religious education is part of staff appraisal and all staff have an RE target. The governing body is kept informed through a combination of reports and visits to the school and provides a good balance of challenge to the leadership team.

What should the school do to develop further in classroom religious education?

- Ensure that robust systems for tracking of pupil progress is firmly embedded across all key stages.
- Tasks need to be clearly differentiated to meet the needs of all children with particular attention to ensure that the most able pupils have sufficient opportunities for extended writing to access the higher levels.

B. The Catholic life of the school

What has improved since the last inspection?

Pupils across the school are regularly and actively planning, preparing and leading class worship and report that they think it helps them have a better understanding of their faith and a deeper understanding of the scriptures. Pupils in Key Stage 2 are now using the same model to lead whole school acts of worship. The RE leader regularly monitors the pupil led worship and encourages the sharing of good practice among staff.

The place of religious education as the core of the curriculum

is outstanding

Religious education receives its full allocation of 10% of taught time at each key stage. Religious education is at the heart of the school and clearly influences the overall quality of provision for this Catholic community. Teachers have very good subject knowledge of religious education in accordance with the Religious Education Curriculum Directory for England and Wales. The governing body shares the school's vision to ensuring the effective delivery of religious education and the Catholic life of the school. Recent training has focused on the assessment and levelling of pupil's work and this work is on-going. New teachers are well supported in learning about the teaching of religious education.

The experience of Catholic worship – prayer and liturgy – for the whole school community

is outstanding

Prayer and worship are central to the life of this school and are judged to be outstanding. There are many opportunities within the school for daily collective worship and prayer. The children in the Early Year Foundation Stage (EYFS) classes are quickly introduced to the prayer life of the school in a sensitive and nurturing way. Children at all ages play an active part in prayer and liturgy in a wide variety of ways. Pupils are experienced at planning, preparing and leading class worship and older pupils at leading whole school worship. Inspectors had several opportunities to experience pupil led worship during the inspection at differing levels. It is a regular occurrence and pupils see it as an integral part of their daily lives. This should now be extended to planning and preparing for class Masses. The celebration of the Eucharist is carefully planned in school and many other sacramental celebrations are offered at key times throughout the liturgical year. The sacramental life of the pupils is nurtured through the partnership with the local parishes and the chaplain is a regular visitor to the school. Pupils in Key Stage 2 receive the Sacraments of the Eucharist and Reconciliation during Advent and Lent.

Pupils have the opportunity to be altar servers, taking part in the crowning of Mary, praying the rosary before school, which is led by a parishioner, and contributing to a mosaic, which will leave a lasting legacy in the school of the Year of Mercy. The pupils' spiritual development is very carefully fostered in this school.

The commitment and contribution to the Common Good – service and social justice

are good

Our Lady of Victories demonstrates a good commitment and contribution to the Common Good and social justice. The school council, who met with the inspectors, described the support to local and national charities including Marie Curie, Poppy Appeal, CAFOD, Operation Christmas Child and support for a charity in the Philippines. The pupils were able to explain clearly how at Our Lady of Victories, 'no matter what happens we are all friends and celebrate as a community.' The school has recognised its need to ensure that pupils across the phases have an understanding of the theological

understanding, which underpins their actions. There are plans to review the school mission statement and this will ensure that the pupils have an even stronger understanding of their individual commitment in their 'call to action.' The very positive relationships between staff, with pupils and pupils with each other are evident throughout the school. The behaviour and attitudes of the pupils are very good. The very active PTA events include opportunities for family celebrations with the pupils across the age range. Parents are generous in their fundraising and commitment to the school in their efforts to support those less well off than themselves.

Enabling the authentic partnership between parents, school and parish as an integral part of the Diocese, particularly through its relationship with the Diocesan Bishop and those acting on his behalf

are outstanding

The partnership between home, school and parish is outstanding. Parents are actively invited and welcomed to attend all prayerful celebrations and assemblies. At the Early Years Foundation Stage Nativity on the day of the inspection, parents shared their appreciation for the work of the school in supporting them in their children's faith journey. The recent parental questionnaire and discussions with parents during the inspection were overwhelmingly positive. A number of staff are currently being supported to complete their CCRS accreditation and qualifications. The school engages at diocesan level, attending events such as the Good Shepherd Mass, Year of Mercy Pilgrimage and the Advent Carol service. The governing body is fully aware of its ecclesial mission in the Church. They actively participate in a range of school events and celebrations and keep up to date with actions and priorities through the regular reports from the RE leader. The church and the expertise of the clergy are well utilised and enhance the children's experiences as they continue on their faith journey. The link governor who met the inspectors outlined how they are fully aware of their responsibility in challenging the leadership and ensuring the school meets all of its statutory and diocesan duties.

The effectiveness of the leadership and management in promoting the Catholic life of the school

is outstanding

Leadership and management at Our Lady of Victories are outstanding and fully committed to the church's mission in education. The effectiveness of the leadership and management in developing and promoting the Catholic life of the school is outstanding and Catholicity permeates all areas of school life. The governing body works very closely with the leadership team to ensure the whole school community shares the clear vision of Catholic education. The headteacher and senior leaders are excellent role models who lead by example. They ensure that all staff participate fully in the religious life of the school, which includes class Masses, religious assemblies, religious events and class visits. The newly appointed headteacher understands very well the school's strengths and development needs through his thorough and accurate early self-evaluation. Governors fulfil well their responsibilities and are influential in determining its Catholic direction.

What should the school do to develop further the Catholic life of the school?

- Review the school mission statement ensuring that it is more pupil friendly.
- Enable children to participate further in liturgical ministries.
- Develop a deeper understanding in pupils of the theology that underpins the Common Good.

Information about this school

- The school is a one-form entry Catholic Primary school in the locality of Kensington and Chelsea.
- The school serves the parishes of Our Lady of Victories, Kensington and Our Lady of Mount Carmel and St Simon Stock, Kensington.
- The proportion of pupils who are baptised Catholic is 99%.
- The proportion of pupils who are from other Christian denominations is 0 % and from other faiths is 1%.
- The percentage of Catholic teachers in the school is 66%.
- There are 9% of pupils in the school with special educational needs or disabilities of whom 5 have statements of Special Educational Needs and Disabilities (SEND)/ Education Health and Care Plans (EHCP).
- The proportion of pupils from minority ethnic groups is well above average.
- The number of pupils speaking English as an Additional Language is well above average.
- There is a well below average rate of families claiming free school meals.
- 17 pupils receive the Pupil Premium (7%).

Department for Education Number	207/5200
Unique Reference Number	I00504
Local Authority	Kensington and Chelsea

Type of school	Primary
School category	Voluntary Aided
Age range of pupils	3 -11
Gender of pupils	Mixed
Number of pupils on roll	236
The appropriate authority	The governing body
Chair	Dr Gywnneth Flower
Headteacher	Mr Christopher McPhilemy
Telephone number	020 7373 4491
Website	www.olv.rbkc.sch.uk
Email address	info@olv.rbkc.sch.uk
Date of previous inspection	10 November 2011
Grade from previous inspection:	Outstanding

Information about this inspection

This inspection was carried out (i) under the requirements of the Canon 806 and (ii) in accordance with the Framework for Diocesan Inspections 2015 approved by the Archbishop of Westminster and (iii) under section 48 of the Education Act 2005.

- The inspectors would like to thank the governors, headteacher, staff, pupils and parents for their co-operation over the conduct of the inspection.
- During the inspection 7 lessons or part lessons were observed.
- The inspectors attended 1 assembly and a number of acts of worship.
- Meetings were held with school staff, pupils and governors.
- Other evidence was gathered from contacts with parents through a questionnaire, scrutiny of a sample of pupils' work, observation of pupils in and out of lessons and examination of school documents.

Inspection Team

The inspectors are appointed by the Archbishop.

Mrs Ann Staunton

Lead Inspector

Miss Catherine Bryan

Associate Inspector

Mrs Mary Ainger

Associate Inspector

Diocesan inspection has four grades:

- outstanding
- good
- requires improvement
- causing concern

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