



# Diocese of Westminster

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## **INSPECTION REPORT**

### **Our Lady of Victories Catholic Primary School**

Clareville Street, Kensington, London. SW7 5AQ

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DFE Number: 207 5200

URN Number: 100504

Headteacher: Mrs S. McBennett

Chair of Governors: Dr G. Flower

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Canonical Inspection under Canon 806 on behalf of the Archbishop of Westminster  
and inspection of Denominational Education under Section 48 of the Education Act 2005

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Date of inspection: 10<sup>th</sup> November 2011  
Date of previous inspection: 12<sup>th</sup> November 2008

Reporting Inspector: Mrs M. Betts

## **Description of School**

Our Lady of Victories is a one form entry school, with full-time nursery provision, for pupils aged from 3 – 11 years. It serves the parishes of Our Lady of Victories and Our Lady of Mount Carmel and St Simon Stock, Kensington. There are 228 pupils on roll, of whom all but two are Catholic. There are 16 teachers in the school of whom 12 (75%) are Catholic. The school is located in an area of above average prosperity but many pupils come from poorer, less socially advantaged areas nearby. The proportion of pupils eligible for free school meals is below the national average. Almost three quarters of pupils have English as an additional language although only a small minority are at an early stage of learning English. The school operates a breakfast club.

### **Key for inspection grades**

Grade 1: Outstanding;      Grade 2: Good;      Grade 3: Satisfactory;      Grade 4: Inadequate

## **Overall effectiveness of this Catholic school**

Our Lady of Victories is an outstanding Catholic school. The extremely strong Catholic identity is present in the school's daily life. The committed leadership of the headteacher and deputy is instrumental in effectively maintaining and developing the Catholic ethos. Prayer and worship have a very strong central role in the school's life. The pupils explained "God is our friend here". Relationships within the school are very good and reflect Christian respect and concern for others. Pupils said "We are all helpful and kind to each other". The pupils' spiritual and moral development is outstanding and this is reflected in their good behaviour and positive attitudes. The standards achieved in religious education are high and pupils make very good progress in this subject. Staff are committed to the high profile given to Catholic education.

**Grade 1**

### **Improvement since the last inspection**

The last diocesan inspection report described the school as a good Catholic school. The issues for improvement related to ensuring that assessments noted the attainment target and strand and were recorded in the planning; and for Catholic artefacts or symbols to be provided in all rooms and communal areas. The school has made very good progress with both these targets. The religious education attainment target and strand at the appropriate levels are now clearly identified in teachers' planning for each topic. This helps to ensure assessments are more focused and that all areas of knowledge and understanding are taught. Catholic artefacts are now in all communal areas of the school. Also displayed prominently around the building is pupils' high quality art work on religious education themes.

**Grade 1**

### **The capacity of the school community to improve and develop**

The headteacher and her deputy undertake thorough monitoring and have a very good oversight of the school's strengths and development needs. The school's self-evaluation is comprehensive and accurate. The religious education plan is integral to the school development plan which is regularly monitored by governors. Views of parents on the Catholic life of the school and religious education are regularly sought and acted upon. Views and opinions of all pupils are now being sought. The school leadership promotes a clear vision for improvement which is well supported by the staff. Teachers have an objective relating to raising attainment in religious education as part of their performance management targets. School leaders attend diocesan training to keep up to date with new initiatives. The school has a very good capacity to continue to improve.

**Grade 1**

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

- Involve pupils more in planning, preparing and leading their own class worship.
  - Monitor more formally classroom worship so excellent practice is shared.
  - Continue the planned moderation of religious education work to devise exemplars of level 4 and level 5 outcomes.
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## **The Catholic Life of the School**

### **Leadership and Management**

The headteacher, the deputy and governors form an effective partnership for promoting the Catholic life of the school. They communicate a clear vision which inspires the fullest possible faith and personal development of pupils. The school mission statement, which contains the words "Christ is the reason for our school, the teacher and guide.... to all children and staff", is understood by pupils who describe many instances where it is seen in action in the school's daily activities. Governors are very supportive and well informed about the school's religious life. The school provides high quality extra provision to meet the needs of all pupils and their families. Leadership promotes pupils' spiritual and moral development very well. Pupils enjoy their responsibilities in supporting other children especially as playground buddies and young interpreters. Pupils praise the friendly, caring attitude of the teachers who they describe as "kind and helpful". Parents are very positive about the school. Links with both local parishes are strong.

**Grade 1**

### **The Prayer Life of the School**

Worship and prayer are integral parts of each school day. Pupils enjoy writing prayers which are displayed in the class prayer book and used at prayer times. They have opportunities to pray for their own intentions and express genuine concern for an unwell staff member. Each class plans and presents their own assemblies each term and occasionally older pupils prepare and lead worship. Pupils enjoy these especially the visual presentations and drama. Pupils are very respectful during prayer and participate with sincerity. Pupils' high quality singing enriches the worship experience. Pupils appreciate the reflection time given to apply the theme to their own lives and future actions. Attractive prayer foci are in every classroom. Mass is celebrated regularly in different groupings and, following a request by pupils, the Rosary is said regularly and led by a parent. Opportunities for confession are provided. Parents are invited to many assemblies and celebrations and attendance is high. The priests make a significant contribution to the liturgical life of the school. Prayer and worship have a very strong impact on pupils' spiritual and moral development.

**Grade 1**

### **How effectively does the school / college promote community cohesion?**

The school is a welcoming and inclusive community. The rich diversity of cultures within the school is positively valued as exemplified by the pupils' entrance display. Pupils appreciate the celebration of prayers written in their home language. Pupils work with others from different faith backgrounds, for example in the local Children's Forum and working with other schools during Anti-Bullying week. Parents, parishioners and sometimes the school neighbours are invited to share in celebrations. Teaching about other faiths has a positive effect on pupils'

understanding of beliefs within the local community. Worship and religious education provide reflection opportunities for all to link the theme with their own experiences. The pupils show their compassion for others and understand they are living out their Catholic duty by organising fund-raising for local, national and international charities, for example giving money for building schools in Guatemala. The school choir sings at a local old people's home. The school has good links with other schools and teachers share their skills and experiences with others.

**Grade 1**

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## **Religious Education**

### **Achievement and Standards in Religious Education**

All pupils are gaining religious literacy at a very good rate throughout their school life and display a growing depth of thought. Children are encouraged to reflect on their knowledge and formulate "I wonder" questions about God. The standards gained in religious education are high with many pupils exceeding national expectations. Pupils are gaining an understanding of the life and teaching of the Catholic Church and are able to apply this to their own experience. They strive to link their daily lives with Catholic values. The pupils' spiritual, moral, social and cultural development is outstanding. They work well together. Pupils enjoy their religious education especially trips to other faiths' places of worship and practical learning activities. Their religious education books are well presented. They evidence a full coverage of the curriculum with a good variety of written outcomes.

**Grade 1**

### **Teaching and learning in Religious Education**

Teaching is good overall with many outstanding features. Teachers have secure subject knowledge and plan thoroughly with clear learning objectives and success criteria made explicit to the pupils. Teaching uses visual presentation and open questioning effectively to maintain the interest of the pupils and to clarify and motivate learning. Talk partners are used well to develop pupils' confidence in their ideas. The activities planned consolidate and develop pupils' thinking. Work is very well marked, giving suitable praise and comments with feedback concerning improvement strategies. Pupils are given opportunities to respond and make the improvements. Regular assessments, recording pupils' attainment, are used to ensure progression throughout each year group. Yearly targets are set for pupils alongside their own self-assessments targets for each topic. Moderation to ensure consistency of judgements is undertaken and a portfolio of levelled work is being devised. Parents are given information about future religious education topics and how they can help with this learning at home.

**Grade 1**

### **Quality of the Curriculum**

The quality of the curriculum is very good, and fulfils the requirement of the Bishops' Conference. 10% of curriculum time is used for religious education using the "Here I Am" programme. Pupils are encouraged to question and reflect so becoming aware of the demands of religious commitment in everyday life. For example during the lessons observed pupils were reflecting how they could reveal God's light in their daily lives. Contributions from children, for example their baptism photographs, are valued. Scripture is used very well to illustrate learning and each week the forthcoming gospel passage is explained. Religious education is linked creatively with other curriculum areas such as drama, literacy, poetry, art, craft and ICT

(information and communication technology). The curriculum contributes well to pupils' spiritual and moral development. Pupils are taught to respect other faiths and visit places of worship of other religions. The priests and deacon are used well as extra resources for learning for both staff and pupils. Attractive religious education displays give added value to this core subject.

**Grade 1**

### **Leadership and management of Religious Education**

The leadership of religious education is outstanding and well supported by the school's senior leadership. As deputy headteacher the religious education subject leader ensures its high profile across the school. She guides and supports staff very well especially non-Catholic teachers. Rigorous monitoring ensures that the school's self-evaluation is accurate and leads to meeting future whole school targets. Comprehensive feedback is given to staff. The religious education governor is regularly consulted and contributes to the evaluations. Staff attend training to reflect on their Catholic mission and develop their own spirituality. Equality of opportunity is promoted very well. Five teachers hold the Catholic Certificate of Religious Studies (CCRS). The budget for religious education and worship is high and in line with that allocated to other core subjects. The school is well resourced for delivering the curriculum.

**Grade 1**