



DENOMINATIONAL INSPECTION REPORT

Incorporating Canonical Inspection under Canon 806 on behalf of the
Archbishop of Southwark

URN 101037

Our Lady of Victories Roman Catholic Primary School

1 Clarendon Drive

Putney

SW15 1AW

Inspection date: 30th January 2018

Chair of Governors: Mrs Moira Bennett

Headteacher: Mrs Deirdre McDonald

**Inspectors: Mr Stephen Beck
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EDUCATION COMMISSION

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DENOMINATIONAL EDUCATION AND COLLECTIVE WORSHIP

Key for inspection grades

Grade 1	Outstanding	Grade 3	Requires improvement
Grade 2	Good	Grade 4	Inadequate

FULL REPORT

INFORMATION ABOUT THE SCHOOL

The school is a smaller than average oversubscribed voluntary aided primary school serving the parish of Our Lady of Pity and Saint Simon Stock, Putney. It is located in the Mortlake Deanery of the Archdiocese of Southwark. It is maintained by Wandsworth Local Authority. The average weekly curriculum time allocated to the teaching of Religious Education is 10% in all Key Stages.

The school takes pupils from 4 to 11 years. The number of pupils on roll is 209. All classes are mixed-ability. The percentage of pupils identified with special educational needs is 16%. The percentage of pupils receiving Free School Meals (FSM) ever 6 at 4% is well below national average.

The number of pupils on roll with a first language other than English is 52%, which is higher than the national average. The majority of this group come from Polish, Spanish, Italian and French backgrounds. The profile of the pupils on entry is generally in line with the national attainment levels.

The school is part of a network of Wandsworth Catholic primary schools working together to develop skills and good practice. The school is also part of the Putney and Roehampton Extended Schools Cluster. Through these cluster groups the school has been able to build strong links with other schools, both faith and non-faith.



SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

Our Lady of Victories is an outstanding Catholic school because:

- Leadership at all levels is strong. The inspirational and committed Headteacher works alongside governors and staff to provide a comprehensive Catholic education which enables pupils to be confident future leaders.
- There are very effective formal structures, and rigorous processes to monitor and evaluate the quality of Catholic life and Religious Education. These are highly successful and reflect the importance leadership and governance place on the constant promotion and nurturing of the school's Catholic life.
- Pupils are polite and courteous. Their behaviour is exemplary. They are proud of their school and enjoy being part of their school community.
- High quality Collective Worship nurtures pupils' spiritual growth and their knowledge of the celebrations and traditions of the Church.
- The school is highly regarded by parents, who feel the school listens to their views and acts upon them. As a parent said, "Our family is really happy with the school. Our children are happy, well cared for and are receiving an all-round education with a good Catholic and spiritual base."

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER:

There are no significant areas for improvement. The school should continue to work on:

- Developing new assessment processes as they move away from levels, towards the new assessment framework.



- Further extending opportunities for pupil led worship through the development of pupil chaplaincy.

Overall Effectiveness

How effective the school is in providing Catholic Education.

1

Catholic Life

1

The extent to which pupils contribute to and benefit from the Catholic Life of the school.

1

The quality of provision for the Catholic Life of the school

1

How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school.

1

Religious Education

1

How well pupils achieve and enjoy their learning in Religious Education.

1

The quality of teaching, learning and assessment in Religious Education

1

How well leaders and governors promote, monitor and evaluate the provision for Religious Education

1

Collective Worship

1



How well pupils respond to and participate in the schools' Collective Worship	1
The quality of provision for Collective Worship	1
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship.	1

CATHOLIC LIFE

1

The extent to which pupils contribute to and benefit from the Catholic Life of the school is outstanding

- Our Lady of Victories School is a warm, welcoming school from the point of first contact. It explicitly puts Christ at the heart of everything it does and all strive to put a love of learning and a love of the Gospel message in the heart of every child in their care. This demonstrates a true living out of the school's Mission Statement and a shared vision for Catholic Education which is embraced by the whole school community.
- The Headteacher is an excellent role model and is well supported by the Governing Body and leadership team. She has worked tirelessly to maintain the considerable strengths of the school and build on them further and thereby maintain the school as a centre of excellence in Catholic education.
- The school's values and ethos are visibly reflected in the exemplary attitudes and relationships between all members throughout the school community, with pupils having an excellent sense of belonging to the school, recognising the strength of 'family' in the context of school, home and the wider world's communities.
- Pupils embrace opportunities to meet their potential in all aspects of school life. They say that they are very proud of their school and they are reflective and enquiring. A Year 6 pupil commented "We are all one big happy family here!"
- The behaviour of pupils is exemplary at all times. Pupils are alert to the needs of others, they are ready to support each other and celebrate their qualities successfully taking on an increasing responsibility for themselves and their actions. They enthusiastically praise and celebrate each other's achievements at their weekly assemblies.



- Pupils are keen to take advantage of the many opportunities offered to show service and leadership through a range of responsible roles such as: Prayer Leaders, School Council, House Captains, Sports Captains, Prefects, UNICEF Reps, Playground Pals and Helping Hands in class. They plan and undertake a range of activities to support different charities, such as Lepra, CAFOD and Missio.
- The School Council is a proactive and enthusiastic forum for pupil voice and has been responsible for designing aspects of the new playground surface, choosing a design for the new toilets and adding items to the outdoor environment. Pupils feel they are listened to and are encouraged to put forward their ideas for discussion and debate.
- Pupils are overwhelmingly keen to offer their service to others in the wider community and to offer their gifts joyfully. For example, when seeking a small group of volunteers from Year 6 to establish links and give their time to visit at the local Royal Hospital for Neuro-disability, the whole class offered and wanted to take part. In the Autumn term, the school invites elderly parishioners and neighbours to a special concert, with all the classes joining in with traditional carols and songs. This is followed by tea and biscuits hosted by Year 6. Older pupils have also visited the Ashmead Care Home and Swan Bank Centre to sing to the patients and deliver cards.
- As a parent wrote, “I have been amazed at the wide variety of opportunities for my children to engage in activities within the wider community and develop their Catholic faith.”

The quality of provision of the Catholic Life of the school is outstanding

- The school was graded as outstanding at the time of both its last Section 48 and Ofsted inspections. It has not rested on its laurels and there is a unified drive to maintain and build on its considerable strengths. Complacency is articulated as not being acceptable.
- The highest standards of moral and ethical behaviour are promoted through clear and consistent communication of the school’s expectations.
- The school’s Catholic mission is visible throughout; in the vibrant displays, religious artefacts and the outstanding relationships evident in the classrooms and around the school. This is actively fostered and disseminated to the pupils who say, “This is a happy telling school. We are one community: we know how to make people feel included.”
- Parents expressed satisfaction with the school’s Personal, Social and Health Education (PSHE) and Relationships and Sex Education (RSE) programmes. They are thoughtfully designed and well planned effectively preparing pupils for life in and beyond the school. They are consistent with the teachings and principles of the Catholic Church utilising the recently adopted ‘Journey In Love’ scheme. A parent commented, “Our



child is growing up to be a kind, considerate and responsible young person. We are proud of them and very grateful to the school.”

- The school website, weekly newsletter and half termly Religious Education newsletters ensure parents are fully informed about events in the school and parish. The parish newsletter is sent home via Parentmail.

How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school is outstanding

- Leaders, governors and managers are deeply committed to the Church’s mission in education and to exemplifying this at Our Lady of Victories. They have a clear vision of the school’s mission, the importance of its Catholic Life and the spiritual development of the pupils.
- The Headteacher communicates this vision clearly to the school community and leads by example. She models the valuing of every member of staff and every pupil and this permeates down through the Senior Leadership Team and to all members of staff and to the pupils.
- Staff are encouraged to participate fully in the religious life of the school, deliver assemblies and to pray with pupils.
- The Religious Education leader, who is also the Deputy Headteacher and SENCO ensures the highest possible standards are achieved in Religious Education, which she appropriately advocates as a core subject.
- The Parish Priest provides outstanding service to the school. He gives generously of his time and provides strong chaplaincy to all in the school community. His contribution to individuals, staff, parents, pupils and governors is greatly valued and strongly endorsed through discussions with representatives of these groups and the very high number of parent questionnaire responses. He is active in developing the school/parish link and regularly visits the school to talk to classes, attend assemblies and to support the staff. This has had a clear impact on developing and promoting chaplaincy within the school community itself.
- Governors are fully involved in all aspects of the Catholic life of the school. They know the school well and are conversant with school data. They are conscientious in their monitoring role, acting as a critical friend in holding senior leaders to account, undertaking training and fulfilling their role most effectively in upholding the Catholic character of the school.
- Each governor has a link role to an area of the curriculum and governors are active in undertaking school visits, meeting with subject leaders and the Senior Leadership Team, attending/promoting events, assemblies, acts of worship, and developing local Catholic cluster group or Parish links as evidenced in Governor Notes of Visits, minutes of Governing Body/Curriculum and Pupil Welfare Committee meetings.



Religious Education and Catholic Life/Parish links is an item on every agenda.

- The Governing Body constantly strives to develop its role and seeks the views of all stakeholders regarding the Catholic life of the school. Governors also make themselves available at parent evening sessions and an annual questionnaire to parents always includes questions on Religious Education.
- The Headteacher attends and contributes to the Wandsworth Catholic cluster group, which organises joint school projects and INSET for staff and governors; she also serves on several Local Authority committees. The Religious Education leader attends the termly Diocesan meetings and the Catholic cluster group network meetings.

RELIGIOUS EDUCATION

1

How well pupils achieve and enjoy their learning in Religious Education is outstanding

- The pupils achieve well in all aspects of Religious Education in relation to the learning outcomes from 'The Way, The Truth and The Life'. Attainment in Religious Education is generally in line with that in English with very good scheme coverage supplemented with a wide range of additional resources. Almost all pupils, including vulnerable groups, make good progress from their starting points.
- Pupils are assessed regularly against the intended learning outcomes for each topic and evidence of their achievements and progress is documented in a variety of forms. Good progress is being made in moving away from assessment by levels utilising new terminology. Assessment folders and observations of teaching, show pupils have a very good knowledge and understanding of the topics and are religiously literate, as appropriate to their age and capacity.
- In most year groups, Religious Education is developmentally marked and pupils are given opportunities for reflection along with next steps which enable them to secure and extend their knowledge and understanding of the subject. The school should now ensure that this excellent practice is shared so that all pupils can benefit.
- Pupils spoke with passion about their enjoyment of Religious Education and their desire to always do their best. They understand Religious Education is a core subject and its importance in the life of the school. Pupils clearly value their Religious Education books which are exceptionally well presented.
- Pupils concentrate very well in lessons where they are challenged to think deeply and extend their knowledge and understanding. Behaviour for learning is exemplary across the range of teaching styles including, whole class, small group and independently working.



- Through their work, the pupils demonstrate an awareness of moral and social issues and show an understanding of the demands of religious commitment in everyday life and an increasing ability to reflect on how this relates to their own lives; an example of this was a Year 6 diary project, detailing what they did and how it impacted on their neighbours and themselves.
- Pupils often undertake voluntary research or extra investigation; for example, a Key Stage 2 pupil, inspired by the homily at a school Mass, presented her own project on one of the Archangels and their personal significance to her family.
- Each Key Stage 2 pupil compiles a Faith Book. These books will travel through Key Stage 2 with the pupils and will develop into a resource/reference book for them which can be shared with their parents.

The quality of teaching, learning and assessment in Religious Education is outstanding

- There is a real learning 'buzz' in classrooms and around the school. This is supported by strong teacher subject knowledge, engagement with pupils and willingness to contextualise learning within their own and the lives of the pupils. Teachers are enthusiastic and passionate in their delivery and make excellent use of scripture. They have high expectations and pupils respond enthusiastically.
- Teaching Assistants are carefully planned for and they provide varied, creative and outstanding care and support to many individuals and groups throughout the school.
- The teaching of Other Faiths is well developed. Two weeks a year are set aside to study Other Faiths speakers from other faiths are invited to lead assemblies and workshops. The pupils respond respectfully to Other Faith practitioners and show a great deal of interest in learning about different religions.
- In a Reception lesson observed, the Parable of the Wedding Feast at Cana was expertly used to provide an understanding of the Sacrament of Marriage. The lesson was marked by good questioning to build on the pupils' own experiences and vocabulary development was particularly strong. Learning was supported by excellent classroom management and behaviour for learning. Pupils accessed a range of activities effectively.
- A Year 3 class reflected on the Parable of the Prodigal Son. Pupils were challenged to reflect on the feelings of those in the parable by undertaking the role of newsreaders reporting the event and formulating questions to ask. Opportunities were provided to empathise with characters. Learning was effective and supported by good planning, preparation and lesson management.
- Year 1 pupils discussed who made up their 'Church family,' reasons for going to church and what takes place there. Excellent development of religious vocabulary took place in a supportive learning environment that gave pupils the confidence to participate.



- Year 5 pupils benefitted from an excellently planned lesson which linked to a book the class had read 'Journey to Jo 'Burg.' Pupils highlighted how the characters in the book lived out the Beatitudes. One pupil identified a link between those sowing the seed against apartheid with the Parable of the Sower.
- A Year 2 lesson saw teachers enthusiastically take the pupils through the Parable of the Feeding of the 5000. The lesson benefited from excellent questioning and vocabulary development with some good cross curricular links. The lesson was well paced with pupils settling quickly to the tasks set.
- A Year 4 lesson secured very clear differentiation through colour coded workbooks and clarity of success criteria. The lesson focussed on the Baptism of Jesus and challenged pupils to ask questions and analyse and reflect on artwork. Effective use was made of scripture.

How well leaders and managers promote, monitor and evaluate the provision for Religious Education is outstanding.

- The Religious Education leader is effective, enthusiastic and active in promoting new initiatives and monitoring the teaching and learning throughout the school. She is detailed and thorough in her reports back to the Senior Management Team and the Religious Education Link Governor. As the subject leader, she is knowledgeable, enthusiastic and aware of what the school needs to do in Religious Education to maintain and further enhance the current provision. She has enabled a shared common purpose among staff in assessment, marking and feedback so that they are all consistently operating at an outstanding level.
- Religious Education is approached with the same rigour as the other core subjects, and its assessment and record keeping is of the same high standard. The governors are instrumental in holding the school to account for performance and standards of teaching and learning in the subject. The link governor undertakes school visits and learning walks, including looking at pupils' work and analysing data.
- Leaders liaise well with the Parish to ensure pupils have access to sacramental preparation which is Parish based but with appropriate support from the school, for example Year 6 pupils worked with Year 3 as part of their preparation programme.
- Leaders and managers have conducted a wide range of monitoring activities relating to provision and outcomes in Religious Education. They are well aware of current developments in Religious Education and areas for development and see this as a high priority.
- Religious Education forms a part of the School's Development Plan alongside which is a Religious Education Action Plan. The action plan is marked by well identified action points, strong timelines and purposeful evaluation and review. When taken alongside the school's comprehensive Self Evaluation Form there is a clarity about the school's strengths and areas for development. As a result planning is founded on



sound evidence and data.

- Religious Education is very well resourced and meets the requirements of the Bishops' Conference fully.
- The Religious Education curriculum is well planned by teachers to meet the needs of all pupils to ensure effective continuity and progression for all learners. It enables pupils to gain first hand and quality experiences of the liturgical life of the Catholic Church and of a diversity of religious communities.

COLLECTIVE WORSHIP

1

How well pupils respond to and participate in the school's Collective Worship and Prayer Life is outstanding

- The school offers pupils a wide variety of Collective Worship opportunities. Pupils enjoy coming together as a worshipping community and speak appreciatively of the celebrations that mark the Church's feasts and seasons in addition to school events. This was summed up by a pupil who said, 'This is a school of prayer.'
- In the acts of Collective Worship observed as part of this inspection, pupils were active participants. They were reverent and respectful throughout. It was a memorable spiritual experience for all present and was entirely pupil led. It contained all the elements of a high quality act of worship and was appreciated by all those present.
- Pupils know that prayer is an important part of their lives. They are familiar with the traditional prayers of the Church and are happy to compose and contribute their own prayers and welcome opportunities to participate in spontaneous prayer.
- Throughout the school, class prayer focus areas are well resourced and well looked after by the school's prayer leaders. They are very much a focus for prayer and form an integral part of the prayer life of the class. They feature examples of pupils' own prayers, which are used as part of class worship.
- All year groups take part in prayers and acts of Collective Worship, which draw pupils closer together. As a class they can exchange ideas with their peers, feel confident locating scripture in the Bible and explore themes or more complex messages in a supportive setting. These sessions help to develop the pupils' skills in planning and leading prayer and worship
- Class prayer books are developed and expanded with a combination of both age-related, formal and personal pupil-written prayers. Personal topic-based prayers that



allow pupils to explore the themes and ideas they have been learning about both in Religious Education lessons and in other areas of the curriculum encourage pupils to make meaningful connections to their lives. This contributes to their spiritual and moral development as global citizens.

- Prayer Boxes or Prayer Request envelopes are located near class prayer tables and pupils voluntarily submit prayer requests, they also write their own prayers and take turns to share their prayers at suitable times during the day. Prayer leaders often collate prayers and the older pupils in particular are encouraged to have a minute of reflection after intentions are read.

The quality of provision for Collective Worship and Prayer Life is outstanding

- The school's policies for prayer and worship identify the range of opportunities for pupils and staff to develop together their relationship with God. There is a well-developed liturgical timetable which includes Masses.
- Collective Worship is clearly linked to the liturgical year, and to the themes/topics occurring in the Religious Education programme, thereby enabling pupils and staff to develop their understanding of the liturgical year, and scripture. Significant events in the life of the school are also marked by special liturgies, e.g. a Welcome Liturgy for new families, Our Lady's Day, Remembrance Day and Stations of the Cross.
- Classes in turn prepare and present assemblies, which are planned over the year to provide a broad range of themes. They use drama and joyful singing to enhance these celebrations. Assemblies are often based on work going on in classrooms enabling opportunities to further develop learning opportunities.
- Parents are given opportunities to join with the school community at assemblies and other liturgical celebrations as often as is practicably possible.
- An outstanding assembly attended by inspectors, on the topic of the Parable of the Feeding of the 5000 was marked by strong pupil confidence in leading the worship through reading, and posing questions to their peers. Excellent use was made of drama, prayer, reflection and scripture. Pupils were engaged and attentive throughout. The celebration was greatly enhanced by pupils' clarity of reading, self-awareness, reverence and full participation. The pupils singing was exceptional as was the recorder ensemble that played the pupils out at the end of the assembly. Music is a great strength of the school.
- The school is developing pupil led, class based worship. In a Year 4 liturgy, pupils were very reflective and made good use of scripture as part of their celebration.



How well leaders and managers promote, monitor and evaluate the provision for Collective Worship and Prayer Life is outstanding.

- The staff follow the excellent example of the Headteacher in modelling best practice when leading Collective Worship ensuring that this has a good impact on all pupils. They clearly demonstrate an understanding of the liturgical year and ensure that there are many opportunities for pupils to share in this. Pupils respond well to all that is provided for them. The Headteacher and senior leaders have a clear vision for the further development of Collective Worship.
- Very good strategies are in place to monitor many aspects of school life including Collective Worship and as a result the quality of Collective Worship continues to develop and improve.
- Monitoring and advisory visits from Diocesan advisors have played an important role in broadening and enriching the school's provision for Collective Worship. The feedback from visits, advice on good practice in other schools and suggested resources and useful websites, as evidenced in notes of visit have empowered developments in this area.
- The Wednesday Word leaflet is sent out via pupil post each week and has enriched the relationship between home, school and Parish, while developing the community's understanding of and engagement with the Gospel message during Mass. Parents confirmed the high value they placed on this provision. A parent responded on their questionnaire "The school, under the guidance and leadership of the Headteacher creates a caring and nurturing environment that allows children to flourish and grow. The Catholic ethos of the school is very present and has struck me from the moment my child started at the school."

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