



Archdiocese of Birmingham

Section 48 Inspection Report

OUR LADY QUEEN OF PEACE CATHOLIC PRIMARY SCHOOL

Bransford Road, Worcester, WR2 4EN

Inspection dates :

30th – 31st January 2019

Lead Inspector:

Mary Daniels

OVERALL EFFECTIVENESS:

GOOD

Catholic Life:

Outstanding

Religious Education:

Good

Collective Worship:

Good

Overall effectiveness at previous inspection:

Outstanding

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

This is a good Catholic school because:

- There is a strong sense of community between school and parish. Pupils thrive in this environment and as a result behaviour is excellent. Pupils are happy confident and secure.
- Most pupils make good progress because the majority of teaching is consistently good.
- Collective Worship is central to the life of the school.

It is not yet outstanding because:

- Not all lessons provide sufficient challenge for all pupils.
- Monitoring and evaluation does not always lead to improvements in Catholic Life, Religious Education and Collective Worship.
- Pupils leading Collective Worship is not yet embedded.

FULL REPORT

What does the school need to do to improve further?

- Ensure that teachers employ a wider range of strategies to teach Religious Education so that there is consistent challenge for all pupils.
- Ensure there is rigorous monitoring and evaluation of Catholic Life, Religious Education and Collective Worship by leaders and governors that informs improvement planning.
- Develop pupils' skills further in planning, preparing and leading Collective Worship

THE CATHOLIC LIFE OF THE SCHOOL

The quality of the Catholic Life of the school.	Outstanding
The extent to which pupils contribute to and benefit from the Catholic Life of the school.	Outstanding
The quality of provision for the Catholic Life of the school.	Outstanding
How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school.	Good

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

The quality of provision for the Catholic Life of the school.

- Most pupils appreciate, value and actively participate in the Catholic Life and mission of the school. They are enthusiastic members of numerous groups, which include prayer leaders, pupil parliament members, eco councillors, house captains, lunchtime and playground monitors.
- Pupils know what it is to be part of a Catholic school. In interviews they responded that their school teaches them to 'believe in Jesus', 'follow him (Jesus) and to be a light' and 'to tell the truth'.
- There is a strong Catholic ethos across the school. The school has good links with the parish and are fortunate to be next to the church. There are numerous links with parish groups that fosters a real sense of community. For example, during Advent and harvest the school is involved with the St Vincent de Paul (SVP) parish group.
- Behaviour at the school is excellent. Pupils show a deep respect for themselves and others. Their understanding of how to develop friendships and relationships is nurtured through the behaviour policy and 'Journey through Love' - a relationship and sex education programme (RSE) followed by the school.
- The Catholic Schools' Pupil Profile (CSPP) is evident throughout the school. Current virtues are displayed on classroom prayer spaces and are shared with parents through the website and at achievement assemblies.

- Pupils are aware of the needs of others and seek justice for all. This is evident in their fundraising, which supports a variety of charities including CAFOD, Fr Hudson's and Worcester Foodbank.
- A vocation week is organised in the Summer term, where a variety of visitors come and talk to the pupils. During this week, the parish priest also visits each class. There is a very active deacon who works closely with the school, further developing pupils' sense of vocation.
- Pupils' awareness of other faiths is developed through a focused week when every class studies a different faith. Their work is displayed and parents are invited into school to share the learning. Comments from parents include, "Excellent opportunity for parents and children to learn about all religions."
- Respect for the planet is also evident in the work of the eco warriors. In one classroom, work on respect for the planet was creatively displayed, while in the school entrance, a display representing the four houses was constructed from recycled material.
- Pupils are involved in the monitoring and evaluation of Catholic Life. For example, they audit prayer spaces and the physical environment and take part in pupil interviews. They are also part of planning improvements.
- Parents are very positive about the school. One parent commented how they, "Love the Catholicity of the school and preparation for the sacraments". They also praised the extra-curricular opportunities for the pupils and the, "Wonderful Reception Class liturgy induction".
- The mission statement, 'To love and share, believe and achieve,' is clear and inspiring. Recently, it has been reviewed and revisited addressing a recommendation from a diocesan monitoring visit.
- All staff are committed to its implementation. Relationships between all members of the school community are of the highest quality. All staff promote high standards of behaviour and are excellent role models to pupils.
- Staff regularly lead prayer at the beginning of their meetings.
- There are good induction procedures for new staff about the Catholic Life of the school. Training is provided through cluster groups and the diocese. As a consequence, new staff embrace whole school and parish life.
- Staff are encouraged to take the Catholic Certificate in Religious Studies (CCRS). This has developed their understanding of working in a Catholic school.
- The behaviour policy is well thought out and includes numerous incentives for good behaviour and work. There are zone boards in classrooms to promote good behaviour, a golden box, house points and golden tea with the headteacher.
- The school environment reflects its mission and identity. The mission statement is displayed in the entrance and there are many varied displays across the school. These include a prayer leaders' board, celebration of the school's 40th anniversary and a prayer tree, which includes canticles written by Year 6.
- The curriculum reflects commitment to Catholic social teaching and the school provides many opportunities for the moral and spiritual development of all pupils and staff. Each term has a particular focus. During the autumn term pupils learn about other faiths, in spring they think about those less fortunate than themselves and in summer the focus is vocations. Retreats are arranged regularly for staff and pupils. Recently, staff attended a retreat with other local Catholic schools. There are also retreats arranged as part of the sacramental programme.

- The pastoral programme is carefully planned and consistently well taught. The school participates in raising awareness of bullying through anti-bullying week and keeping pupils safe through safer internet day. The Life Education Bus visits the school and an autism week is organised to raise awareness.
- The school has links with outreach groups to support parents and pupils, such as Thrive and the Worcester Health Partnership. There is support for parents with autistic children and a family worker is available in school.
- Relationships and sex education is taught using the 'Journey in Love' programme in the summer term and parents are consulted.
- Pupils have a well-developed sense of respect for those of other faiths.

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

- All leaders and Governors are deeply committed to the Church's mission in education. There have been a number of changes to staffing and governors since the previous inspection. During this process, governors have ensured that the Catholicity of the school has been maintained. After a period of uncertainty, the new headteacher has skilfully led staff to work as a cohesive team, which offers support to each other.
- The chair of governors produces two newsletters each year, which are distributed to parents and the parish. This raises awareness of the work of the governors.
- The provision of Catholic Life is given priority by leaders and this is reflected in the school's self-evaluation. The school's Catholic identity is the first priority in its development plan.
- There are a variety of monitoring activities completed by leaders and governors. They conduct pupil interviews, learning walks and audits. Incident logs are scrutinised and more recently, the school has taken part in peer review activities with local schools. The headteacher reports about Catholic Life as part of her report to governors.
- The headteacher knows the school's strengths and areas for development. As a result, her self-evaluation is sharp and accurately identifies areas for improvement.
- Training focusing on Catholic Life is effective, particularly for new members of staff.
- The Catholic Education Service (CES) audit is completed annually and areas for development identified.
- The school has strategies in place to engage parents. The web-site is very informative and sacramental preparation is well attended. Parents are also invited to numerous activities held in the school.
- The governing body is ambitious for the Catholic Life of the school and leads by example making a good contribution towards it. The deacon, who is link governor for Catholic Life, is very active in school. He trains altar servers and leads worship. He regularly liaises with the parish priest on school business. The chair of governors is experienced in Catholic education and is a visible, active member of the parish.
- The governing body understands their strategic role in monitoring and evaluating the Catholic Life of the school. They are prepared to challenge and support senior leaders.

RELIGIOUS EDUCATION

The quality of Religious Education.	Good
How well pupils achieve and enjoy their learning in Religious Education.	Good
The quality of teaching, learning and assessment in Religious Education.	Good
How well leaders and governors promote, monitor and evaluate the provision for Religious Education.	Good

How well pupils achieve and enjoy their learning in Religious Education.
The quality of teaching, learning and assessment in Religious Education.

- Most pupils make good progress from their starting points and their attainment is good.
- Pupils are interested in Religious Education, they are keen to learn and enjoy their learning. Pupils like taking part in creative activities, which challenge their thinking.
- The behaviour of pupils is excellent and relationships between adults and pupils are friendly and respectful.
- Most pupils are religiously literate. Year 2 pupils can not only recall a number of parables and miracles, but they also know the difference between them.
- Pupils are actively engaged in their learning. They know what is expected of them and are keen to share their thoughts and ideas.
- Teaching is consistently good because they plan lessons linked to pupils' current assessments. They use a range of creative teaching strategies to enhance teaching and learning. For example, Year 5 pupils watched a CAFOD refugee video clip, which they then discussed. They were able to talk in a mature way, making clear links with their own lives.
- When participating in discussions, pupils can use their prior knowledge to support them in their learning.
- At the beginning of each term an overview of the work to be covered in the coming term is shared with pupils. This gives pupils an understanding of what they are going to be learning, so that they can make connections with previous learning.
- Open ended questioning allows pupils to develop their skills of reflection and meaning. Teachers use questioning to challenge pupils' thinking and explore ideas in greater depth.
- Sessions begin with a prayer and end with a reflection that is purposeful and completes the learning.
- Teachers are confident in their subject expertise and have a good understanding of Religious Education. As a result, pupils develop skills at a good level.
- Pupils work is marked regularly and there is evidence of reflective feedback from teachers. However, not all pupils are given the opportunity to respond.
- Achievement and effort are often celebrated in class and at achievement assemblies. Pupils can nominate each other for an award for their Religious Education work.

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

- Leaders and managers ensure the school meets the requirements of the Bishops' Conference. It is evident that Religious Education is taught regularly by the amount of work completed in books.
- Religious Education is comparable to other core subjects and is given the same priority as them. Capitation, monitoring and evaluation of Religious Education is similar to core subjects.
- Religious Education follows a cycle of monitoring and evaluation, this includes lesson observations, book trawls and pupil interviews. There is regular moderation of pupils' work across the school and some analysis of assessment data.
- Religious Education is planned and taught using 'Learning and Growing as People of God' and this ensures there is a consistent approach across the school.
- Standards in Religious Education are reported to governors in curriculum meetings and headteacher reports. There is also a link governor for Religious Education who meets with the subject lead twice a year.
- Training is regularly provided for staff. New staff attend all relevant training offered by the diocese and the local cluster of Catholic schools. Staff are willing to listen to and act on advice, to improve teaching and learning.
- The Religious Education subject leader has a clear vision for teaching and learning and ensures that teaching is at least consistently good. She provides support for staff and shares good practice across the school.

COLLECTIVE WORSHIP

The quality of Collective Worship.	Good
How well pupils respond to and participate in the school's Collective Worship.	Good
The quality of Collective Worship provided by the school.	Outstanding
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship.	Good

How well pupils respond to and participate in the school's Collective Worship. The quality of Collective Worship provided by the school.

- Pupils are keen to participate in Collective worship and act with reverence. They are altar servers and sing and read at Mass. Comments from pupils about their experience of worship include, "Singing makes it special for everyone" and "I enjoy reading and spreading the word of God".
- Pupils have the opportunity to prepare and lead Collective Worship with confidence and enthusiasm.
- They are exposed to and have a variety of prayer experiences. For example, in Year 1 pupils were being taught Pope Francis' 'Five Finger Prayer'. Pupils have opportunities to write their own prayers. These prayers can be found displayed around the school and in their Religious Education books. Prayer

bags are sent home in every class. These encourage pupils to pray with their families.

- Pupils know what helps them pray, explaining to the inspectors, "When we are quiet, we can hear Jesus talking to us."
- Pupils respond to voluntary acts of worship. During October and May, there are regular rosary prayer sessions in the prayer garden. These sessions provide pupils with times of reflection and prayer.
- Pupils often ask to pray for special intentions and have a prayer box in every classroom.
- Spiritual welfare is given a high priority in the school. There are retreats for pupils and staff and an Advent reflection.
- There is a wide range of liturgy available at the school. Mass and prayer services are held weekly and there is the opportunity for Adoration and Stations of the Cross.
- Reception Liturgy is well established and is a wonderful introduction to the spiritual life of school. Pupils from Year 6 act as sponsors for Reception children.
- Sacramental preparation is led by the school with support from the parish clergy. It is well planned and attendance by parents is good.
- Parents are invited to be involved in the prayer life of the school. They attend Mass and during Lent they have the opportunity to 'stay and pray'.
- Collective Worship is central to the life of the school and has a high priority in terms of planning, evaluating and resourcing. It is relevant and well planned. Staff provide pupils with experiences that fully engage them.
- Collective Worship is led by a number of adults across the school. They reflect on aspects of the liturgical year, explore key themes about saints and promote the virtues of the CSPP. As a result, pupils have a good understanding of the Church's year. Themes and events are planned in accordance to the liturgical seasons.

How well leaders and governors promote, monitor and evaluate the provision for Collective Worship.

- Collective Worship is well organised and planned by the headteacher and Religious Education subject lead.
- Monitoring of Collective Worship is part of the overall monitoring and evaluation schedule of the school. The evaluation of Collective Worship is shared with governors, termly, through reports and meetings with key members of staff.
- School leaders regularly elicit the view of parents after attending acts of Collective Worship. Their response is always positive.
- Governors visit the school regularly. They share in celebrations and Masses with the pupils and staff.
- The parish priest and deacon work closely with the headteacher and Religious Education subject lead to promote and evaluate the quality of Collective Worship.
- Leaders know how to plan and deliver quality Collective Worship that all pupils can access. Staff are excellent role models and guide and support pupils during Collective Worship.
- Collective Worship has a clear message and purpose. Themes for Masses and assemblies reflect the liturgical calendar to ensure pupils have a good understanding of liturgical year, seasons and feasts.

- There is a high priority placed on the professional development of staff including liturgical formation and planning for Collective Worship.

SCHOOL DETAILS

Unique reference number	116921
Local authority	Worcestershire
This inspection was carried out under canon 806 of Canon Law and under Section 48 of the 2005 Education Act.	
Type of school	Primary
School category	Voluntary Aided
Age range	5-11
Gender of pupils	Mixed
Number of pupils on roll	184
Appropriate authority	Governing Body
Chair	Marie Yates
Headteacher	Maria Miles
Telephone number	01905 421409
Website address	www.ourlady.worcs.sch.uk
Email address	admin@ourlady.worcs.sch.uk
Date of previous inspection	3 rd – 4 th March 2014

INFORMATION ABOUT THIS SCHOOL

- Our Lady Queen of Peace is a one form entry Catholic primary school. It serves the parish of St. George and Our Lady Queen of Peace, Worcester.
- The percentage of Catholic pupils is currently 69%.
- The percentage of disadvantaged pupils is well below the national average.
- The percentage of pupils with SEND is well below the national average.
- The percentage of pupils from minority ethnic origins is below the national average.
- The percentage of pupils with English as an additional language is above the national average.
- Attainment on entry is in line with national expectations.
- Since the last inspection there have been a number of significant changes. A new headteacher has been appointed, there is a new Religious Education lead, a new chair of governors and a number of new members on the governing body. The parish of Our Lady Queen of Peace is now part of a larger parish served by one parish priest.

INFORMATION ABOUT THE INSPECTION

- The inspection was carried out by two Diocesan Inspectors – Mary Daniels and Christine Finnegan.
- The focus of the inspection was on the impact, quality and leadership of the school's provision of Catholic Life, Religious Education and Collective Worship.
- The inspectors observed teaching across seven Religious Education lessons to evaluate the quality of teaching, learning and assessment. All of these lesson observations were conducted jointly with senior leaders.
- The inspectors completed a work scrutiny and held discussions with pupils to evaluate their understanding of Catholic Life, the impact of Religious Education teaching on their learning over time and their experience of Collective Worship.
- Meetings were held with the governors, which included the chair of governors, the headteacher, the Religious Education subject leader and parish priest.
- The inspectors attended a whole school Mass and undertook a learning walk to look at Collective Worship across the school, aspects of learning and teaching in Religious Education, the presentation of the Catholic Life of the school and pupils' behaviour.
- The inspectors reviewed a range of documents including the school's self-evaluation, data about pupils' attainment and progress, Analyse School Performance (ASP) data, the school development plan, the Religious Education action plan, teachers' planning and learning journals.