



Catholic Schools Inspectorate inspection report for
Our Lady Of The Visitation Catholic Primary School

URN: 101920

Carried out on behalf of the Most Rev. Cardinal Vincent Nichols, Arch/bishop of Westminster on:

Date: 5-6 July 2023

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The school is fully compliant with the curriculum requirements laid down by the Bishops’ Conference	✓
The school is fully compliant with all requirements of the diocesan bishop	✓
The school has responded to the areas for improvement from the last inspection	Fully

Summary of key findings

What the school does well

- The school’s mission statement, ‘We learn, love and grow through Christ’, has a significant impact on the life of the school which excels at being a community of togetherness based on Catholic tradition and practice.
- Pupils take a leading role in responding to the demands of Catholic Social Teaching and can articulate aspects of the theology underpinning their actions.
- Staff are positive role models and provide supportive pastoral care for all their pupils.
- Pupils are engaged and enthusiastic in RE lessons and make good progress as they move through the school.

- Leaders and governors are inspirational witnesses to the Gospel and to Catholic Social Teaching in their direction of the school.

What the school needs to improve:

- Further develop pupil-led collective worship across the key stages.
- Further develop stretch and challenge in RE lessons.
- Review and evaluate the collective worship policy.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade:.....

1

Pupil outcomes

The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

1

Provision

The quality of provision for the Catholic life and mission of the school

1

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school

1

Pupils at Our Lady of the Visitation actively live and understand the school's mission statement 'We learn, love and grow through Christ'. They value and embrace the Catholic identity and mission of their school and actively participate in it. All pupils recite the school prayer with reverence which gives pupils a sense of belonging to a community. They can confidently articulate that they are secure, valued, and cared for as unique persons made in the image of God. Pupils explained how important it is to look after each other and they have a great sense of personal responsibility. They take a leading role in responding to the demands of Catholic Social Teaching and can articulate aspects of the theology underpinning their actions. Pupils have raised funds for several local and international charities including the Catholic Children's Society, Cafod and Mary's Meals and have donated reading resources to a school in Jamaica. Pupils show considerable respect for themselves, others, and those from other faiths. The school has introduced 'other faith books' to ensure that other religious beliefs are respected. Behaviour of pupils is excellent in lessons and throughout the school.

The school's mission statement is a living witness for all staff in the school and as a result, it has a significant impact on the life of the school which excels at being a community of togetherness based on Catholic tradition and practice. The life and mission of the school are deeply rooted in the word of God and as a result there is a real sense of community at the school. The staff are positive role models for pupils through their relationships with each other and the care they show for them. The Catholic Life lead for the school commented on the close links the school has with the parish. Another staff member commented that 'the Catholic life and mission is at the heart of everything we do in the school'. The school environment

effectively bears witness to its Catholic identity through beautiful stained-glass windows, vibrant displays and impressive stations of the cross. The care and attention given to the prayer tables, outdoor prayer area and the quality of space contributes positively to the formation of the pupils. The provision of RSHE meets both statutory and diocesan requirements and is faithful to the teaching of the Church.

School leaders and governors are able to clearly articulate the Church's mission in education and are thorough in exercising their duty as guardians of the Catholic life and mission of the school. The head teacher works effectively with staff, governors, and parents to ensure that Christ is at the heart of the school and the school policies and procedures demonstrate the Catholic identity and mission. Leaders and governors promote the bishop's vision for the diocese and are enthusiastic in their response to diocesan policies and initiatives. The school's links with the local clergy are exemplary. The priests at the local parish church welcome the pupils at weekly parish Masses and visit the school regularly. Leaders and governors are inspirational witnesses to both the gospel values and Catholic Social Teaching. There was a positive response to the parent survey with many comments supporting the school's commitment to the Catholic life and mission. There were numerous comments about the school and parish and how it was a real partnership. One parent commented that 'We are a proud and harmonious Catholic community who live out our school mission'. A governor remarked on a 'culture of togetherness' which is very evident in the life of the school.

Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

2

Pupil outcomes

How well pupils achieve and enjoy their learning in religious education.....

2

Provision

The quality of teaching, learning, and assessment in religious education.....

2

Leadership

How well leaders and governors promote, monitor, and evaluate the provision for religious education.....

2

Pupils are developing secure knowledge, understanding and skills that reflect the learning required by the *Religious Education Directory*. Their progress from starting points is the same when compared with other curriculum subjects, and RE is in line with national averages at Key Stage 2. Pupils make good progress in lessons and know what to do to improve their work. Religious literacy is good, and pupils can apply this to reflect spiritually and discuss their knowledge with teachers and peers. Pupils can work independently and take the initiatives in their learning when given the opportunity to do so. There was plenty of evidence in lessons of pupils linking scripture to social justice. This was observed in Reception where pupils were asked to reflect on stewardship and how to protect God's creation. In a Year 3 lesson, pupils reflected on a local pilgrimage they had participated in and were then able to reflect on the nature and meaning of pilgrimage. Pupils discussed the difference between saints and martyrs in a Year 4 lesson and were able to apply this knowledge to previous learning. Pupil engagement in lessons is a real strength. In a Year 6 lesson, pupils discussed the parable of the sheep and the goats and were able to link this to the common good and the gospel value meaning it had for them today. Their RE books are well presented and provide good evidence that the pupils understand their faith.

Teachers are confident in their subject knowledge and plan well-sequenced lessons. They value religious education, and they communicate this effectively to their pupils. Planning is linked to pupils' current assessment so that pupils learn well. All teachers use questioning skilfully during lessons to identify precisely where pupils are in their understanding. As a result, they adapt activities and tasks, increasing engagement for all pupils. However, to maximise the learning stretch and challenge in lessons need to be developed further. Pupil effort is often celebrated through awards that are presented at a weekly school assembly. This leads to high levels of motivation in lessons. Teachers provide pupils with relevant feedback in lessons in line with the school assessment policy

and pupils understand how to improve their work. Teachers think creatively when planning religious education lessons so that pupils are given the opportunity to present their learning in a wide variety of ways which allows pupils to fully engage and make good progress. Good quality resources including other adults are used effectively to optimise learning for most pupils.

The head teacher and governors ensure that the curriculum is a faithful expression of the Directory. They also ensure that religious education is comparable to other core curriculum subjects in terms of professional development, resourcing, timetabling, staffing and accommodation. Religious education is led by a newly devised curriculum team and the head teacher helps to lead and support the team. Leaders and governors ensure that professional development opportunities are available for all staff in relation to their subject knowledge, planning and delivery of religious education. Leaders plan the curriculum to provide sufficient opportunities for learners to progress sequentially through the subject content. They ensure that religious education is effectively planned to meet the needs of most pupils and to secure coherence across different key stages and phases. RE is well resourced and this supports pupils' learning. Leaders and governors' self-evaluation of religious education is informed by thorough monitoring and self-challenge.

Collective worship

The quality and range of liturgy and prayer provided by the school.

Collective worship key judgement grade:.....

1

Pupil outcomes

How well pupils participate in and respond to the school's collective worship

1

Provision

The quality of collective worship provided by the school

1

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

1

The prayer and liturgy provided by Our Lady of the Visitation school leads the pupils into full, active and conscious participation. Prayer forms an integral part of the school day with whole school prayers forming part of a daily routine. Pupils demonstrate this by their full participation in the school prayer which they all recite with enthusiasm, but they can also engage in prayerful silence. Collective worship occurs once a week and pupils work collaboratively with other pupils to prepare creative and engaging experiences of prayer and liturgy. In Key Stage 2, pupils can plan and lead their own collective worship experiences. Pupils understand a variety of prayer forms and are familiar with the range of prayer experiences that are central to the Catholic faith. Pupils, parents, and staff from across the school say the rosary together in May and October. In class collective worship, Inspectors observed pupils leading on liturgy and all pupils were able to reflect spiritually. There was a sense of calmness to the prayer sessions and pupils were also able to evaluate the quality of prayer and liturgy recorded on their collective worship sheets. Prayer leaders spoke about how they support the mission of the school by helping out at assemblies, ensuring prayer tables reflect the Church's liturgical year, visiting classes during worship and writing bidding prayers for Masses. Pupils work collaboratively with teachers to plan acts of worship in class as well as liaising with the priests and RE leaders to plan Masses at Key Stage 2.

Prayer and liturgy is central to the life of the school and a wide range of significant moments of both joy and sorrow have been celebrated in prayer. There is a naturally embedded daily pattern of prayer, that faithfully reflects the rhythm of the prayer life of the church. Teachers, including the head teacher and the Catholic lead teacher are inspiring models of exemplary practice to other staff and pupils as participants in and leaders of prayer and liturgy. An observed whole school assembly led by the head teacher involved the active participation of pupils. The school makes imaginative

and creative use of the spaces available to provide vibrant wall displays and prayer spaces within classrooms. The school has a flourishing partnership with the local parish that helps pupils participate more fully in the liturgy by their involvement in the choir, altar serving and reading.

Leaders, including governors, have developed an understanding of the different levels and skills of participation in collective worship that are reflective of the age of the pupils. They have a clear and comprehensive plan for building up skills of participation as pupils progress through school, and this is evidenced in class worship, assemblies and Masses. The head teacher and governors have planned the school calendar carefully to ensure that opportunities to celebrate the Eucharist are regularly offered to the whole school community, particularly at key times in the liturgical year including key feast days, such as St Vincent Pallotti and Our Lady of Visitation. Leaders work hard to ensure that the Sacrament of Reconciliation is offered in school at key times in the liturgical year. A priest from the parish regularly visits to offer Adoration of the Blessed Sacrament for pupils in Years 2 and 3. Leaders including governors, ensure that provision for prayer and liturgy is prioritised when setting budgets and allocating resources, such as the funding of signage and the beautiful stations of the cross. They also place the highest priority on the evaluation of the quality and impact of prayer and liturgy and ensure it is embedded in the school's cycle of self- evaluation.

Information about the school

Full name of school	Our Lady of the Visitation Catholic Primary School
School unique reference number (URN)	101920
Full postal address of the school	Greenford Road. Greenford. UB6 9AN.
School phone number	020 8575 5344
Name of head teacher or principal	Kathleen Coll
Chair of governing board	Julian Periera
School Website	https://www.visitation.ealing.sch.uk
Multi-academy trust or company (if applicable)	Click or tap here to enter text.
Type of school	Primary
School category	Voluntary aided
Age-range of pupils	4-11
Trustees	Diocese of Westminster
Gender of pupils	Mixed
Date of last denominational inspection	March 2016
Previous denominational inspection grade	Outstanding/Good

The inspection team

Mary Coyle	Lead Inspector
Christine Curtis	Team Inspector
Mary Ainger	Team Inspector

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement