

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.

Information about this school

- Our Lady Queen of Peace school is a smaller than average sized Catholic Primary School situated in Litherland in the Sefton district of the Archdiocese and serving the parish of Our Lady Queen of Peace.
- The catchment area is one of social and economic disadvantage.
- There are 110 children on roll of whom 79 are baptised Catholic and 31 come from other Christian denominations.
- There are 7 teachers at the school, all of whom teach Religious Education. Six are Catholic. Five teachers have a suitable qualification in Religious Education and 2 others are due to complete their Catholic Certificate in Religious Studies imminently.
- Both the headteacher and Religious Education co-ordinator have been in post since before the last inspection.

Key for inspection grades

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

© 2012 copyright – Archdiocese of Liverpool. This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school.

Overall effectiveness:

Our Lady Queen of Peace provides good Catholic Education.

Inspection Judgements

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

- Pupils make a good contribution to the Catholic Life of the school and greatly benefit from it. They are very good ambassadors for the school and feel valued by adults there.
- They understand the school's Mission Statement and know that it is asking them to follow the values from the Gospel and to live Christian lives. Representatives from the classes were involved in its evaluation and review. Each class has since unpicked the school's Mission Statement to show how it particularly applies to them.
- Pupils have a strong sense of self-worth and of belonging to this school community. They understand the demands and responsibilities that the living the mission places on them especially in how they value and respect others and form their relationships.
- Pupils are encouraged to take on roles of responsibility in the school and wider community e.g. as play leaders, school councillors, reading buddies. Within these roles, they learn to co-operate with each other and look out for the needs of others.
- Pupils are actively involved in developing the Catholic character of the school by raising awareness of and generously supporting a wide variety of charities including CAFOD, Nugent Care, Zoe's Place and an African Orphanage dear to their hearts. They have a good sense of justice and fairness for all.
- Pupils embrace opportunities to meet their potential in all aspects of school life and benefit from a range of extra-curricular activities e.g. sports, dance, drama and handicrafts. Through them, they learn commitment, responsibility and creativity.
- Children have the opportunity to participate actively in residential trips to Plas Caerdeon Education Centre, Barmouth, in outdoor activities and in day trips around the local area. These experiences impact greatly on the pupils' social, spiritual and moral development and enable the pupils to appreciate the wonder and beauty of God's world.
- Pupils have a good sense of right and wrong and apply this in their personal relationships. They take an increasing responsibility for themselves and their actions within the moral guidance given by the school. The 'Restorative Justice' initiative is having significant impact on behaviour and enables pupils to have a heightened sense of justice and morality.
- Education for pastoral care and personal relationships has fostered positive attitudes in pupils and respects the dignity of all. Good use is made of circle time.
- Pupils praise and acknowledge the contribution of others. They show a readiness to embrace and celebrate their lived experiences especially through Collective Worship.
- Pupils show respect and understanding of other faiths and religions and have enjoyed learning about Judaism and Hinduism within the curriculum.

How well pupils' achieve and enjoy their learning in Religious Education

- Pupils' achievement in and enjoyment of Religious Education is good.
- They make good progress in relation to their starting points and capabilities.

- Pupils' attainment in Religious Education is good overall. Analysis of assessments undertaken provides evidence of pupils generally attaining the appropriate level for their age and stage of development in each key stage with some pupils achieving above expectation.
- There is no difference in performance between pupils of different gender.
- Outcomes for pupils with additional or special needs are also good.
- Pupils are becoming increasingly more religiously literate. Their knowledge, understanding and skills are developing appropriate to their age and capacity. They have an extensive knowledge both of the themes from the programme and of the wider Christian life of the school.
- They are developing the skills that enable them to reflect spiritually, think ethically and theologically and are becoming more aware of the demands of religious commitment in everyday life.
- Pupils' engagement in their learning is generally very good with some outstanding examples seen on the day of inspection. This is seen in their enjoyment, interest, sustained concentration and excellent behaviour in lessons and is evidenced in portfolios of photographs and videos.
- In their interview, the Year 2 and Year 6 pupils spoke of their enthusiasm for their Religious education lessons and how exciting they find them because their teachers bring the subject to life.
- Pupils are encouraged to work independently and collaboratively. They co-operate well with each other in group work. Across the school, children are respectful of each others' views and opinions. They think deeply about themselves and how they treat others.

How well pupils' respond to and participate in Collective Worship

- Pupils' response to, and participation in Collective Worship is outstanding.
- They have a keen sense of morality, justice and the common good. This is evident in class prayer books and in general prayer life.
- Children show great interest, respond very well with heartfelt prayer and actively participate in daily Collective Worship in a variety of settings.
- They act with reverence and respect at such times, maintain a prayerful atmosphere and are keen to participate in different gatherings.
- Pupils' knowledge of prayer and liturgy is increasing. They are very familiar with responses from the Mass and with a diversity of prayer styles.
- They appreciate and are open to the Word of God in the scriptures. Older pupils particularly enjoy their time for 'heart room' where time is made for personal reflection.
- Pupils sing joyfully, reflect in silence from an early age and join in community prayers appropriately and with assurance.
- They are becoming increasingly more confident and skilled in preparing and leading worship from their earliest years.

The quality of teaching and how purposeful learning is in Religious Education

- The quality of teaching and purposeful learning in Religious Education is good. It is consistently effective in ensuring that pupils are interested, engaged and make good progress.
- Teachers plan well and generally display very good subject knowledge. They work hard and are good role models for the children to emulate. A range of teaching styles are deployed to motivate pupils.

- Teaching encourages pupils' enjoyment of and enthusiasm for Religious Education. The outstanding lessons observed on the day of inspection moved learning along swiftly and the activities selected fully met the needs of all the pupils and energised them. The older children were mesmerised by a 'visit from the prophet Isaiah'. They enjoyed the opportunity to make the message from the prophet relevant to people today.
- Teachers take into account pupils' prior learning and most ensure tasks are clearly differentiated when planning so that the work consolidates, builds and extends their knowledge and understanding.
- They provide opportunities for pupils to work independently and collaboratively.
- Teachers have high expectations of the pupils they teach in terms of quality of work, attitude and behaviour.
- Good use is made of time and resources including other adults to maximise learning.
- Some outstanding use of Information and Communication Technology was evident, especially on the day of inspection, to enhance learning.
- 'Assessment for Learning' strategies are generally used effectively across the school. This helps children understand where they need to go next and how best to get there.
- Pupils' contributions are valued and appreciated. They are regularly praised and affirmed by adults.
- Effort and achievement are celebrated through marking and verbal encouragement. Displays are used to celebrate and reinforce learning.
- The assessment of pupils' work in Religious Education is good. Teachers use their assessments effectively to inform future planning. 'P' levels are used very well to assess lower attainers.
- The school has very good assessment strategies which provide detailed information on the achievement of all the pupils. Teachers track individual progress and enter data onto school tracking sheets. These are used effectively to identify areas for development for individuals and groups of pupils. They are thus able to identify how well pupils are achieving and tackle any underachievement.
- Teachers enable pupils to evaluate their own work.

The extent to which the Religious Education Curriculum promotes pupils' learning

- The extent to which the Religious Education Curriculum promotes pupils' learning is good. It meets pupils' needs very well.
- Using the *Come and See* programme recommended by the Archdiocese, the school meets the requirements of the Religious Education Curriculum Directory. Appropriate levels of the programme are being followed in different classes. This ensures complete Religious Education entitlement for each child and meets National and Archdiocesan requirements.
- Of the total curriculum time 10% is allocated to Religious Education. This fulfils the requirements of the Bishops of England and Wales.
- Planning ensures full coverage of the Religious Education programme. Imaginative and well planned strategies are deployed to enrich pupils' learning.
- The curriculum is delivered in such a manner that makes Religious Education stimulating and memorable.
- The school implements new curriculum developments as appropriate and purchases suitable resources in support.
- A local network for subject co-ordinators and in-service training has been developed. Through it, good practice can be shared effectively.
- Displays around the school are linked to the curriculum and celebrate work.

- Enrichment activities such as 'The Posada' (travelling crib) have a positive impact on the curriculum and promote home / school links.
- The Religious Education curriculum provides good opportunities for pupils' spiritual, moral development and vocation. Skills for personal growth across the life of the school are identified and opportunities to discover the awe and wonder of God's world in both the ordinary and the spectacular are sought.
- Children have explored the beliefs and values of the Jewish faith and Hindu religion. This helps to promote tolerance and respect for those who think differently. They have thoroughly enjoyed visits from visitors who shared their different beliefs and values.

The quality of Collective Worship provided by the school

- The quality of Collective Worship provided by the school is good. It reflects the Catholic character of the school well and has a high profile.
- Collective Worship plays a key part in meeting the spiritual needs of the pupils.
- Opportunities are provided to enable full, active and conscious participation of the whole school community. Experiences are given that reach the pupils physically, emotionally and intellectually.
- Children are enabled to pray formally and informally using a variety of prayer methods and styles in an age appropriate manner.
- The head teacher monitors the quality of provision as she joins classes across the school for Collective Worship.
- The Religious Education co-ordinator ensures that suitable resources are sourced and used effectively. Those used on the day of inspection were stimulating and exciting. Excellent use is made of Information and Communication Technology to enhance worship.
- A good policy and suitable guidelines are in place. These encourage staff to use a variety of different media to provide experiences for the children e.g. dance to heighten sensitivity to feelings and art to enable them to see into and beyond themselves.
- Very good use is made of the school garden to inspire thought and enable the children to enjoy and appreciate the beauty of creation.
- The teachers provide essential resources and opportunities to help children to develop the skills necessary to plan, lead and participate in Collective Worship and to evaluate it effectively.
- Opportunities are provided, where possible, for parents, carers the local and wider Faith communities to participate in a variety of celebrations of the *Come and See* programme and the Church's liturgical year. These include the annual Leavers' Mass and Christmas and Easter services.

How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan and implement improvement to outcomes for pupils.

- Leaders, governors and managers are outstanding at promoting and developing the Catholic Life of the school and show an outstanding commitment to, and a very good understanding of the Mission of the Church. They evaluate the provision and plan and implement improvement to outcomes very well.
- They are wholly committed to promoting and developing the Catholic life of the school.

- This is reflected in the school's own Mission Statement which permeates all aspects of school life and creates a common sense of purpose and belonging. All who form part of the school community including parents, staff, governors and children were involved in the development and review of the Mission Statement. Its aims and practical objectives direct and guide every aspect of school life and are a useful tool by which the school evaluates its effectiveness. It informs all policies and procedures.
- Senior leaders in the school work as a close knit team and have a common vision for the school community.
- Opportunities are provided for the staff and pupils to play an active part in Catholic life and Mission of the school. They understand and live out their Mission Statement.
- Leaders, governors and managers use the monitoring data available well to evaluate the school's performance, celebrate, and plan future improvements.
- The Self Evaluation Document provides evidence of the schools monitoring, analysis and self challenge. It is a comprehensive document which provides a basis to celebrate the school's strengths and outlines areas for development. It is used effectively to develop a plan for action in Religious Education. The more up to date format should now be used.
- A policy for dealing with bereavement is in place and staff members have received Rainbow's training to support vulnerable children who have suffered loss or have been bereaved.
- On the whole, the quality of planning is very good. Care should be taken when monitoring to make sure that tasks are always clearly differentiated to meet the needs of all and to ensure that assessments made consistently inform future planning.
- The school provides excellent induction and in-service training to enable staff members to further understand the Church's Mission in education and to play their unique parts in it. In-service sessions through the Archdiocese and the local schools' network meetings are regularly attended. Religious Education features regularly on the staff meeting agenda.
- Collective Worship is a priority for the school. A useful, up to date policy and guidelines for its implementation are in place.
- A range of opportunities for spiritual and moral developments are provided for staff and pupils, such as meditation sessions. These are good opportunities for reflection and contemplation.
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all. Visitors of other faiths and religions have been invited into school to share their faith and so help to foster positive attitudes and respect for the beliefs of others.
- Parents are consulted regularly and involved in a variety of ways in the life of the school. They are kept well-informed through newsletters.
- A very good budget is provided and supplemented by the parish for resources such as advent wreaths.
- Governors fulfil their responsibilities very well. They are committed and kept informed about the Catholic Life of the school. They have effectively helped to shape the direction of the school through their close liaison with the parish and through the chair of Governors who is a critical friend and a regular visitor.

How well leaders, governors and managers promote, monitor and evaluate the provision for the Religious Education of the school and plan and implement improvement to outcomes for pupils.

- Leaders, governors and managers are good at promoting, monitoring and evaluating the provision for the Religious Education and at planning and implementing improvement to outcomes for pupils.
- Religious Education is at the core of the curriculum in this school.
- The headteacher ensures that 10% quality time is dedicated to the teaching the subject. This is also checked by a nominated governor.
- Teaching and learning is monitored and appropriate feedback and support given as necessary. Good practice is celebrated. A more robust and strategic programme for the monitoring and evaluation cycle is needed to evaluate performance and plan for future improvements.
- Continuing professional development opportunities are provided for all and additional support given to new or inexperienced staff members who receive a Religious Education Induction Pack.
- Assessment information is collated and tracked by the subject leader and shared with the leadership team, governors and parents.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance. Staff are familiar with and becoming more secure in their levelling of work.
- The subject leader is outstanding in guiding Religious Education. She shows great commitment and enthusiasm. Archdiocesan training and briefing sessions are regularly attended and new initiatives introduced when appropriate. She provides support to colleagues as required and is an example to all.
- Governors are kept well-informed by the headteacher. They are interested and proactively involved.
- Newsletters are provided for parents and carers each term that outline the curriculum and indicate how they can help to support their children's Religious Education. They receive a Parents' Pack which includes guidance for spirituality, praying at home and children in Church. They also receive an annual report on progress and are kept further informed through verbal reports on parents' evenings. Parents are consulted on different issues depending on the topic being covered and encouraged to enhance their child's learning. They support the school wholeheartedly and appreciate all that is done to enhance Religious Education. They have particularly enjoyed the 'visiting nativity'.
- Achievement and effort are celebrated especially at the weekly 'Commendation Assemblies' which are much appreciated by pupils.

What the school needs to do to improve further:

- Raise attainment and accelerate progress further by:
 - ensuring all lessons have suitable pace to engage all pupils;
 - using assessment to inform planning more consistently and routinely;
 - monitoring and evaluating teaching and learning in Religious Education more rigorously to identify and share good practice and to provide support as necessary.
- Updating the self-evaluation process to include all relevant areas by:
 - using the new format for the Self Evaluation Document;
 - updating the subject handbook to take into account the new Religious Education Programme, *Come and See*.

- Improve reporting to parents by:
 - using the language of the level descriptors from the Levels of Attainment and the new level indicators from *Come and See*.

- Continue to implement the areas for development identified in the school's own Self-Evaluation Document. These include:
 - improving resources especially in Information and Communication Technology;
 - continuing to embed the levelling and moderation of work as the new programme is fully in place;
 - observing good practice in Religious Education in this school and within the local network.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	2
---	---

OUTCOMES FOR PUPILS

How good outcomes are for individuals and groups of pupils	
The extent to which pupils contribute to and benefit from the Catholic Life of the school	2
How well pupils achieve and enjoy their learning in Religious Education	2
How well pupils respond to and participate in the school's Collective Worship	1

PROVISION

How effective the provision is for Catholic Education	
The quality of teaching and how purposeful learning is in Religious Education	2
The extent to which the Religious Education curriculum promotes pupils' learning	2
The quality of Collective Worship provided by the school	2

LEADERS AND MANAGERS

How effective leaders, governors and managers are in developing the Catholic Life of the School	
How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan and implement improvement to outcomes for pupils	1
How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	2

Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 requires improvement and grade 4 inadequate