



Our Lady Queen of Heaven Catholic Primary School

Hare Lane, Crawley, West Sussex RH11 7PZ

School Unique Reference Number: 9383338

Inspection date:	19 – 05 – 2015
Lead Inspector:	Ms A. Oddy
Associate Inspector:	Ms F McGonigle.

Overall Effectiveness	Previous Inspection:	2
	This inspection:	2

Catholic Life:	1
Collective Worship:	1
Religious Education:	2

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

Our Lady Queen of Heaven School is outstanding in its Catholic life and collective worship and has good provision for religious education for all groups of pupils because:

<ul style="list-style-type: none">▪ Our Lady Queen of Heaven is a welcoming and inclusive school with a vibrant Catholic life. It provides an attractive and happy learning environment where all feel valued and are encouraged to achieve their full potential. The school is highly regarded by parents and parishioners who recognise and appreciate the quality of the Catholic education it offers.	<ul style="list-style-type: none">▪ The quality of collective worship is outstanding, offering a wide range of prayer and worship opportunities to develop and nurture the spiritual growth of pupils. Parishioners, parents and carers are invited to join the school as a worshipping community.
<ul style="list-style-type: none">▪ The Catholic life of the school is exceptionally strong and is reflected in all aspects of school life. Pupils are familiar with the traditions and celebrations of the liturgical year, which form an integral part of the school calendar of events. The school's Catholic ethos is reflected in the excellent relationships between members of the school community and in the courteous, considerate and helpful behaviour of the pupils.	<ul style="list-style-type: none">▪ The quality of religious education is good. Religious education is well planned, with interesting activities to engage and enthuse pupils. Pupils appreciate the value of religious education and its importance to their own lives. The school has an identified focus on continuing to raise standards of attainment and progress, particularly for higher attaining pupils and has very good capacity to implement this.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

- The school is situated in Crawley and is part of the Crawley Deanery of the Diocese of Arundel and Brighton.
- The principal parish that the school serves is the parish of Crawley.
- The school takes pupils from 4 to 11 years old. There are currently 315 pupils on roll.
- 54% of pupils are baptised Catholics.
- Just over half the pupils are from White British backgrounds, with pupils from thirteen ethnic groups within the school. Approximately 35% of pupils speak English as an additional language.
- The proportion of pupils receiving pupil premium funding is just below the national average.
- 14% of pupils have special educational needs.
- There have been a number of staff changes since the last inspection, including the appointment of a new headteacher in September 2013. There have also been a number of changes on the governing body.
- Time allocated to curriculum religious education is 10% in Key Stage 1 and 10% in Key Stage 2 and is in line with the requirements of the Bishops' Conference.
- Recommendations made by the last inspection have been addressed.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Continue to develop and embed the current systems of monitoring and evaluation of religious education and collective worship.
- Continue to raise standards of attainment in religious education, particularly for higher attaining pupils, by developing assessment including the use of 'next steps' developmental marking.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

- The extent to which pupils contribute to and benefit from the Catholic life of the school.
- The quality of provision of the Catholic life of the school.
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school.

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

- Pupils are fully involved in the vibrant Catholic life of the school. They are willing and enthusiastic participants in all aspects of this and recognise its importance to their school community.
- They know that the school community embraces them all and that everyone has a part to play within it. Pupils speak of the school as ‘a big family where everyone is friendly’.
- Pupils are familiar with the school mission statement and are encouraged to make it part of school daily life. Mission statement stickers recognise pupils’ contributions to living out the school’s mission.
- The school’s strong Catholic ethos is demonstrated by the pupils’ attitudes to each other and the wider community. They know it is important to care for others and are aware of the importance of forgiveness. They appreciate the need to help those less fortunate than themselves and are active in support and fundraising for a number of local, national and international charities.
- Pupils are given opportunities to take responsibility and respond very positively. Play leaders and peer mediators are examples of pupils contributing to the smooth running and pastoral care of the school. Pupils on the religious education council show high standards of religious literacy and are confident in expressing their views. They know that their work and ideas are valued and contribute to shaping the strategic direction of the school.
- The school makes good use of pupil surveys and discussions to ensure that it listens to pupils and includes them in school development planning.
- All pupils and their families are welcome in the Catholic life of this inclusive school. Members of all faiths participate in all aspects of school life. The religious education council includes those from a variety of faith backgrounds. Parents are very appreciative of the Catholic ethos of the school. They feel welcomed and valued and enjoy being part of the school community.

- Parents and parishioners are invited to join the school community for a wide variety of liturgical and school celebrations. The school has excellent links with the parish and the local community. Parishioners enjoy their links with the school and being included in school events as well as appreciating the raised profile of the school within the parish.
- The school has developed strong links with the parish St Vincent de Paul (SVP) Society. It donates its harvest gifts to the SVP food parcels for those in need. The SVP has been pleased to contribute to the school's pastoral care by providing support for some school families and St John Bosco summer camp places for pupils.
- During this inspection pupil behaviour was exemplary at all times, both in lessons and around the school. Pupils were polite and willing to help. They spoke confidently and proudly of their school and clearly enjoyed being part of this happy school community.

The quality of provision of the Catholic life of the school is outstanding.

- The school mission statement is at the heart of school life and informs all policies and practice. It has been recently reviewed following consultation and discussion with representatives of the whole school community.
- The school's Catholic ethos is evident in the many attractive displays and high quality artefacts which form part of the extremely well kept and well resourced learning environment. Prayer focus areas are a feature of every classroom. These reflect the liturgical season, religious education themes and feature children's own prayers.
- Staff are committed to the Catholic ethos of the school and feel supported by it. Effective induction of new staff ensures the cohesive nature of the staff team.
- Pastoral care extends to staff, pupils and their families. The school works with a range of outside agencies to provide appropriate support.
- Personal, Social, Citizenship and Health Education and Relationship and Sex Education programmes of study are in place and linked with the religious education scheme of work. The school has plans to develop this further.
- The spirituality and prayer life of the school community is encouraged and valued. Prayer areas inside and outside the school have been developed to provide places of quiet reflection. School improvement planning includes the development of a chapel area within the school.
- The school has high expectations of moral and ethical behaviour which are communicated to all pupils. Pupils are encouraged to consider justice and fairness in the light of the Common Good and to play their part in taking responsibility for consideration of others and the environment.

How well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school is outstanding.

- Leaders and managers are deeply committed to the Catholic life of the school. The headteacher is an inspirational role model. His sense of mission, underpinned by strong personal faith provides clear vision and direction for the school's Catholic life. Governors are very supportive and regularly participate in liturgies and celebrations and the wider life of the school.
- Leaders and managers have been instrumental in raising the profile of the school and Catholic education in the parish and the wider community. Reports of the school's worship activities and participation in local events feature regularly in parish and local press publications.
- Governors are active in monitoring and evaluating the Catholic life of the school. The religious education link governor works closely with the religious education subject leader and is conscientious in his monitoring role. The religious education development committee meets regularly to discuss and evaluate the Catholic life of the school. It provides regular feedback to the governing body.
- Planning for religious education and the Catholic life of the school is linked to the school development plan. Substantial resourcing reflects its importance to the school.
- Induction, in service training and retreat opportunities are offered to staff as part of developing provision for the school's Catholic life.
- Parents and carers have a good understanding of the school's mission and are highly supportive of it.

COLLECTIVE WORSHIP / PRAYER AND WORSHIP

- How well pupils respond to and participate in the school's collective worship
- The quality of provision for collective worship.
- How well leaders and managers promote, monitor and evaluate the provision for collective worship.

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How well pupils respond to and participate in the school's collective worship and prayer life of the school is outstanding.

- A class liturgy and whole school assembly were observed as part of this inspection. These were Scripture based and offered opportunities for reflection and a message relevant to pupils' lives. In the whole school act of worship, pupils were quiet and reverent. They were keen to participate and joined in the prayers appropriately and with confidence. The pupil led class liturgy was well resourced and linked to the liturgical year, but would have benefited from a clearer link to pupils' own lives and mission.
- Pupils are familiar with the traditional prayers of the Church and are also confident in contributing their own prayers as part of collective worship. They demonstrated a good understanding of spontaneous prayer, which one pupil described as 'a prayer from the heart'.
- Beautiful spiritual journals for each class record liturgies and celebrations during the school year as well as personal accounts and prayers. They are impressive in presentation and quality of entries, demonstrating the value placed on this aspect of school life.
- Pupils are actively involved in preparing and participating in the school's collective worship. They should now be encouraged to be part of the monitoring and evaluation of this.
- Pupils have a good understanding of the Church's liturgical year and celebrations are linked to its feasts and seasons. Opportunities to pray the Rosary and Stations of the Cross are offered in appropriate seasons and are well attended. The May procession is looked forward to by pupils, their families and parishioners.

The quality of provision for collective worship is outstanding.

- The school provides a rich and varied provision for collective worship. In house and diocesan training is provided to staff to enable them to plan and deliver collective worship.
- Assemblies are linked to liturgical and religious education themes and follow the principles of “Gather, Word of God, Reflection and Go forth.”
- Pupils speak enthusiastically of school liturgies and assemblies. They enjoy inviting parents and carers to these occasions. Many parents and carers attend and are appreciative of their inclusion in the school worshipping community. They also spoke appreciatively of the close involvement of both priests’ contribution to school life and in particular to collective worship.
- Prayer is an integral part of the life of the school at all levels. Staff regularly pray together and recognise that this guides their work and spirit of vocation. Pupils use the ‘Prayer Tree’ for their own prayers and are very comfortable with expressing their feelings in this way.
- The school’s collective worship extends to parish and diocesan events, providing the experience of being part of a wider worshipping community.
- Collective worship is an important part of school life and is skilfully woven into the school day and school calendar.

How well leaders and managers promote, monitor and evaluate the provision for collective worship is good.

- Leaders and managers recognise the importance of collective worship in the life of the school and there is evidence of some recent examples of the monitoring of collective worship. This should now be developed across the spectrum of school collective worship to enable the school to evaluate current practice and plan for development. Areas for development should be revisited in subsequent monitoring.
- Leaders and managers actively promote the school’s provision for collective worship to the wider community, with parents and parishioners welcomed to a wide range of prayer and worship activities. Parents are encouraged to ‘Stay and Pray’ as well as invited to school masses and assemblies.
- Leaders and managers regularly lead collective worship in school, modelling good practice. An agreed format for collective worship is used consistently and supports staff planning. The detail expected on this could now be developed further for the older pupils.
- Staff are offered training and support to help them develop their skills in this area.
- Governors regularly attend collective worship in the school as role models and active participants in school life.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

2

- How well pupils achieve and enjoy their learning in religious education.
- The quality of teaching and assessment in religious education.
- How well leaders and managers promote, monitor and evaluate the provision for religious education.

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

- Pupils enjoy religious education and recognise its importance to their own lives.
- They are keen to do well and show excellent behaviour for learning. They take part in discussions with confidence, both with adults and their peers. They are articulate and willing to share their views and ideas but also recognise the importance of listening to those of others. They show good standards of religious literacy.
- Pupils take pride in their work. Books are well presented and of a similar standard to their literacy books.
- Pupils are familiar with the use of Bibles and enjoy using them for scripture references.
- In the lessons observed, all groups of pupils made good progress and achieved well. Tasks were skilfully matched to engage and support pupils. Good use was made of other adult support.
- School data indicates that standards of attainment in religious education are steadily improving and developing over time. Leaders and managers recognise that raising attainment should continue to be a focus for school improvement planning, particularly with regard to higher attaining pupils.

The quality of teaching and assessment in religious education is good.

- The school follows the 'Come and See' programme of religious education which is in line with diocesan guidance. Time allocated to curriculum religious education is in line with the requirements of the Bishops' Conference.
- Four lessons were observed as part of this inspection. All were good, with one demonstrating outstanding features. All lessons were well planned and resourced. In the best lessons, pace was good, children's responses were extended and challenged and pupils were encouraged to deepen their understanding of the concepts involved. However, in some lessons some opportunities were missed regarding development of understanding of religious terms and concepts.

- Pupils demonstrated a good level of independence, were interested and engaged and applied themselves to their task. Behaviour for learning was excellent.
- A variety of strategies were effectively used to enhance teaching. These included role play, use of talk partners, group discussion and the use of images and music.
- Prayer and music are a regular feature of religious education lessons, helping to create the atmosphere of a special time.
- All groups of pupils were included and differentiation was sensitively employed to involve all whilst effectively catering for and supporting special needs.
- Teachers regularly checked pupils' understanding during the lesson.
- Lessons built upon previous learning and were well structured.
- Marking is regular and largely affirmative. It indicates some dialogue between teacher and pupil but this is rarely developmental and does not give pupils clear enough guidance regarding steps to improve. The school should now develop marking in religious education in line with the school marking policy for core subjects. This should include 'next steps' marking, peer and self-assessment.
- A system of levelling pupils' work is in place. The school recognises that this needs further development and is already working to address this, using school and diocesan training. Staff questionnaires indicate a need to improve the confidence of some staff in assessing religious education.

How well leaders and managers promote, monitor and evaluate the provision for religious education is good.

- School leaders conduct regular monitoring of lessons, collective worship, work and planning scrutiny. As this becomes embedded in the school's monitoring programme it will provide the basis for strategic development in religious education.
- The religious education development committee monitor provision in religious education and feeds back to governors regarding progress. They contribute to the school development plan for religious education, which is comprehensive and also includes Personal, Social, Citizenship and Health Education.
- Leaders and managers at all levels contribute to school self-evaluation. Although comprehensive, it now needs to be more rigorous regarding assessment in religious education in order to raise standards of attainment.
- Leaders and managers are well informed regarding current developments in religious education. They make good use of diocesan advice and expertise, leading to improvements in teaching and learning.
- Religious education is seen as central to school life and the curriculum. Staff are well supported by senior and subject leaders and the religious education development committee.

Summary of Inspection Judgements

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 managers promote, monitor and evaluate the provision for the Catholic life of the school.

1

Collective Worship

1

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

1

The quality of provision for collective worship.

1

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

2

Religious Education

2

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

2

The quality of teaching and assessment in religious education.

2

How well leaders and managers monitor and evaluate the provision for religious education.

2