

Our Lady of The Visitation Roman Catholic Primary School

Inspection report

Unique Reference Number	101920
Local Authority	Ealing
Inspection number	354507
Inspection dates	30 June –1 July 2010
Reporting inspector	Christopher Grove

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	472
Appropriate authority	The governing body
Chair	Rosaleen Mann
Headteacher	Bruno Grzegorzek
Date of previous school inspection	8 May 2007
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Introduction

This inspection was carried out by four additional inspectors. Inspectors observed 26 lessons taught by 15 teachers. Meetings were held with pupils, governors and staff. Inspectors observed the school's work, and looked at analyses of pupils' attainment and progress, records of governors' meetings, the school's development planning and documents relating to monitoring, safeguarding and the curriculum. Inspectors analysed inspection questionnaires returned by 87 parents and carers, and questionnaires completed by staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the effectiveness with which the school's self-evaluation identifies strengths and weaknesses in provision and pupils' outcomes, and focuses on the priorities for improvement
- the extent to which teaching and the curriculum offer the challenge to ensure good achievement by all groups of pupils
- the extent to which the school's care, guidance and support result in good or better personal outcomes for pupils
- how well the school promotes equal opportunity and the socio-economic, ethnic and religious strands of community cohesion.

Information about the school

Our Lady of the Visitation is a larger than average sized primary school, and has a nursery. About half of the pupils are of White British or of other white heritage, and others are from a wide range of ethnic backgrounds. The proportion of pupils who speak English as an additional language is well above average. Of these pupils, about a quarter is at an early stage of learning English. The proportion of pupils with special educational needs and/or disabilities, principally moderate learning or behavioural, emotional and social difficulties, is below average. There is a breakfast club that is managed by the governing body. The school holds the Activemark and the International School (Intermediate) awards.

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

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Our Lady of the Visitation is a good school. The positive spirit among the staff provides good support for the leadership team. All the members of staff who returned the questionnaire agreed that they were proud of the school. One wrote of the privilege of being at the school because, 'both children and staff make it such a wonderful place to work and learn'. This leads to the positive ethos, as many parents and carers also recognise. Most parents and carers who completed a questionnaire agreed that their children enjoy school, and were happy with their experience. One commented with pleasure that it is a, 'fantastic all round school. My child really enjoys her time at the school and during any holidays she cannot wait to return.'

All members of staff and most parents, carers and pupils, judge that the school is well led and managed, and inspectors agree. The welcoming atmosphere is very well established in the Nursery and Reception classes and is reflected across the school. This leads to pupils' good behaviour and personal development, and high attendance.

Pupils' achievement is good. Children in the Early Years Foundation Stage make a good start in their learning. From starting points that are broadly as expected, pupils make good progress across the school. Overall, standards are above average in reading, writing and mathematics by the end of Year 6.

Pupils' good progress is the result of teaching that is good overall, and sometimes outstanding. For instance, one teacher set high expectations for story writing by first creating with the class an exciting introduction. She also demonstrated with the pupils how to check accuracy by re-reading, before matching the task very effectively to different pupils according to their ability, so that all groups then made very good progress in their writing.

However, where teaching is satisfactory, the tasks that teachers set are not consistently well matched to pupils' previous attainment so that there is appropriate challenge for all groups. In addition, the pace of learning does not always maintain pupils' interest. Although the use of assessment information in classrooms is often good, the marking of pupils' work does not consistently indicate the next steps in their learning. Furthermore, a minority of pupils noted in their questionnaire responses that they do not know how well they are doing, which points to the need for better feedback. The curriculum is well planned and has developing strengths.

The strong team of senior and middle leaders work well together to evaluate pupils' outcomes and the quality of provision. At the time of the inspection, the school's procedures and systems fully met the requirements for safeguarding and for child protection. At the last inspection, weaknesses were identified in the analysis of data to

track the progress of different groups of pupils. The school now has very effective tracking and other monitoring systems. Tracking information is systematically gathered and analysed to produce a very good overview of the attainment and progress of groups and individual pupils, leading to additional support where necessary. Self-evaluation is well developed and robust. The school has a culture of high expectations, and the confidence to be self-critical. Challenging targets for attainment and progress are set, and are broadly met. In the light of continuing strong leadership, and good self-evaluation and development planning, the school has a good capacity for further improvement.

What does the school need to do to improve further?

- Ensure that teaching is more consistently good or better by:
 - setting tasks which challenge all pupils, especially the more able, to make good progress in lessons
 - making sure that the pace of learning always sustains pupils' interest.
- Improve the use of assessment information so that practice across the school is consistently good by:
 - ensuring that marking gives pupils the feedback to understand the next steps in their learning
 - indicating more clearly to pupils how they can improve the quality of their work.

Outcomes for individuals and groups of pupils

2

Pupils make good progress overall, and in English, mathematics and science. In an outstanding lesson, showing excellent use of assessment information, for example, pupils in Year 4 first had opportunities to remind themselves of their individual learning targets and the teacher's feedback from recent marking. The teacher then clarified the learning objective particularly well before the pupils undertook writing tasks that were very well matched to their previous attainment. Success for lower-attaining pupils was further assured through the teacher's well-judged support materials. The good support of teachers and assistants also enables pupils who have special educational needs and/or disabilities, and those who speak English as an additional language, to make good progress.

Pupils report that there is little bullying and they are sure that the adults look after them well. As a result, pupils rightly feel safe in school. They are well behaved around school and also in lessons, where they are attentive and cooperative, and apply themselves well. Their spiritual, moral, social and cultural development is good, and reflects the school's Christian ethos well. Pupils practise healthy lifestyles. Many pupils keep fit by walking to school, and the school encourages this. However, pupils do not yet themselves promote healthy activities. The breakfast club serves healthy food and provides a good start to the day for those who attend it.

Pupils' positive contributions within school have a good impact, for example acting as

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

'friendship monitors' and working as school councillors. Pupils are also actively involved in fund raising for national and international charities. Opportunities to participate in the local community are developing. Their future economic well-being is well supported by their above average skills in literacy and numeracy, and by the team and leadership skills that they develop through various opportunities to exercise responsibilities.

These are the grades for pupils' outcomes

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

How effective is the provision?

All teaching is characterised by good relationships, the use of a range of strategies and clear lesson objectives, so that learning is always purposeful. In the best teaching, a good pace to learning is sustained throughout lessons. The tasks are well matched to pupils' previous attainment, and therefore provide appropriate levels of challenge for different groups. Pupils' books are regularly marked. Teachers often praise pupils, but they do not consistently give advice about how to improve the quality of their work, or offer guidance about the next steps in learning.

The curriculum provides well-organised and imaginative opportunities for learning, including good use of information and communication technology (ICT). The school has

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

been encouraged by pupils' positive responses to the improving links between subjects through week-long themes, such as 'China' and 'water'. Feedback from staff and pupils is being used to further develop links across the curriculum. Partnerships with specialist secondary schools give good support for learning in science, design and technology and sports. The curriculum promotes pupils' cultural development well. For instance, all pupils in Years 4 to 6 learn a musical instrument, and French is taught to all pupils from Year 3. A notable feature is the number of visits undertaken, such as a retreat day for Year 6 pupils, and visits to a Sikh Gurdwara by pupils in Years 3 to 6. The visits are closely linked to the curriculum, including religious education. The excellent range of extra-curricular clubs is broad, and participation rates are high.

The school is strongly committed to the care of all pupils. Provision for pupils with special educational needs and/or disabilities and for those who are learning English as an additional language is well organised. However, teaching assistants could sometimes be better deployed during the introduction to lessons. There is well-targeted support for individuals and groups of pupils who may be vulnerable. The school counsellor also promotes their self-esteem well. Induction into school and transition to secondary education are well managed. The strategies to improve attendance have had a good impact.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The good ambition and drive of senior leadership have empowered middle leaders. Leaders use a good range of activities to evaluate outcomes and provision, and identify the priorities for improvement well. The governing body has a good understanding of the school's strengths and weaknesses and of its own strategic role. The positive questionnaire responses of most parents and carers are testimony to their good engagement with the school.

The school's inclusive approach demonstrates the strong commitment to promoting equal opportunities, which leads to good participation by vulnerable groups. Any potential discrimination is tackled effectively. Child protection arrangements are rigorously undertaken. Where necessary, there is effective collaboration with outside agencies. The race equality policy and arrangements to vet adults and ensure health and safety safeguard pupils very well. The school has assessed its provision and has a good strategy to promote community cohesion. The school's inclusive ethos and good

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

neighbourhood links ensure that the contributions at school and local levels are effective. The International School award attests to the school's global perspectives. Links include those with a school in China. The school acknowledges a continuing need to foster a sense of cohesion at the national level.

These are the grades for leadership and management

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

Early Years Foundation Stage

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

There was a relatively low rate of return of completed questionnaires. Most parents and carers have positive views about the school. They mostly feel well informed about their children's progress, and think their children are making enough progress. Most feel that the school keeps their children safe. Most parents and carers also believe that the quality of teaching and the school's support for a healthy lifestyle are good. Inspectors

agree with all these judgements. The great majority also believe that the school meets the particular needs of their children and deals effectively with unacceptable behaviour, and inspectors agree. A few parents and carers raised some specific points which were discussed with the school, and inspectors were satisfied by the explanations given.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Our Lady of the Visitation 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 87 completed questionnaires by the end of the on-site inspection. In total, there are 472 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	49	56	33	38	4	5	1	1
The school keeps my child safe	50	57	33	38	3	3	1	1
The school informs me about my child's progress	40	46	39	45	6	7	2	2
My child is making enough progress at this school	40	46	41	47	2	2	4	5
The teaching is good at this school	41	47	41	47	4	5	1	1
The school helps me to support my child's learning	44	51	35	40	0	0	5	6
The school helps my child to have a healthy lifestyle	40	46	37	42	5	6	2	2
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)	33	38	37	42	1	1	8	9
The school meets my child's particular needs	36	41	39	45	1	1	5	6
The school deals effectively with unacceptable behaviour	44	51	32	37	4	5	4	5
The school takes account of my suggestions and concerns	30	34	38	44	6	7	7	8
The school is led and managed effectively	40	46	38	44	3	3	6	7
Overall, I am happy with my child's experience at this school	56	64	26	30	1	1	4	5

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 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	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



2 July 2010

Dear Pupils

Inspection of Our Lady of the Visitation Catholic Primary School,
Greenford UB6 9AN

We would like to thank all of you for your help during the inspection. We enjoyed seeing you in your classrooms and talking to you at playtimes and lunchtimes. We especially thank those of you who filled in the pupils' questionnaire. We think that Our Lady of the Visitation is a good school.

These are the positive things about your school

- Your school is welcoming and sets a positive atmosphere for your learning.
- All the adults take good care of you.
- Your understanding of healthy living is good, and you rightly feel very safe at school.
- You happily take on responsibilities such as being friendship monitors or school councillors.
- You enjoy school, listen and cooperate well in lessons and behave well around the school.
- A lot of the teaching is good. The school has made the curriculum interesting.
- Your achievement is good across the school. By the end of Year 6, your attainment in reading, writing and mathematics is above average.
- You participate well in the excellent range of extra-curricular clubs.
- The headteacher and other leaders are good at their jobs and know how to improve your school.
- Most of your parents are pleased with your experience at the school.

What your school needs to do now

- Make sure that teaching is more consistently good by ensuring that all teachers set

you work that is suitably challenging, and that they keep you interested by getting through work more quickly.

- Make sure that marking includes feedback to help you to understand what you need to do next in your learning, and that teachers explain what you can do to improve your work.

You can help by continuing to work hard and taking advantage of the improvements that your school will be making. We wish you every success in the future.

Yours sincerely

Chris Grove

Lead Inspector

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