



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

OUR LADY QUEEN OF PEACE CATHOLIC PRIMARY SCHOOL

LITHERLAND

Inspection Date	21 November 2017
Inspectors	Rev D Melly Mr D Williams
Unique Reference Number	104935
Inspection carried out under Section 48 of the Education Acts 2005 and 2011	

Type of School	Catholic Primary
Age range of pupils	3-11
Number on roll	129
Chair of Governors	Mr John Gallen
Headteacher	Mrs J Travers
School address	Ford Close Litherland Liverpool L21 8JH
Telephone number	0151 928 3676
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Date of last inspection	27 November 2012

Introduction

This inspection was carried out under Section 48 of the Education Acts 2005 and 2011

The report of the inspection is produced for the Archbishop of Liverpool (Code of Canon Law 804 and 806) and for the governors of the school.

The inspectors are members of the Christian Education Department and their associates approved by the Archbishop of Liverpool for this purpose.

Information about this school

- Our Lady Queen of Peace school is a smaller than average sized Catholic Primary School situated in Litherland and mainly serving the parish of Our Lady Queen of Peace
- There are 129 children on roll of whom 83 are baptised Catholic, 23 come from other Christian denominations and none from other faith or religious traditions. Twenty-three have no religious affiliation.
- There are seven teachers in the school. Seven are baptised Catholic and seven teachers have a suitable qualification in Religious Education.
- Since the last inspection a new deputy and five new teachers have been appointed together with a new chair of governors and four new governors including a new LA governor.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires Improvement
Grade 4	Inadequate

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Further copies of this report are obtainable from the school.

OVERALL EFFECTIVENESS

Our Lady Queen of Peace is an outstanding school in providing Catholic Education.

CATHOLIC LIFE

The extent to which the pupils contribute to and benefit from the Catholic Life of the school

- The extent to which the pupils contribute to and benefit from the Catholic Life of the school is outstanding.
- Pupils appreciate, value and actively participate in the Catholic Life and mission of the school above all by the care and concern they show to all.
- Pupils have been involved in the school's evaluation of its Catholic Life and mission and are part of planning improvements to it. The school council, above all, are greatly involved here as they give voice to the other pupils.
- Pupils show a respect for themselves and others as made in the image and likeness of God. The behaviour of all pupils is outstanding all of the time. They show a great understanding of the need to forgive, be forgiven and have an excellent understanding of right and wrong.
- Pupils accept the responsibilities of living within a Catholic school community. As a result, they are regularly involved with those activities which promote the Catholic Life and mission of the school both within school and the wider community. They are prefects, School Councillors, School Safety Officers, morning monitors, Reading buddies, Play Leaders and Prayer Group Leaders. They are aware of the needs of others and seek justice for others within and beyond the school community where they are heavily involved in fundraising. Recently over £1,000 was raised to purchase defibrillators.
- Pupils participate in opportunities provided by the school. Every second year Year 5 and Year 6 are taken on a residential to Wales where prayer and reflection is at the heart of all they do.
- Pupils respond well to the opportunities the school provides for their personal support and development. Self-belief is promoted within a 'can do' philosophy whilst fostering collaboration, acceptance and respect for others. As a result, they are happy, confident and secure in their own stage of physical, emotional and spiritual growth.
- Pupils, appropriate to their age and capability, have a growing understanding of loving relationships within the context of a Christian understanding. A Relationships and Sex Education programme has recently been put in place in the school.
- Pupils embrace a holistic approach to education, have an understanding of what it means to have a vocation and recognise the importance of using their gifts in the service of others. While creating Advent Calendars great emphasis was being placed on service to others and above all to the less fortunate as they prepare to celebrate the birth of Jesus.
- Pupils value and respect the Catholic tradition of the school and its links with the parish communities and the Archdiocese. As a result, they respect and are involved with parish and diocesan celebrations and activities, irrespective of their own faith commitments. They have regular celebrations of Mass with the parish priest including a leavers Mass. They have celebrations of Advent, harvest, Lent. Since the closure of the local community centre in 2015 the group has held weekly meetings on the school site. The school supports Missio, CAFOD, the Good Shepherd, Harvest Festival Food Bank Hampers and Macmillan. Pupils feel able to express a pride in their own religious and cultural identity and beliefs.

The quality of provision for the Catholic Life of the school

- The quality of provision for the Catholic Life of the school is outstanding.
- The school Mission Statement clearly expresses the educational mission of the Church “Through Christ we Live, Love and Learn” .
- Staff are committed to its implementation across the curriculum and the whole of school life. They participate in school activities which reflect the Catholic Life and mission of the school. All, adults and pupils, are extremely caring. As stated in the Self Evaluation Document ‘Pupils are very proud of the school’s harmonious atmosphere and are passionate about moral issues and are very generous in providing support to help as best they can’.
- There is a clear sense of community at all levels, evident in the quality of relationships and the centrality of prayer to the whole community. It was obvious that staff are very close and that they support one another especially when they spend time together beyond the school day.
- The school environment reflects its mission and identity through obvious signs of its Catholic character – the love and care at the heart of the community, the displays and focuses and the very tasteful religious artefacts.
- Staff promote high standards of behaviour and excellent models of mutual respect and forgiveness for pupils. It is an extremely happy school.
- The curriculum reflects a commitment to Catholic Social Teaching, to care for our common home and to the dignity of every human person. The teacher in year six shared her good deed coupon in the go forth section of Collective Worship where she promised to pick up three pieces of litter and so care for God’s World.
- Policies and structures are in place, which provide excellent pastoral care to pupils, and there is a commitment to the most vulnerable and needy in both policy and practice.
- The school has a regard for the pastoral needs of staff and all members’ needs are understood and catered for. There is a Bereavement Policy in place together with Spiritual and Moral Development policies. All members of staff have had Rainbows training in the past.
- Pastoral programmes, Personal and Social Health Education (PHSE) and Relationships and Sex Education(RSE) are planned, well taught and reflect Catholic teachings and principles.

How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for the Catholic Life of the school.
- Leaders and governors demonstrate a public commitment to the mission of the Church. They are well regarded as models of Catholic leadership by both staff and pupils. The development of the Catholic Life of the school is viewed by leaders and governors as a core leadership responsibility as evidenced by their support of staff undertaking the Catholic Certificate in Religious Studies (CCRS).
- The provision for the Catholic Life of the school is given priority by leaders. This is reflected in the school’s self-evaluation which involves monitoring, analysis and self-challenge and is clearly focused on the Catholic Life of the school and its Mission Statement.
- This leads to planned improvements to further enhance the Catholic Life of the school.

- The school has strategies for engaging with parents/carers to the benefit of pupils, including those who might traditionally find working with the school difficult. As a result, parents/carers have an outstanding understanding of the school's mission and are supportive of it. They have regular informative newsletters and are constantly invited to support the Catholic life of the school with their attendance of celebrations of RE topics and the liturgical life of the school. Recently over half responded very positively to the parental questionnaire. Almost all responded extremely positively on all aspects of the school's provision.
- As leaders, the governing body is ambitious for the Catholic Life of the school and leads by example in the way it emphasises Catholic Life as a school improvement priority. Governors make an outstanding contribution to the Catholic Life of the school. They are passionate about the school's mission, are involved in its evaluation and are ready to challenge as well as support where necessary.
- The school responds well to Archdiocesan policies and initiatives and promotes the vision for the Archdiocese throughout the school.

RELIGIOUS EDUCATION

How well pupils achieve and enjoy their learning in Religious Education

- The extent to which pupils achieve and enjoy their learning in Religious Education is outstanding.
- Pupils, from their varied starting points, make outstanding progress in each key stage.
- Groups of pupils, including those with special educational needs, are also making progress comparable to the progress of other pupils.
- Pupils, relative to their age and capacity, are religiously literate and engaged young people; they use their knowledge, understanding and skills, to reflect spiritually, and to think ethically and theologically. As a consequence, all pupils are aware of the demands of religious commitment in everyday life.
- Pupils are actively engaged in lessons and are committed to improving their knowledge, understanding and skills, in order to further develop as competent learners.
- Pupils concentrate extremely well, have an understanding of how well they are doing, of what they need to do to improve and can articulate how they have made progress. There is some excellent practice in reflective marking. This could profitably be extended more widely across the school particularly in Key Stage Two.
- Pupils approach their lessons with great interest and enthusiasm. Pupils enjoy challenging activities, and respond well to opportunities which extend their learning. They are quick to get on tasks which excite them. Behaviour in lessons is outstanding because pupils obviously enjoy Religious Education and there are no disruptions.
- Pupils' attainment, as indicated by teacher assessment is outstanding. Pupils achieve at least good attainment using Archdiocesan expectations.
- The quality of pupils' current work, both in class and in written work, is at least good and in some cases outstanding.

The quality of teaching, learning and assessment in Religious Education

- The quality of teaching, learning and assessment in Religious Education is outstanding.

- Teachers consistently plan lessons linked to pupils' current assessment so that pupils learn well. As a result of this, teaching is mainly outstanding.
- Teachers are confident in their subject expertise and have an outstanding understanding of how pupils learn as demonstrated in the majority of lessons. As a consequence, pupils apply themselves well and make outstanding progress in lessons and over time.
- Teachers employ a range of appropriate strategies, including open questions and individual and collaborative work. Consequently, all pupils are motivated and concentrate in lessons. Pupils were amazed at how well they responded to the open questioning, how quickly they got on task and how diligently they worked.
- Teachers ensure pupils are involved in evaluating how well they are achieving. This contributes to the outstanding progress and increases their confidence in making further improvements.
- Teachers manage time well to secure outstanding learning in lessons and across sequences of lessons.
- Teachers use observation and questioning during lessons in order to adapt tasks and explanations, so improving learning for pupils.
- High quality resources, including other adults, Information and Communication Technology (ICT) and suitable background music are used effectively to optimise learning for pupils.
- Teachers communicate high expectations about Religious Education to their pupils, all of whom respond extremely positively.
- High quality feedback leads to the engagement, interest, achievement and progress of pupils. Pupils are given the opportunity to respond, which improves their understanding of what they need to do to improve.
- Achievement and effort are often celebrated, especially on Fridays, leading to high levels of motivation from all pupils.

How well leaders and governors promote, monitor and evaluate the provision for Religious Education

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for Religious Education.
- Leaders and governors ensure that the Religious Education curriculum meets the requirements of the Bishops' Conference in every respect and in each key stage.
- Leaders and governors ensure that the required amount of curriculum time is given to Religious Education in each key stage.
- Leaders and governors ensure that Religious Education is comparable to other core curriculum subjects, in terms of professional development, resourcing, staffing and accommodation.
- Any additional requirements and policies of the Archdiocese regarding the Religious Education curriculum are fully implemented.
- Leaders and governors' self-evaluation of Religious Education is a good reflection of frequent assessment, tracking, monitoring, analysis and self-challenge which is informed by current best practice in Religious Education. This results in strategic action taken by the school which leads to at least good outcomes in Religious Education.
- The curriculum leader for Religious Education has a clear vision for teaching and learning and a high level of expertise in securing this vision. She is totally committed to her work and very passionate about it.
- Leaders and governors ensure that Religious Education is well planned to meet the needs of different groups of pupils and to secure coherence across different key stages and phases.

COLLECTIVE WORSHIP

How well pupils respond to and participate in the school's Collective Worship

- Pupils response to and participation in the school's Collective Worship is outstanding.
- Pupils act with reverence and are keen to participate in Collective Worship. They sing joyfully, reflect in silence and join in community prayer appropriately and with confidence.
- Pupils regularly prepare and lead worship with confidence, enthusiasm and a degree of independence. They are thoughtful in their planning of liturgy. Other pupils are engaged by the worship opportunities planned by their peers.
- Pupils use a variety of approaches to prayer which includes litany prayers, bidding prayers, spontaneous prayers, scripture, religious artefacts, liturgical music and other forms of prayer both traditional and contemporary. All pupils value and participate voluntarily in liturgy and prayer.
- Pupils have an excellent understanding of the Church's liturgical year, its seasons and feasts and the approaches this requires in the planning of appropriate worship opportunities. In two classes Advent was put into context in the liturgical year for the pupils.
- The experience of living and working in a faithful, praying community has a very positive impact on the spiritual and moral development of all pupils, irrespective of ability or faith background. They are being helped to develop a deep sense of respect for those of other faiths.

The quality of Collective Worship provided by the school

- The quality of Collective Worship provided by the school is outstanding.
- Collective Worship is a central part of the life of the school and prayer is included in all school celebrations. Praying together is part of the daily experience for pupils and staff.
- Collective Worship has a purpose, message and direction. The themes chosen for worship reflect an outstanding understanding of the liturgical seasons and the Catholic character of the school.
- Collective Worship is given a high priority in terms of planning, evaluating and resourcing; as a result, experience of Collective Worship is outstandingly engaging and all members of the community speak positively about these opportunities. All pupils spoke with enthusiasm about the Collective Worship in school and how much they enjoyed the experiences they have had.
- Relevant staff have a thorough understanding of the Church's liturgical year, seasons and feasts and ensure that pupils have rich experiences of the Church's liturgical life. This was clearly demonstrated in the choice of theme for the Collective Worship observed in both Key Stage One and Two and in the explanation of the liturgical year shared in classes.
- Staff are skilled in helping pupils to plan and deliver quality worship when appropriate. They have an outstanding understanding of the purpose of Collective Worship and the wide variety of methods and styles of prayer as illustrated in the very comprehensive policy for Collective Worship.
- Opportunities are planned in a manner that facilitates attendance by other adults associated with the pupils and school and response to this invitation is very good.

How well leaders, governors promote, monitor and evaluate the provision for Collective Worship

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for Collective Worship.
- Leaders know how to provide policies and guidelines to plan and deliver quality Collective Worship. The Collective Worship Policy is comprehensive, practical and very instructive. On the monitoring section the first question asked is “Was the main emphasis on worshipping God?”
- They have an outstanding understanding of the Church’s liturgical year, seasons and feasts.
- Leaders of Collective Worship within the school are appropriate models of outstanding practice for staff and pupils.
- They promote pupils’ planning and leading Collective Worship.
- Leaders have offered regular professional development opportunities of staff with the Department for Christian Education which have included liturgical formation and the planning for Collective Worship.
- Leaders and governors regularly review Collective Worship as part of their self evaluation processes.

What the school needs to do to improve further

- Review the Self Evaluation Document and Implement the developments already identified there.
- Ensure that the outstanding practice already in place in terms of feedback to staff and children is further developed.
- Continue to develop the work begun in Relationships and Sex Education.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	1
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CATHOLIC LIFE

The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
The quality of provision for the Catholic Life of the school	1
How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school	1

RELIGIOUS EDUCATION

How well pupils achieve and enjoy their learning in Religious Education	1
The quality of teaching, learning and assessment in Religious Education	1
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	1

COLLECTIVE WORSHIP

How well pupils respond to and participate in the school's Collective Worship	1
The quality of Collective Worship provided by the school	1
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship	1

Key to judgements: Grade 1 is Outstanding, Grade 2 Good, Grade 3 Requires Improvement and Grade 4 Inadequate