



# Our Lady Queen of Heaven Catholic Primary School, Crawley

Inspection Report - Amended

**Unique Reference Number** 126044  
**Local Authority** West Sussex  
**Inspection number** 293445  
**Inspection dates** 26–27 September 2006  
**Reporting inspector** Eileen Chadwick

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

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<b>Type of school</b>	Primary	<b>School address</b>	Hare Lane
<b>School category</b>	Voluntary aided		Langley Green
<b>Age range of pupils</b>	4–11		Crawley RH11 7PZ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01293 526057
<b>Number on roll (school)</b>	357	<b>Fax number</b>	01293 538341
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Roy Jennings
		<b>Headteacher</b>	Vince Burke
<b>Date of previous school inspection</b>	11 June 2001		

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## **Amended Report Addendum**

Report updated to resolve formatting inconsistency

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## **Introduction**

The inspection was carried out by three Additional Inspectors.

## **Description of the school**

This is an above average-sized primary school. Pupils' overall attainment on entry is below average. The number of pupils with learning difficulties and disabilities is above average. The proportion of pupils eligible for free school meals is average. There is a small group of pupils who are at an early stage of learning English. Until recently, there was considerable instability amongst the teaching staff, including senior managers. Staffing is now stable.

## **Key for inspection grades**

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

## **Overall effectiveness of the school**

### **Grade: 3**

The school's effectiveness is satisfactory. Strong pastoral leadership promotes pupils' good personal development, well-being and behaviour. Pupils enjoy school. There are good levels of care and procedures for keeping pupils safe. Pupils have a good understanding of how to keep themselves healthy. Good links with other support agencies, including specialists for pupils with learning difficulties and disabilities and those learning English as an additional language, contribute to pupils' well-being. School leaders are successfully tackling underachievement caused by a period of disruption that particularly affected the teaching in Years 3 and 4.

Pupils' achievement is satisfactory, although standards are below average. The good quality teaching in the Reception Year ensures that children achieve the standards expected by the time they start Year 1. Pupils continue to make steady progress in Years 1 and 2 and, over the past few years, standards at the end of Year 2 have steadily improved. Progress slows in Year 4 in English because the teaching does not consistently build on what pupils already know and understand. Despite stronger teaching in Years 5 and 6, which is helping pupils to catch up on some of their previous underachievement, standards are below average by the end of Year 6 and there are particular weaknesses in English. Pupils with learning difficulties and disabilities and those learning English as an additional language achieve well. Their needs are identified early and they are provided with strong support.

The quality of teaching is satisfactory but inconsistent. Not all the teaching is matched to pupils' needs and this results in some pupils not working at a level that is right for them. Marking is generally sound but some in Years 3 and 4 is not helpful in showing children what they need to do to improve. Teaching is stronger in mathematics than in English because teachers have up-to-date subject knowledge and lessons have been regularly checked for quality. However, the management of English is not having the same positive impact on improving teaching because the quality of lessons is not being monitored adequately.

Leadership and management are satisfactory. The school's self-evaluation is accurate but leaders are not always quick enough to identify and eliminate key weaknesses. For example, weaknesses in teaching English have not been tackled rapidly enough. The curriculum is satisfactory with strengths in physical education, music and French, which are taught by subject specialists. The school has successfully improved its information and communication technology (ICT) provision since the previous inspection.

The school has made satisfactory progress since the previous inspection and the rate of recent improvement in raising standards in Year 2 shows it has a sound capacity to improve even further.

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

- Make sure that the management of English is effective in improving teaching and ensuring that teachers' subject knowledge is up to date.

- Improve progress in Years 3 and 4 by making sure that what pupils are taught builds on what has been learned earlier and that marking is helpful in guiding pupils about improving.
- Improve the rate of school improvement by tackling weaknesses as soon as they are identified.

## **Achievement and standards**

### **Grade: 3**

Although pupils' overall achievement is satisfactory, their rate of progress is too varied as they move through the school. Children make a good start in the Reception Year, with some excellent progress in speaking and listening, reading and writing. This enables most to reach the expected standards by the end of Reception. Pupils' satisfactory progress in Years 1 and 2 maintains average standards in reading, writing and mathematics. Over the last few years, standards have steadily improved in Year 2 and pupils are now adequately prepared for entering Year 3.

Standards in English and mathematics at the end of Year 6 are below average. However, despite test results declining in 2006 in both English and mathematics, these pupils achieved satisfactorily taking into account their standards at the start of Year 3. Recent improvements to teaching in Years 3 and 4 are now ensuring that pupils' progress is now generally satisfactory, although the higher attaining pupils still do not do as well as they should. Good progress in Years 5 and 6 is helping pupils to catch up, although too few pupils reach above average standards.

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

### **Grade: 2**

Pupils enjoy school and have positive attitudes to learning. Their spiritual, moral, social and cultural development is good. Pupils' deep appreciation of the values of the Catholic faith pervades many aspects of school life. Behaviour is good and pupils feel safe and well cared for. They say bullying is rare and that adults deal with inappropriate behaviour quickly and fairly. However, occasionally, pupils become distracted when teaching does not meet their learning needs well.

Pupils contribute well to the school and local community, for example, through fundraising for charities. Pupils have a good understanding of the need to keep safe, take regular exercise and eat a healthy diet. They develop ability to take responsibility when carrying out duties such as playleader or mediator. The school council enables pupils to be involved in decision making and make a positive contribution to school life. They take part in business enterprise activities and gain good skills in negotiating, decision making and managing a budget. However, preparation of pupils for their future world of work is only satisfactory because of the below average standards reached in English and mathematics by the time they leave the school.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teaching and learning are satisfactory but the variation in quality is preventing standards rising. Teachers' lesson planning is good and management of pupils' behaviour is generally good. However, in practice, there is too much variation. In Year 4, teaching is not consistently pitched at the right level. For example, reading tasks are sometimes too hard or too easy and this hinders pupils' rate of progress as they either spend too much time doing work they can already do or become too confused by work that is beyond them. Occasionally, in lessons, there is not enough direct teaching of key literacy skills during lesson introductions, which also slows pupils' progress. Consistently good teaching in Reception is based on high expectations about what children will achieve and activities that meet the needs of all children. French, physical education and music are well taught by specialist teachers. Setting arrangements in Years 5 and 6 are enabling teachers to match work more closely to pupils' different abilities. The quality of teachers' marking is adequate but varies from that in Years 5 and 6, which gives pupils clear information on how to improve, to barely adequate in Years 3 and 4.

### Curriculum and other activities

#### Grade: 3

The satisfactory curriculum generally meets the needs of most pupils, although the way it is taught is not always helpful in maximising progress. The school's recent participation in the local authority's 'creativity' initiative is having a positive impact on improving the curriculum for older, more capable pupils. However, the initiative is less effective for others because reading materials are sometimes too hard. The curriculum provides well for pupils at the early stages of learning English and for those with learning difficulties and disabilities. A comprehensive programme of personal, social and health education helps pupils make healthy choices and life skills. The curriculum is enriched by the many opportunities for sports and music and through learning French. There is a good range of visits and visitors.

### Care, guidance and support

#### Grade: 3

The quality of care, guidance and support is satisfactory. There are significant strengths in pastoral care that result in pupils' personal development being good. The strong support for those with learning difficulties and disabilities from the minute they begin school and close teamwork with outside specialists makes sure they overcome any educational disadvantage. A learning mentor provides very good support for families at vulnerable times and this contributes to a small group of pupils, who may otherwise not be there, attending school on a regular basis. The school has very good procedures for child protection and health and safety, including careful attention to risk

assessments, so pupils feel secure in school. Pupils say there is always someone to turn to if they have concerns. There are satisfactory systems to track pupils' academic progress and set learning goals. However, teachers do not consistently use this information to set work at the right level in lessons. Consequently, the impact of the assessment information on improving pupils' progress is sometimes too limited.

## **Leadership and management**

### **Grade: 3**

The headteacher and his senior team provide clear educational direction. The leadership team is focused on raising standards, having emerged from a difficult period when there were considerable staffing difficulties to resolve, including those concerning senior staff. This has slowed the rate of school improvement as weaknesses have not been addressed rapidly enough. This year, the leadership team has established its self-evaluation procedures more firmly and this has enabled the school to accurately identify its main priorities. The support the school received from the local authority for improving mathematics has been used well. The rigorous monitoring of mathematics teaching this year has improved the quality of teaching, although this has yet to impact on standards in Year 6. There are, however, weaknesses in how English is managed. This has resulted in too little being done to improve teachers' subject knowledge and too limited checks on the quality of lessons.

Governors are very supportive and keep a close watch on the school. However, they do not always ask challenging enough questions about pupils' achievements. Improvement to standards in Year 2 show the school has a satisfactory capacity to improve.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</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>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

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

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	3

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

As you know, we visited your school recently. We really enjoyed seeing you at work and play and talking with some of you.

The school gives you a satisfactory education and is working hard to make it even better. These are some of the good things about your school:

- You really enjoy your school and feel your teachers look after you.
- You behave well and understand the importance of eating healthily and keeping fit.
- You make a flying start in Reception in learning to read and write.
- You have good opportunities for sport and learning music and French.
- Teachers make sure you have interesting outside visits and visitors.

Some things could be better and here are the main things we are asking the school to do:

- Improve the quality of English lessons.
- Improve progress in Years 3 and 4 by making sure that your work is at the right level and that marking is helpful in guiding you to improve.
- Make sure that any weaknesses in the school are tackled as soon as they are identified.

You can help improve your school as well by making sure you always try your best.

Thank you again for your help.