



# Worcester, Our Lady Queen of Peace Catholic Primary

## Inspection Report

**Unique Reference Number** 116921  
**LEA** Worcestershire  
**Inspection number** 279949  
**Inspection dates** 7 March 2006 to 8 March 2006  
**Reporting inspector** Peter Callow AI

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

<b>Type of school</b>	Primary	<b>School address</b>	Bransford Road
<b>School category</b>	Voluntary aided		Worcester
<b>Age range of pupils</b>	4 to 11		Worcestershire WR2 4EN
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01905 421409
<b>Number on roll</b>	190	<b>Fax number</b>	01905 424064
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Philip Carney
<b>Date of previous inspection</b>	26 June 2000	<b>Headteacher</b>	Mrs Joan Field

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 7 March 2006 - 8 March 2006	<b>Inspection number</b> 279949
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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

The school is smaller than average. It draws its pupils from a wide catchment area which is outside the ward in which the school is situated. Approximately 65% of its pupils are Catholic. The mobility of pupils is above average, as is the percentage of pupils with learning difficulties and disabilities. The percentage of pupils from minority ethnic backgrounds and those whose first language is not English is just below average.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 2**

Our Lady Queen of Peace is a good school. Achievement has improved significantly since the time of the last inspection. Children enter the school with average standards except in communication, language and literacy which are below average. They make good progress and leave school with standards that are above average. This confirms the school's view that its effectiveness is good and that it provides good value for money.

Children make good progress in speaking and listening and satisfactory progress in other aspects of literacy and areas of the curriculum in the Foundation Stage, so that at the end standards are broadly average. Good teaching and a curriculum that meets the needs of young learners ensure good provision.

As a result of good monitoring and effective self-evaluation, school leaders know its strengths and weaknesses well. They are effective in putting into place well planned strategies, where needed, which are continuing to improve progress. The use of assessment data to identify accurately the learning needs of pupils is still in the early stages of development.

Teaching is good throughout the school. As a result of high expectations, all groups of pupils make good progress in their work, including those who have found learning difficult in other schools. The caring ethos and concern for the needs of the individual child ensure that their personal development and well-being are good. There are insufficient opportunities to develop the cultural awareness of pupils across the curriculum. The behaviour of pupils is outstanding.

The curriculum is good and the weakness in science identified at the time of the last inspection is now a strength. Other weaknesses have been addressed as the result of the strong leadership of the headteacher and the commitment and support of the staff team and governors. The school has good capacity to continue to improve.

### **What the school should do to improve further**

- Further refine the use of assessment data to identify more accurately the learning needs of pupils.
- Extend the opportunities given to pupils to prepare for life in a multicultural society.

## **Achievement and standards**

### **Grade: 2**

The achievement of pupils is good. Standards have improved significantly throughout the school since the time of the last inspection and pupils now leave with standards that are above average. In 2005 they were exceptionally good. More able pupils and those with learning difficulties make good progress because work is well matched to their needs. Pupils from minority ethnic groups and those whose first language is not English make good progress.

Children enter the school with average standards, except in communication, language and literacy because a significant number have underdeveloped skills in speaking and listening. They make good progress in this area of learning in the Foundation Stage and satisfactory progress in other areas so that at the end standards are average.

Standards at the end of Key Stage 1 are average and progress is satisfactory. Standards are improving quickly as a result of the strategies introduced to increase the progress of pupils. For example the 'Write Dance' programme is helping to develop the literacy and physical skills of the youngest pupils. The focus on authors' use of language is improving writing skills, both in Key Stage 1 and Key Stage 2, but not all pupils are quite yet meeting the standards expected of them in writing. Progress is good in Key Stage 2 and leads to standards that are above average by the end.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and well-being are good. Pupils' spiritual development is fostered very well through close links with the local church, assemblies and through music and art. Pupils have a very strong sense of right and wrong. They work very well with each other and adults. Behaviour is outstanding in lessons and around the school. It results in pupils working hard and cooperatively and wanting to learn.

Pupils' awareness of healthy eating is encouraged through an award system for pupils who choose healthy options at lunch. The school is currently applying for the Healthy School's award. Pupils learn about other religions and ways of life through religious education, geography and history lessons but overall there are not enough opportunities to prepare them for life in a multicultural society. There are strong links with the local community through contacts with secondary schools, libraries, residential courses and, for example, the school choir taking part in the Mencap Christmas concert.

Pupils make good academic progress. They are very well prepared for the next stage of education and thoroughly enjoy school. Attendance is improving because of the effective measures the school has in place and is now broadly average.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good across the school, including in science which was unsatisfactory at the time of the last inspection.

Pupils make good progress because of teachers' high expectations and the challenge of the work set. Teachers have good subject knowledge and planning takes account of the wide range of pupils' needs. Learning objectives are made clear to pupils through key questions and give a clear focus to lessons. The pace of lessons is generally good but sometimes a lack of a change in pace results in a small number of pupils becoming less attentive.

Good classroom management and high expectations of behaviour ensure a positive attitude to work by pupils. Teachers use a wide range of questions and use them skilfully to involve all pupils. Teaching assistants are used well to support pupils with learning difficulties and disabilities to make good progress.

Marking is completed regularly and identifies well the extent to which pupils have met the learning objectives. Next learning steps are not always identified so that pupils know what they need to do to improve. The comments about the context of the work and the adult support given, provided with the assessment of younger pupils' work, are particularly helpful in judging their progress.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good. It is well planned, meets statutory requirements and ensures pupils make good progress. The range of work matches the needs of pupils well, including those with learning difficulties and disabilities. Provision for literacy and numeracy are good and satisfactory for information and communication technology. Good cross-curricular links between subjects are beginning to be identified to enable knowledge, understanding and skills learned in one part of the curriculum to be applied and consolidated in another. However, this is at an early stage of development.

Pupils have good opportunities to take on responsibilities within the school community, and do so with great enthusiasm. The curriculum is supported with a good range of visits and visitors to engender interest and fun and to stimulate learning. The school has a suitable range of extra curricular activities and pupils express significant interest and enjoyment in them. The school's provision for French is extending pupils' learning opportunities and preparing them for adult life.

## **Care, guidance and support**

### **Grade: 2**

All the adults' great commitment to the care, guidance and support of the pupils in their care results in good provision. Pupils with learning difficulties and disabilities are identified at a very early stage and supported well. There are very good and extensive links with outside agencies to support these and other vulnerable pupils. The school child protection policy is understood by staff and is regularly reviewed. Parents and pupils report that pupils feel safe in school and are well aware of procedures they can use if they have worries or concerns. There are good links with parents.

The school monitors pupils' progress well. The use of assessment data, however, is not sufficiently refined to ensure pupils make the best possible progress based on their previous attainment and identified needs. Pupils understand their targets and want to achieve well.

## Leadership and management

### Grade: 2

The leadership and management of the school are good. The significant improvement in standards across the school is the result of the strong leadership of the headteacher. The commitment of the staff team has supported this improvement. It has taken place in an ethos of valuing each child and promoting his or her personal development and well-being. The school very successfully integrates a number of vulnerable pupils from other schools and enables them to make good all-round progress.

The headteacher is well supported by the deputy headteacher and subject leaders who take a prominent and effective role in putting strategies into place to bring about improvement. The headteacher has made a sound start to using pupil assessment data to inform improvements in teaching and learning but other leaders' use of data is underdeveloped.

There are good procedures in place for monitoring and evaluating the work of the school which involve all leaders, including governors. These procedures are making an important contribution to raising standards by identifying strengths and weaknesses in teaching and learning which leaders then act on.

The governing body fulfils all its statutory requirements, supports the school well and is fully engaged in the school's self-evaluation. This effective partnership and feedback from parents help the leaders to know the school well and its judgements about its performance are secure.

All the issues raised at the time of the last inspection have been successfully addressed and this has led to the good achievement of all pupils. The school makes good use of its resources and, as a result of the good progress made by pupils, gives good value for money.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Dear Pupils

Thank you for being so polite and friendly when we visited your school recently. You made us feel very welcome.

What we liked most about your school

- You go to a good school.
- Your behaviour is excellent.
- The leaders of your school have improved it a lot so that now when pupils leave, the standards of their work are above average.
- The adults care for you and make sure that you have a happy school to learn in.
- Your teachers help all of you to make good progress.

What we have asked your school to do now

- Make sure that it knows exactly what is needed to help you to always make good progress in your learning.
- Give you more opportunities to learn about the way different people in the world live their lives.

Yours sincerely

Mr P Callow Lead Inspector