

Inspection of Oratory Roman Catholic Primary School

Bury Walk, Cale Street, Chelsea, London SW3 6QH

Inspection dates: 20 and 21 September 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since July 2010.

What is it like to attend this school?

Oratory is a warm and welcoming place. Pupils are polite and considerate. They are confident and enjoy coming to school. Staff work in close partnership with parents and the community to deliver the best experience for all pupils. Pupils feel safe and are kept safe. They thrive in this positive environment.

Staff at the school have highest aspirations for pupils' achievement. The school's curriculum is ambitious and provides pupils with a rich and stimulating education. Pupils work hard and show high levels of commitment to their learning.

The school has clear expectations of pupils' behaviour. This starts in the early years, where children quickly settle into daily routines. Pupils are highly respectful of others and take pride in their achievements.

The school develops pupils' independence and character. As pupils get older, they are keen to take on a range of responsibilities, including supporting the well-being of others. For example, Year 6 'Owls' support 'Owlets' in Reception.

The school provides pupils with an extensive range of opportunities to develop their talents and interests. Pupils take part actively in a variety of trips and activities. Pupils regularly participate in clubs, including chess, football, ballet and coding.

What does the school do well and what does it need to do better?

The school has a broad and highly ambitious curriculum. It is well sequenced and enables pupils to build their knowledge securely as they move through the school. Pupils learn to think like subject specialists, for example as scientists and historians. They practise and apply their learning with confidence, for example when exploring the significance of historical events, people and places in the local area.

The school's curriculum secures foundations on which to build right from the start. The school swiftly identifies children's developmental needs. Teachers ensure that activities are carefully adapted to meet these needs. They provide high levels of support for children to develop their language and communication. Children in the early years flourish in this supportive and purposeful environment.

The school's focus on early reading is at the heart of curriculum planning. From the start of Reception, pupils learn to read using phonics. Staff have been trained well and teach with precision. Pupils and those at the early stages of reading develop the phonic knowledge and skills they need to read with fluency. Teachers make sure that pupils read books that match the sounds they know. The school swiftly identifies pupils who struggle. This ensures that pupils, including those with special educational needs and/or disabilities (SEND), are supported to become confident readers. The school promotes a love of reading through selecting texts with care, from a diverse range of high-quality texts. Pupils enjoy reading from a wide variety of authors.

Teachers plan work for pupils which matches the aims of the school's curriculum consistently. They have good subject knowledge. They choose activities which help pupils to remember the knowledge they have been taught in the long term. They check pupils' understanding regularly, carefully addressing any gaps in knowledge. Pupils have highly positive attitudes to learning, keenly contributing their ideas in lessons.

The school identifies pupils with SEND with precision. Staff are ambitious for these pupils and ensure that they follow the same curriculum as their peers, with adaptations if they are needed. Pupils, including those with SEND, produce high-quality work across curriculum subjects. Pupils achieve exceptionally well.

The school has a rich and varied programme for personal development. Pupils learn about how to look after their physical and mental health. They value learning about the importance of equality and diversity. Pupils appreciate and respect difference in the world. They enjoy opportunities to discuss views and opinions that are different from their own. The school plans a range of visits and activities which support pupils' learning in meaningful ways. Pupils talk enthusiastically about visits to the science museum, local churches, and participation in after-school clubs.

Pupils attend very well. Leaders have effective systems for ensuring that pupils attend school regularly and on time. They work closely with other agencies to ensure that pupils' welfare is carefully monitored, so that action can be taken if there are patterns of concern.

The school provides pupils with an education that is exceptional. Leaders ensure that there are high-quality professional development opportunities for staff. Staff are proud to work at the school and say leaders are considerate of their workload. Governors fulfil their statutory responsibilities well. They ensure that the school has a clear vision and strategy. Governors hold leaders to account for the quality of education at the school. Parents are very positive about the school and the education it provides.

Safeguarding

The arrangements for safeguarding are effective.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	100491
Local authority	Kensington and Chelsea
Inspection number	10267867
Type of school	Primary
School category	Voluntary aided
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	210
Appropriate authority	Board of trustees
Chair of trust	Fr Michael Lang
Headteacher	Alice Steinart
Website	www.oratory.rbkc.sch.uk
Date of previous inspection	1 and 2 July 2010, under section 5 of the Education Act 2005

Information about this school

- The school does not use any alternative provision for pupils.
- The school has a Roman Catholic religious character. The school had its last section 48 inspection by the Diocese of Westminster in June 2022.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- During the inspection, inspectors held meetings with the headteacher and other senior leaders. Inspectors met with governors, and representatives from the Diocese and local authority.

- Inspectors carried out deep dives in early reading, mathematics, art and history. They met with subject leaders to discuss the curriculum, visited lessons, and spoke with teachers and pupils. Inspectors looked at samples of pupils' work.
- The curriculum in other subjects was also considered as part of the inspection.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors gathered the views of pupils, parents and carers, and staff through discussions and responses to Ofsted's online surveys.

Inspection team

Russell Bennett, lead inspector

His Majesty's Inspector

Katerina Christodoulou

Ofsted Inspector

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