



SECTION 48 INSPECTION REPORT

Canonical Inspection under Canon 806 on behalf of the
Archbishop of Southwark and inspection of
Denominational Education under Section 48
Of the Education Act 2005
URN 101051

Our Lady Queen of Heaven Catholic Primary School
Victoria Drive
Wimbledon
London SW19 6AD

Inspection date: 22 November 2012

Chair of Governors:	Mrs G Isherwood
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SECTION 48

Introduction

Description of the school

Our Lady Queen of Heaven School is voluntary aided. It is situated in the Mortlake Deanery of the Archdiocese of Southwark. It is maintained by Wandsworth Local Authority. The principal parish which the school serves is Our Lady & St Peter, Wimbledon Common with a small number of pupils from other neighbouring parishes such as St Gregory's, Earlsfield and Christ the King, Wimbledon Common. The proportion of pupils who are baptised Catholics is 97% although this has risen to 100% in Foundation Stage and Key Stage 1. The average weekly proportion of curriculum time given to Religious Education in both Key Stages is at least 10%.

The school takes pupils from 3 to 11 years. The number of pupils currently on roll is 255. The attainment of pupils on entering the school is generally below average. The proportion of pupils eligible for free schools meals is average. Around 22.4% of the pupils receive extra support in class. The school draws pupils from a wide and diverse range of social, economic and ethnic backgrounds. The proportion of pupils from minority ethnic groups is above the national average and so too is the number who require extra support with the English language.

Key for inspection grades

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

Overall effectiveness as a Catholic school

GRADE

1

Our Lady Queen of Heaven School is an outstanding school. It is notably effective in all respects. The school sees its Mission Statement as articulating the heart of the school in stating, *"We seek to journey together with Christ as his disciples, learning from him how to live well"* and this mantra is successfully lived out and explicit in all the school does. At the time of the last inspection the school had adopted 'The Way the Truth and the Life' as its Religious Education scheme. This is now well embedded, being supplemented as appropriate, to secure the very best Religious Education curriculum the school can provide. The school's excellent self-evaluation statement reflects a clear understanding of the school's strengths and areas for development. The school's analysis confirms that recommendations from the last inspection have been addressed and the inspectors have validated this. The statement demonstrates a high level of clarity and awareness for which the school is to be commended. This marks the school out as having a strong capacity to maintain its current high levels of achievement and improve even further.

It is a school that in spite of its consistent success to date is marked out by a determination to further improve, with complacency clearly not an option. Our Lady Queen of Heaven school is a warm and welcoming school from the moment of first contact and this is sustained through the strong sense of purpose that pervades life at the school, creating a strong, distinctly Catholic ethos. Religious Education is given a high status in the school and its curriculum. The school was noted in its last inspection as being very effective in meeting the needs of all its pupils, who received excellent care, guidance and support and this continues to be the case. Parents are justly proud of their school. There was a high percentage return of parental questionnaires, which were 100% positive. As one parent wrote, *"The school is 'hands on'. I am so proud my children go to O.L.Q.H."* The school's prayer garden is well used to support the outstanding provision for prayer and worship and a recent stained glass window project provides another example of how the school develops the spirituality of pupils, by involving them in dynamic projects from beginning to end.

The governing body is highly effective, demonstrating an awareness of the Religious Education curriculum, its future development, and the value of being proactive in the school. There is a strong collegiate ethos operating within the school, which encompasses all, staff, governors, parents and pupils. This has established a strong culture of mutual support and respect which are undoubted strengths of the school. This trust enables governors to provide appropriate levels of challenge, in the context of being a true critical friend. The governors have a strong grasp on succession planning, are involved in regular 'Governor Days' in school and are keen to see the school 'grow' of which they have a clear vision.

The school benefits from a strong leadership team that promotes and leads, ensuring its Catholic goals and values permeate every aspect of school life. The community has hope and aspirations for each individual which are seen in the high expectations set. The quality of all documentation is of a very high order, reflecting the attention given to presentation and detail in all that the school does. This has a positive impact on the work of the pupils, who throughout their time at Our Lady Queen of Heaven, make sustained progress that secures pupils who are well prepared academically, socially and spiritually for their move to secondary school.

What steps need to be taken to improve further?

With no significant areas for improvement the school has a strong capacity to improve and develop. Its self-evaluation is comprehensive and accurate. There is a shared vision with regard to next steps, supported by good evidence of effective monitoring of teaching and learning and provision for prayer and worship. With exemplary Religious Education management and a deep seated Catholic ethos, there is a strong sense of drive and ability to move the school on, in a school culture of continuous lifelong learning for all.

Governors, headteacher and staff could:

- Further develop the assessment process and tracking of individual pupil progress, to enable pupils and parents have an even clearer view about next steps in learning and use this information to set more challenging targets to ensure all pupils achieve appropriately and attainment is raised.
- Share examples of the excellent practice in teaching and marking, to secure greater consistency across the school and more widely with other schools, in particular with regard to developmental marking and pupil responses.

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The Catholic life of the school

GRADE 1

Leadership and management

Leadership and management of Our Lady Queen of Heaven School, continue to be outstanding. It benefits greatly from very experienced, high quality leadership and management. The leadership of the headteacher is outstanding. She has a clear vision of the nature of a Catholic school and has established a strong team that shares, and is involved in, realising that vision. The exceptionally cohesive nature of the leadership at Our Lady Queen of Heaven School is both highly effective and a great strength. All at the school are clearly dedicated to developing the Catholic life of the school. This was evidenced through feedback gathered formally and informally on all aspects of the life of the school. This includes the views of pupils, parents, staff and governors, in addition to a wide range of documentation. The school leadership is strongly focussed on the school's mission, on raising standards and promoting the personal development of learners. The governors, are likewise, committed to the school and play an appropriate role in both giving a high level of support and providing challenge. The mutual trust that has been developed, has secured a partnership that is ensuring that complacency is not possible. The curriculum is well served by the link governor for Religious Education, who as a regular visitor to the school, meets with the Religious Education coordinator and feeds back to the governing body at termly meetings.

The Mission Statement is revisited with pupils raising their awareness, at an age appropriate level of the Catholic Mission of the school. Discussion with the pupils, confirmed a clear understanding of the statement. Pupils' achievements are recognised and valued in a number of ways such as; house points, headteacher awards, certificates for core values and golden time.

Religious Education is given due recognition within the School Development Plan, which supports its place as a core subject. This is complemented by a separate Religious Education Development Plan, which clearly sets out a timetabled programme for development. The school uses self-evaluation particularly well, to form an accurate view of its strengths and areas for development, with an on-going view of developing improved provision. The school is particularly good at utilising challenging targets that pupils rise to and take on board, and this could usefully be more explicitly linked to marking. Religious Education management serves to maximise the skills of individual staff to provide a stimulating curriculum. Within this, pupils hone their own question and answer skills and ability to research, within a developing cross curricular framework. Assessment has been extremely well developed and this work is on-going. As the year progresses, pupils are involved in setting their own targets, which they are able to discuss. There are good examples of self-evaluation in pupils' books which could now be more widely disseminated. Staff have undertaken good work in the areas of tracking and moderation, which has supported the successful development of levelling within Religious Education and this work continues within the local Catholic schools' cluster.

The Parish Priest is very supportive of, and active within, the school. His commitment is greatly valued and appreciated by all members of the school community. He regularly visits the school having developed a chaplaincy role that well serves all members of the school community and in turn greatly enhances school, home, and parish links.

Quality of provision for personal and collective worship

GRADE 1

The school more than fulfils its statutory obligations with regard to worship. The prayer life, worship and liturgy of the school are very strong and integral to all the school does. Liturgical celebrations are exceptionally well planned with time being allowed for further

reflection in class and through work in pupils' Religious Education books.

The school works hard to support the parishes it serves and joins the community for Mass at the beginning and end of each term, and on Holy Days of Obligation. In addition each class from Year 1 upwards goes to Mass each term. Parents are invited to all of these celebrations. Services of Reconciliation are held during Lent and Key Stage 2 pupils prepare and lead a 'Stations of the Cross' service.

The Rosary is prayed during the months of October and May, led by staff parents and pupils and the school leads a Benediction service and May procession culminating in the crowning of a statue of Our Lady. Parent participation in these celebrations is high. A broad range of prayer was witnessed that found the pupils, very confident with the traditional prayers of the church, whilst being equally secure with other forms of prayer, including self-composed and spontaneous.

In one classroom there was an outstanding focal area devoted to Mary. Classroom focal points are of an exceptionally high standard. They reflect a consistent approach which makes them interactive and well used by pupils who value the opportunity they provide for prayer intentions and 'Big Questions'. Display work around the school is equally outstanding, demonstrating the high level of thought and care given to all aspects of school life.

Pupils are respectful, reverential and respond well in liturgical celebrations. The assembly attended reflected the quality of worship, pupils celebrated which gives a truly meaningful experience of liturgy. It was led by Year 5, on the biblical story of Joseph and his brothers, with the pupils interpreting the biblical text in the context of considering the issue of bullying. The message was clear that bullying is unacceptable and is un-Christian. The assembly content successfully met the needs of all pupils present. The school is to be commended for inviting pupils from another non-faith school to share this assembly and its important and relevant message linked to anti-bullying week. This sharing is an on-going programme of links between three local schools. A Foundation Stage prayer circle was also attended, where the pupils sat prayerfully, listened to readings, sang and took part in a range of activities. Reception pupils presented paper hearts to the Nursery pupils showing that 'every person is special'. The celebration was marked by the attentiveness of the very youngest pupils, who fully participated in this spiritual occasion.

Community cohesion

GRADE 1

Our Lady Queen of Heaven School rightly judges itself to be an inclusive school. This is a central tenet of the school's vision that sees it engender in pupils, awareness that we are all equal in the sight of God, and that peace and justice must begin with each one of us in our personal relationships. Diversity is valued, with there being strong mutual respect between all members of the school community, the local community and its parishes, with very cooperative links having been built up over a number of years.

Through Religious Education and a number of cross curricular links, positive attitudes are nurtured towards other faiths and an insight developed into their beliefs and attitudes. These significantly broaden pupils' understanding of community. All staff and pupils are included in the liturgical life of the school, where pupils learn to appreciate, understand and pray for other people, cultures, nations and religions, especially where they are struggling or in difficulty, (e.g. Tanzania project, CAFOD, assemblies, Cabrini and Mission Day for Change) reflecting the broad range of charity work undertaken by the school. In addition to the Religious Education programme and the school's focus on other faiths, the

school undertakes work linked to Fairtrade.

The teaching of other faiths is fully embedded in the curriculum using 'Here I Am' resources and is appropriately supplemented through visits to a local Mosque and Synagogue.

The school is active within several school clusters including the Southfields Extended School cluster involving a range of schools and with a network of five Wandsworth Catholic Schools. These clusters have served to provide support for both parents and pupils, in addition to building strong inter school links that have supported pupils learning and understanding of other faiths and enables teachers to work across Key Stages. It has also facilitated a range of cross curricular links. Pupils are given many opportunities to assume a range of responsibilities in support of their school community and each other, through for example; Playground monitors, Eco Councillors, School Council, librarians, House Captains, Dining Hall monitors, Computer monitors etc.

Community cohesion at the school is marked by the outward looking nature of the school. There is a deep seated philosophy of reaching out, as exemplified by the welcome given to local non-faith schools who regularly attend assemblies. The school sees this as specially important as many of the pupils from the visiting schools live on the same housing estate as pupils from Our Lady Queen of Heaven. As one parent wrote, *"I am delighted that at this school my children receive a strong foundation with regard to their Catholic Faith, but are at the same time taught to be respectful of other faiths."*

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Religious Education

GRADE 1

Achievement and standards in Religious Education

Catholicity is the heart of Our Lady Queen of Heaven School and as a result of the Catholic ethos and the caring atmosphere, which leads to high emotional intelligence within the classrooms, pupils are empowered to discuss their own beliefs and traditions of the church. This is further supported in class work. Pupils at Our Lady Queen of Heaven School achieve high standards that generally exceed expectations. The levels of attainment at each key stage are very high in relation to expected levels based on attainment on entry to the school which is average to below average. Teaching and learning is consistently of very high quality. Expectations in Religious Education are as equally challenging as those in other subjects. The pupils are highly motivated, engaged in and enthusiastic in their learning. Behaviour is exemplary. Progress is made across all key stages.

Pupils achieve well, in relation to the learning outcomes from 'The Way, The Truth and The Life' programme followed and attainment in Religious Education is at least in line with Literacy and often above. It is notable that there are no significant variations between targeted groups and that progress by less able pupils can match their peers. This reflects the high quality of input given by learning support assistants due to the clarity of their role, how well it is planned for and how competently it is delivered.

The half termly levelled assessments for the scheme are carried out and this enables the staff to track progress and ensure that work is appropriately matched to individual pupils' ability. Pupils are thereby able to apply their learning to their own lives and wider issues.

Pupils have a very positive attitude to Religious Education, being focussed on their learning and expressing positivity and enjoyment towards Religious Education lessons. They have a good understanding and are able to articulate their understanding of Gospel values and how they impact on their behaviour and that of others.

Teaching and learning in Religious Education

GRADE 1

Pupils are confident within lessons due to the supportive and affirming approaches that are consistently applied by teachers across the school. This is achieved through the establishment of mutual respect and clear boundaries, which is a living out of the school's Mission Statement, which says, *'Every person within our school community matters and has the opportunity to achieve their full potential and exceed their expectations.... As a school we aim to develop a trusting and supportive environment in which everyone is valued and appreciated'* and Our Lady Queen of Heaven School certainly achieves this.

The majority of teaching seen was outstanding or good with outstanding elements. The teaching team has great strength and subject expertise. The school places a high value on Religious Education in-service training, which has contributed to the high standards of Religious Education teaching and the range of resources available in the school. In the very best lessons teachers use the 'The Way the Truth and the Life' Religious Education scheme imaginatively and supplement it by the use of a range of teaching methods and extension resources. Teaching is marked by very strong classroom management and teachers high expectations of pupils, to which they rise. The regular use of drama, various forms of writing, ICT and class discussion reflect a high level of cross curricular links.

In one lesson seen, excellent use was made of open-ended developmental questioning. The lesson was well differentiated by task, with the more able pupils being as equally challenged as the less able. The lesson was well planned and resourced. Effective use

was made of music at the start of the lesson creating a prayerful atmosphere. The teacher effectively used prior knowledge to set the lesson in context. The plenary was outstanding in creating a prayer together, that was relevant to the lesson objective. Another very good lesson started with the pupils in a circle round a stimulating focal area with a candle and challenging vocabulary. Pupils returned to the circle for the plenary during which the lesson was concluded with very spiritual singing. The class had an excellent class book entitled 'Our Journey with Jesus', reflecting the different lessons and activities, associated with the Religious Education curriculum.

The school has produced a CD to reflect the extensive range of Religious Education activities undertaken as part of the Religious Education curriculum. This could usefully be shared to a wider audience via the school's website.

The Religious Education curriculum

GRADE 1

With national guidance indicating that 10% of curriculum time should be allocated to Religious Education the Our Lady Queen of Heaven school's curriculum more than meets this requirement. The curriculum is well supported through strong cross curricular links and with a staff experienced in the teaching of Religious Education. The support and input given by the local priests is appreciated and valued by all. The subject is well resourced with good budgetary provision that provides for a good range of up to date materials, with teachers recognising the 'Every Child Matters' agenda.

In all lessons seen, teaching assistants were well deployed and their role clearly defined. Their input is sensitively given and their expertise and active participation in lessons, greatly supported and enhanced learning and progress. The school has successfully developed creative approaches within lessons. The willingness of staff to use a range of approaches and resources to generate enthusiasm and participation to a high level, greatly strengthens the Religious Education curriculum. Parents are kept appropriately informed in regards to Religious Education through a regular Religious Education newsletter.

Leadership and management of Religious Education

GRADE 1

Leadership and management of Religious Education is of a very high standard. It is commendable how, with the Religious Education Coordinator having been absent on sick leave, the senior team have maintained the very high profile the subject has within the school. They have established a clear educational direction for the subject, through well documented policies, practices, and sharing of the school's mission statement along with an emphasis on a set of core values. Their enthusiasm and hard work has had a significant impact on the quality of Religious Education teaching and learning. Recently the teaching of other faiths has been successfully developed as a result of this leadership. The Religious Education coordinator has a well-defined monitoring role which includes a programme of; classroom observations, supervision and monitoring of planning, scrutiny of pupils' work and support for staff. She attends both the annual coordinators' conference and termly coordinators' meetings at the Commission. She is well supported by the headteacher and with the school's senior leadership team secures an on-going strong focus on Religious Education. A good programme of staff training, staff meetings and support, means that staff are confident and empowered to deliver the Religious Education curriculum.

This should secure maintenance of an appropriate balance between explicit Religious Education and cross curricular elements within the current Religious Education scheme of

work, particularly in the older age group.

The high quality of display was marked by living displays that are continually added to and updated. Pupils are invited to put on display examples of what they are proud of in any aspect of their life. The very good quality of display celebrating pupils' work in Religious Education marks the value placed on this subject. The staff team work well together to create an exciting learning environment that impacts very positively on the educational and spiritual experiences afforded to pupils.

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