

Inspection of Our Lady's Roman Catholic Primary School

Pratt Street, Camden, London NW1 0DP

Inspection dates: 19 and 20 April 2023

| Overall effectiveness | Outstanding |
|------------------------------|--------------------|
| The quality of education | Outstanding |
| Behaviour and attitudes | Outstanding |
| Personal development | Outstanding |
| Leadership and management | Outstanding |
| Early years provision | Outstanding |
| Previous inspection grade | Good |

What is it like to attend this school?

Pupils flourish in this highly ambitious and caring school. This is a stimulating and lively place to learn. Staff are unwavering in their determination for every pupil to succeed. Leaders motivate pupils to achieve the highest academic standards, alongside an ambitious commitment to pupils' wider personal development. Pupils excel in a highly inclusive culture.

Pupils move around school calmly and sensibly. From the early years, children learn how to behave and to take care of each other. They are polite and respectful to each other and to adults. Pupils have an impressive work ethic. They enjoy learning and take considerable pride in the work that they produce. Pupils' musical, sporting and artistic talents are nurtured, valued and celebrated.

Teachers help pupils to learn about important topics such as equality, anti-bullying and British values, including through activity weeks. These opportunities help everyone in the school community to work well together. Pupils feel happy and safe at school. Leaders take swift and appropriate action to deal with any incidents of bullying should they occur. Pupils look after each other with great care. They are extremely proud to take on extra responsibilities in school.

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

Pupils achieve extremely well across the school. From the early years to Year 6, pupils benefit from an exceptionally well-designed curriculum. Leaders have identified with precision and clarity the knowledge that pupils must know and remember in each subject.

The curriculum is carefully tailored to pupils' individual learning needs. This includes pupils with special educational needs and/or disabilities (SEND). Pupils gain an impressive depth of knowledge. They make strong connections between new knowledge and what they have previously learned. In the early years, teachers ensure that every aspect of the environment supports children's learning and development. Teachers are skilful in using assessment information to adapt learning to meet the needs of children. This helps children to achieve very highly and to be fully ready for Year 1.

Teachers deliver the curriculum consistently well. They design learning activities skilfully that inspire pupils. They seek ways to adapt and develop lessons to ensure all pupils can learn very well. Teachers address any misunderstandings and misconceptions immediately. They support pupils' knowledge and understanding through regular retrieval activities. As a result, pupils' ability to recall and apply their learning is striking.

Learning to read is at the heart of this school. Children in the early years begin to learn to read as soon as they start school. Highly skilled staff teach letter sounds with precision. Teachers deliver the phonics programme consistently well. They have

been trained very effectively so that they are experts in early reading. On the very rare occasion a pupil may need extra support, they are carefully guided to catch up quickly. Pupils' love of reading continues as they move through the school. They take immense joy in reading and story times. Pupils discuss with great knowledge and detail about what they have read.

Leaders have high aspirations for pupils with SEND. They identify and meet the needs of these pupils skilfully. Leaders work closely with staff to remove any barriers which may stop pupils with SEND from learning well. This means that these pupils achieve as highly as their peers.

Pupils' behaviour is praiseworthy. They are excellent ambassadors for their school. Pupils' rates of attendance are improving. From the early years, routines are well established. Even the youngest children sustain high levels of concentration on the task at hand. This leads to no disruption to learning anywhere in the school.

Pupils benefit from a carefully planned programme to support their personal development. It is well designed to ensure that pupils have the knowledge and skills to become successful members of modern-day Britain. Staff provide pupils with a wide range of enrichment activities. They plan very carefully visits which are seamlessly integrated to the school's curriculum. This includes visits to local museums and landmarks. Pupils' understanding of equality issues is profound and detailed, reflecting the values of the school community.

Governors and leaders embrace and relish the challenge to ensure that pupils receive an outstanding education. They identify with precision what the staff need to do to maintain high standards. Leaders evaluate their actions carefully. Staff reported high levels of consideration for their workload and well-being. They are proud to work here.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have created an extremely strong culture of safeguarding. Staff are well trained and fully understand their role in keeping pupils safe. They are knowledgeable and vigilant to the signs that may indicate a pupil is at risk of harm.

Leaders work well with other agencies. They have prioritised additional support for families to help pupils receive appropriate support. Pupils are taught about keeping themselves safe online. Staff revisit this frequently to ensure pupils' knowledge is up to date. Pupils welcome having a trusted adult in school who they can go to if they have any worries.

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 | 100048 |
| Local authority | Camden |
| Inspection number | 10241993 |
| 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 | 292 |
| Appropriate authority | The governing body |
| Chair of governing body | Elena Gillies |
| Executive Headteacher | Moya Richardson |
| Head of School | Chloe Toop |
| Website | www.ourlady.camden.sch.uk |
| Date of previous inspection | 17 May 2017, under section 8 of the Education Act 2005 |

Information about this school

- The school does not use alternative provision.
- The school is part of the Camden Catholic School Partnership.

Information about this inspection

The inspector(s) carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- During this inspection, inspectors met with senior leaders from across school.
- Inspectors spoke with the chair and other members of the governing body.
- Inspectors carried out deep dives in reading, mathematics, history and modern foreign language. For each deep dive, inspectors met with subject leaders, looked

at pupils' work, visited lessons, spoke to teachers and spoke to pupils about their learning.

- Inspectors listened to pupils reading to a familiar adult and met with pupils formally in both same-sex and separate groups.
- Inspectors considered the views of parents through informal discussions at the beginning and end of the day. They also took into account any responses to Ofsted's online surveys.
- Inspectors considered the curriculum in other subjects.

Inspection team

Phil Garnham, lead inspector

His Majesty's Inspector

Nick Hitchen

Ofsted Inspector

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