

Our Lady Queen of Heaven RC School

Inspection report

Unique Reference Number	101051
Local Authority	Wandsworth
Inspection number	307574
Inspection dates	4–5 October 2007
Reporting inspector	Sue Rogers

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	245
Appropriate authority	The governing body
Chair	Mr John O'Reilly
Headteacher	Mrs Angela Pitcher
Date of previous school inspection	1 July 2002
School address	Victoria Drive Wimbledon London SW19 6AD
Telephone number	020 8788 7420
Fax number	020 8789 6088

Age group	3–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This average sized primary school draws pupils from a wide and diverse range of social, economic and ethnic backgrounds. The proportion of pupils from minority ethnic groups is higher than would be expected nationally and so too is the number of pupils who require extra support with the English language when they arrive. The number of pupils who take free school meals is low compared with national averages. The headteacher took up post two years ago and at that time there was considerable staff change in relation to other school posts. The school holds the Basic Skills Quality Mark 3, the Activemark and the Investors in People award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school where pupil's personal development is outstanding and pupils achieve above average standards in their work. All who work and learn here value the strong sense of community and excellent relationships. This is clear from parents' views. A typical parent comment went 'An excellent school run by a unique and dedicated staff, all of whom are prepared to go the extra mile.'

Standards in pupils' work had begun to decline from their previous high levels when the headteacher took up her post. It took a further year for the headteacher to settle in new staff, evaluate the school's strengths and weaknesses and begin to effect improvement. Now that the headteacher has developed a successful team, the impact of improvement is clearly apparent and change is embedded. Monitoring has been utilised effectively to ensure that the identified areas have been well developed. As a result, teaching has improved, and is good. Pupils' progress has reflected this improvement.

Provision in the Foundation Stage is strong, so children get off to a very good start. They feel that are well prepared for 'Big School', as they call it. Consistent good progress continues in Key Stage 1, leading to test results at the end of Year 2 that are above average. Progress is slightly less consistent in Key Stage 2, mirroring inconsistencies in the teaching. Nevertheless there is an improving trend and progress is still good overall, with pupils achieving above average standards by the end of Year 6. Pupils with learning difficulties and disabilities and those who need support with the learning of English also make good progress, partly because everyone is known and valued in the school community. The utilisation of assessment information has improved since the last inspection. As a result the school makes very good use of its analyses of test results to set challenging targets for the pupils. However, feedback to pupils, including marking, is not yet used well enough. Pupils therefore, do not always have enough specific information about what they need to do to improve in order to make even better progress.

The excellent relationships and mutual respect, that are a feature of the school, underpin excellent pastoral care for the pupils. They also foster outstanding spiritual, moral, social and cultural development that results in excellent pupils' behaviour. Pupils work and play together extremely well and behaviour at lunchtime is exemplary. The range of opportunities on offer, because of good curriculum enrichment, ensures that the pupils have excellent knowledge about health and very good opportunities to develop their fitness levels. The curriculum is well designed to cover all the required subjects. However, the school recognises that links between subjects are not yet planned effectively enough. This means that there are, at times, missed opportunities to teach information communication technology (ICT), literacy and numeracy whilst teaching other subjects.

School improvement has been rapid over the last year and the school team, as a whole, is becoming increasingly cohesive and knowledgeable. School leaders have also built very effective partnerships with other local schools and colleges, in addition to working well with the local authority. The school is therefore well placed to make further improvement.

Effectiveness of the Foundation Stage

Grade: 2

Provision for children in the Foundation Stage is good. Children enter the school with skills and knowledge that are broadly average, but there is a very wide range of abilities. Many have

good skills for their age, but there are a large proportion whose English skills are weak. Children settle well into the daily routines of the class as the school makes effective, informative links with parents. Staff work hard to ensure that the children learn to co-operate with each other, developing good attitudes to their learning, which are subsequently maintained across the school. They also make a good start to developing the children's respect for a multicultural society. Good planning ensures that the differing needs of the children are met, so that they are willing and eager to try out new activities on offer and they make good progress towards the Early Learning Goals.

What the school should do to improve further

- Ensure that pupils are given clear guidance so that they understand what they need to do to improve.
- Include more ICT, literacy and numeracy, where possible, when pupils are learning other subjects.

Achievement and standards

Grade: 2

Pupils are making good progress and attain above average standards because the teachers are making better use of assessment information to track pupil progress. Those pupils who are not making expected progress are targeted using effective intervention strategies. Mathematics was previously identified as a weakness, but recent results indicate that it is now greatly improved. Test results in 2007 showed that this was the school's strongest subject. Although there has been clear improvement overall, the school recognises that there are still one or two inconsistencies to be addressed. For example, Key Stage 2 boys do not always do as well as they should do with their writing. Consequently, the school is building in more opportunities for pupils to write in all subjects.

Personal development and well-being

Grade: 1

Pupils' personal development, including their spiritual, moral, social and cultural development is outstanding. Pupils have many opportunities for reflection in prayers, and experience moments of surprise and delight in singing. Their cultural awareness is very strong because of the school's rich provision in art, music and drama. Attendance is good. Pupils enjoy coming to school because it offers them many exciting activities in lessons and clubs. Pupils are friendly and polite, and act very responsibly round the school. They say that there is no bullying in the school, as relationships between pupils are very good. Pupils feel safe and well supported by staff.

Pupils' contribution to the community is outstanding. They learn responsibility by acting as school prefects, ensuring that break and lunchtime are happy experiences. They also have a good understanding about democratic processes, such as accepting majority decisions from the school council. For example, school meals have improved, reflecting food from different cultures, at the council's request. Pupils also have a strong sense of fairness and sympathy for people less fortunate than themselves. They are very innovative in raising money, including sponsored cycle racing, and they contribute to many local and international charities. Pupils' very positive attitudes, good basic skills, and ability to work in teams prepare them well for their future lives.

Quality of provision

Teaching and learning

Grade: 2

Teaching has improved because of rigorous monitoring and effective professional development. Teaching is now good overall and is outstanding at times, with a small proportion of weaker teaching being effectively addressed through targeted support. Teachers are conscientious and are very well prepared. In most instances, explanations are good, but, where teaching is weaker, explanations are less clear than they should be and pupils can become confused. The strong relationships that are a feature of the school result in excellent management of pupils' behaviour and good use is made of additional staff to support those pupils with learning difficulties and disabilities. Good use is made of day-to-day assessment to inform future teaching. Parents are pleased with the 'open door' approach and the good information they receive in order to support them in helping their children with their learning.

Curriculum and other activities

Grade: 2

The curriculum is good, is well planned, and builds on pupils' previous learning. The school has responded well to the needs of its changing intake by providing effective additional support for pupils who are learning English as an additional language. There is a wide range of activities to interest pupils and enhance their personal development. For example, all pupils from Year 1 onwards learn French. There is a good level of enrichment, with many clubs for pupils to enjoy, and a host of visits and visitors from parents and the community. The Foundation Stage curriculum is very well designed and as a result, pupils enjoy learning through play, especially outdoors. The school is developing links between subjects, but these are not yet strong enough to ensure optimum teaching of literacy, numeracy and ICT.

Care, guidance and support

Grade: 2

Care, guidance and support are good, but the quality of the school's pastoral care is outstanding. The school is vigilant about health and safety and child protection matters and many parents value the fact that this is a very caring school. The personal, social and health education programme ensures that pupils' well-being is very well supported by visiting specialists. Pupils with learning difficulties and disabilities receive effective support, tailored to their needs.

Academic guidance provided for pupils is satisfactory. The school is working to improve marking and involve pupils more in their learning. However, although marking is done regularly and is very encouraging, teachers do not yet give enough detail for pupils to know what they need to do to improve their work.

Leadership and management

Grade: 2

A parent referred to the headteacher as 'one in a million' demonstrating how happy parents are with the leadership of the school. Leadership and management are good. The headteacher has been very effective in developing accurate self-evaluation, in focussing her new team, and

in driving the school forward. The assistant headteacher, too, has been influential in improving the use of assessment materials and in analysing the results of tests so that the school knows its strengths and weaknesses. Together they are building a team of successful subject leaders, even including thoughtful succession planning. Monitoring of the implementation of their actions from improvement planning is less rigorous than the monitoring of teaching, so it is not always easy for leaders to keep track of what has been done. The governing body are very knowledgeable and supportive and are becoming increasingly good at challenging the school to do even better.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

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

Personal development and well-being

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

The quality of provision

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

¹ 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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

12 October 2007

Dear Pupils

Inspection of Our Lady Queen of Heaven RC School, London, SW19 6AD

Thank you very much for making us so welcome when we visited your school this week. We were very pleased to talk to you and to see how well you all get on together. Your parents were very happy to tell us that they like your school too.

We think that your school is a good school. Your teachers are good and work very hard to make sure that you do well. Because of this you get good results in your tests when you leave the school. Your school works very well with other schools and other organisations to benefit you. You are very well looked after and you also learn a lot about how to be healthy and stay safe. You are also excellent at listening to each other's opinions and helping other people and charities.

However, we think you would do even better if:

- teachers tell you clearly what you need to do next to improve
- when you are learning other subjects there are more opportunities for you to practise ICT, literacy and numeracy.

Best wishes

Sue Rogers

Lead inspector