



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

OUR LADY QUEEN OF PEACE CATHOLIC ENGINEERING COLLEGE

SKELMERSDALE

Inspection Date Wednesday 16 February 2011

Inspectors Dcn. Paul Mannings Mrs. Barbara Melia

Unique Reference Number 119782

Inspection carried out under Section 48 of the Education Act 2005

Type of School Catholic voluntary-aided, mixed
comprehensive

Age range of pupils 11-16

Number on roll 776

Chair of Governors Mrs K. Gresty

Head teacher Mrs. A. C. Foster

School address Glenburn Road
Skelmersdale
Lancashire
WN8 6JW

Telephone number 01695 725635

E-mail address c.foster@olqp.lancs.sch.uk

Date of last inspection 28 February 2008

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 the school

Our Lady Queen of Peace is a Catholic voluntary-aided, mixed comprehensive, situated in the Lancashire Authority. There are 776 pupils on roll, the vast majority are drawn from five feeder schools in three local parishes of the pastoral area. Baptized Catholics account for 71% of the roll, with 22% from other Christian denominations, 0.4% from other faith or religious traditions and 6.6% with no religious affiliation. There are 53 teachers of whom 53% are Catholic. The Religious Education department has four full-time and one part time teacher. Four are qualified in Religious Education.

Key for inspection grades

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

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Further copies of this report are obtainable from the school.

Inspection Judgements

Overall effectiveness:

How effective the school is in providing Catholic Education

2

The school's capacity for sustained improvement

1

Main Findings:-

Our Lady Queen of Peace is a good Catholic high school with many outstanding features. The school is committed to its mission to care, share and achieve. There is much to celebrate as the result of sustained improvement since the last inspection.

Outcomes are good with outstanding features for individuals and for groups of pupils. Both achievement and attainment are good and standards in class continue to rise. Learning is good with outstanding features. Pupils make an outstanding contribution to the Catholic Life and in turn benefit greatly. They show good response to Collective Worship, with an outstanding sense of community and shared values.

There is good provision for Catholic Education. Teaching is good with outstanding features. Assessment is good. The curriculum is good and continues to develop through the impact of deep learning. The content makes an outstanding contribution to pupils' spiritual and moral development. Collective Worship is good and supported by outstanding themes and resources.

Leaders and managers are good in developing the Catholic Life of the school. There are outstanding features namely the impact provided by chaplaincy and the living of the mission statement. Leadership and management of Religious Education is good, having developed significantly since the last inspection. The governing body provides good challenge and support for the Catholic dimension of the school. They work closely with senior leadership to ensure continued development. There is outstanding promotion of community cohesion supported by a shared community focus on the common good.

Consequently outstanding capacity for sustained improvement is shown through continued development. Areas identified for improvement in the last inspection have been addressed. Leadership and departmental staff use the Self-Evaluation document effectively to make continued progress. It is supported by school and departmental development plans.

What the school needs to do to improve further

- Continue to develop the good practice in the leadership of Catholic Life by:
 - Implementation of the governors and leadership vision expressed in the Section 48 self review;
 - continued focus on equipping pupils with the skills to lead Collective Worship.

- Continue to develop achievement and standards in Religious Education by:
 - Ongoing development of teaching and learning strategies to maximise the process of deep learning;
 - Closer links between assessment task and levels of attainment;
 - Sustained improvement in GCSE performance;
 - Monitoring improvement and setting new targets.

How good outcomes are for individuals and groups of pupils

Pupils' achievement in Religious Education is good. Standards of attainment at the end of Key Stage in 2010 indicate 67% reaching Level 5. Within this group 21% are working within Level 6 and 16% in Level 7. Results for GCSE have continued to rise since the last inspection, with 2010 showing an 8% improvement from the previous year to 50% for A*-C. Whilst still below the national average, standards in class are at least good, with pupils demonstrating knowledge, understanding and the skills to reflect on knowledge, understanding and the meaning of Religious Education.

The quality of pupils' learning and their progress in Religious Education are good with outstanding features. The majority are keen to do their best in both collaborative and independent tasks. They are stimulated and challenged by the process of deep learning and the accompanying benefits of the extended lesson. Outstanding behaviour together with their enjoyment of Religious Education stimulates pace and progress commensurate to their needs, age and stage.

The extent to which pupils contribute to and benefit from the Catholic Life of the school is outstanding. Pupils speak about the content of lessons stimulating their involvement in many activities in the local and wider community. In class they can readily link gospel values to the religious life of others. They are confident in articulating their own beliefs and respecting the views of others. Their own spiritual and moral development is apparent through a mature approach to prayer and reflection. They have a clear understanding of right and wrong, underpinned by faith informed values. Pupils show a good level of response to and participation in the school's Collective Worship. Outstanding features include the sense of community and shared values instilled in acts of prayer and worship. There is confident involvement in prayer. Opportunities for stillness and reflection are approached with reverence and respect. The content reinforces their knowledge of the Liturgical Year and its relevance to their lives.

How good outcomes are for individuals and groups of pupils	
How well pupils achieve in Religious Education	2
<ul style="list-style-type: none"> • pupils' standards of attainment in Religious Education 	2
<ul style="list-style-type: none"> • the quality of pupils' learning and their progress in Religious Education 	2
The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
How well pupils respond to and participate in the school's Collective Worship	2

How effective the provision is for Catholic Education

The quality of teaching and purposeful learning in Religious Education is good with outstanding features. Effective planning and strong subject knowledge enables good pupil progress. Outstanding and good teaching strategies including technology, stimulates pupils' enthusiasm and their determination to succeed. Learning support assistants are well deployed to assist individual pupils. Differentiation is good and evident through teacher led tasks and appropriate resources. The extended lesson provides scope for continuous feedback, support and guidance to enable sustained good progress.

The effectiveness of assessment in Religious Education is good. There is detailed and accurate information on pupils' progress and achievement. This is accumulated by regular formative and end of task assessments. Pupils are involved in the process and are clear about how they need to improve. This is reinforced by positive marking and annotation of pupils' written work. Achievement and effort is celebrated. Corrections and incomplete work is followed through. Levels of attainment are included in assessments but there is scope for their further strategic usage.

The extent to which the Religious Education curriculum meets pupils' needs is good with outstanding features. Pupils receive the required 10% allocation. Programmes of study in both key stages continue to benefit from adaptation to the needs of deep learning. They are becoming enriched by imaginative and well planned strategies. Teachers continue to develop planning and tasks that fully utilise the time available. All pupils' have access to GCSE courses. There is an AS course in Year 11 to maximise challenge for a small number of pupils. The curriculum makes an outstanding contribution to pupils' spiritual and moral development.

The quality of Collective Worship provided by the school is good. Outstanding features are notable in high quality resources linked to the Liturgical Year and expressed through themes readily accessed by all staff. There is a wide variety of approaches to prayer and worship. Staff and pupils pray together. Continued improvement in monitoring ensures both consistent provision, the identification of in-service needs and training. The latter should include continued focus on equipping pupils with skills to lead worship. They appreciate the opportunities already in place for their maximum participation.

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

How effective leaders and managers are in developing the Catholic Life of the school

Leaders and managers are good in their promotion, monitoring and evaluation of the provision for Catholic Life of the school and in their planning and implementation of improvement to outcomes for pupils. There are a number of

outstanding features. The role of chaplaincy continues to make an incisive impact on the community. Leaders and managers are committed to the mission of the Church in every aspect of school life. This is expressed through the outstanding Mission Statement and its realisation through aims and objectives expressed as pledges and implemented by pupils. There is effective monitoring of the mission and leadership has identified both strengths and areas for continued improvement. Consequently staff and pupils are able to articulate their ownership and living of the school's Catholic Life.

Leaders and managers provide good monitoring and evaluation of their provision for Religious Education, together with planning and implementation for improvement to outcomes for pupils. There is a good process for performance management. There is good leadership and management of the department that has embraced improvement since the last inspection. The staff receives clear direction and opportunities for continued professional development. The departmental development plan clearly identifies specific strengths together with any areas for improvement.

The governing body provides a good level of effective challenge and support for the Catholic dimension of the school so areas needing development are addressed decisively and responsibilities met. They have been outstanding in their leadership of the Mission Statement review process. Pupils continue to appreciate participation in the governors' ethics and pastoral committees. Governors provide effective discharge of their responsibilities in evaluating Catholic Life and Religious Education. Governors have clear plans and targets for continued development.

Leaders and managers provide outstanding promotion of community cohesion. The school has a shared vision focused on the common good of all its members. The school welcomes and encourages a close bond with the local, national and global community supported by a rigorous range of activities including its status as an engineering college. Collective Worship is inclusive through its coverage of diverse social issues. Religious Education focuses on knowledge, understanding and celebration of other world faiths and religions. Programmes of study express citizenship through gospel values. There is active partnership between the whole school community in its decision making and plans for continued development.

How effective leaders and managers are in developing the Catholic Life of the School	
How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan and implement improvement to outcomes for pupils	2
How well leaders and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	2
The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so areas needing development are addressed decisively and responsibilities met	2
How effectively leaders and managers promote community cohesion	1