

# Our Lady Queen of Peace Catholic Primary School

Ford Close, Litherland, Liverpool L21 0EP

**Inspection dates** 24–25 November 2015

**Overall effectiveness** **Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is a good school

- The school is well led. The headteacher and newly appointed deputy headteacher have established a very positive learning environment and have high expectations for staff and pupils.
- Teaching is consistently good. Teachers and other staff know the children very well. Pupils' work is assessed regularly so that teachers can check on the progress being made by all pupils.
- Pupils make strong progress in all subjects across the school from their different starting points.
- Disadvantaged pupils, disabled pupils and those who have special educational needs make good progress because of the focused support they receive.
- Pupils' spiritual, moral, social and cultural development is promoted very well across the curriculum.
- Teaching and learning in the early years is good. Children make good progress from their starting points and are ready for the next stage in their learning when they enter Year 1.
- Pupils are happy and feel safe. They have a very good understanding of bullying but say that it rarely happens in school. Parents agree that pupils are happy and feel safe.
- Governors are committed and supportive. They visit the school regularly and are well known by staff and pupils.
- Pupils behave well in all areas of the school. They are proud members of the school and are polite and respectful to staff and to each other.

### It is not yet an outstanding school because

- Not all governors are fully aware of the specific priorities for school improvement.
- Action plans are not always focused sharply enough for governors to be able to measure the impact of school improvement activities.
- Leaders' actions have not addressed low attendance, for a small minority of pupils, well enough.

## Full report

### What does the school need to do to improve further?

- Improve the effectiveness of leadership and management by:
  - ensuring that all governors become more familiar with whole school assessment information and understand how this helps to inform priorities for school improvement
  - developing school action plans so that the impact of improvement measures is clearer and easier to measure.
  
- Work closely with families and other authorities to improve low attendance.

## Inspection judgements

### Effectiveness of leadership and management is good

- The headteacher and new deputy headteacher work tirelessly to provide a welcoming, safe and happy environment, which enables pupils to enjoy their experience and achieve well. Along with other senior leaders and governors, the headteacher has developed a culture of high expectations that is shared by all staff and pupils.
- Teachers' performance is managed effectively. Targets set for teachers are based on whole school priorities and their performance is managed by observing lessons, monitoring work in pupils' books and considering the progress made by pupils in different subjects.
- Subject leaders ensure that priorities for improvement within their subjects are shared with all staff and that weaker areas are effectively tackled. They share demonstration lessons with other teachers and observe lessons around the school to ensure that priorities are being addressed. Teachers, as well as support staff, receive the training they need in order to challenge pupils to achieve well.
- Pupil premium funding is used effectively. Leaders monitor the progress of disadvantaged pupils closely and ensure that they receive the support they need to make good progress. Consequently, disadvantaged pupils make strong progress across the school.
- Leaders ensure that pupils have a good understanding of British values. For example, they have learnt about the monarchy, and completed a study of the Queen when she became the longest serving monarch. They also democratically elect members of the school council. Pupils' spiritual, moral, social and cultural awareness is also strong as a result of leaders' work across the curriculum. Values such as respect, tolerance and perseverance are fully understood by pupils and are reflected through pupils' positive behaviour and attitudes to learning.
- The broad and balanced curriculum has been designed to capture the interests of pupils. Investment in information and communications technology has allowed teachers to bring the curriculum to life. Pupils are enthused and engaged by watching videos and animations which excite them and give them reasons to write. All teachers are aware of the 'non-negotiables' for curriculum areas and this helps to ensure that learning in subjects is thorough. Pupils' learning and development is enriched by additional activities and clubs such as singing, chess, football, multi-skills, dance, drama and other clubs relating to health and well-being.
- Pupils who are disabled and those with special educational needs make good progress from their starting points. Arrangements for support are based on pupils' individual needs. Support plans are altered where necessary, in addition to regular checks on the progress pupils are making. Leaders work closely with external agencies and parents to ensure that the needs of these pupils are well met.
- Additional sports funding is used appropriately to improve sport resources and to develop the skills of teachers in delivering lessons. External coaches are also employed to broaden the range of sporting activities made available to pupils. However, the funding is not currently being used to increase opportunities for pupils to take part in competitive sport.
- Every parent who responded to the Parent View questionnaire was very pleased with the quality of education provided by the school and said that the school was well led and managed. Every parent would recommend the school to others. All parents said that pupils made good progress. They agreed that pupils are well looked after and are taught well.
- Leaders have a good understanding of the school's strengths and weaknesses and these are highlighted in plans for improvement. However, improvement plans do not always make clear how all staff will be held accountable for improvements. In addition, the intended impact of planned actions is not always clear. Consequently, it is difficult to measure progress towards achieving success throughout the duration of the plan.
- The local authority provides appropriate support to the school and has worked with leaders to ensure that the quality of teaching, learning and assessment in the school is good.
- **The governance of the school:**
  - shares the ambition of school leaders and has a clear vision for the school. Governors are committed to their roles and are regular visitors to the school to provide support and challenge. They have taken part in monitoring activities alongside school leaders.
  - is not fully aware of the systems for assessment and does not have an overview of how the school's performance compares with other schools. While one key governor is given this information, leaders

should ensure that all governors receive more regular updates and training on whole school performance to allow all governors to be able to support and challenge leaders in this important aspect of the school's work.

- has ensured that pupil premium funding is spent wisely to enable disadvantaged pupils to play a full part in school life and not miss out on any opportunities. Governors have also closely monitored the provision for disadvantaged pupils to ensure that they make good progress.
- understands the link between teacher performance and pay and ensures that teachers are rewarded only when their performance has been strong. Governors have also managed a difficult budget effectively, ensuring that funds are made available to priority areas, such as improvements in the teaching of reading and writing.
- The arrangements for safeguarding are effective and statutory requirements are met. Staff receive regular training to help keep pupils safe and have recently accessed training to guard against radicalisation and extremism. Risk assessments are in place and a culture of safe practice has been achieved. Parents said that pupils were happy and safe.

## **Quality of teaching, learning and assessment** is good

- The quality of teaching across the school is good. As a result, pupils make good progress from their starting points. Pupils say that their lessons are fun and enjoyable. The regular assessment of pupils' progress allows teachers to plan lessons which build on prior learning.
- Teachers plan lessons that are lively and stimulating. In one lesson, the teacher dressed up and acted as the main character from the book that pupils were reading. They could then get a real sense of the story and this enthused them to write. Teachers also make effective use of information and communications technology to stimulate pupils to write, for example when recreating a scene where aliens landed on the school field.
- Teachers frequently check on the progress pupils are making during lessons by using effective questioning. This allows teachers to identify any pupils quickly who are falling behind. Teachers then intervene to provide extra support where pupils have misunderstood.
- Relationships between staff and pupils are positive and very supportive. Teachers know pupils very well and adapt lessons to meet the needs of all. Similarly, relationships between pupils are also very positive and pupils collaborate extremely well when sharing their learning and ideas.
- Teaching assistants provide strong support in lessons. Teachers make sure that they share the intended learning with assistants so that they are well prepared to help targeted pupils to learn. They also receive the training they need to be effective, for example when they are supporting younger pupils who are in the early stages of reading and writing.
- Teachers mark pupils' work in line with the agreed school policy. Pupils know what they have done well and are also shown how they can improve further. They have time to read, reflect and respond to teachers' comments and make any changes to improve their work. This supports them in making good progress.
- Work in pupils' books confirms that they make good progress over time. Pupils' writing skills develop well and expectations for presentation and handwriting are high. In mathematics, pupils are given opportunities to apply their knowledge by completing problem-solving and reasoning activities.
- Pupils learn to read and write in a systematic way. Lessons typically start with pupils recapping prior learning and then moving on to new learning in a logical way. In Key Stage 1, pupils learn new phonics sounds (the sounds that letters represent) and then practise reading words containing the new sound. They then move on to complete writing activities using the new words that they have learnt. Activities such as these help pupils to make strong progress in reading and writing from their starting points.

## **Personal development, behaviour and welfare** is good

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is good.
- The school is an important part of the local community and there is a strong culture of care, not just for pupils but also for families. Information sent to the inspector from several families outlines how far

leaders and staff go to meet the needs of pupils but also to help families in times of difficulty.

- Pupils are confident and are happy to discuss their opinions about school life. They articulate clearly which subjects they enjoy and why and how they can learn effectively. Pupils explain that teachers' marking helps them to learn what they are doing well and also provides a guide to help them develop further.
- Pupils say that they feel safe at all times and know how to stay safe, including when online. They say that staff look after them well and are approachable. They would all be confident in speaking to an adult if they were worried about something.
- Pupils enjoy their work as school councillors and as play leaders. They take these positions seriously and enjoy being able to help others.
- Pupils understand all forms of bullying and say that bullying is very rare in school. They are confident that bullying would be dealt with quickly should it ever happen to them. This is a view supported by every parent who responded to Parent View.
- Pupils enjoy raising funds to help those less fortunate than themselves. They spoke excitedly about collecting food for local elderly people during the harvest festival and also about raising funds to buy a defibrillator.

### Behaviour

- The behaviour of pupils is good.
- Pupils behave well during lessons, around school and on the playgrounds because expectations for behaviour are high and are shared with everyone. Relationships between staff and pupils are built on respect and trust and this contributes to the strong behaviour displayed in school. There have been no exclusions in the last five years. All parents responding to Parent View agreed that the school expects pupils to behave well.
- Pupils' attitudes to learning are consistently strong across the school. Staff expect all pupils to complete their very best work and they challenge pupils when they fall below expectations. Pupils show determination in their learning and persevere to ensure that tasks are completed, even when they find it difficult.
- Regular attendance is promoted and rewarded well in school, and leaders work hard to engage with parents where pupils' attendance is low. However, despite these efforts, pupils' attendance has declined and remains below the national average.

### Outcomes for pupils

are good

- Pupils make good progress from their different starting points in a range of subjects including English and mathematics. The proportion of pupils making expected and more than expected progress in reading, writing and mathematics across Key Stage 2 is at least in line with the national average and is often above average.
- The vast majority of current pupils made at least the progress expected of them in reading, writing and mathematics in 2014–2015.
- The proportion of pupils reaching the expected levels at the end of Key Stage 1 in 2015 was low compared to the national average, especially in writing. Although the levels reached were below average, pupils made good progress from their starting points and the work seen in pupils' books confirms that progress over time is good.
- At the end of Key Stage 2 in 2015, all pupils reached the expected level in reading and mathematics. The proportion of pupils reaching the expected level in writing was low, compared to the national average, but the vast majority of pupils made the progress expected of them in writing and almost half of the class made more than expected progress.
- Leaders ensure that the progress of disabled pupils and those with special educational needs is closely tracked. Pupils who are disabled and those with special educational needs make the same good progress as their peers.
- Disadvantaged pupils make strong progress in Key Stage 1 and Key Stage 2 as a result of focused support and teaching. In 2015, the progress made by disadvantaged pupils in writing was similar to other pupils within school and other pupils nationally. In reading and mathematics, the progress made by disadvantaged pupils was above other pupils in the school and other pupils nationally. All teachers

monitor the provision for the disadvantaged and are quick to respond if any pupils start to fall behind. Work seen in pupils' books confirms that these pupils are achieving well.

- A greater proportion of pupils achieved the higher levels in reading, writing and mathematics in Key Stage 1 in 2015 than in the previous year as a result of more focused teaching for the most able. In Key Stage 2, the proportion of pupils achieving the higher levels declined from the previous year. This was partly due to a high percentage of pupils having special educational needs in this very small year group.

## Early years provision

**is good**

- Leadership and management of the early years are good. Children are happy and safe and appropriate welfare arrangements are in place. Staff are experienced, well trained and know how young children learn well. They use assessment information very well to plan ahead what children will be learning.
- The early years is characterised by warm relationships and an ethos of high expectations. Success is celebrated at every opportunity and children are keen to impress. Children have individual targets, which are shared with parents. All staff support children well in their learning. They are skilled at providing just enough support for children to learn for themselves, rather than providing too much or too little.
- The proportion of children reaching a good level of development has increased gradually over the last three years and is now broadly in line with the national average. This demonstrates the strong progress made by children from their different starting points. Teachers track the progress of all pupils closely and extra support is given where pupils fall behind. Disadvantaged pupils are well known by all staff and their progress is monitored very closely. Consequently, they make strong progress from their starting points. Pupil premium spending in the early years is effective.
- Children have continuous opportunities to read, write and practise their number work. Further to watching a mathematics session in the morning, the inspector witnessed children completing the same number work independently when working with their friends in the afternoon. Children are keen to learn and are excited to know that they are being successful.
- Teachers work closely with parents. Links have been strengthened by sending out a weekly newsletter, informing parents what children will be learning in the following week. Leaders have also invested in a software package that enables staff to share children's learning with parents.
- The quality of teaching is good. Teachers engage pupils well by capturing their interests. They adapt the curriculum well to include current interests, such as superheroes, bonfire night and dinosaurs to encourage the boys to write. This helps to ensure that children are engaged in their work and persevere to complete the tasks that they have started.
- Children's behaviour is good. They are always busy and inquisitive. Children share and cooperate with each other and know how to take risks, but remain safe. As one child said: 'I want to play outside but I'm not allowed to go out on my own.'
- The learning environment is bright and stimulating. Plans are in place to further develop the outdoor area, but teachers have made the best of what they have. Children have the same good learning opportunities when working outside as they do when they are indoors.

## School details

<b>Unique reference number</b>	104935
<b>Local authority</b>	Sefton
<b>Inspection number</b>	10000558

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	116
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev. F W Simpson
<b>Headteacher/Principal/Teacher in charge</b>	Jackie Travers
<b>Telephone number</b>	0151 928 3676
<b>Website</b>	<a href="http://www.ourladyqueenofpeaceprimary.co.uk">www.ourladyqueenofpeaceprimary.co.uk</a>
<b>Email address</b>	<a href="mailto:admin.ourladyqueenofpeace@schools.sefton.gov.uk">admin.ourladyqueenofpeace@schools.sefton.gov.uk</a>
<b>Date of previous inspection</b>	21–22 June 2012

## Information about this school

- This is a smaller-than-average sized primary school.
- The vast majority of pupils are of White British heritage.
- The proportion of pupils eligible for the pupil premium is well above the national average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, and those children that are looked after.
- The proportion of pupils who are disabled or have special educational needs is above the national average.
- In 2014, the school met the government's current floor standards, which set the minimum expectation for pupils' attainment and progress.
- Since the previous inspection, a new deputy headteacher has been appointed.

## Information about this inspection

- The inspector observed lessons in all classes and in a range of subjects. Four joint observations took place with the headteacher.
- The inspector observed pupils' behaviour in classrooms and assessed the school's promotion of spiritual, moral, social and cultural development. Inspectors observed pupils in the playground and during lunchtime.
- The inspector looked at work in pupils' books and in the learning journals of children in the early years.
- The inspector held meetings with the headteacher, deputy headteacher, special educational needs coordinator and subject leaders. The inspector met with four members of the governing body, including the Chair of the Governing Body. A telephone conversation took place with the School Improvement Advisor from the local authority.
- A group of pupils discussed their opinions about the school and their learning with the inspector. The inspector also spoke informally with pupils on the playground.
- Fifteen responses to Ofsted's online parent survey (Parent View) were also considered.
- The inspector observed the school's work and looked at a number of documents, including minutes from meetings of the governing body, information on pupils' outcomes, the school's evaluation of its own performance and its development plan. Behaviour and attendance records and information relating to safeguarding were also scrutinised.

## Inspection team

Ian Hardman, lead inspector

Her Majesty's Inspector



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