



Diocese of Arundel and Brighton

INSPECTION REPORT

Our Lady Queen of Heaven Catholic Primary School

Hare Lane, Langley Green, Crawley, West Sussex, RH11 7PZ

Telephone: 01293 526057

e-mail address: office@olqoh.w-sussex.sch.uk

DfES Number: 9383338

Headteacher: Mr Vince Burke
Chair of Governors: Elizabeth Hayler

Canonical Inspection under Canon 806 on behalf of the Bishop of Arundel & Brighton
and inspection of Denominational Education under Section 48 of the Education Act 2005

Date of inspection: 17th March 2010
Date of previous inspection: 16th March 2007

Lead Inspector: Mrs C.Walker
Associate Inspector: Mr S.Beck

Description of School

Our Lady Queen of Heaven School is situated in North West Crawley. The school 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. It is a large primary school with 339 pupils currently on roll. There is a higher number of girls than boys throughout the school. An average proportion of pupils has special educational needs. The attainment of pupils on entering the school is broadly below average. An increasing proportion of pupils speak English as an additional language. All classes are single age groups with the exception of a mixed Reception / Year 1 and Year 5 / 6 classes.

Key for inspection grades

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

Overall effectiveness of this Catholic school

Our Lady Queen of Heaven has many features that reflect its Catholic identity. Staff, Governors and parents are keen to maintain the Catholic identity within what is a very inclusive community. The school gives a very high priority to meeting the needs of a diverse school community. Improvements to the monitoring and evaluation of the school by Governors and Staff are at an early stage of development. A greater focus now needs to be placed on evaluating the impact and outcome of this work. Teaching in Religious Education is good overall with clear indications that the teaching staff are putting strategies in place that are designed to raise standards. The school has a warm, welcoming and caring environment, which seeks to cater for all aspects of pupils' spiritual, moral, social and cultural development. The personal development of children is good. During the inspection the pupils were well behaved, polite and friendly and demonstrated a good attitude to their learning. Pupils are making sound progress in Religious Education and provision for prayer and worship is good. Parents have a number of opportunities to take an active part in the life of the school through attendance at assemblies, masses and school celebrations.

Grade 2

Improvement since the last Inspection

Progress has been made to address creative approaches to prayer and liturgy through the investment in new liturgy boxes. Pupils frequently lead liturgies, and prayer tables are now a common feature throughout the school. Opportunities to develop creative approaches have been further enhanced by the investment in interactive white boards across the school and a new digital screen in the hall.

Regular moderation meetings have been introduced to assist staff in the levelling of RE work. Teachers are now working more closely against the levels of attainment. However, raising teachers' expectations of the pupils will further ensure a greater impact on attainment.

The use of a portfolio of levelled work demonstrates the good progress that has been made to address the moderating of pupils' work and the use of consistent assessments. Pupils are beginning to self-assess their work through the use of "I Can" statements. Good use is being made of Diocesan assessment material. Moderation activities, sampling and co-ordinator support, show staff consistency in making judgements against attainment levels.

Grade 2

The capacity of the school community to improve and develop

The headteacher, Assistant Head and Governors have established clear systems in the form of policies and procedures to support the development of the Catholic life of the school and the teaching of Religious Education. The development of an Action and Impact document by the subject leader provides a good overview of areas that need to be addressed. The school is to be commended for endeavouring to keep a high profile for Religious Education in a period of challenge, through the formulation of an RE development committee. This committee could usefully develop and monitor the outcomes of this approach to raising standards in Religious Education. As ambition and enthusiasm develop amongst all staff, the Inspectors believe the school has a good capacity to move forward and develop further in all areas.

Grade 2

What the school should do to improve further

- Review subject planning to ensure teachers plan a range of activities in Religious Education to provide appropriate differentiation to meet the needs of all pupils including challenging the more able.
- Build upon the current range of liturgies experienced by pupils and provide a greater variety, including non Eucharistic celebrations for all pupils.

The Catholic Life of the School

Leadership and Management

The leadership and management of the school work well together and are committed to further developing the school's Catholic ethos. Leaders at all levels set clear direction and have a strong sense of the educational mission of the Church and the role of the school in expressing it. The headteacher is dedicated and focused on the school's Catholic mission. He is very well supported by staff at all levels, who through their vocation, actively endorse and promote the aims and values of the school community. The school strives to encourage the fullest personal development of all the pupils. The school ensures a warm, welcoming environment in which all aspects of pupils' moral, spiritual and social development are nurtured. Relationships are strong and morale is growing in line with staff confidence. The leadership and management of the Catholic life of the school are good. Since the last Inspection the school has gone through a turbulent period as a result of an Ofsted notice to improve. Staff changes and a long term staff absence have resulted in some disruption to teaching and learning. The improvements requested from the last Inspection have been implemented. Governors are firm and visible in their commitment to the school community. However, raising expectations, so pupils are more challenged, will bring about the sustained raising of standards. The Parish Priest is supportive of the school and his regular input is greatly appreciated by staff, parents, pupils and fellow governors. The home, school, parish partnership is strong.

Grade 2

The Prayer Life of the School

Prayer and collective worship are seen as essential elements of religious experience and as integral to the life of this happy community. Assemblies and liturgies are planned to relate directly to the pupils' own lives and support the "Here I Am" programme and the Liturgical Year. They all follow a common structure so pupils understand the liturgical form of gathering, listening, responding and going forth. Pupils are invited to become personally involved, thus enabling them to fully embrace the school's Mission Statement "Forward in faith with the Lord." The committed involvement of the Parish Priest as School

Chaplain further enhances pupils' spiritual development and the prayer life of the school. He is a regular visitor to the school and works with individual classes to support the various "Here I Am" themes.

High quality prayer focus areas in each class signal the value placed on personal prayer. These are interactive through the use of class prayer books and "Big Question" books. During the collective act of worship observed, pupils were focused, reverent and responsive throughout and clearly enjoyed the experience.

The school places great importance on prayer being at the centre of all that happens during the day. Provision for collective worship is good with a clear timetable of assemblies following the liturgical year and supporting the religious education provision. The school could consider extending the range of liturgies to include non Eucharistic services at Foundation Stage and Key Stage One.

Grade 2

How effectively does the school promote community cohesion?

The headteacher and senior staff work within the school's mission "Forward in Faith with the Lord" to ensure that Our Lady Queen of Heaven is a place where the gifts and talents of every person are celebrated. All pupils, including those with learning difficulties and those for whom English is an additional language, are very well integrated into this inclusive community. The school values each child as an individual and welcomes not just the child but also the family to the school. Diversity is welcomed as enriching the school's provision. Provision for spiritual development reflects and respects personal identity, so that pupils pray easily together. They also enjoy learning about the beliefs of others. The RE programme, which includes the study of world faiths, encourages pupils in their understanding of how other faith traditions can enrich their own. Parents spoke highly of the integrated nature of the school, which they felt benefitted their children's wider understanding of the cultures, faiths and beliefs of others. Pupils show great pride in themselves and show great tolerance for their peers. It is a mark of the strength of the community how steadfast they have remained during a challenging period for the school, reflecting the trust and respect all have in each other. Our Lady Queen of Heaven has maintained a clear perspective of education in its widest sense, avoiding a narrow focus on core issues. This has seen a significant amount of work being undertaken in connection with the school's work to promote community cohesion. Activity in the wider community is extensive as exemplified in fund raising for a number of charities, including the Mella, a multi faith festival, Cabrini Children's Society, Mission Together and The Arc. All of the school's activities are a hallmark of the school's commitment to be outward looking and promote pupils' positive understanding of others and the community in its widest sense, locally and internationally. This has been recognised in the school's accreditation under the International Schools Award.

Grade 1

Religious Education

Achievement and Standards in Religious Education

The pupils have a good knowledge and understanding of religion and are able to relate this meaning to their own lives. Attainment and standards in Religious Education are average at both Key Stage One and Key Stage Two in relation to pupil's capabilities. Pupils are confident in discussions and respond to teachers' questioning, demonstrating good understanding. Pupil's attitudes are generally positive. In discussions pupils show a developing use of religious vocabulary; they are able to express their ideas and respond to questions well. During the Inspection, the behaviour of all pupils observed was good. When working collaboratively, pupils display an enthusiastic interest in learning. Pupils would benefit from increased opportunities for research and independent learning.

Grade 2

Teaching and learning in Religious Education

The school judges the teaching and learning in RE across the school to be good and inspectors confirm this judgement.

There is good evidence to show pupils take pride in the presentation of their work and RE books are of a good standard. Marking is consistently constructive across the school. "I Can" targets are clearly evident in books and pupils regularly respond to teacher's comments. Pupils' work demonstrates evidence of on going assessments being carried out in each year group. Differentiation for different groups of pupils needs to be more consistently documented and planned for, to ensure greater attainment in the subject. Classroom management is good across the school and support staff are deployed effectively to ensure all pupils can access the lesson. In reviewing teaching strategies, learning would be enhanced by pupil initiated learning that provides opportunities for higher level thinking skills and more challenging, less teacher directed, activities. Teachers are strong role models for pupils and create a positive learning environment that invites involvement from all pupils. Display at Our Lady Queen of Heaven is of a very high order. It makes a considerable contribution to the learning environment and celebrates the place of Religious Education in their daily lives. Of particular note was a Lenten hall display on "Journeying Through Lent." Class banners depicting the class saints are also commendable.

Grade 2

Quality of the Curriculum

The Inspectors agree with the school's own assessment that the religious education curriculum is good. The school's Mission Statement is clearly evident around the school being displayed in classrooms and school policies. High quality Religious Education displays celebrate children's work and the presence of a good range of good quality religious artifacts enhances Religious Education as a core subject of the school. The school ensures that 10% of the length of the taught week is given to Religious Education for each Key Stage. This is being achieved in the Early Years Foundation Stage by linking Religious Education to the Early Learning Goals. The school as part of a local authority pilot has started to employ a creative curriculum as a way to engage the pupils through relating the curriculum to real life experiences. Teachers' own skills are drawn upon to adapt the current "Here I Am" scheme to incorporate cross-curricular links, such as writing play scripts, drama, art and ICT. The Religious Education curriculum is further enhanced by prayer and worship opportunities, assemblies, and liturgical and special celebrations. The Religious Education curriculum meets all National and Diocesan requirements and promotes social cohesion through the study of other faiths and the identification of key times in their calendars. Interactive whiteboards were used in most lessons observed as a means for enhancing the quality of curriculum. The Religious Education curriculum is broad and balanced promoting the pupils' spiritual, moral, social and cultural development and preparing them for the next stage of their education.

Grade 2

Leadership and management of Religious Education

The Co-ordinator supported by Governors, headteacher and Staff share a common vision of the importance of Religious Education. Consequently the leadership and management of this subject are strong. The overall leadership and management in Religious Education are good and the school is fortunate in having a subject leader whose direction and support is beginning to move the school forward. Records of planning, monitoring, evaluation and assessment are thorough and detailed. The leadership of the subject is strongly focused on the school's Catholic mission and promoting the faith development of pupils. Pupils' work is scrutinised and moderated. All staff are committed to the school's aims and objectives. The RE subject leader provides clear, enthusiastic guidance and supports all staff who share a commitment to the subject's aims and values. Pupils' individual assessment sheets are completed at the end of each topic. The subject leader attends appropriate in-service training and co-ordinators' meetings and has the opportunity to ensure information is effectively disseminated to all staff.

Religious Education is funded on a par with other core subjects to provide appropriate resources. The newly formed RE committee will serve to ensure governors are kept well informed about all aspects of the school's Religious Education curriculum and will assist them in discharging their responsibilities effectively. The quality of the support afforded by the subject leader ensures that a shared sense of mission has been established among all staff. The subject is managed very efficiently and, through its quality assurance procedures, has a well-grounded understanding of the quality of its provision. Good links exist with parents, parish and Diocesan agencies to support work in RE. The good procedures that are in place now need to be utilized to ensure a greater impact is made on raising attainment across the school and in particular, the attainment levels of the more able pupils. In actioning these developments, the school can look forward to the future with confidence.

Grade 2