

Our Lady of the Visitation Catholic Primary School

Greenford Road, Greenford UB6 9AN

Inspection dates

16–17 November 2016

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher provides determined leadership and, with the support of the staff and governors, has worked successfully to improve the school.
- The Nursery and Reception classes give children a good start to their education. They settle well and make good progress.
- Pupils achieve well and most make good progress because the teaching is good.
- Disadvantaged pupils make good progress as do pupils who speak English as an additional language. By the end of Year 6, they are working at the same level as other pupils.
- The progress of pupils who have special educational needs and/or disabilities is improving and more are achieving at a similar level to other pupils.
- Teachers have access to good training which helps them to improve their skills.
- Pupils' attendance is excellent. They enjoy school and are rarely absent.
- The work of the school council has helped pupils to understand why respect, tolerance and the rule of law are important in everyday life.
- Pupils' behaviour is outstanding. They know what is expected of them and behave very well in lessons, in the playground and around the school.
- Pupils are very supportive of each other and bullying is rare.
- The governing body provides the school with good challenge and support. Governors know the school's strengths and what is needed for it to continue to improve.
- Parents like the school, appreciate what it offers their children and believe it gives them a good education.
- Pupils in Years 1 to 4 make slower progress than they do in other year groups. Expectations for what they can achieve in their writing are not always high enough. The feedback they receive is too variable to ensure strong and consistent progress.

Full report

What does the school need to do to improve further?

- Increase rates of progress across the school so that pupils in all years make progress as rapid as that seen in the Nursery and Reception and Years 5 and 6.
- Raise teachers' expectations of what pupils can achieve in their writing.
- Ensure greater consistency in feedback in line with the school's expectations, so that all pupils know exactly what to do to improve their work.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher and the deputy headteacher have forged a very strong partnership in a short time. Together, they are driving higher expectations of what pupils can achieve. With the rest of the senior team, they are building strongly on the progress of recent years.
- Improving the quality of teaching remains the top priority for leaders and governors. Regular and effective checks on teaching provide good information about what is working well or not so well. For example, checks on the teaching of mathematics revealed the need for better training for staff. Highly effective training in mathematics mastery was put in place. As a result, the teaching has improved and pupils are now making better progress.
- In English, because expectations have not been as high as they are in reading, the focus of training is now very much on improving teachers' skills in teaching writing.
- Senior and subject leaders regularly check pupils' books to make sure that they are receiving feedback which will help them to make better progress. This feedback is not yet consistent enough across all year groups.
- A wide range of activities, which include a breakfast club, play therapy, residential visits for older pupils and extra-curricular activities, help to remove barriers to learning and make sure that pupils gain as much as possible from their education.
- The pupil premium funding is well targeted so that disadvantaged pupils receive the academic support they need and can join fully in all school activities. These pupils are making good progress.
- The provision for pupils who have special educational needs and/or disabilities is well managed. Interventions, such as the reading programme which involves withdrawing pupils from class, are very carefully checked to make sure that pupils are making good progress and are modified if they are not.
- The curriculum meets all statutory requirements and is reviewed regularly to make sure that it is meeting pupils' needs. Visits to places of interest, visitors to the school and the range of topics chosen help to stimulate pupils' interest in learning. The impact can be seen in pupils' positive attitudes.
- The school's work to promote pupils' spiritual, moral, social and cultural development is excellent. Assemblies, visits and visitors, as well as work in subjects such as history, geography, literature, art and music, all contribute to widening pupils' experience. For example, during the inspection, Year 1 pupils were thoroughly enjoying the experience of being a Victorian child and were learning about similarities and differences in their lives. Year 6 pupils had written an article on the school's website about the impact of the 'Heathrow challenge', which involved using coding skills.
- The school is strongly committed to promoting equality of opportunity and genuinely inclusive in approach. This helps pupils to understand their rights and responsibilities and respect the contribution of others. Pupils learn about different cultures and faiths such as Judaism, Islam and Sikhism as well as their own Christian faith. The school's relationship with the local church is strong.

- Almost all parents responding to Ofsted’s online questionnaire, Parent View, and all those who talked to inspectors said that their children are happy at school, feel safe and make good progress. Several parents were very positive about the special educational needs provision and the way in which they are consulted. As one parent said, ‘I feel I have a voice.’
- The additional sports funding is used effectively to provide specialist coaching in physical education (PE) and sport, which benefits all pupils. This has enabled the school to take part in more competitive sports and has increased participation in a range of sports. It also provides training for teachers who are not PE specialists.
- The local authority has worked closely with the school and provided good challenge and support, particularly through the ‘Securing good’ programme. This has helped to focus the work of the senior team on key elements of monitoring and the action needed to make sure that the school continues to improve. Similarly, the diocesan board of education has supported the school well.

Governance

- The governing body has benefited from an external review and support from local authority and diocesan advisers. Governors work closely with the headteacher and staff to set priorities for the future and check that these are being met. For example, the subject leaders for English and mathematics attend governors’ meetings from time to time to report on progress in their subjects.
- Governors have improved their understanding of performance data and, as a result, they are now better able to challenge leaders more effectively. They understand, for example, the reasons for the dip in performance at the end of key stage 1 in 2016 and are monitoring the effectiveness of leaders’ actions to ensure that this does not become a trend. Governors understand how the performance management system works and have ensured that any increase in pay is linked to the quality of teaching. The governing body also ensures that the school uses the pupil premium and sports funding to good effect.

Safeguarding

- The arrangements for safeguarding are effective.
- Staff make keeping children safe a high priority and neither parents nor pupils expressed any concerns. Pupils said that they felt safe in school and also talked about the training they have in other aspects of safety, such as cycle safety and fire safety.
- Policies and procedures are up to date. Checks are made before staff are appointed and they are well trained in a wide range of safeguarding issues including risks of extremism and radicalisation. In Year 6, the Ealing Junior Citizens scheme helps pupils understand a range of issues in the wider community which might affect them. From the early years onwards, the links with a wide range of external agencies are very good. The inclusion manager is thorough when following up any referrals.

Quality of teaching, learning and assessment

Good

- Teaching has improved since the last inspection. It is now more consistently good and some is outstanding. Teachers and teaching assistants have access to good-quality training which helps them to improve their knowledge and skills.

- From the youngest children onwards, pupils respond well to interesting activities. Often the topic for the term is used as the focus for work in English and mathematics, which helps pupils to see how they can apply their knowledge to new challenges.
- Teachers know their pupils well and plan carefully to meet the different needs within their class. Their expectations for what pupils can achieve have risen and are now high in reading and mathematics. In writing, expectations of quality, quantity and presentation of work are more variable. Where they are high, as for example in Year 6, pupils produce impressive written work, as in a report of a hoax UFO sighting.
- The level of challenge for the most able pupils, including the most able disadvantaged pupils, has increased and the work of older pupils shows that they can successfully take on more difficult work.
- Pupils respond well to the precise guidance on how to improve their work that they receive in some classes, particularly in the upper years of key stage 2. This is not yet consistent enough across all classes to ensure that all pupils make rapid progress.
- Teachers have secure subject knowledge, particularly in English and mathematics. Reading is well taught and pupils at all levels, including the most and least able, are making faster progress than previously. The mathematics mastery approach to teaching is resulting in higher standards. For example, the pupils like the 'Chilli challenge', which enables them to challenge themselves to achieve more. In Year 4, this was being used effectively to introduce pupils to different strategies for addition and subtraction.
- Teaching assistants provide pupils with good help and support both in class as well as individually and in small groups. This helps disadvantaged pupils, those who have special educational needs and/or disabilities and those who speak English as an additional language to make the same good progress as other groups of pupils. Recently the focus has been on reading and the intensive one-to-one support has helped a number of pupils in Year 3 to make very rapid progress and catch up with their peer group.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils are happy in school and this shows in their excellent attitudes and attendance. They get on well with each other and work well together in a variety of situations, whether it is the youngest ones cooperating to build Jack's beanstalk or older pupils discussing how to tackle problems in mathematics.
- Pupils feel safe in school and are confident that adults will help and support them. Pupils understand the difference between bullying and short-term problems with friends. They know about different types of bullying including cyber bullying and the misuse of social media. Older pupils are more confident in their ability to stay safe online than younger pupils.
- The breakfast club provides many pupils with a good start to the day. Pupils settle down quickly into the routines of the school day, and start work sensibly and with obvious enjoyment. No time is wasted.

- Pupils' views are taken seriously. The school council is a dynamic group which has a real influence and which takes its role and responsibilities very seriously. For example, as part of its work on British values, the council has created a 'Respect' passport which was presented to the school in assembly. It has also led an assembly on bullying. The council introduced both a suggestion box and a worry box so that pupils could make suggestions to improve the school and raise any concerns. Other pupils know that by voting for councillors they are choosing people who will represent them in discussions with staff.

Behaviour

- The behaviour of pupils is outstanding.
- Adults' expectations for behaviour are high and consistent. Pupils know exactly what is expected of them and respond well. Pupils fully understand the systems of rewards and sanctions, and from a young age take responsibility for their own behaviour and learning in lessons.
- Pupils are polite, holding doors open and greeting visitors in a friendly manner. From a young age they can hold sensible and interesting conversations with adults.
- Pupils move sensibly around the building and play well with each other in the playground. Older pupils show care and concern for younger pupils. The 'playground friends' system makes sure that pupils are not left out of games and activities.
- Attendance is consistently above the national average and pupils know that good attendance supports their learning.

Outcomes for pupils

Good

- By the end of the Reception Year, the proportion of children achieving a good level of development across all the different areas of learning has been above the national result for the past few years. The children get a secure grounding in the basic skills of reading, writing and mathematics as well as many opportunities to develop their personal and social skills.
- At all stages of the school, pupils read with enjoyment and for pleasure. In the early years and key stage 1, pupils' knowledge of letters and sounds is good and the results of the Year 1 phonics screening check are above the national results. Those pupils who do not quite reach the expected standard in Year 1 usually catch up in Year 2.
- Reading has been a major focus for improvement and the overall standard is good. At the end of each key stage, the most able pupils are reading confidently and with expression. For example, in Year 2, they were reading a short play and taking on the different roles. The lower-attainers used their phonics knowledge successfully. Pupils of all ages can talk knowledgeably about their favourite books and authors.
- Standards in mathematics have improved overall with the introduction of the mathematics mastery approach. Current pupils are showing considerable improvement in their ability to apply their knowledge and skills to solving problems.
- In the reading, writing and mathematics assessments at the end of Year 2, results have historically been above the national expectations. In 2016, they were not as good but from the performance of current pupils this appears to be a blip and not the start of a trend.

- In 2016, at the end of key stage 2, the proportion of pupils working at or above the expected level was higher than the national, particularly in reading, and most pupils had made at least expected progress.
- Evidence from lessons and books, as well as the school records, shows that current pupils are making at least expected progress and much of it is good, particularly for the most able pupils. The rate of progress varies in different parts of the school and sometimes between different groups of pupils but with no consistent pattern.
- Pupils make the best progress in the Nursery and Reception class and in Years 5 and 6. In the other year groups, pupils still make expected progress across the curriculum but fewer make better than expected progress in writing. Staff track the progress of different groups very carefully to make sure that no group gets left behind.
- Disadvantaged pupils are achieving well. In key stage 1, their attainment and progress are broadly in line with the national in reading and mathematics. By the end of key stage 2, they are doing as well, if not better, than other pupils in all areas. This includes the most able disadvantaged pupils.
- Pupils who have special educational needs and/or disabilities achieved the national expectations for their age in mathematics in Year 6, although not reaching the same standard as other pupils. In reading they were close to the expectations for their age. The special educational needs provision has been reviewed and refocused to meet the needs of individual pupils and the impact of this is being seen in faster progress for many pupils.

Early years provision

Good

- Children start in the Nursery or Reception classes with knowledge and skills that are broadly in line with expectations for their age. They make good progress and by the time they leave Reception they are well prepared for Year 1. The proportion of children reaching a good level of development is above the national figures and any variations from year to year reflect children's starting points. There is no real difference between the performance of disadvantaged children and others.
- Parents were positive about the arrangements for the children to start school. From the beginning, staff and parents share information and this helps children settle quickly and happily.
- The staff plan activities which will interest the children and provide them with a wide range of experiences. For example, in Reception, the current topic around the story of 'Jack and the beanstalk' has led to some good work in writing for a purpose through retelling and illustrating the story. The work in the children's 'learning journey' books shows that they make good progress. The most able children were making very good progress and confidently writing recognisable words and numbers.
- Children were excitedly planting beans to grow their own beanstalks and they knew that they needed light, water and warmth to grow. In Reception, children building a tower to represent the beanstalk were carefully counting the number of blocks they had used. They could count securely to 20 and some children could go beyond this.
- Staff are observant and intervene quickly and appropriately to get children back on track if they are finding something difficult. They use questioning well to develop children's learning.

- Reading is well taught. Learning the letters and the sounds they make is helping children to become confident readers who can use their knowledge of phonics well when they meet new words. Similarly, in mathematics, the activities help children learn to sort, order and count objects and relate these to writing numbers.
- Children who have special educational needs and/or disabilities, disadvantaged children and those at an early stage of learning to speak English make good progress because staff plan activities which meet their individual needs. For example, a small group were talking about what they might find at the top of the beanstalk with increasing confidence and understanding of the meaning of different words and numbers.
- The classrooms are attractive with resources and areas which encourage children's imaginative play and give them opportunities to practise a wide range of skills. The outdoor area is equipped to support all aspects of learning but staff are aware that it is not as fully exploited as it could be and have plans to improve it.
- Children pick up the routines quickly and become both increasingly independent and supportive of each other. They very quickly learn to take turns, share equipment and happily play together.
- Relationships with parents are excellent. Parents were overwhelmingly positive about their children's experience, as one said about her child, 'She doesn't want to come home.' Parents feel that their children are safe, happy and well prepared for the next stage of their education.
- The early years are well managed. The early years leader knows the strengths and areas for development. Her priorities are sensible and linked closely to ensuring that the children are exposed to a rich environment and a wide range of experiences.

School details

Unique reference number	101920
Local authority	Ealing
Inspection number	10019661

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	468
Appropriate authority	The governing body
Chair	Hilary Mackenzie
Headteacher	Kathleen Coll
Telephone number	020 8575 5344
Website	www.visitation.ealing.sch.uk
Email address	admin@olovrc.com
Date of previous inspection	9–10 October 2014

Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school is a larger than average size Roman Catholic primary school.
- The pupils come from a variety of ethnic backgrounds. The largest single group is of Polish origin. About a fifth are of White British origin, and a smaller number of children are of Black African, Caribbean and Indian origins. The proportion of pupils speaking English as an additional language is higher than in most schools.
- The proportion of disadvantaged pupils for whom the school receives the pupil premium is smaller than in most schools. The school also has fewer pupils who have special educational needs and/or disabilities than most schools.
- The school meets the government's current floor standards, which are the minimum standards for pupils' attainment and progress in reading, writing and mathematics at the end of key stage 2.

Information about this inspection

- The inspectors visited all classes during the inspection at least twice and several of the observations were undertaken jointly with the headteacher or the deputy headteacher.
- Inspectors observed an assembly, morning and lunchtime breaks, and the breakfast club.
- A meeting was held with members of the school council and two other groups of pupils. Many other pupils were spoken with during lessons and breaktimes. The inspectors also listened to pupils reading.
- Inspectors met a group of governors and had telephone conversations with the local authority adviser and the adviser from the diocesan board.
- The inspection team held meetings with school staff, including the subject leaders in English and mathematics.
- Inspectors took account of the responses to Parent View and the school's own surveys of parents, and spoke informally with a number of parents.
- Inspectors looked at a number of documents, including pupils' work, the school's information on pupils' progress, school improvement planning, leaders' checks on the quality of teaching, external checks on the quality of education, records relating to behaviour and attendance, and documents relating to safeguarding.

Inspection team

Grace Marriott, lead inspector	Ofsted Inspector
David Bryant	Ofsted Inspector
Clementina Aina	Ofsted Inspector

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