



# Our Lady Queen of Peace RC Primary School

Station Road, Penshaw, Houghton Le Spring, DH4 7JZ

School Unique Reference Number: **108851**

**Inspection dates:** 28 – 29 April 2014  
**Lead inspector:** Nora Hughes

|                              |                      |                    |          |
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| <b>Overall effectiveness</b> | Previous inspection: | Outstanding        | 1        |
|                              | This inspection:     | <b>Outstanding</b> | <b>1</b> |
| <b>Catholic Life:</b>        |                      | Outstanding        | 1        |
| <b>Collective Worship:</b>   |                      | Outstanding        | 1        |
| <b>Religious Education:</b>  |                      | Outstanding        | 1        |

## SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

Our Lady Queen of Peace RC Primary School is an outstanding Catholic school because:

- The Catholic Life of the school is outstanding because the mission statement is at the heart of the work of the school and is clearly put into action each day by staff, pupils, parents and governors, providing the whole community with opportunities to develop and grow in faith together.
- The Collective Worship of the school is outstanding because staff and pupils plan and lead prayer opportunities with reverence and joy. At all levels Collective Worship is modelled extremely well.
- Religious Education at the school is outstanding because pupils achieve well and enjoy their learning. Teachers use a range of stimulating resources and tasks which children describe as making lessons 'fun'.

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

- Our Lady Queen of Peace is currently an average sized primary school but it is expanding due to its popularity and the need for primary school places in the Local Authority.
- A below average proportion of pupils is known to be eligible for the pupil premium, which is additional funding for those pupils known to be eligible for free school meals, children in care of the local authority and children of service families.
- A below average proportion of pupils is supported at school action plus or has a statement of special educational needs.
- The majority of pupils are of White British heritage.
- The majority of pupils are baptised Roman Catholics.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- There has been a huge change in staffing since the last inspection but high standards have been maintained.
- A new headteacher took up appointment in September 2013.

### WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- To improve the quality of teaching and assessment in Religious Education by:
  - Ensuring best practice in teaching is shared effectively amongst staff to develop the quality of teaching and learning for all.
  - Consistently providing quality marking of work so that it gives clear guidance to pupils on how to improve their work.
  - Ensuring that pupils are given the time they need to respond to feedback in order to move their learning forward.

## CATHOLIC LIFE

### THE QUALITY OF 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.
- The quality of provision for 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 make an outstanding contribution to the Catholic Life of the school and benefit greatly from it. Our Lady Queen of Peace is a place where everyone is encouraged to play an active role in living out the mission statement of the school. They thrive in an atmosphere where everyone plays an equal part in the Catholic Life of the school.
- Pupils have a deep sense of belonging and are rightly proud of their school.
- Pupils have numerous opportunities to take on areas of responsibility in and out of school such as youth leaders, school councillors and eco councillors. Pupils are keen to play their part in these roles and do so with enthusiasm.
- Pupils participate reverently and enthusiastically in a variety of events in school, in the parish and at diocesan level.
- Regular visits from the parish priest, people in the parish and governors to share their experiences of supporting in the community, enable pupils to have an outstanding understanding of what it means to have a vocation. Pupils discuss moral issues in classes and proactively make a difference where they can in their Global Citizenship weeks and supporting a child in Ghana.
- Pupil behaviour is exemplary at all times; this is underpinned by outstanding moral, social and cultural development.
- The school provides excellent care and support, resulting in happy successful pupils who describe themselves as lucky to attend the school.

#### **The quality of provision for the Catholic Life of the school is outstanding.**

- The mission statement, 'In our school we try to practise what Jesus has taught us through His words and actions. We should love and serve one another, and treat each other with care and respect. Every day we will work hard and use the gifts that Jesus has given us.' is embedded across the curriculum and throughout school life. The whole school community is passionate about its implementation.
- A shared vision is passionately promoted by all staff, governors, parents and pupils. There is a very effective balance of challenge and support by and for all, resulting in the school's continuous improvement.
- The learning environment reflects the school's mission and celebrates the school's Catholic character with vibrant displays and prayerful spaces, in particular the beautiful school

chapel where staff, pupils, parents and governors regularly join in prayer.

- Clear policies and structures are in place to provide the highest level of care to all pupils and staff equally, whatever their level of need.
- High expectations of behaviour are promoted by all staff and pupils alike. Behaviour policies are rooted in gospel values; they encourage everyone to be responsible for an atmosphere of justice and reconciliation.
- Personal Social and Health Education is very effectively delivered through 'Statements to live by'.
- The Sex and Relationships Education programme is effectively delivered at age appropriate levels through Personal Social and Health Education sessions.

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

- The school's leadership is deeply committed to the Church's mission in the school. They have a clear vision which is shared effectively. They are an inspiration to all.
- Catholic Life is given the highest possible priority by leaders reflected in accurate school self-evaluation, due to rigorous monitoring and continual self-challenge. This ensures well planned improvements explicitly focused on the Catholic Life of the school.
- The school is extremely successful in working with parents and carers, who claim 'Communication is excellent', 'You are always made welcome' and they wouldn't consider sending their children anywhere else. They believe school leaders have been instrumental in creating a warm and welcoming atmosphere in the school.
- Governors share the headteacher and staff's passion to excel and offer excellent challenge and support where necessary. Governors are actively involved in school life running a Mother's Prayer Group, assisting with school clubs and regularly meeting with staff. The parish priest visits the school regularly, teaching the children different forms of prayer. They all play an instrumental part in the Catholic Life of the school.
- Governors are actively involved in the school's self-evaluation process. The chair and vice chair meet regularly with the headteacher to ensure continual improvement is at the heart of the work of the school. Governors also meet regularly with staff prior to governors' meetings to promote a sense of teamwork and to discuss developments in the school.

## COLLECTIVE WORSHIP

### THE QUALITY OF COLLECTIVE WORSHIP

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- 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 is outstanding.**

- Collective Worship engages all pupils' interest and inspires them to reflect and respond reverently and with joy.
- Pupils are adept at planning and leading Collective Worship for each 'Come and See' topic at age appropriate levels, going beyond the Cardiff scheme and creating their own resources. They are inventive in their approaches and choice of settings, having worked on forms of prayer with Fr Chris. The year six worship was outdoors and in year two, pupils met in the performing arts room to worship through drama. In whole school Collective Worship a prayerful atmosphere was created by careful use of music on entry to the hall.
- The children were joyous when singing favourite hymns and skilled at using sign language to accompany this. Staff and pupils were engaged and involved throughout. Children said they enjoyed planning, leading and taking part in the Collective Worship of the school and this was evident throughout all observations.
- All pupils and staff have an excellent understanding of the liturgical year through participation in Masses and seasonal celebrations. Parents and children took delight in sharing in the travelling crib initiative.
- There is a deep sense of respect for different faiths which has been promoted by visits to the synagogue alongside visits to the school from people of other faith backgrounds.

#### **The quality of provision for Collective Worship is outstanding.**

- Collective Worship is central to the life of the school, through daily staff prayer in the school chapel and acts of Collective Worship in class. Praying together is a natural part of the school day for all staff and pupils.
- The school chapel is used throughout each day by staff and pupils and fortnightly by the mother's prayer group. The Blessed Sacrament resides in the tabernacle from Monday to Friday each week and there is exposition during appropriate liturgical seasons. The chapel is deeply valued by all and treated with extreme reverence.
- The themes chosen for Collective Worship reflect a deep understanding of the liturgical year.
- Prayer opportunities are stimulating and open to all parents and parishioners, who express delight at being able to participate.
- Teachers are skilled at enabling pupils to lead Collective Worship. They have a thorough understanding of the forms prayer can take and are increasingly creative in how they pray

with pupils. They are supported very effectively in this role by the parish priest. They are all passionate about ensuring pupils have high quality experiences of prayer; under their guidance pupils have become independent in preparing Collective Worship.

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

- Leaders and managers have an expert knowledge of how to plan and deliver opportunities for prayer and they have shared this effectively with staff and pupils.
- Collective Worship is delivered in a way that is relevant to pupils, using both traditional and contemporary music and their response is outstanding.
- Continual professional development is promoted for all staff, reflecting the high priority attached to it.
- Continual improvement is at the heart of the leader's vision to ensure outstanding Collective Worship for all. Staff are highly receptive and enthusiastic about moving forward together.
- Leaders are exceptional role models for how Collective Worship should be delivered to staff, pupils and parents.
- Leaders regularly review Collective Worship throughout the school. They are keen to discuss the views of pupils and parents and quick to respond in a thorough way. Collective Worship is observed by the Religious Education leader and headteacher and feedback is given to staff to ensure it is of the highest quality. Regular parent questionnaires show a high degree of parental satisfaction. Parents appreciate the opportunity to share in the Collective Worship of the school on a weekly basis. Suggestions made by parents are listened to and form part of the school's improvement planning.
- Parents appreciate the openness of the school leadership and the warm welcome they receive in joining in Collective Worship in school and in the parish church.

## RELIGIOUS EDUCATION

### THE QUALITY OF RELIGIOUS EDUCATION

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- 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 outstanding.**

- Pupils demonstrate passion and commitment in their learning in Religious Education and view it as one of their most important lessons. Their desire to succeed and ability to grasp opportunities to extend and improve their learning are exceptional.
- Almost all pupils concentrate very well, even when working independently. Behaviour is outstanding throughout the school.
- From broadly average starting points, almost all pupils make rapid and sustained progress. They learn exceptionally well and are keen to do their best at all times. They develop a wide range of skills to great effect. In year three pupils were interpreting pieces of art and how they link to the gospels, their comments were profound, showing excellent understanding.
- Creative lessons, where children are challenged to think deeply and extend their knowledge and understanding, results in the vast majority of pupils achieving extremely well by the end of key stage two. Hot seating activities observed in year four encouraged pupils to empathise with biblical characters and make considered responses about their actions and feelings.
- Due to the state of transition in level expectations across all of diocesan schools, the current averages for attainment and progress are not reliable benchmarks. Therefore no judgement will be made in this report against diocesan averages for either attainment or progress.

#### **The quality of teaching and assessment in Religious Education is good.**

- Over time, teaching is good with some outstanding elements. The school shares good practice effectively to ensure continual improvement and consistency.
- Over time, all groups including those with special educational needs make good progress.
- Teachers have high expectations and are enthusiastic about Religious Education. They are confident in using the 'Come and See' programme to plan and deliver good lessons. Within lessons, time is usually used effectively to maximise learning opportunities.
- In the best lessons pupil's understanding is checked and timely intervention strategies used to ensure quality learning takes place.
- Tasks are usually differentiated to meet the needs of all pupils but this is not yet embedded across the school.

- The quality of marking and feedback is not consistent throughout the school. Time for pupils to respond to feedback is not always built in to ensure all pupils - especially the more able - achieve their full potential. All pupils are regularly involved in self-evaluation through use of the 'I can' statements.
- Teachers use praise and celebration of achievements very well in lessons and in celebration assemblies.

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

- Leaders analyse the provision for Religious Education rigorously to provide an accurate picture of school achievement.
- Planning for improvement is well targeted and leads to outstanding outcomes for pupils.
- Leaders demonstrate a high level of expertise in Religious Education. They are relentless in striving to deliver the best possible outcomes for their pupils. As a result teaching is at least good and often outstanding. The Religious Education leader and headteacher have identified areas for improvement and regularly deliver professional development to all staff. Religious Education is at the heart of school improvement planning and leaders are relentless in their desire to improve provision.
- The headteacher is outstanding in inspiring confidence and commitment from pupils, parents and colleagues. There is a strong belief that it is Religious Education which underpins the school's success in all areas.
- The moral and spiritual development of the pupils is outstanding, resulting in them striving to identify their own vocations.
- The Religious Education curriculum is taught using 'Come and See.' Teachers plan imaginative and stimulating Religious Education lessons which are skilfully designed to match the full range of pupils' needs and to ensure highly effective continuity and progression in their learning. Numerous links have been forged within the parish, the local and global community. The school works collaboratively with other local Catholic schools to share ideas, monitor provision and moderate work.
- Diocesan guidelines for Sacramental preparation is followed and received enthusiastically by parents and pupils.
- Governors are active at all levels throughout the school; they meet regularly with leaders and they are extremely supportive and equally challenging. They are ambitious and determined that the pupils will achieve the highest possible standards.
- Religious Education is extremely well resourced in terms of staffing, physical resources, capitation and curriculum time when compared with other core curriculum subjects within the school.



## SUMMARY OF INSPECTION JUDGEMENTS

**HOW EFFECTIVE THE SCHOOL IS IN PROVIDING CATHOLIC EDUCATION:**

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**CATHOLIC LIFE:**

**1**

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

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

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

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**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.

1

**RELIGIOUS EDUCATION:**

**1**

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

1

The quality of teaching and assessment in Religious Education.

2

How well leaders and managers monitor and evaluate the provision for Religious Education

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## SCHOOL DETAILS

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| <b>School name</b>   | Our Lady Queen of Peace RC Primary School |
| <b>Unique reference number</b>   | 108851                                    |
| <b>Local authority</b>   | Sunderland                                |
| This Inspection Report is produced for the Rt. Reverend Séamus Cunningham the Bishop of Hexham and Newcastle Diocese, (c.f. Code Canon Law, 804, 806), and for the Governing Body of the school (Education Act 2005, Section 48). The inspection schedule follows criteria set by the National Board of Advisers and Inspectors. |   |
| <b>Chair of governors</b>  | Mr John Hindmarch                         |
| <b>Head teacher</b>  | Mrs Barbara Reilly-O'Donnell              |
| <b>Date of previous school inspection</b>  | December 2006                             |
| <b>Telephone number</b>  | 0191 3823081                              |
| <b>Email address</b>   | Olqop.primary@schools.sunderland.gov.uk   |