

# Inspection of Our Lady of Grace RC Infant and Nursery School

Dollis Hill Avenue, London NW2 6EU

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Inspection dates: 5 and 6 December 2023

## **Overall effectiveness**

**Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Early years provision

**Outstanding**

Previous inspection grade

Not previously inspected under section 5  
of the Education Act 2005

The headteacher of this school is Philomena Bourne. This school is part of All Saints Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Andrew Prindiville, and overseen by a board of trustees, chaired by Alloysius J. Frederick.

Ofsted has not previously inspected Our Lady of Grace RC Infant and Nursery School under section 5 of the Education Act 2005. However, Ofsted previously judged Our Lady of Grace RC Infant and Nursery School to be outstanding before it opened as an academy.

## **What is it like to attend this school?**

At this school, pupils thrive and love attending this warm place to learn. Parents and carers valued that their children are safe and happy at the school. Pupils flourish academically and in their wider personal development. They are supported exceptionally well by caring staff. Pupils develop a passion for learning. They are proud of their achievements.

Leader's expectations of pupils are exceptionally high, including those with special educational needs and/or disabilities (SEND). The school expects all pupils to behave well. Pupils' behaviour is impeccable. They concentrate fully during lessons. This is because pupils learn in a school where there is respect for all.

Pupils trust staff to sort out any worries that they have. Leaders deal with rare incidents of bullying swiftly and thoroughly. Pupils build up a deep knowledge across the curriculum. Children in the early years benefit from a high-quality curriculum. This expertly underpins their later learning.

Leaders plan a wide range of enriching experiences that complement the curriculum. Pupils enjoy an extensive range of opportunities for visitors, outings, and clubs. Pupils make a valuable and significant contribution to school life. They carry out a wide range of leadership roles.

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

Leaders have designed an ambitious and bespoke curriculum that flows from the Nursery class to Year 2. They are clear about what the pupils need to learn and when. Leaders have thought carefully about how the curriculum builds on pupils' prior learning. They make sure that pupils build their knowledge and skills deeply across a range of subjects. The governing body and trustees are highly experienced and effective. They use their expertise well to support leaders in their drive for improvement. They work collaboratively together to ensure that pupils receive the highest possible quality of education.

Teachers demonstrate exceptional subject knowledge and relish the many training opportunities provided. For example, they use assessment strategies effectively, to check when pupils are ready to move on to new learning. They are passionate about the subjects that they teach. Activities are carefully chosen and adapted when necessary to meet pupils needs. As a result, pupils, including those with SEND, are keen and enthusiastic learners.

Leaders have promoted a positive reading culture that begins in the early years. Staff are experts in enabling pupils to learn new sounds. As a result, children learn to read and write sounds rapidly and accurately. Staff match the books that pupils read and take home to read to the sounds that they know. Pupils make regular use of the well-stocked school library. This helps them to read widely and for enjoyment. Leaders identify those pupils who are struggling to keep up with phonics. They put

effective support in place. This means that pupils across the school read with fluency.

Pupils behave impeccably in lessons and at social times. They are polite, courteous, and well mannered. They act respectfully towards adults and towards each other. Right from the start of early years, children concentrate fully on the activities that they are taking part in. They show resilience when they find tasks more difficult. Staff make sure that pupils learn to follow well-established routines. Leaders monitor pupils' attendance carefully. They have robust systems in place to make sure they respond quickly to any absences. As a result, pupils' attendance to school is high.

Pupils benefit from an exceptional range of extra-curricular experiences. Leaders have designed a comprehensive programme to enhance pupils' wider development and preparation to live in modern day Britain. For example, pupils participate in many leadership roles, including eco representatives, carry out charity fundraising and are school council members. Pupils are clear about fundamental British values and are encouraged to respect the importance of other religions and lifestyles. Leaders invite visitors, from the local and wider community to broaden pupils' life experiences.

Staff are proud to work at the school. They appreciate the training and leaders' commitment to their well-being and ensuring a manageable workload.

The school has developed strong relationships with parents and carers to actively support their children's learning at home.

## **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 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

<b>Unique reference number</b>	146721
<b>Local authority</b>	Brent
<b>Inspection number</b>	10267920
<b>Type of school</b>	Infant
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	224
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Alloysius J Frederick
<b>Headteacher</b>	Philomena Bourne
<b>Website</b>	<a href="http://www.ologinfants.brent.sch.uk">www.ologinfants.brent.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Since the previous inspection, the school converted into an academy and joined the All Saints' Trust in September 2019. It has also federated with the local junior school.
- The headteacher was appointed in September 2014.
- The school uses one registered alternative provider.
- The most recent section 48 inspection took place in May 2023.

## Information about this inspection

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

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation.

- Inspectors carried out deep dives in these subjects: reading, mathematics, art, and science. For each deep dive, they met with subject leaders, visited lessons, talked to pupils, and looked at pupils' work. They also discussed learning in other curriculum subjects with pupils.
- Inspectors met with the headteacher and other senior leaders. They met with the leaders for attendance and behaviour.
- Inspectors observed pupils' behaviour at lunchtimes and as pupils moved around the school building. They scrutinised leaders' records of pupils' behaviour.
- The lead inspector met with a group of governors, including the chair of the governing body, trustees, the chief executive officer of the trust and spoke on the telephone with the school improvement partner.
- 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 spoke with groups of pupils about their experiences at the school. They spoke with staff about their workload and well-being.
- Inspectors spoke with parents while pupils were arriving at school.
- Inspectors took account of the responses to Ofsted Parent View, including the free-text responses.
- Inspectors took account of the responses to Ofsted's online survey for staff and for pupils.

### **Inspection team**

Phil Garnham, lead inspector

His Majesty's Inspector

Meena Walia

Ofsted Inspector

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