

Our Lady Queen of Peace Catholic Primary School

Inspection report

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| Unique Reference Number | 104935 |
| Local authority | Sefton |
| Inspection number | 377148 |
| Inspection dates | 21–22 June 2012 |
| Lead inspector | Stephen Rowland |

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

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| Type of school | Primary |
| School category | Voluntary aided |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 128 |
| Appropriate authority | The governing body |
| Chair | Fr William Simpson |
| Headteacher | Jackie Travers |
| Date of previous school inspection | 2 December 2008 |
| School address | Ford Close Litherland Liverpool L21 0EP |
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Introduction

Inspection team

Stephen Rowland

Additional inspector

This inspection was carried out with two days' notice by one additional inspector. He observed eight lessons taught by four teachers. In addition, he visited short sessions for guided reading and phonics (the sounds that letters make) and listened to children read. Meetings were held with a group of pupils, the Chair of the Governing Body and members of the school staff. The inspector observed the school's work and looked at a number of documents, including the school development plan, records of pupils' attainment and progress and minutes of meetings of the governing body. During the inspection, the responses to 44 parental' and carers' questionnaires were analysed along with those completed by staff and pupils.

Information about the school

This is a smaller-than-average primary school. The proportion of pupils known to be eligible for free school meals is well above the national average. All pupils have a White British background and none are at an early stage of learning English as an additional language. The proportion of disabled pupils and those who have special educational needs is above average. However, the percentage of pupils with a statement of special educational needs or who receive help from outside the school (school action plus) is close to average. The school meets the government's floor standard which sets the minimum levels for pupils' attainment and progress.

The school has Healthy School status and Extended School status.

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 | 2 |
| Achievement of pupils | 2 |
| Quality of teaching | 2 |
| Behaviour and safety of pupils | 1 |
| Leadership and management | 2 |

Key Findings

- This is a good school. It has a number of significant strengths. It is not outstanding because there are some inconsistencies in teaching. Provision and achievement in the Early Years Foundation Stage are outstanding. The school is highly regarded by a very large majority of parents and carers. It is a closely knit community in which all children are well known and their needs are met successfully.
- Achievement is good. Children make outstanding progress in the Early Years Foundation Stage. Progress is good in Key Stages 1 and 2 and attainment at the end of Year 6 is close to the national average. Progress and attainment in reading is very strong. Disabled pupils and those with special educational needs make progress which is at least in line with that of their peers.
- Teaching is good with a significant proportion of outstanding practice. Most lessons are lively and stimulating. Assessment information is used thoroughly to plan lessons. Marking is very supportive and makes clear to pupils how to improve their work. Teaching assistants are deployed very effectively to help pupils to learn. There are some inconsistencies regarding the pace of learning and opportunities for teachers to check on pupils' learning.
- Behaviour is outstanding. Pupils are considerate and polite. They have an excellent attitude to learning and this contributes greatly to the school's success. Bullying is very rare and is dealt with swiftly. Pupils feel very safe in school. Attendance is improving and is now close to the national average for primary schools.
- The headteacher and staff have a relentless focus on improvement. There is a clear unity of purpose which is shared by all staff and governors. Teaching is managed effectively and performance has improved steadily. The curriculum is broad and varied and offers pupils a range of engaging and enjoyable activities.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by:
 - ensuring that lessons have a brisk and business like pace throughout
 - making sure that there are regular opportunities during lessons to check on pupils' understanding and to deal with any misconceptions
 - allowing more frequent opportunities for pupils to discuss and share their learning with their peers.

Main Report

Achievement of pupils

Pupils achieve well and there are no significant gaps between the progress of different groups of pupils. The school tracks the progress of pupils carefully and lessons are planned which closely match their particular needs. Disabled pupils and those with special educational needs are provided with timely and effective programmes of support and make progress which is at least in line with that of their peers. Pupils whose circumstances may make them vulnerable often make outstanding progress as a result of the school's caring and supportive ethos.

Children enter the Early Years Foundation Stage with skills which are generally well below those expected for their age. They make outstanding progress in this key stage thanks to a stimulating and exciting environment and thoughtful, well-organised teaching. They enter Key Stage 1 as capable and independent pupils.

Good progress is maintained throughout Key Stage 1 and Key Stage 2. Attainment at the end of Key Stage 2 was close to the national average in 2011 and attainment in reading was particularly strong. The school is developing a tightly structured programme for the development of language and mathematical skills and this is having an impact on pupils' learning. Attainment and progress are improving rapidly.

Pupils have excellent attitudes to learning and appreciate the many carefully planned and engaging lessons they take part in. They respond particularly well to carefully structured lessons which maintain a brisk pace and a sense of fun. In an outstanding literacy lesson, for example, Year 1 and 2 pupils learnt how to use phonic skills to read with expression. The lesson was planned meticulously so that the tasks provided were closely matched to the points to be learnt and pupils were constantly asked to reflect on and to explain what they had learnt. Children were invited to role play the 'Hairy Fairy' and to find interesting and appropriate words to explain the character's thoughts and feelings. Learning was brisk, active and fun. Progress in reading and spelling is good and improving rapidly as a result of regular and systematic phonics and guided reading sessions. Attainment in reading is now above average at the end of Year 2 and when pupils leave school at the end of Year 6. Almost all parents and carers who responded to the questionnaire felt that their child made good progress in school.

Quality of teaching

Teaching is good and there are examples of outstanding practice throughout the school. The best classroom practice is shared effectively. All parents and carers who replied to the questionnaire agreed that teaching is good. The school has successfully established a thorough process for tracking pupils' progress.

Lessons are lively and enjoyable. In the very best lessons learning is carefully structured and pupils are kept engaged through the use of the unexpected. In a highly effective mathematics lesson, for example, Year 5/6 pupils were continually challenged to take on more complex and difficult tasks by the 'Maths Meddler'. This meant that pupils remained fully involved and were encouraged to develop their skills at measuring the area of triangles. Teaching assistants are fully involved in the process of planning and delivering lessons. This is particularly so in the Early Years Foundation Stage where all staff are skilled at conversing with children and directing and supporting their learning. In a few lessons learning is not structured so tightly and the pace of learning is not as strong. Occasionally, there are insufficient opportunities for pupils to develop their understanding by sharing their thinking with their peers. This limits chances for teachers, and pupils themselves, to spot any possible misunderstandings and points that have been missed. The school's system for assessing pupils' progress is clear and effective. So, lessons are increasingly well planned to meet pupils' learning needs and ensure rapid progress. Marking is helpful and helps pupils to understand what they need to do to improve. Older pupils are fully aware of their National Curriculum levels and can explain clearly what they need to do to reach the next level.

The curriculum is well adapted to ensure that pupils make progress in all subjects. Literacy and mathematical skills are taught in a thorough and systematic way. Pupils gain from the school's extensive provision in information and communication technology. Teaching contributes well to pupils' spiritual, moral, social and cultural development. Children learn to work and play together in a close and supportive community. Pupils have learnt the importance of respect and consideration for others.

Behaviour and safety of pupils

Pupils' behaviour in lessons and around the school is outstanding. Pupils say that the school has a family feel and that they look after each other. They are very proud of the school's harmonious atmosphere and adopt considerate and polite conduct. Consequently, they feel very safe in school. Parents and carers agree with this. All those who responded to the questionnaire agreed that their child is safe in school. Behaviour has been characteristically outstanding over time and records show that there have been no exclusions over recent years. The school has a very clear and consistent approach to behaviour management. Pupils understand this and appreciate the rewards they receive for excellent conduct.

Attendance has risen steadily in recent years. It is now average for primary schools nationally although a small number of long-term absentees have had a significant impact on the school's attendance figures. Many parents and carers commented on how much their child enjoyed attending school. One typical comment was, 'My child enjoys school and does not like to be off - even during the school holidays.'

Pupils say that there is almost no bullying and that any that does occur is dealt with swiftly and effectively. Pupils have a good understanding of the various forms that bullying can

take and are willing to confront them. Many parents and carers expressed their appreciation of the school's caring character and how their child's particular needs are catered for. One parent of a child with health care needs commented, 'We feel at ease knowing that he is thriving in school and that he is so well looked after.' Pupils say that there is always an adult they can turn to if they are worried about anything. They value the 'Pickle Box' which allows them to make their concerns known to staff. All pupils expressed confidence that any problems are dealt with. Pupils know how to recognise an unsafe situation. They are mindful of road safety and know how to look after themselves and others.

Leadership and management

Staff work closely together with a common sense of purpose and direction. They share a determination to achieve the best for pupils. The headteacher provides a strong sense of commitment and energy and has enabled staff to feel involved and energised. School leaders at all levels are fully involved in evaluating the school's effectiveness and planning for improvement. Programmes of professional development help staff to develop their knowledge and skills and performance is managed effectively so that staff can achieve their best. An experienced and active governing body serves the school well. It provides valuable support when required but will not shrink from asking difficult questions when needed. Teaching is monitored and evaluated systematically and the school's self-evaluation is honest and clear. There is strong evidence of the positive impact of the school's drive to improve teaching and to raise attainment, and the school has been successful in dealing with the issues raised in the previous inspection report; these successes demonstrate that there is a good capacity to achieve further improvement.

The school has a close relationship with parents and carers and many express how much they value the support and concern the school shows. Many state that each child is known as an individual and that they are well supported to meet their own particular needs. One parent commented, 'The teaching staff always have time to spend with my child and get to know him as an individual.' The promotion of equality of opportunity is good and any gaps in performance are tackled effectively. The performance of the more-able pupils, for example, has improved strongly as a result of the school's strategies. Safeguarding systems, which ensure the safety and security of pupils, are thorough and robust.

The school's curriculum is good. The basic skills of literacy and numeracy are systematically developed and pupils also benefit from a broad variety of extra-curricular and enrichment activities. A residential experience is particularly valuable in developing pupils' confidence and self-esteem. Links with the church and a number of local community groups help to extend pupils' knowledge and understanding of others. Pupils' recent participation in an event to welcome the Olympic torch to Crosby helped to extend their awareness of the global community they are part of. Pupils' spiritual, moral, social and cultural development is strong.

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 | 54 | 42 | 2 | 2 |
| Primary schools | 14 | 49 | 32 | 6 |
| Secondary schools | 20 | 39 | 34 | 7 |
| Special schools | 33 | 45 | 20 | 3 |
| Pupil referral units | 9 | 55 | 28 | 8 |
| All schools | 16 | 47 | 31 | 6 |

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

Common terminology used by inspectors

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|----------------------------|---|
| Achievement: | the progress and success of a pupil in their learning and development taking account of their attainment. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Attendance | the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance. |
| Behaviour | how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school. |
| Capacity to improve: | the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Floor standards | the national minimum expectation of attainment and progression measures |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the governors and 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: | inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. |
| 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. |
| Safety | how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning. |

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.



25 June 2012

Dear Pupils,

Inspection of Our Lady Queen of Peace Catholic Primary School, Liverpool, L21 0EP

Thank you for making me so welcome on my recent visit to Our Lady Queen of Peace. I am particularly grateful to those of you who agreed to meet me during your lunch hour. Thank you also to those of you who completed the questionnaire. Your comments were extremely helpful.

Yours is a good school with some great strengths.

- You make good progress and your attainment in all subjects is improving.
- Your behaviour is outstanding and you feel very safe in school.
- Everyone is treated as an individual and you all get on well together.
- Your teachers provide you with interesting lessons which help you to enjoy learning.
- The headteacher, staff and governors are determined to make your school even better.

To help the school to improve further it has been asked to make your learning even better by:

- making sure that all lessons move on quickly so that you can learn as much as possible
- allowing you frequent opportunities to pause and check that you know what to do and to deal with any misunderstandings
- giving you regular opportunities in lessons to share your ideas with one another.

You are very proud of your school. Please help it by keeping up your hard work and outstanding behaviour.

Yours sincerely

Stephen Rowland
Lead inspector

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