



# Diocese of Westminster

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## INSPECTION REPORT

### **Our Lady of the Visitation Catholic Primary School**

Greenford Road, Greenford, Middlesex. UB6 9AN

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D/E Number: 307 3503

URN: 101920

Headteacher: Mr B. Grzegorzek

Chair of Governors: Mrs R. Mann

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Canonical Inspection under Canon 806 on behalf of the Archbishop of Westminster  
and inspection of Denominational Education under Section 48 of the Education Act 2005

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Date of inspection: 14<sup>th</sup> October 2010  
Date of previous inspection: 8<sup>th</sup> May 2007

Reporting Inspector: Mrs M. Betts

## **Description of School**

Our Lady of the Visitation Catholic Primary School is a two form entry school with nursery provision for pupils aged 3 to 11 years. There are 468 pupils on roll, 99% of whom are Catholic. There are 21 teachers in the school of whom 14 (74%) are Catholic. The school serves the parish of Our Lady of the Visitation, the church of which is situated adjacent to the school. The school is also located next to Cardinal Wiseman Catholic High School. The school is very popular and is always heavily oversubscribed. About half of the pupils are White European with the others from a range of ethnic backgrounds. The proportion of pupils who speak English as an additional language is well above the national average and a quarter of these are at an early stage of learning English. There is a breakfast club managed by the governing body.

### **Key for inspection grades**

Grade 1: Outstanding;      Grade 2: Good;      Grade 3: Satisfactory;      Grade 4: Inadequate

## **Overall effectiveness of this Catholic school**

Our Lady of the Visitation is an outstanding Catholic school. The extremely strong Catholic identity is present in the school's daily life. The committed leadership of the headteacher and his deputy is instrumental in effectively maintaining and developing the Catholic ethos. Prayer and worship have a very strong central role in the school's life. Relationships within the school are outstanding and reflect Christian respect and concern for others. The pupils' spiritual and moral development is outstanding and this is reflected in their good behaviour and positive attitudes. The pupils explained "Everyone is friendly here and learning is really fun". Good progress is achieved by all pupils. Staff are committed to the high profile given to religious education in the school.

**Grade 1**

### **Improvement since the last inspection**

The last diocesan inspection report described the school as a good Catholic School. The issues for improvement related to teaching other faiths and cultures; developing a quiet prayer area; and inducting new staff with a focus on planning differentiation. The school has made very good progress with these areas. Two other faiths are taught to pupils each year and the school has purchased extra resources to aid this learning. It has built links with a school in China and pupils are developing a greater understanding of other cultures. The outside prayer garden to facilitate further spiritual opportunities is in the planning stage and pupils will be able to contribute their own ideas and designs. Work will begin when funding has been secured. All staff have a thorough induction through guidance from the religious education lead teacher who has produced a comprehensive handbook. Training related to planning for pupils of different abilities has been undertaken. The impact of this was evidenced during the inspection.

**Grade 1**

### **The capacity of the school community to improve and develop**

The self evaluation of the school is accurate and comprehensive. The headteacher and the religious education lead teacher undertake thorough monitoring and regular evaluations and have therefore a very good oversight of the school's strengths and development needs. Actions needed are included in the school's Growth Plan and monitored by governors. The senior team promote a clear vision which is well supported by the staff. The staff are committed to the success of the school and to improve their skills by attending Catholic courses. The school has an outstanding capacity to continue to improve.

**Grade 1**

## **What the school should do to improve further**

- Implement developmental marking strategies that lead pupils to know how they can improve their work and give them the opportunities to make these improvements.
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## **The Catholic Life of the School**

### **Leadership and Management**

The headteacher and religious education curriculum lead teacher form an effective partnership and communicate a clear vision for promoting the Catholic life and mission of the school. The core purpose statement describing the school as one "Where learning, celebrating and growing together is safe and fun" is understood by the pupils and integral to all aspects of the school's daily life. High quality displays around school confirm the Catholic identity. Governors are supportive and well informed about the work of the school. The school provides a wide range of care strategies to meet the needs of pupils. Leadership promotes pupils' spiritual and moral development very well. Pupils willingly undertake responsibilities to help other pupils and their views are sought and acted upon. They value and praise the friendly, caring attitude of the teachers who listen to them, help them to solve any problems and make learning fun. They appreciate the enrichment opportunities on offer which includes a year 6 retreat day. Parents are supportive of the school. Links with the parish are very strong.

**Grade 1**

### **The Prayer Life of the School**

Worship and prayer are integral parts of each school day. Pupils realise the importance of prayer and appreciate the quiet, calming atmosphere created. They like writing their own prayers as part of their religious education learning. Visual presentations, often produced by the pupils themselves and high quality singing enrich the worship experience. Pupils are responsible for creating the focus display for celebrations and participate through instrument playing and reading prayers. Pupils are very respectful during prayer and participate with sincerity. Prayer and worship have a very strong impact on pupils' spiritual and moral development. The prayer life of the school is well monitored by the religious education curriculum lead teacher and feedback given to staff for improvement. Attractive prayer tables are in each classroom. Mass is held regularly in church and celebrates the Church's year. Liturgies for the younger children are led by a priest. Parents are invited to all celebrations held and attendance is very good. They often take an active role within the liturgy. The local priests make a significant contribution to the sacramental life of the school.

**Grade 1**

### **How effectively does the school /college promote community cohesion?**

The school is a welcoming and inclusive community. The pupils show their compassion for others by supporting national, international and local charities such as the harvest gifts being given to the local homeless. Strong links exist with other Catholic schools and pupils work together. Links are being made with a non-Catholic school and pupils will have connections with others from totally different backgrounds. The school is willing to offer other schools the expertise of their staff, for example the religious education curriculum lead teacher will deliver training to teachers from a range of schools. It is planned for the school choir to share their

skills within the local community for example by singing in the neighbourhood. Parents are involved well within celebrations and in the harvest service a parent read a prayer. Worship provides reflection opportunities for all to link the theme with their own experiences. Teaching about other faiths has a positive effect on pupils' understanding of other beliefs within the local community. Staff knowledge and local visits are used to enhance learning.

**Grade 2**

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## **Religious Education**

### **Achievement and Standards in Religious Education**

Pupils make good progress in gaining religious literacy throughout their time at the school and display a growing depth of thought. The very large majority of pupils achieve age appropriate levels of attainment and some achieve higher. Pupils are beginning to understand the life and teaching of the Catholic Church and to be able to apply this to their own experiences. The pupils' spiritual, moral, social and cultural development is outstanding. Pupils are attentive and behave well. Their books are well presented, evidencing a good coverage of the curriculum. Pupils undertake a variety of written activities including Scripture related work. Most pupils enjoy their religious education lessons especially those involving practical activities and when they can discuss their own ideas and opinions. Pupils are involved in evaluating their own learning at the end of each topic. They work together well in groups.

**Grade 2**

### **Teaching and learning in Religious Education**

Teaching is overall good with some outstanding features observed. Teachers plan thoroughly with clear learning intentions made explicit to pupils. Where teaching was best, the lesson encouraged active pupil participation in a motivating and creative way. Teachers use visual presentations, open questioning and talk partners well to motivate pupils with their work and develop confidence in their ideas. Pupils of all abilities make progress either by extra support given or by differentiated activities. Tasks consolidate and develop the pupils' thinking. All work was well marked with affirmative praise and comments. Religious education is rigorously assessed with opportunities for this created at the planning stage. Assessments are linked to national levels of attainment and progress recorded. Judgements are moderated well and criteria linking to levels are noted. Assessments inform teachers' planning. Parents receive information of future religious education topics and how they could help with the learning at home.

**Grade 2**

### **Quality of the Curriculum**

The quality of the curriculum is outstanding and suitable for the age of the learners. It fulfils the requirement of the Bishops' Conference. Over 10% of curriculum time is allocated for religious education using the "Here I Am" programme with additional work linked to an understanding of the Catholic faith, for example the Pope's visit. Pupils are encouraged to question and reflect so becoming aware of the demands of religious commitment in everyday life. The religious education curriculum is planned so that activities are practical, if possible. These are linked creatively with other areas of the curriculum such as drama, literacy, and art. ICT (Information and Communication Technology) is used extremely well to motivate religious education learning. Pupils are taught to respect other faiths and visits and visitors used to enrich

knowledge. The church and priests are used very well as extra resources for learning. Attractive religious education displays give added value to this core subject. Religious education contributes very well to pupils' spiritual and moral development.

**Grade 1**

### **Leadership and management of Religious Education**

The deputy headteacher, as religious education curriculum lead teacher, is very well supported by the headteacher, and ensures this subject has a high profile across the school. The pupils know how important it is and that teachers take it very seriously. Rigorous monitoring leading to regular feedbacks for improvement, ensures that the lead teacher knows the subject's strengths and weaknesses and has set a clear direction for improvement. Evaluations from monitoring feed into the School Growth Plan. Governors are kept fully informed of the progress of these actions. The lead teacher organises regular training and ensures new staff and governors are fully informed as to the school's programme. She guides and supports teachers extremely well. Classes are organised so that experienced teachers plan alongside less experienced staff. Nine teachers hold the Catholic Certificate of Religious Studies (CCRS) qualification. Equality of opportunity is promoted very well and the school is sensitive to anti-discriminatory practices. The budget for religious education and worship is in line with that allocated to other core subjects. The school has a very good range of resources for delivering the curriculum.

**Grade 1**