

Our Lady Queen of Heaven Roman Catholic Primary School

Victoria Drive, London, SW19 6AD

Inspection dates 26–27 September 2012

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school

- Teaching is outstanding, and leads to outstanding progress for all groups of pupils. Teachers have high expectations, and skilful questioning deepens the pupils' understanding.
- Children get off to an excellent start in the Early Years Foundation Stage. Careful and accurate assessments ensure that they make rapid progress.
- By the time they reach the end of Year 2, their attainment is above that reached by pupils in most schools.
- By the end of Year 6, attainment is well above the national average.
- Pupils' behaviour is outstanding. Pupils show considerable care and respect for each other, and have well-developed values about how each person should be treated the same. They have extremely positive attitudes towards school and thoroughly enjoy learning new things.
- Pupils from different groups, including recently arrived pupils who speak little English, as well as pupils with additional funding, make better than nationally expected progress.
- Disabled pupils and those with special educational needs are taught very effectively and as a consequence also make excellent progress.
- Leaders and managers, through the direction of the highly regarded headteacher, have helped shape the school's progress. Changes in staffing and improvements to the environment and building have all contributed to improvements in the quality of teaching.
- Opportunities to find out about a wide range of topics and themes, along with many visits and after-school classes, contribute to the pupils' outstanding achievement and their spiritual, moral, social and cultural development.

Information about this inspection

- Inspectors observed teaching in each class. They visited 23 lessons or part lessons and observed 10 teachers.
- Joint observations were conducted with senior leaders, including a joint learning walk which involved brief visits to lessons. In addition, inspectors conducted a joint work scrutiny with a senior leader to examine the work in pupils' books.
- Inspectors scrutinised a range of documents, including the school's self-evaluation and school improvement plan.
- Inspectors listened to pupils read, met with different groups of pupils, interviewed a sample of staff, and spoke to groups of parents.
- The views of parents were also sought at the start and end of the school day, and through the school's own surveys. There were 37 responses to Parent View.

Inspection team

Brian Netto, Lead inspector

Additional inspector

Lily Evans

Additional inspector

Kewal Goel

Additional inspector

Full report

Information about this school

- This is an average-sized primary school.
- The majority of pupils are from minority ethnic backgrounds, and many speak English as an additional language. The largest ethnic group consists of pupils of White British heritage.
- A broadly average proportion of pupils are eligible for the pupil premium, which provides additional funding for children in local authority care and pupils known to be eligible for free school meals.
- The proportion of pupils supported through school action is below average.
- The proportion supported at school action plus or with a statement of special educational needs is above average.
- The school exceeds the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- By June 2014, improve the quality of feedback to pupils in the foundation subjects, other than reading, writing and mathematics, in order to develop subject skills, so that progress is in line with that achieved in these subjects.

Inspection judgements

The achievement of pupils

is outstanding

- Children in the Early Years Foundation Stage make outstanding progress from starting points which are below those typical for their age. Teachers provide a wide range of stimulating activities which include guided learning, investigations and activities which the children choose themselves. Adults keep detailed records of the children's achievements to ensure that they make the best possible progress.
- Attainment in reading, writing and mathematics is above the national average at the end of Key Stage 1, and well above at the end of Key Stage 2. Pupils make outstanding progress.
- Pupils' language is developed particularly well across the school. In the Nursery, signing ensures that all children are included in the activities, including those who speak little English. Across the school, pupils read widely; one Year 6 pupil informed the inspectors, 'My favourite author is Shakespeare, and I enjoy reading Romeo and Juliet.'
- Pupils who speak English as an additional language receive excellent support, so they very quickly engage with the different subjects, and make rapid progress. One parent told the inspectors, 'My child started with no English in the Nursery, and is now speaking English well in the Reception class.'
- Disabled pupils and those with special educational needs achieve well because the school assesses their needs at an early stage, and plans support to meet these needs. Adults receive targeted training, and this helps them provide well-balanced support for these pupils.
- Pupils at risk of not performing well also make outstanding progress. As a result of outstanding teaching and excellent support, all groups of pupils make outstanding progress, including pupils eligible for the pupil premium.
- Pupils benefit from high quality learning and activities which are well adjusted to their different needs. Pupils in Year 4 enjoyed undertaking a practical investigation of three-dimensional shapes and, as a result of high challenge and regular feedback, made rapid progress in their learning, and confidently explained what new learning had taken place.
- A small group of more able pupils in Year 6 were given a series of stimulating challenges which they relished, and they were quickly absorbed in trying to determine multiples and factors from a sequence of numbers. Careful questioning and high expectations helped them gain confidence in talking mathematically about their learning and making rapid progress.
- Pupils make good progress in their other subjects, such as art and geography, and apply their skills in reading, writing, mathematics and information and communication technology (ICT) well. However, the quality of feedback they get from teachers is more variable in these foundation subjects and, as a result, their subject-specific skills are less well developed.

The quality of teaching

is outstanding

- Teaching is outstanding. It is characterised by skilful questioning by the teachers, well-timed interventions which help to identify any misunderstanding, and high expectations.
- Children in the Early Years Foundation Stage are well supported by teachers and other adults, and a stimulating environment engages their interest both inside and outside the classroom.
- The teaching of phonics (letters and the sounds they make) helps to ensure that pupils' skills in reading are well developed, and leads to outstanding progress. Pupils in Year 1 are able to use the phoneme 'ch' and apply it to words they have not previously seen. High expectations and effective questioning by the teacher ensured that they made rapid gains in their learning.

- Pupils supported under the premium pupil initiative are taught very effectively. Work matched to their abilities engages their interest. Teaching of disabled pupils and those who have special educational needs is strong, with support provided at just the right level. Excellent use is made of information and communication technology (ICT) to support learning. Adults other than teachers provide effective focused support in class and with small groups outside of class.
- ICT is used extensively in classrooms to enhance the learning. Teachers make full and effective use of interactive whiteboards, visualisers (which project images onto a screen) and video playback to provide immediate feedback to pupils on the quality of their learning. For example, pupils were able to view their own performance during a gymnastics session, and this helped them to assess how well they were doing and make changes to improve this.
- Teaching of the subjects across the curriculum helps pupils link their learning through a range of interesting topics and themes. Pupils in Year 6 made effective use of primary and secondary sources to help them find out what life was like for poor children living during the Victorian era. Careful matching of the work to the pupils' different needs and a brisk pace, with the teacher regularly checking on the learning, ensured that pupils developed an excellent understanding of different types of evidence.
- Teachers provide regular and detailed feedback on how well the pupils are doing, particularly in English and mathematics. Feedback in other subjects is sometimes more varied, and does not always provide sufficient guidance on what they need to improve.

The behaviour and safety of pupils are outstanding

- 'This is a brilliant school that treats every child as an individual, with an expectation from all that the best will be achieved from your child in a caring, supportive environment.' This comment from one parent reflects the views expressed by many others. It also helps to explain why the pupils' behaviour is exemplary.
- The involvement of all is reflected in the way that pupils show a great deal of respect and care for each other. Year 6 pupils act as mentors and role models for the younger ones, for example, helping them whilst they eat at lunchtime.
- Pupils are very sensitive to discriminatory language. Year 6 spoke of how the successes of athletes like Oscar Pistorius during the recent Paralympics inspired them. They spoke about how everyone is equal and how this confirmed their beliefs in the equality of all people, and how all people can succeed and be role models. 'Everyone is equal, able or disabled, everyone is the same.' This has helped them to challenge inappropriate language.
- This strong belief in equality ensures that incidents of bullying are rare. The school keeps meticulous records of incidents and takes swift and decisive action to remedy them. As a consequence, the school has been successful in reducing the number of incidents.
- Pupils are well aware of risks and are taught how to be safe. For example, they showed an excellent understanding of safety during gymnastic sessions, and are taught about safe use of the internet, so that they can make full use of the school's learning platform to complete homework.
- The school has effective systems to support pupils whose circumstances make them vulnerable. The 'Our Space' (Family Action) facility provides confidential advice for families and is valued for the support it provides during difficult times.
- Attendance is well above the national average. The school does everything it can to make learning fun and engaging, so that pupils want to come to school.

The leadership and management are outstanding

- The school is extremely well led by a strong and experienced headteacher. Her resolute and determined approach to ensuring the best for all the pupils has embraced all partners in a

common ambition for continuous improvement. She is highly regarded by parents and within the local community, and her skills are used to support leadership development in other schools.

- This is a high performing school on a journey of continuous improvement. The school makes effective use of a wide range of partners, including the local authority and diocesan advisers, as well as local school networks. The local authority needs only offer a very light touch in support of this school. Indeed, it draws on the school's expertise as part of its vanguard group of schools, leading school improvement across the borough.
- The leadership team makes effective use of pupil progress data. This is thoroughly analysed to identify any gaps in achievement, and supports the professional development of staff.
- 'I'm incredibly proud to be part of such an amazing school. All staff go the extra mile, are patient, thoughtful and strive for the best for every child. Children are challenged, supported and valued, all underpinned by a Catholic ethos.' Many staff echoed this view expressed by one of their colleagues.
- The high response rate to the staff survey, all of which were extremely positive about the school and the opportunities provided for their professional development, is an indicator of how well the leadership team have ensured an inclusive approach to improvement.
- Teacher performance is supported by well-targeted opportunities for professional development, such as opportunities to teach in other year groups to give them wider experience of primary school teaching. These have significantly enhanced the quality of teaching.
- Themes and topics are planned carefully so that there is some continuity in learning across the different age groups. Planned activities include opportunities to undertake visits and to learn outside the classroom, and themes which are relevant to the interests and needs of the pupils. As such, these make an outstanding contribution to the pupils' spiritual, moral, social and cultural development.
- **The governance of the school:**
 - is highly effective. The governing body plays a full role in the school's continuing improvement, for example, through the recent changes to the senior team, with the appointment of an assistant headteacher to boost the leadership
 - provides support and challenge, and works closely with other partners to shape the strategic direction of the school
 - ensures that pupils and staff are kept safe, statutory duties are met and that financial resources, including the pupil premium, are managed effectively.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	101051
Local authority	Wandsworth
Inspection number	402843
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Number of pupils on the school roll	258
Appropriate authority	The governing body
Chair	John O'Reilly
Headteacher	Angela Pitcher
Date of previous school inspection	4–5 October 2007
Telephone number	020 87887420
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