

Inspection of Our Lady Queen of Heaven RC School

Victoria Drive, Southfields, London, SW19 6AD

Inspection dates: 22 and 23 November 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since September 2012.

What is it like to attend this school?

The school offers an inclusive environment that is full of respect and care. Pupils' all-round development is carefully nurtured, with emphasis given to helping them to become active citizens. The curriculum provides multiple opportunities for pupils to develop as independent, confident and successful learners. High aspirations, centred on the school values, permeate this school. Pupils live out these aspirations through presenting in assemblies, taking part in external competitions and serving the school in leadership roles.

Leaders have designed and implemented a high-quality curriculum that has both depth and breadth. They make sure that pupils, including those with special educational needs and disabilities (SEND), learn very successfully. Pupils enjoy their lessons. They engage enthusiastically with what they are being taught. Pupils know and remember detailed knowledge across a range of subjects. Their outcomes in national assessments are very strong.

Behaviour is a strength. Leaders have recently implemented a new policy which was developed in collaboration with staff, pupils, parents and carers. This collaborative approach has ensured that rules and routines are lived and understood by all, from the early years up. Pupils are polite and friendly. The behaviour of pupils consistently supports their learning.

Pupils feel safe and are kept safe at this school. They have adults that they know that they can talk to about any worries.

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

The school has planned an aspirational curriculum that begins in the early years. Year-on-year, pupils are exceptionally well supported to develop a rich body of knowledge by the end of Year 6. The school uses the national curriculum as a starting point for its curriculum thinking in all subjects. In some cases, what pupils learn and remember goes beyond national expectations.

The curriculum is carefully planned to ensure that pupils are able to build upon previous learning and practise what has been taught. An example of this is in design and technology. In Year 2, pupils learn about simple levers and pivots, and then use this knowledge in Year 3, when they are learning to make photo frames. Later on in the curriculum, pupils bring all that they have learned together to make mechanical moving pictures. Teachers think skilfully about how best to deliver the curriculum for their classes so that pupils grasp ideas securely and deepen their understanding.

The school uses assessment effectively to check that the curriculum is being learned and remembered by pupils. In lessons, teaching expertly identifies and then addresses any misconceptions. At a whole-school level, leaders at all levels use their checks on pupils' learning to assess the impact of the curriculum. Where needed, they finetune what pupils need to learn and practise.

The school has prioritised the learning of phonics from the first day of Reception Year. All members of staff receive comprehensive training. The impact of this training is closely monitored and the school is quick to put support in place to make sure that all pupils are successful in learning phonics. This strong support also extends to when pupils join the school mid-year. Pupils' books are carefully matched to their current reading stage. This means that pupils can practise decoding and blending with success. They enjoy reading. Pupils, including those at the earliest stages of reading, talk keenly about their favourite stories. Pupils appreciate the time that they have to read for pleasure and the support that their teachers give to help them to become better readers.

Support for pupils with SEND is prioritised. Through well-planned adaptations, these pupils are supported to access the same curriculum as their peers. Extensive training is delivered to teachers to ensure that they can help pupils to thrive. Parents are communicated with regularly and sensitively. This underpins the school's work to ensure that home and school work together as a team.

The school has a clear behaviour policy that is understood and supported by everyone. This means that there are few behaviour incidents and even fewer repeated incidents by pupils. Pupils show highly positive attitudes to learning, which supports them to know and remember more of the curriculum. Leaders work closely with families to support the attendance and punctuality of all pupils. Pupils' attend well.

Supporting pupils' all-round development as individuals is given utmost importance. Work for this is interwoven throughout all that happens at school. This includes assemblies led by pupils as well as a personal, social and health education curriculum that has been adapted to reflect the school's local context. Educational visits and clubs are planned to enhance the curriculum, with emphasis given to making sure that pupils have the opportunity to experience things that they otherwise would not. Pupils are also given additional responsibilities such as play leaders and reading buddies. They relish and learn from this extra responsibility. Pupils like the way they get to support their wider community, for example through charity fundraising and visits to the local home for older people.

The school has prioritised the professional development of staff. This means that staff have the expertise to successfully deliver the curriculum. Considerable investment in subject leadership also helps the school to continue to develop and adapt the curriculum. Leaders successfully promote staff well-being.

The work of the governing body is highly effective. It supports the school to achieve its aspirations for pupils.

Safeguarding

The arrangements for safeguarding are effective.

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.

Further information

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

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	101051
Local authority	Wandsworth
Inspection number	10296582
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	244
Appropriate authority	The governing body
Chair of governing body	Jennifer Cornish
Headteacher	Jeremy Tuke
Website	www.ourladyqueenofheaven.wandsworth.sch.uk
Dates of previous inspection	26 and 27 September 2012, under section 5 of the Education Act 2005

Information about this school

- A new headteacher has been appointed since the school's previous inspection.
- The school uses no alternative provision.
- The school is a Roman Catholic school in the Archdiocese of Southwark. The school received its most recent section 48 inspection in May 2018.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's educational provision.
- This was the first routine inspection since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- The inspectors met with the headteacher and other senior leaders. They held discussions with representatives of the local authority and members of the governing body, including the chair of governors.
- The inspectors carried out deep dives in these subjects: early reading, history, and mathematics. The inspectors discussed the curriculum with leaders, visited lessons, reviewed pupils' work, met with pupils to discuss their learning, and met with subject leaders and teachers.
- The inspectors also considered the curriculum in other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors spoke to pupils during lesson visits. They observed pupils' behaviour in lessons and at break and lunchtimes. The inspectors spoke to staff about behaviour and about their workload in the school.
- The inspectors considered responses to Ofsted's online surveys for parents, pupils and staff.

Inspection team

Luke Stubbles, lead inspector

His Majesty's Inspector

Haley Foxworthy

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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