



## ARCHDIOCESE OF LIVERPOOL

### INSPECTION REPORT

### OUR LADY QUEEN OF PEACE CATHOLIC PRIMARY SCHOOL

#### LITHERLAND

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Tuesday 24 March 2009

Inspectors      Rev. D. Melly      Mrs. M. Eves

URN              104935

Inspection carried out under Section 48 of the Education Act 2005

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Type of School	Catholic Primary
Age range of pupils	3 -11
Number on roll	113
Chair of Governors	Rev. W. Simpson
School address	Ford Close, Litherland, Liverpool, L21 0EP.
Telephone number	0151 928 3676
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Date of last inspection	13 June 2006
Headteacher	Mrs. J. Travers

## Introduction

This inspection was carried out under Section 48 of the Education Act 2005.

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.

## Description of the school

Our Lady Queen of Peace School is a smaller than average Catholic primary school. It is situated in Litherland and mainly serves the parish of Our Lady Queen of Peace. It is part of the Sefton Local Authority. The catchment area is one of social and economic disadvantage. There are 113 learners on role of whom 83 are baptised Catholics, 30 come from other Christian denominations and there are no learners from an *Other Faith* tradition. The number of learners eligible for free school meals is well above average. The number of learners with learning difficulties and/or disabilities is above average. There are 6 members of staff all of whom are Catholic. Five teachers teach Religious Education 4 of who have a Religious Education qualification. The remaining teacher is in the process of obtaining the *Catholic Certificate in Religious Studies*.

## Key for inspection grades

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

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## **Overall effectiveness of the school**

Our Lady Queen of Peace is an outstanding school. It is an open, welcoming, Christ centred community where all are enabled to achieve their potential, working in partnership with homes and the parish. A very strong Catholic ethos is certainly evident in the positive climate, which has been created for work. Outstanding relationships have obviously been established by working closely with home, parish and the local and global community. All are valued, respected, cared for and affirmed. Standards are good overall. Learners achieve well and make outstanding progress. Teaching is outstanding overall. Assessment is in place and is being well developed. The curriculum planning is outstanding and results in an effective delivery of the *Here I Am* programme. Learners' behaviour is outstanding. The Religious Education programme, Collective Worship and the Catholic life of the school make a significant contribution to the learners' spiritual and moral development. The school is outstanding in promoting community cohesion. The headteacher and senior management team have a clear understanding of the school's strengths and a vision of how to meet development needs.

**Grade: 1**

### **Improvement since the last inspection**

Following the last Section 23 Inspection in April 2004 the school has taken effective steps to ensure that the learning objectives are highlighted at the beginning and end of Religious Education lessons. Religious Education lessons are now monitored. The Religious Education coordinator has initiated meetings with Holy Rosary, St. William of York and Our Lady Star of the Sea in order to share good practice, offer mutual support and thus further improve standards. Topic days have been attended by staff.

**Grade: 1**

### **Capacity to improve**

The school's self-evaluation is accurate and comprehensive though at times rather modest. The priorities for both the improvement of Religious Education and the Catholic life of the school stem from the self-evaluation and the school development plan. The leadership has a clear understanding of what needs to be developed and is committed to improvement. There is outstanding capacity and eagerness for further improvement.

**Grade: 1**

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

- Continue to implement the targets set out in the school self-evaluation document and development plan.

## **Achievement and standards**

Learners' attainment on entry to the school is below, and sometimes well below that typically expected of children of their age. Learners make outstanding progress in the school and by Year 6 meet or even exceed the expectations of the *Here I Am* programme. Standards in Religious Education overall are good. There are no significant differences in performance by learners of different gender or ethnic background. Learners with special needs make very good progress in Religious Education with the provision of differing tasks and the help provided by the teachers and learning support assistants. The school checks on the progress made by all through assessment. The development of this work is a priority for the school. All learners' work is marked with positive comments that affirm. The best marking also highlights strengths and ways to further improve. Learners are very confident and articulate in discussion. They ask good questions which show good knowledge and understanding of Religious Education. Learners are given opportunities to record their knowledge and understanding and express their own thoughts and feelings in a variety of styles.

Catholic beliefs and values are at the heart of learners' spiritual development. The school celebrates achievements in lessons and assemblies. Children throughout the school are confident and obviously enjoy work. They have a good understanding of the life and teaching of Jesus and his Church and are able to apply this to their own lives and experiences. Learners' behaviour is outstanding. They have a very good sense of right and wrong. The Gospel values of love, respect, trust, tolerance and forgiveness underpin the provision for learners' moral development enabling learners to make an outstanding contribution to the school community. Teachers and learners show genuine care, concern and respect for each other. All are extremely polite and helpful.

**Grade: 1**

## **Quality of Provision for Religious Education**

### **Teaching and learning**

The quality of provision for Religious Education is outstanding. Teaching is outstanding overall. All teachers are secure in their knowledge and understanding of the *Here I Am* programme and this is reflected in their thorough planning and confident delivery of the topics. *Here I Am* is very well used. The learners are challenged and respond enthusiastically. This helps the learners to work well both independently and collaboratively. Some outstanding use is made of information communication technology including PowerPoint. Very effective use of questioning challenged and extended the children's learning. The listening skills of the learners are obviously very well developed. Very good use is made of talking partners, hot seating and story. Outstanding use is made of praise. This encourages the children and enables them to remain motivated. Children's behaviour and relationships are outstanding in all lessons. Learners are obviously valued in class. They are

listened to and treated with respect not just by the teachers and support staff but also by their peers. The children demonstrated great respect for each other's opinions and points of view. This has obviously been role modelled by the adults and has resulted in high levels of learners' self-confidence and self-esteem which impacts on their learning. The tasks observed on the day were creative, challenging, interesting and differentiated, catering well for the wide spectrum of learning abilities in the school. Because of this approach the children are able to learn and make progress. There is very good structure to all lessons, which, together with the diligence of the teachers and other adults, helps learners stay focussed. Monitoring of teaching and learning through observation of planning and learners' workbooks has been put in place and is very thorough. Very effective use is made of teaching assistants to support learning and inclusion. The learning objective is shared at the beginning of all lessons and also revisited throughout the lesson and at the end. This enabled the sharp focus of the lesson to be adhered to. Learners' work is regularly assessed and records are effectively kept in portfolios.

Parents and carers are enabled to become involved in their children's Religious Education in a variety of ways. Attractive newsletters are sent to the homes regularly outlining the religious topics to be covered and how families can become involved in the learning process. The school is also used as a base for further development for the parents. Parents are invited to attend school Masses, assemblies and special celebrations. The school also reports on progress in Religious Education.

#### **Grade: 1**

#### **Curriculum**

The school is effective in meeting the Religious Education curriculum needs and interests of learners. Through using the *Here I Am* programme recommended by the Archdiocese the school meets the requirements of the Curriculum Directory for Religious Education. A whole school approach is used and appropriate levels of the programme are being followed in different classes. This ensures complete Religious Education entitlement for each child and meets national and diocesan requirements. Of the total curriculum time approximately 10% is allocated to Religious Education, which is a requirement of the Bishops of England and Wales. Strong links are made with home, parish and the local and global community. The Religious Education curriculum makes an outstanding impact on learners' spiritual and moral development enabling them, above all, to be self-reflective

#### **Grade: 1**

### **Leadership and Management**

#### **Religious Education**

The leadership and management in Religious Education are outstanding. There is a clear vision for the subject within the mission of the school, which is

shared by all and is reflected in the very positive relationships throughout the school. The headteacher and the Religious Education coordinator are extremely enthusiastic and committed. They are making an outstanding contribution in leading and supporting staff. They are very good role models and have a clear vision for the further development of the school. An outstanding handbook guides and directs all staff in their delivery of Religious Education. Monitoring through scrutiny of planning, teaching and learning and workbooks is in place and is very good and very supportive. Links with other schools in the area have recently been forged in order to share good practice and to raise standards further. Formal assessment is also in place and is effective. Four of the five staff teaching Religious Education have a suitable qualification. The remaining teacher has almost completed the course leading to obtaining the *Catholic Certificate in Religious Studies*. Teaching assistants are very effectively deployed. The subject leader attends coordinators' meetings and information is disseminated to all staff during staff meetings or in-service time. Priorities for the subject are clearly identified and targets set. Religious Education is well funded and money has obviously been well spent. The Religious Education coordinator keeps governors well informed on matters relating to Religious Education. Fr. Simpson, who is chair of governors, is very much involved in the life of the school. His presence and input are greatly appreciated. Governors are keen to discharge their responsibilities effectively. All the governors are involved in the life of the school. It is hoped that this involvement will be developed further especially by having a link governor for each subject.

**Grade: 1**

### **Catholic Life of the School**

There is outstanding leadership and management in developing the Catholic life of the school through the Mission Statement. Our Lady Queen of Peace is a school in which Gospel values permeate every aspect of its life and work. The learners are obviously valued, affirmed and respected. This helps them to be confident and happy. An outstanding Mission Statement, which expresses the philosophy of education in this Catholic school, is in place. Each class also has its own Mission Statement. Aims, flowing from the Mission Statement with objectives showing how the aims are to be achieved, are also in place. All who form the school community were involved in the development of the Mission Statement, which is at the heart of all that is done in the school. The Mission Statement is reviewed on a regular basis.

**Grade: 1**

### **Collective Worship**

The quality of Collective Worship is outstanding. The school provides Collective Worship in a variety of ways for each child daily, in class or whole school gatherings. This fulfils government and Archdiocesan guidance. An outstanding policy and guidelines to support the planning, delivery and nurturing of Collective Worship is in place. Acts of worship are extremely well

planned for, with great attention to detail, ensuring that everything is as good as it can be. The experiences included music, an appropriate focus with lighted candles and appropriate artefacts to create a prayerful atmosphere. Excellent use was made of scripture stories, which were told by the children. There is also time for personal reflection, which was extremely well used. Appropriate hymns were sung enthusiastically. There was prayer, both formal and informal and spontaneous. The learners present responded positively to the warm, affirming and uplifting and powerful worship experience. Focus tables and displays in each classroom and throughout the school are colourful, attractive and well presented, expressing well the topic of *Growing*. This enhances the delivery of the curriculum and Collective Worship. Collective Worship makes an outstanding contribution to the spiritual and moral development of the children.

**Grade: 1**

## **Community Cohesion**

The school's leadership and management in promoting community cohesion are outstanding. There is a shared vision and commitment to serve the common good. Leadership at all levels respects difference, values diversity and ensures equal opportunities for all. It is obvious that every person matters in this school. Close links have been forged with the local community through "Better Together" and Multi Agency support meetings. There are links with the After School Club in Hatton Hill School. Visits have been made to Acorn Farm, Farmer Ted's, Local Garden Centres, Ford Community Centre, Ince Blundell Nursing Home, Herbert House, the Healthy Schools Road Show and Sefton Shining Stars. Collective Worship celebrates, reflects and respects the diversity of belief within the school. The use of the Religious Education programme, *Here I Am*, supports community cohesion. Learners have explored the beliefs and values of Judaism, Hinduism and Islam. All show a concern for the well being of those less fortunate than themselves in their support of CAFOD, Nugent Care, Shoe Box Appeal, African Orphanage, Children in Need, Christian Aid, Alder Hey, Jospice, Red Nose Day and Zoe's Place.

**Grade 1**