

# Our Lady of Victories Roman Catholic Primary School

## Inspection report

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<b>Unique Reference Number</b>	100504
<b>Local Authority</b>	Kensington and Chelsea
<b>Inspection number</b>	376408
<b>Inspection dates</b>	27–28 September 2011
<b>Reporting inspector</b>	Madeleine Gerard

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 of pupils on the school roll</b>	227
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Gwynneth Flower
<b>Headteacher</b>	Sarah McBennett
<b>Date of previous school inspection</b>	30 September 2008
<b>School address</b>	Clareville Street London SW7 5AQ
<b>Telephone number</b>	020 7373 4491
<b>Fax number</b>	020 7244 0591
<b>Email address</b>	info@olov.rbkc.sch.uk

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<b>Age group</b>	3–11
<b>Inspection date(s)</b>	27–28 September 2011
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in 16 lessons or parts of lessons, taught by eight teachers, and held meetings with groups of pupils, staff and members of the governing body. They observed the school's work and looked at work in pupils' books, tracking data showing pupils' attainment and progress, the school's development plans, and policies and records for safeguarding pupils. They considered the 153 responses to the questionnaire received from parents and carers, 94 responses to the questionnaire for pupils in Years 3 to 6, and 22 responses to the staff questionnaire.

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

- Whether rates of learning and progress are consistently swift in all classes and for all groups of pupils, including children in the Early Years Foundation Stage.
- How accurately the school evaluates the quality of its work and secures consistency of provision through the school.

## Information about the school

This is an average-size primary school with Early Years Foundation Stage provision for children in one full-time Nursery class and one Reception class. The proportion of pupils from minority ethnic heritages is well above average. The proportion of pupils with a statement of special educational needs is average although the proportion of pupils with special educational needs and/or disabilities overall is much lower than average. Most of these pupils have specific learning difficulties or speech, language and communication difficulties. The large majority of pupils speak English as an additional language. A small minority are at an early stage of learning English. More pupils join and leave the school part way through their education than nationally. The school operates a breakfast club. There have been a number of staff changes in recent years. The school has achieved several nationally recognised awards including Artsmark Gold and the Activemark.

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

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

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

Our Lady of Victories is an outstanding school where pupils achieve extremely well in their personal and academic outcomes. Leaders, managers and members of the governing body work closely together with a shared vision for the school that puts the pupils at the heart of all the school's work. Through perceptive and accurate self-evaluation the school knows its strengths and has successfully tackled key priorities for development. Since the previous inspection, the school has enhanced the quality of provision so that teaching and the curriculum are now outstanding. Excellent assessment systems are used to check the progress pupils are making. Assessment information from tracking and marking pupils' work in books is used consistently in Years 1 to 6 to match work to pupils' needs so that all pupils are set suitably challenging work. As a result, rates of learning and progress for all groups of pupils have increased and are outstanding. Pupils' attainment by the end of Year 6 in English and mathematics is high. Together with the school's success in promoting pupils' consistently high attendance and maintaining excellent behaviour, these strengths show the school's outstanding capacity for sustained improvement.

Improvements to the Early Years Foundation Stage since the previous inspection ensure children get off to a good start in the Nursery and Reception classes. Home visits made by staff before children join, and a reduced timetable for children in the Nursery when they start, ensure that they settle quickly. Children's progress is regularly checked and they enjoy the range of activities staff organise for them. School leaders recognise that occasionally, however, planning for the outdoor spaces does not use information from ongoing assessments to ensure that activities are tailored to children's specific needs so that they make even faster gains in their skills.

The school works highly effectively to ensure that all pupils are valued and enjoy themselves in the school's caring and safe environment. Relationships throughout the school are very friendly and positive. Pupils' caring attitudes towards one another, strong teamwork skills, respect for pupils from a wide variety of different cultures, generous charity fundraising, and regular reflection through prayer, show the pupils' excellent spiritual, moral, social and cultural development. Pupils take on responsibility extremely readily, for example as junior road safety officers and as play leaders. The school council recently conducted a survey asking pupils what helps them best to learn in lessons. They have shared their findings with pupils and teaching staff so that further developments to provision can be made. Extremely good links with parents and carers support pupils' outstanding learning. Many parents and carers volunteer to hear pupils reading individually in school each week.

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In response to suggestions from parents and carers, the school organises regular opportunities for them to find out how well their children are making progress, and workshops to support them in helping their children's learning at home.

## What does the school need to do to improve further?

- By July 2012, sharpen the consistency with which assessment information is used in the Early Years Foundation Stage, in order to plan tasks in the outside area that build on what the children know and can do already, so that they make even swifter progress in their learning.

## Outcomes for individuals and groups of pupils

**1**

Children join the school with skills and capabilities that are generally above those expected for their age. Their personal, social and emotional development is particularly strong. Rates of learning and progress in Years 1 to 6, and pupils' overall achievement and enjoyment in their learning, are outstanding. Pupils listen very attentively in lessons. They enjoy the work teachers give them to do, start their work as soon as tasks are set and concentrate very well. This was illustrated in a literacy lesson where pupils were learning how to recognise bias in newspaper articles. They made very quick progress in learning what to look for and used their knowledge of key features of literacy to identify where journalists use prejudiced language to influence readers' opinions. Pupils at a very early stage of learning English as an additional language made significant progress in their understanding of newspaper extracts when they received highly effective individualised support during whole-class teaching. Pupils with special educational needs and/or disabilities made outstanding progress because the work they were given to do was extremely well matched to their needs. This ensured that they accessed the curriculum equally as well as their peers. Pupils work very productively together in pairs and small groups. In a numeracy lesson, pupils made very swift gains in their knowledge of triangles and use of key mathematical language when they practised explaining to one another the differences between a variety of triangles.

All groups of pupils make similarly outstanding progress. Those who have special educational needs and/or disabilities are very keen to do well. They enjoy opportunities to work with teaching assistants to boost their literacy and numeracy skills. Specialist therapists work closely with pupils with speech, language and communication difficulties. Well-trained additional adults ensure that these pupils also benefit from continued high quality support in lessons. Pupils who speak English as an additional language receive extra guidance so that they are confident to play a full part in their lessons and achieve extremely well. Pupil buddies help those new to the school to settle quickly and make friends. One parent of a pupil who joined the school later than the normal time for transfer typically commented, 'I cannot begin to express my delight at how well my child is progressing.' Young translators take responsibility for ensuring that those who are at an early stage of learning English,

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and their families, feel welcome. Higher-attaining pupils are extremely motivated by the challenging work they are set and develop their interests and understanding through additional sessions and workshops.

Pupils’ self-confidence and self-esteem are boosted by successes in competitions against other schools, including in dance and swimming, and by taking part in performances, such as the school talent competition and singing in the school choir. Visits to the school by fire fighters and clear guidance on posters made by pupils about keeping safe when using computers ensure pupils have an outstanding knowledge of how to keep themselves safe from harm. Pupils are extremely confident that adults will help them should any problems occur. Junior road safety officers take a leading role in ensuring pupils know how to keep themselves safe while walking or travelling to school by scooter. They have also made suggestions to the local authority about how roads can be made safer for the whole community. Pupils have positive attitudes to keeping fit and healthy, as the school’s success in achieving the Activemark reflects. They use the equipment available at break-time enthusiastically, and extra-curricular sports clubs are popular. Although pupils have a good knowledge of what they should eat and drink to keep themselves healthy, they are not always consistently clear about the impact that the choices they make has on their health.

*These are the grades for pupils’ outcomes*

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

**How effective is the provision?**

Teachers manage classes very successfully and make use of a variety of resources

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

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to motivate pupils and engage their interest. They use computers particularly well to explain new concepts, and pupils have good opportunities to use interactive whiteboards in classrooms. The pace of learning is consistently brisk because teachers explain new learning very clearly. They set time limits for pupils to complete activities that encourage them to work hard, and foster pupils’ skills in working independently. Most pupils can explain their individualised targets, and marking is used particularly well to make clear how they can improve their work. Teachers carefully check the progress each pupil makes in reading, writing and mathematics. This information is used very effectively to identify any pupils who need additional support in their learning and to plan work that is appropriately challenging for the full range of pupils’ abilities.

Pupils have regular opportunities to write at length in a variety of different styles to develop their writing skills systematically. Links with local secondary schools provide excellent additional learning opportunities for more-able pupils. Philosophy sessions to promote pupils’ thinking skills, French in Years 1 to 6, Latin for pupils in Years 2 to 6, and learning to play the recorder in Year 4 and the cello in Year 5 are particular highlights. Visits to local places of interest bring the curriculum to life, and pupils in Year 6 have the opportunity to practise their French during the annual exchange with pupils from a school in France. Strengths in achieving the Artsmark Gold Award are shown in the very high quality of pupils’ artwork on display inside the school building and around the playground. Extra-curricular clubs are very well attended, including street dance, chess and drama.

The staff play a key role in supporting pupils’ social and emotional development. Strong links with a very wide range of outside agencies promote pupils’ learning and well-being very effectively. Pupils spend time with their next teacher before the end of each school year to prepare them extremely well for moving up into their new class. The school ensures that pupils are given clear guidance about the process of transferring to secondary school to help them to move on to the school best suited to their needs. The school’s systems to promote attendance ensure that the whole school community is very clear about the importance of attending regularly and on time. The breakfast club provides a calm and sociable start to the day for the small number of pupils who attend.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

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The school’s work to tackle discrimination and promote equality is outstanding. All groups of pupils, whatever their background or ability, have equal access to exciting and stimulating provision that is carefully tailored to their needs as individuals so that they do extremely well. Leaders and managers embed ambition with outstanding success. They have sustained improvements in key aspects of the school’s work, for example by increasing the levels of challenge in lessons for more-able pupils and improving pupils’ attainment. The governing body ensures that arrangements for safeguarding are good. Policies are reviewed regularly. The school site is secure and well maintained. Quality assurance and risk assessments are of good quality. There are harmonious relationships between different groups of pupils, and differences are respected because community cohesion is promoted well. Pupils have a strong knowledge of the school and local community. Through links with schools in France and Africa, pupils have a good understanding of the lives of those who live in global communities. However, plans to establish links with a contrasting school within the United Kingdom are at a very early stage.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Staff work successfully to establish positive relationships and create an environment where children develop strong personal and social skills, grow in confidence and are happy. Children work and play well together. For example, in the outdoor area used by children in both the Nursery and Reception classes, they make friends and share resources readily. Children in the Reception class enjoyed making space rockets using recycled materials. They took turns to look at pictures of space rockets in a book and made sure everyone could find the materials they needed to make their own model. There is an appropriate balance of adult-led activities and opportunities for children to select tasks for themselves. Children in the Nursery class, working

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together with an adult, estimated how many spoonfuls of sand they would need to fill a bowl in the sand tray. They practised their numbers by counting how many spoonfuls were needed. Children who speak English as an additional language developed their knowledge of numbers in English quickly because the adult spoke clearly, and encouraged them to practise pronouncing new language. The Early Years Foundation Stage is well led and managed, and detailed records of observations of children’s learning and progress are kept. Children progress well in the Nursery and Reception classes. Occasionally, however, the planning of activities for children in the outdoor area does not use assessment information rigorously to plan the next steps in children’s learning, so that they are challenged to make even faster progress.

*These are the grades for the Early Years Foundation Stage*

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

## Views of parents and carers

More parents and carers responded to the questionnaire than is usually found nationally. A large majority of the responses were positive. All those who responded are happy with their child’s experience at the school and confirm that their children enjoy their time there. A very few parents and carers do not agree, for example, that the school takes account of their suggestions and concerns. Inspectors judged the school’s engagement with parents and carers, and many other aspects of the school’s work, to be outstanding, and their findings endorse almost all the views expressed by parents and carers.

### Responses from parents and carers to Ofsted’s questionnaire

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

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

The inspection team received 153 completed questionnaires by the end of the on-site inspection. In total, there are 227 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	120	78	33	22	0	0	0	0
The school keeps my child safe	123	80	29	19	2	1	0	0
The school informs me about my child’s progress	101	66	47	31	4	3	0	0
My child is making enough progress at this school	90	59	57	37	0	0	0	0
The teaching is good at this school	109	71	44	29	0	0	0	0
The school helps me to support my child’s learning	108	71	41	27	4	3	0	0
The school helps my child to have a healthy lifestyle	110	72	40	26	2	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	77	50	55	36	1	1	0	0
The school meets my child’s particular needs	84	55	59	39	4	3	0	0
The school deals effectively with unacceptable behaviour	107	70	40	26	3	2	0	0
The school takes account of my suggestions and concerns	92	60	53	35	4	3	0	0
The school is led and managed effectively	120	78	34	22	0	0	0	0
Overall, I am happy with my child’s experience at this school	124	81	29	19	0	0	0	0

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

## Glossary

### What inspection judgements mean

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

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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

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

## Common terminology used by inspectors

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

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



29 September 2011

Dear Pupils

**Inspection of Our Lady of Victories Roman Catholic Primary School,  
London, SW7 5AQ**

Thank you very much for your friendly welcome and for helping the inspectors when we visited your school recently. We enjoyed talking to you all very much and listening to what you had to say. We were very pleased to see the beautiful mosaics around the school playground that you have made together with visiting artists. This letter is to tell you about the judgements that we reached.

Our Lady of Victories Roman Catholic Primary is an outstanding school. You like coming to school as your consistently high attendance shows. Your parents and carers told us they like the school very much, too. You behave extremely well, get along with each other and are very keen to learn. This makes your school such a happy place to be. You enjoy all the interesting work the teachers plan, and you particularly like the clubs and outings that the school organises. You make outstanding progress in your learning and reach high levels by the end of Year 6. The staff check regularly how well you are doing and ensure you know what to do to improve your work further. Those of you who need additional help are exceptionally well supported and make outstanding progress. All the adults work together as a team to make sure that you are safe and very well cared for.

Children get off to a good start in the Early Years Foundation Stage and we have asked the school to make sure that children in the Nursery and Reception classes make even faster progress in their learning. All of you can help to make sure your school continues to be outstanding by keeping on concentrating and working hard in lessons, and attending very regularly and on time.

Finally, I would like to thank you again and wish you well in the future.

Yours sincerely

Madeleine Gerard  
Lead inspector

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