

# Inspection of Our Lady of Victories RC Primary School

Clareville Street, Kensington and Chelsea, Our Lady of Victories Primary School,  
London SW7 5AQ

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Inspection dates: 6 and 7 December 2023

**Overall effectiveness** **Good**

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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Outstanding

This school was last inspected under section 5 of the Education Act 2005 12 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

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

This school, which is at the centre of its community, is valued by parents and carers and pupils. The atmosphere around the school is very calm. This is because there are clear and consistent routines. Warm relationships between pupils and staff permeate the school. Pupils know who to talk to if they are worried. They know that they will be listened to and, as a result, feel happy and safe.

The school has high expectations of pupils and ensures that they achieve well. The curriculum is ambitious for all, including pupils with special educational needs and/or disabilities (SEND).

Pupils behave exceptionally well in lessons and when moving around the school. The school focuses on rewarding positive behaviour and celebrating pupils' success. The school promotes responsibility and independence in pupils, starting from early years. For example, pupils represent their peers as part of the school council. Pupils' ideas have driven changes within the school, such as introducing a wider variety of vegetarian options at lunchtime. Pupils take these responsibilities seriously because they know that their ideas are valued and taken on board.

Parents are overwhelmingly positive about the school. For example, one parent commented: 'Our Lady of Victories is an amazing school, very family orientated, where families, teachers and children become one big family.' This view was typical of many shared by parents.

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

The school has created a curriculum that is ambitious for all pupils. It enables them to learn essential knowledge, ideas and vocabulary successfully. In most subjects, the school has identified the key information that pupils need to learn. This has been well organised so that pupils learn in a logical manner. For example, in mathematics, children in early years practise counting numbers and recognising patterns. Older pupils go on to use this knowledge to support them to add, subtract, multiply and divide. Children in early years are taught to create different marks, lines and patterns. The art curriculum then builds on these foundations successfully as pupils progress through the school. As a result, pupils develop a secure understanding of using shade and tone with various techniques. They apply their understanding well, becoming proficient in creating their own pieces of work and portraying the subject matter with increasing sophistication.

In a small number of wider curriculum subjects, some of the checks on pupils' learning are not as precise as they should be. This means that teaching does not identify and fully address gaps in learning or any misunderstandings. Consequently, in some instances, pupils are not able to remember what they are learning in the long term. Newly appointed leadership recognises this and has appropriate plans in place to improve the wider curriculum further.

Pupils with SEND are identified early on. They receive appropriate support, including through adaptations to teaching so that they can access the same curriculum as their peers. This helps pupils with SEND to achieve well and to develop their confidence and independence.

The school has made reading a priority. Pupils learn to read using phonics from the start of Reception Year. Leaders check pupils' progression in reading at regular intervals. They give extra help promptly to pupils who need it. Pupils quickly gain the knowledge and skills that they need to become confident and fluent readers. Pupils read for pleasure, both at school and at home. In early years, the school ensures that children have regular opportunities for story time, as well as to develop their early language and mathematical skills. For example, children are supported to expand the words that they use to describe feelings through exploring the different emotions that are experienced by characters in the books that they read.

A purposeful atmosphere, together with a strong ethos, is clear throughout the school. Behaviour in classrooms and around the school is exemplary. This is because staff have consistently high expectations and communicate these clearly. Pupils understand what is expected of them and act accordingly. The school has robust systems in place to monitor and follow up absences.

Leaders provide a wide range of opportunities to enhance pupils' broader development. School visitors and local trips are planned with the aim of deepening pupils' understanding of other places and cultures. Pupils are encouraged to consider the needs of others by donating food to the local food bank and raising money for charity.

The governing body knows the school well. Staff appreciate the work of the new leadership team on creating a positive, calm environment with a strong focus on safeguarding. The school provides many opportunities for staff to work closely with colleagues and other nearby schools to share ideas and expertise. Staff morale is high. They said that leaders actively listen and consider their well-being in decision-making.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- In a few wider curriculum subjects, approaches to checking on what pupils remember long term have been established more recently. This means that teaching is not consistently able to respond to and address any aspects of learning that pupils have not grasped fully. Leaders should continue their work to ensure that checking for understanding is linked closely to the ideas and concepts identified in curriculum thinking.

## 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

<b>Unique reference number</b>	100504
<b>Local authority</b>	Kensington and Chelsea
<b>Inspection number</b>	10289778
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	181
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Mgr. James Curry
<b>Headteacher</b>	Karen Wyatt (Interim executive headteacher)
<b>Website</b>	<a href="http://www.olv.rbkc.sch.uk">http://www.olv.rbkc.sch.uk</a>
<b>Dates of previous inspection</b>	27 and 28 September 2011, under section 5 of the Education Act 2005

## Information about this school

- Our Lady of Victories is a Catholic school within the Diocese of Westminster.
- The most recent section 48 inspection, which is an inspection of the school's religious character, took place in May 2023.
- The school runs its own breakfast club and after-school club.
- The school does not use any alternative provision.

## 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. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- The inspectors met with all senior leaders, a number of teaching and support staff, governors and a representative from the local authority.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, geography and art. For each deep dive, the inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Other subjects were also considered as part of the inspection.
- The inspectors scrutinised a range of documents, including leaders' evaluation of the school and priorities for school improvement.
- To evaluate the effectiveness of safeguarding, the 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.
- The inspectors took account of the views of pupils, parents and staff, as gathered through discussions and Ofsted's surveys.

### **Inspection team**

Karen Kent, lead inspector

His Majesty's Inspector

Nick Hitchen

Ofsted Inspector

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