

Inspection of a good school: Our Lady of the Visitation Catholic Primary School

Greenford Road, Greenford UB6 9AN

Inspection dates:

19 and 20 October 2022

Outcome

Our Lady of the Visitation Catholic Primary School continues to be a good school.

What is it like to attend this school?

Staff and pupils are proud to be part of this close-knit school community. Staff look after pupils well and keep them safe. Pupils are happy here. They work with staff to make sure that all pupils feel included in school life. Playground monitors, for example, help pupils who might be feeling sad or lonely. Pupils said they find it easy to make friends as a result.

Pupils spoke about how important it is to look after each other. They work hard to achieve the 'citizen of the week' award for being kind and helpful to their teachers and classmates. Staff are quick to resolve any instances of bullying or friendship issues between pupils.

Leaders have high expectations. In the early years, children learn clear routines and standards. Pupils know the importance of good manners, such as holding open doors and greeting people politely. They are well behaved and keen to do well at school.

Leaders make sure that everyone has the chance to attend after-school activities. Pupils enjoy clubs, such as 'Active Me', and taking part in sports competitions with local schools. They have opportunities to showcase their musical talents in the school's popular choir and in concert performances.

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

All pupils study the broad and ambitious curriculum that leaders have worked hard to design. Pupils enjoy the range of subjects on offer, such as computing, music and design and technology, and they achieve high standards. Leaders identify pupils with special educational needs and/or disabilities (SEND) accurately. Teachers adapt their teaching well so that pupils with SEND access the learning. Staff in the early years make sure that children are well prepared for Year 1 and beyond.

Leaders have broken down subject content into sequences of lessons. Teachers follow structured plans which identify the knowledge and skills pupils need to learn. This means that teachers know what to teach and when so that pupils build up knowledge. For example, in history, pupils in Years 3 to 6 learn about British history in chronological order. This helps them think about how concepts such as democracy and justice have evolved over time. In mathematics, pupils in Year 4 spoke about how learning about equivalent fractions in Year 3 helped them with their current learning on adding fractions. The curriculum in Spanish is not as securely planned as in other subjects. Leaders have taken the decision to change from teaching French to Spanish due to changes in staffing this year. They are still developing and embedding the new curriculum in Spanish.

Pupils like reading and enjoy their weekly visits to the school's library. Leaders prioritise the teaching of early reading. Well-trained staff follow a consistent approach to teaching phonics. They give pupils lots of opportunities to practise the sounds they know. The weakest readers get the help they need to catch up quickly. However, some aspects of the new phonics programme are less well established. Occasionally, activities given to pupils during phonics sessions are not well selected to support their learning.

Vocabulary development is given a strong focus across all subjects. Leaders have identified the subject-specific words that pupils need to learn. For example, in art, pupils in Year 5 spoke about the use of perspective and form in David Hockney's landscapes. In the early years, staff think carefully about the vocabulary they want to emphasise to children and plan learning around this.

Teachers use various strategies to help pupils remember what they have learned. Teachers check pupils' understanding regularly. They are quick to spot and address any misconceptions, including through 'gap-closing' activities in class. Pupils are attentive in lessons and staff deal with any low-level disruption well.

British values underpin the school's approach to pupils' wider development. Pupils are taught to be tolerant and respectful of others, no matter what differences people may have. They elect pupils on to the school council. Pupils take their responsibilities seriously, such as delivering assemblies and helping staff during lining up time after breaktime. Staff encourage pupils to think of others, for example through fundraising for different charities and supporting local food banks. Pupils enjoy the various educational outings and events that staff organise, such as museum visits and workshops.

Staff said that leaders are approachable and mindful of their well-being. Leaders consider ways to reduce workload, such as reviewing the school's marking policy and giving staff time to plan lessons with each other. The governing body is fully involved in the school's work and gives strategic support to school leaders.

Safeguarding

The arrangements for safeguarding are effective.

Leaders keep staff up to date with safeguarding training. Staff understand their responsibilities and alert leaders to any concerns about pupils. Leaders take prompt action

to deal with any safeguarding issues so that pupils and their families get appropriate support.

Pupils learn how to stay safe primarily through their personal, social, health and economic education lessons. They are taught about, for example, safe internet use and cyber-bullying. Leaders bring in different visitors to talk to pupils, such as the community police. Pupils get advice about staying safe in the local area, such as when walking to school and using public transport.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Occasionally, activities given to pupils during phonics sessions are not well selected to build phonics knowledge. This affects some pupils' learning in phonics. While pupils achieve well overall, leaders should ensure that phonics work is selected carefully in all phonics sessions.
- Spanish has just been introduced, and the curriculum is not as securely designed and sequenced as in other subjects. Leaders should ensure that the curriculum in Spanish is as well planned as in other subjects.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in November 2016.

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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	101920
Local authority	Ealing
Inspection number	10200379
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	445
Appropriate authority	The governing body
Chair of governing body	Julian Periera
Headteacher	Kathleen Coll
Website	www.visitation.ealing.sch.uk
Dates of previous inspection	16 and 17 November 2016, under section 5 of the Education Act 2005

Information about this school

- The school has a Catholic ethos. The last section 48 inspection took place in March 2016.
- Leaders use one registered alternative provision.
- The school runs a breakfast club and after-school club.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in her evaluation of the school.
- The inspector met with the headteacher and other members of the school leadership team. She met with five governors, including the chair of governors. The inspector had a telephone discussion with a representative from the local authority. Discussions were held with various groups of staff and pupils.
- The inspector carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspector discussed the curriculum with leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and

looked at samples of pupils' work. The inspector listened to a sample of pupils read and spoke to pupils about reading.

- The inspector reviewed curriculum documentation for art and design, computing and Spanish. She sampled pupils' work and spoke to pupils and leaders about these subjects.
- To inspect safeguarding, the inspector looked at the single central record of staff suitability checks. She met with the leaders responsible for safeguarding and sampled pupils' files and other documentation. The inspector talked to pupils and staff about the safeguarding arrangements in the school.
- The inspector reviewed the responses to Ofsted's online survey of parents' views, Ofsted Parent View, and to the online staff and pupil surveys.

Inspection team

Jude Wilson, lead inspector

His Majesty's Inspector

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