

Our Lady Queen of Heaven Catholic Primary School

Inspection report

Unique Reference Number	126044
Local Authority	West Sussex
Inspection number	359996
Inspection dates	11–12 January 2011
Reporting inspector	Linda Kelsey

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	324
Appropriate authority	The governing body
Chair	Elizabeth Hayler
Headteacher	Vince Burke
Date of previous school inspection	17 November 2009
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Introduction

This inspection was carried out by three additional inspectors. During the inspection, 17 teachers and 19 lessons were observed. Inspectors held meetings with groups of pupils, members of staff and members of the governing body, and they scrutinised the pupils work and some of the schools documentation. The inspection team also reviewed questionnaires from staff, pupils and 81 parents and carers. The inspection team reviewed many aspects of the schools work. It looked in detail at a number of key areas.

- If achievement is high enough to ensure that all pupils, particularly more-able pupils and those with special educational needs and/or disabilities, make good progress throughout the school.
- Whether teaching and learning is sufficiently challenging for all groups of pupils and takes into consideration their different learning needs.
- If the schools leaders and managers have focused on the correct priorities for the school and whether there is sufficient capacity to maintain continued improvement in the future.
- If the Early Years Foundation Stage has improved enough to give the children a better start to their education.

Information about the school

This large, culturally diverse Catholic school admits pupils from a wide catchment area and range of different faiths and backgrounds, including a high proportion of Muslim children from Indian and Pakistani heritage. An above-average number speak English as an additional language. The proportion of pupils known to be eligible for free school meals is below the national average. There are proportionally more girls than boys in the school. An above-average proportion of pupils are identified as having special educational needs and/or disabilities. These pupils needs relate to speech, language, communication and behavioural difficulties. Children start the school in one of two Reception classes. There are two mixed-age classes in Years 1 and 2 and Years 3 and 4. The school was given a notice to improve at the time of the last inspection in November 2009. Two teachers left the school in July 2010. The school has received the foundation level of the International School Award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

This is a good school. It has some outstanding aspects including pupils spiritual, social, moral and cultural development and the extent to which its pupils feel safe. Over time, it is rapidly improving the attainment of pupils and the progress they make at school. Pupils behaviour is outstanding. The effective senior leaders and the governing body have put in place rigorous and challenging procedures to ensure that the quality of teaching improves so that pupils will make the best progress possible. They have ensured that the school has good-quality resources and spaces where teachers and pupils can work well together. This was evident in the Early Years Foundation Stage where the outside work area has been covered and protected so that children can spend more time choosing to play and work outside.

Good and well-analysed school data indicate that pupils attainment is rising as pupils move through the school. This initially occurred in English, but is now happening in other subjects as the school works hard to devise a creative curriculum which will interest and engage all pupils. The school recognises that broadly average attainment is not high enough. Almost two thirds of lessons seen were good or better and some were outstanding. While progress is not consistently good in all areas of the school, because of the slower pace of some lessons, the monitoring of teaching and the modelling of outstanding practice from some teachers is rapidly improving the relatively weaker teaching.

Safeguarding procedures and the care, guidance and support for pupils, including those most vulnerable, are outstanding. All groups receive very good support from teachers and their assistants who work hard to ensure that all pupils have the same good opportunities to learn and do well.

The good teaching, creative curriculum and outstanding care, guidance and support mean that pupils enjoy school and many are now achieving their potential. Through good self-evaluation, the leadership team has acted swiftly to respond to concerns raised at the last inspection and has tackled the areas identified for improvement well. With the increased emphasis on improving teaching and learning, raising attainment, as well as the much improved governing body, the school has a good capacity for further improvement.

What does the school need to do to improve further?

- Accelerate progress throughout the school to raise attainment by sharing and further developing the high-quality teaching seen in some parts of the school, so that all lessons move at a good pace.

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Outcomes for individuals and groups of pupils

2

Pupils achievement and enjoyment of school are good because of the exceptional care and support as well as the good teaching that they receive. All groups of pupils do well including those with special educational needs and/or disabilities as well as those who are more able. Pupils start school with skills that are below the levels expected for their age, but by the end of Key Stage 2, pupils attainment is broadly average, and this improved last year to just above average in English. This is a rapidly improving picture. This year, more-able pupils are successfully reaching above average attainment in English and mathematics. All pupils are developing basic skills, which is preparing them well for their future lives. This was evident in the writing in their topic books and when using the computers. They show a very keen interest in their work, high levels of enthusiasm and work steadily in class at a good pace when asked. This was seen in a mathematics lessons where pupils were clearly inspired by learning new strategies to halve and double numbers. Progress is not as good when lessons lack a good pace. Due to good-quality marking and feedback from teachers, pupils know what to do to improve their work and they respond positively to suggestions made to them.

Behaviour is outstanding across the school and, when asked, all pupils said they feel very safe, expressing confidence that if they have a problem someone in the school will sort it out for them. Pupils adopt healthy lifestyles well and know what constitutes a healthy diet, although this was not always evident in their lunch boxes. They willingly take on responsibilities and represent each class through a school council which puts forward ideas to the schools managers. Attendance is above average and pupils are generally punctual at school.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Well-planned lessons, based on strong and accurate assessment information, are driving up attainment. Teachers have a clear idea of how to plan for the next stages of learning because of their thorough and detailed assessments and good marking. They use their secure subject knowledge to plan interesting and exciting work for pupils. The few times when teaching was only satisfactory were when the pace slows, because teachers ask pupils to repeat something they have already done, or when pupils spend too much time listening to instructions.

The new creative curriculum is designed to meet the needs of the pupils more closely, although it is not yet fully embedded throughout the school so that it has the most impact. Nevertheless, it ensures that pupils study through a topic-based approach enabling them to, for example, use their geographical, scientific and historical skills linked to a theme. This excites them into learning with one pupil claiming it is brilliant here. Information and communication technology (ICT) is used well and many pupils have good ICT skills. A good range of extra-curricular activities are offered to pupils.

The care, guidance and support of pupils are outstanding because the systems in place to support all pupils, especially the most vulnerable, are robust. Good attention has been given to ensuring attendance at school has improved

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These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The collective responsibility and clear driving ambition by all leaders across the school to bring about school improvement has made this school successful at raising attainment in a relatively short time, although the school realises that there is more work to do. The school has been successful in accelerating pupils progress of pupils because of the calm and single-minded approach of senior leaders who are very focused on continuous improvement; targets for school improvement have been realistic but challenging. With the support of all teachers and middle leaders, there has been a realisation that changes were needed. Through robust modelling of good teaching, teachers are increasingly more effective in their classrooms and pupils progress has improved. The robust and thorough procedures for the safeguarding of pupils are outstanding.

The governing body is effective and more involved in monitoring the work of the school. The governors have a good understanding of assessment data and have made a strong contribution to school improvement by evaluating the schools strengths and weaknesses. The school has developed good partnerships with outside agencies and more locally. This has made a strong contribution to community cohesion with pupils being actively engaged in the local community. Quite correctly, the school has plans to extend this work further afield to ensure pupils have the widest understanding of our culturally diverse society. A good start has been made with the foundation level of the International School Award. Equality of opportunity has a high priority. The school has clearly identified different groups of learners and, while not yet fully consistent with getting the best progress for all, it has given good support in class to all different groups. There are good communication systems between home and school which the majority of parents and carers value.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The overall effectiveness of the Early Years Foundation Stage is good because most children are making good progress. Consequently, most are achieving at least average standards by the end of the Reception Year. Their personal and social skills are good and they get along well with each other and respond well to the activities planned for them. As a consequence, they quickly settle and work well in groups or individually. The quality of the provision is good; teachers have very good subject knowledge and plan with the children a range of exciting activities both inside and outside the classroom, focusing on reading, writing and number work whenever opportunities arise. An example of this was the children's idea to turn the hut outside into a ticket office to link with their project on transport. Children choose from a wide range of opportunities offered such as riding bikes, painting, writing and playing in the role-play areas. There is a buzz and harmony across all classroom spaces, which is evident in the interest taken in the doctors surgery which had a backlog of patients waiting for treatment.

When asked to take part in adult-led activities, children willingly respond showing their rapidly developing language, communication and numeracy skills. Children have very good attitudes to work; their behaviour is outstanding. There were squeals of delight as they solved computer problems posed to sort real words from nonsense words and many children demonstrated adept skills at using the interactive whiteboard and reading simple words. The leadership of the Early Years Foundation Stage is good, the teaching team has good assessment procedures and relationships are very strong between adults and children and amongst adults. The teachers are good at identifying the strengths and weaknesses of the provision and the improved outside area has had a good impact on children's progress. There is a very good focus on the care and welfare of the children both when learning inside and outside the classroom, and work is based on the good use of assessment information. There are good links with parents and carers who meet

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teachers regularly and they are able to take an active part in assisting their children to settle at school and in supporting them with learning basic skills such as reading.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents and carers were most positive about how much their children enjoy school, and how well the school informs them about their progress and ensures they are safe. Inspectors agree with all these comments. Some were negative about how the school deals with unacceptable behaviour, how it meets individual needs and whether their child is prepared well enough for the next stage of education. During this inspection, the inspection team found no evidence to support these views, and found pupils behaviour to be outstanding and arrangements for pupils when moving school to be well organised. It also judged that the school meets the needs of individual pupils well through its special educational needs support programme and the good use of teaching assistants.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Our Lady Queen of Heaven Catholic primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 81 completed questionnaires by the end of the on-site inspection. In total, there are 324 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	45	56	35	43	1	1	0	0
The school keeps my child safe	52	64	28	35	0	0	1	1
My school informs me about my child's progress	42	52	37	46	2	2	0	0
My child is making enough progress at this school	26	32	46	57	5	6	3	4
The teaching is good at this school	30	37	44	54	3	4	1	1
The school helps me to support my child's learning	35	43	36	44	8	10	0	0
The school helps my child to have a healthy lifestyle	32	40	45	56	2	2	2	2
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	27	33	38	47	4	5	2	2
The school meets my child's particular needs	24	30	43	53	6	7	2	2
The school deals effectively with unacceptable behaviour	28	35	39	48	5	6	3	4
The school takes account of my suggestions and concerns	20	25	45	56	9	11	2	2
The school is led and managed effectively	31	38	37	46	9	11	0	0
Overall, I am happy with my child's experience at this school	44	54	31	38	3	4	2	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



13 January 2011

Dear Pupils

**Inspection of Our Lady Queen of Heaven Catholic Primary School, Crawley
RH11 7PZ**

It was a pleasure to meet you all. Thank you for making us so welcome at your school. We enjoyed talking to many of you while at school and we promised to tell you what we found out.

Your school is good because many of you are making good progress in all your work and because most of you behave so well at school. Many of you will realise that this is a vast improvement since your last inspection. Your headteacher and his staff have worked very hard to ensure that your school is safe, that teaching is good and that you have many new resources to work with. Your parents and carers should be very proud of all of you because of your outstanding behaviour and improved attitudes to work. Your teachers are able to concentrate on planning lessons and many of you help them do this, so that the work is more interesting and great fun. It is not surprising that so many of you told us how happy you were at school and, more importantly, that you feel very safe there.

We have asked the school to make sure that more of you experience some of the outstanding teaching in the school so that many more of you can achieve higher levels in English and mathematics. We hope all of you will help here and maintain your good behaviour, abundant energy and enthusiasm so that your time at school continues to be successful. I wish you all the best for the future.

Yours sincerely

Linda Kelsey

Lead inspector

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