

Inspection of Our Lady Queen of Peace Catholic Primary School

Station Road, Penshaw, Houghton le Spring, Tyne and Wear DH4 7JZ

Inspection dates: 18 and 19 May 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Good

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Our Lady Queen of Peace is a welcoming school at the heart of the faith community. Pupils are proud to be voted into positions of responsibility, such as the 'Mini Vinnies' who lead charitable events. Through this work, they make links with the church and the local community.

Most pupils work hard in lessons and want to achieve well. Pupils have positive attitudes to learning and take pride in their work in lessons where teacher expectations are high. Pupils are polite and courteous and follow structured routines well. However, in some lessons where expectations from staff are not as high, pupils behave inappropriately and prevent themselves and others from learning.

Some pupils say that bullying happens on a regular basis and is not always successfully resolved by staff's interventions. Pupils do not always tell staff what has happened for fear of offending the 'bully' further. Pupils would like a more consistent approach to behaviour management across the school and more interesting activities at lunchtime.

Children in early years absorb themselves in their learning and concentrate for long periods of time. They love the outdoor space and the interactions they have with adults.

What does the school do well and what does it need to do better?

Children in the early years access an ambitious and broad curriculum. They build up their knowledge through well-sequenced lessons. The outdoor space is used well. Children access a range of learning to further develop both small- and large-muscle skills. Staff encourage children to explore and take interest in the world around them. As a result, they have the skills they need and are ready for key stage 1.

Leaders, with support from the trust, have recently introduced a new broad and ambitious curriculum from Year 1 to Year 6. Some subject leaders are yet to fully identify where there are gaps in learning due to the changeover. As this is so new to the school, it is too early to assess whether the revised curriculum is working in terms of raising standards in all subject areas. Training is planned to ensure teachers have expert subject knowledge. Other aspects are still to be addressed as part of this change. These include agreeing on the teaching methods that will be used to help pupils learn, modifying parts of the curriculum so it is tailored to the school context and agreeing on the expected standard at the end of the curriculum units.

The reading curriculum is part of this review. A new phonics programme has been introduced in recent weeks. This is well structured and well resourced. Pupils are expected to learn sounds more quickly and be more confident in applying them to spellings. All staff have been trained in the new approach which starts with pre-reading skills in Nursery. Pupils who have gaps in phonics knowledge have additional lessons. However, some pupils do not read to an adult on a regular basis. They

struggle with reading fluently and are falling behind their peers. Pupils develop a love of reading but would like their teacher to read to them more often.

Some subjects are more developed than others. For example, leaders in mathematics, science and history ensure the curriculum is coherently sequenced, with high expectations of what will be achieved by pupils. They have considerable subject expertise and use this to support other teachers. Pupils show excellent recall of prior learning in these subjects. Teachers are adept at checking pupils' understanding and are flexible in modifying lessons, particularly in mathematics.

Pupils' personal and social development is a strength. Pupils have an excellent understanding of fundamental British values. The Year 5 pupils relished the educational visit to Parliament. There are many visits to school by people who work in a wide range of jobs to promote pupils' aspirations. Leaders ensure that pupils know how to be healthy, in terms of diet and emotional and physical health.

Pupils with special educational needs and/or disabilities (SEND) are identified quickly and are well supported in lessons. However, individual support plans do not break down broad targets into precise teaching steps, so some pupils do not make the progress of which they are capable. The trust has a clear strategy for improving SEND provision for pupils and is currently working alongside school leaders to implement this.

Pupils generally behave well in lessons. However, when there are lower expectations by some adults, lessons are significantly disrupted by pupils talking over adults and behaving inappropriately. Pupils also express concerns about the casual use of derogatory language by some and incidents of bullying.

Governors are knowledgeable about some of the issues in school but have not acted quickly enough to address them. This includes an understanding that lessons in some subject areas are undermined by poor behaviour. The acting headteacher, with support from the trust, has galvanised staff to start the process of significant change.

Safeguarding

The arrangements for safeguarding are effective.

Pupils are encouraged to keep themselves safe. Online safety is part of the taught curriculum. Pupils are clear about what they should do to keep their personal details private when online and how to report any concerns.

Staff have up-to-date safeguarding training. They respond quickly to any concerns reported to them. They are effective in working with partner services to support families and pupils in need.

Effective safeguarding procedures are in place for those who are recruited to school, with relevant checks being made on both new staff members and volunteers.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There are gaps in pupils' learning in some subject areas due to the previous curriculum structure, the timetabling of some subjects and interruptions to teaching. To ensure the ambition of the school is realised, leaders should fully implement all the new curriculum plans and ensure that these are embedded in the school. This may require additional training for staff members. Leaders should also identify any gaps in learning with the curriculum changeover and ensure these are addressed.
- Some staff are inconsistent in their expectations of how pupils should behave. Some pupils behave inappropriately in class, disrupting lessons for themselves and others. Leaders should ensure that teachers implement the school's approach to managing pupils' behaviour so that pupils behave consistently well.
- Some pupils do not read frequently in school or at home. They are falling behind their peers in reading. Leaders should ensure that the lowest attaining readers are listened to on an individual basis so that they can develop fluency and make rapid progress to catch up with their peers.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	147139
Local authority	Sunderland
Inspection number	10199331
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	338
Appropriate authority	Board of trustees
Chair of trust	Martin Gannon
Headteacher	Elizabeth Maher
Website	olqoprcprimary.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school is part of the Bishop Wilkinson Catholic Education Trust.
- The senior leadership team were new in post in September 2021.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspector held meetings with the acting headteacher and the special educational needs coordinator.
- Deep dives were carried out in five subjects: reading, mathematics, design technology, history and science. To do this, the inspectors met with curriculum leaders, visited lessons, looked at pupils' work, listened to pupils read and met with teachers and pupils. Curriculum documentation for early years and personal, social and health education was also reviewed.

- The lead inspector met representatives of the local governing body, including the chair.
- The lead inspector met with the deputy chief executive officer of the trust who supports the school.
- Responses to the pupil, parent and staff surveys were taken into consideration.

Inspection team

Mary Cook, lead inspector

Her Majesty's Inspector

Mark Nugent

Ofsted Inspector

Angela Whistler

Ofsted Inspector

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