

Our Lady Queen of Heaven Catholic Primary School

Address: Hare Lane, Langley Green, Crawley, West Sussex, RH11 7PZ

Unique reference number (URN): 149294

Inspection report: 24 March 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Achievement

Strong standard ●

Pupils achieve very well across the school. By the end of key stage 2, attainment in reading, writing and mathematics is significantly above national averages, with outcomes for English grammar, punctuation and spelling also notably strong. Pupils make very secure progress through the curriculum across year groups and key stages, building securely on prior learning.

Achievement for key groups, including disadvantaged pupils and those with special educational needs and/or disabilities, is high. These pupils access the same ambitious curriculum as their peers, supported by effective adaptations and targeted provision, enabling them to make impressive progress from their starting points.

Across subjects, pupils develop secure knowledge and apply their skills confidently. Pupils produce high-quality work across the curriculum, using and applying their knowledge and skills adeptly over time. As a result, they are well prepared for their next stages of education, with the academic strength and interpersonal skills they need to succeed.

Attendance and behaviour

Strong standard ●

Attendance is now high and above national average, including rapid improvements for pupils who are disadvantaged and/or have special educational needs and/or disabilities. Leaders have a deep understanding of barriers to attendance. Attendance is improving for individuals and groups who have struggled. There is a shared responsibility for attendance across staff and leaders. Adaptations and pastoral support have driven tangible success, with vulnerable families attending better each year. The school goes above and beyond to tackle barriers.

Behaviour is excellent, with pupils well engaged and keen to share their learning. In classrooms, pupils are purposeful, focused and hard working. Expectations are high and relationships are warm. Pupils are enthusiastic to learn and proudly share their work and explain their understanding. Older pupils are positive role models for others. High-quality staff support helps pupils to manage their feelings. This gives them a sense of belonging. The school never tolerates bullying or prejudicial language. All staff model the same strong expectations and pupils proudly meet them.

Curriculum and teaching

Strong standard ●

Leaders demonstrate a highly accurate and incisive understanding of the quality of education. They use this insight exceptionally well to take very effective action, ensuring continuous and sustained improvement. The curriculum is highly ambitious, broad and well designed to secure the essential knowledge pupils need for their next stages of education.

Leaders prioritise the development of teachers' subject expertise. High-quality, ongoing professional development ensures that staff implement the curriculum with confidence, consistency and precision. Across all subjects and phases, the curriculum is carefully sequenced, enabling pupils to build and deepen their knowledge cumulatively over time.

An uncompromising focus on reading, writing and mathematics ensures that pupils secure key foundational knowledge rapidly. Pupils who need additional support receive highly effective, targeted teaching that enables them to catch up swiftly. The curriculum is rich in language, and pupils develop a wide and ambitious vocabulary, both spoken and written, which underpins their success across subjects.

Leaders and staff know pupils exceptionally well. Teaching is adapted with precision to meet the needs of all learners, including disadvantaged pupils, those with special educational needs and/or disabilities and those known to children's social care. Thoughtful adaptations and highly inclusive practice ensure that all pupils access the same ambitious curriculum and achieve highly.

Early years

Strong standard 

Children in early years are well settled, follow routines calmly and demonstrate respect for adults and peers. Staff consistently model high-quality interactions, developing children's language and vocabulary through careful questioning, repetition and discussion. This supports children's confidence in expressing themselves and applying new words across learning activities.

Leaders have established a broad, ambitious and well-sequenced curriculum that ensures children make strong progress across all areas of learning, with particular emphasis on communication and language. Reading is prioritised from the start, and Reception children secure phonics knowledge early, enabling them to read and write with confidence. Targeted interventions and high-quality programmes ensure that children who speak English as an additional language or who have special educational needs and/or disabilities make impressive progress and access the full curriculum.

When children are provided with activities to explore, they develop their concentration on the well-designed tasks. Children practise skills independently and apply new language when talking to others. Staff support disadvantaged children thoughtfully and effectively, enabling them to learn very well. Partnerships with parents and carers are strong, with clear communication and guidance to support learning at home. As a result, children are highly prepared for the transition to Year 1, equipped with secure knowledge, vocabulary and the confidence to succeed in the next stage of their education.

Inclusion

Strong standard 

Leaders ensure that pupils' individual needs are identified and assessed accurately and at an early stage. This includes pupils who are disadvantaged, those with special educational needs and/or disabilities (SEND) and those who are known, or previously known, to children's social care. As a result, pupils receive timely and appropriate support.

Leaders are highly effective in reducing barriers to learning and wellbeing. Through carefully considered adaptations, reasonable adjustments and inclusive classroom practice, pupils are supported to access an ambitious curriculum alongside their peers. Strategic use of support ensures that provision is both targeted and responsive.

Robust systems are in place to monitor pupils' progress and evaluate the impact of interventions. Leaders use this information well to refine provision and ensure that support remains effective. Staff are well trained in the planning, doing then reviewing strategies. They apply this consistently. Leaders engage proactively with families, external professionals and agencies to ensure that support is well informed and aligned to pupils' needs and aspirations.

The school uses pupil premium funding effectively to support both academic progress and wider development. As a result, pupils with SEND and those who are disadvantaged are strongly represented across every opportunity in this highly inclusive school community.

Leadership and governance

Strong standard ●

Leaders have a clear and accurate understanding of the school's strengths and areas for development. They have identified and prioritised actions that are designed to drive sustained improvements, ensuring that all pupils achieve very well and have access to a broad, ambitious curriculum. Leaders make decisions in the best interests of all pupils, including those who are disadvantaged, have special educational needs and/or disabilities (SEND) or are known, or previously known, to children's social care. Consideration of pupils' barriers to learning and wellbeing informs resource allocation, interventions and curriculum planning. This ensures that equity and inclusion are central to school improvement.

Governors and trustees provide highly effective support and challenge, fulfilling their statutory duties and holding leaders to account for the management of resources and the quality of education. They monitor the impact of decisions carefully, ensuring that school improvement actions lead to highly positive experiences for all pupils. Governors are highly visible in the school and engage actively with the community, strengthening oversight and promoting the school's ethos.

Professional development is a key strength. Leaders ensure that all staff, including early career teachers, have access to high-quality and evidence-informed professional learning. This builds expertise, enhances inclusive practice and ensures consistently high-quality teaching across the curriculum. Leaders also manage staff wellbeing and workload carefully, making strategic decisions that maintain morale and sustain the strong culture of collaboration and high expectations across the school and trust. Parents and carers are unanimous in their praise for their school. They say that leaders 'go above and beyond' to ensure that their children truly flourish in this deeply caring and highly effective school.

Personal development and wellbeing

Strong standard ●

Pupils' rich personal development is a strength of the school. The school encourages pupils to reflect on their beliefs and experiences, understand right and wrong and engage thoughtfully with ethical issues. Pupils demonstrate impressive social skills, showing cooperation, conflict resolution and respect for others' values. They participate actively in community events, embodying fundamental British values and understanding protected characteristics. Year 2 pupils show a mature understanding of the rule of law, while Year 4 pupils can explain why rules and sanctions exist and suggest alternatives thoughtfully, engaging in debate respectfully. Pupils appreciate cultural diversity and heritage, supported

by museum visits, theatre and cinema trips and creative opportunities across subjects including the arts and physical education.

The school's personal development and wellbeing programme is well planned and age appropriate, including early years provision for personal, social and emotional development. It ensures that disadvantaged pupils, those with special educational needs and/or disabilities and pupils known to children's social care access ambitious opportunities along with their peers. Relationships and health education equips pupils to manage online and offline risks to their wellbeing, understand healthy relationships and make safe, informed choices.

Pastoral care is highly effective. Leaders have established robust systems to identify and support pupils and families, including for more complex wellbeing needs, and pupils understand how to get support. Classroom structures enable pupils to manage their emotions and develop resilience independently. Leadership roles, enrichment activities, residential trips and targeted interventions further nurture confidence, independence and personal responsibility. Pupils are well prepared for their next stages of education, equipped with the knowledge, skills and values to be thoughtful, productive and socially responsible citizens.

What it's like to be a pupil at this school

Pupils arrive with smiles, eager to begin their day at this caring and inclusive school. The school's motto, 'Better never stops!', is reflected consistently in the actions of leaders, governors, trustees and staff, who model high expectations and an aspirational culture for all pupils, regardless of background. As a result, pupils feel safe and well cared for. They trust adults to listen and act if they have any concerns.

Behaviour across the school is exemplary. Pupils conduct themselves with consistently high levels of respect, kindness and self-control, both in lessons and during social times. They understand the school's expectations and meet them well. Bullying is rare. Pupils are confident that if it does occur, staff deal with it swiftly and effectively. This contributes to a calm, orderly environment where pupils flourish and thrive with joy and pride.

Pupils enjoy their learning and speak positively about their lessons. They are motivated, curious and take pride in their work. By the end of key stage 2, pupils attain highly in reading, writing and mathematics, with outcomes that are significantly above national averages. Pupils, including those with special educational needs and/or disabilities, achieve well because support is carefully tailored to meet their individual needs and remove barriers to learning.

Opportunities to take on leadership roles, such as 'play leaders', further enhance pupils' confidence and sense of responsibility. Older pupils act as positive role models, supporting younger children and contributing to a strong sense of community. A rich range of trips and visits enrich school life even further, from museums to cinema trips and a vast array of inclusive sports opportunities, harnessing the talents and interests of every unique pupil. Leaders work tirelessly to ensure that disadvantaged pupils benefit particularly well from the school's excellent personal development and wellbeing offer.

Next steps

- Leaders should continue their work to improve the school so that pupils, and particularly disadvantaged pupils, benefit from a transformational education.
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About this inspection

This school is part of Bosco Catholic Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), David Carter, and overseen by a board of trustees, chaired by Tim Feast. The chair of the school's local governing body is Maja Jasko.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, assistant headteacher, school leaders, support staff, trust leaders, the CEO and chair of the trust, governors, advisers from the Diocese and the local authority, pupils, parents and carers during the inspection.

The inspectors confirmed the following information about the school:

This school is registered as having a Christian religious character.

The school currently makes use of one unregistered alternative provision.

Headteacher: Tobias Melia

Lead inspector:

Scott Reece, His Majesty's Inspector

Team inspectors:

Linda Appleby, Ofsted Inspector

Chris Teye, Ofsted Inspector

James Freeston, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.



This data is from 24 March 2026

School and pupil context

Total pupils

419

Above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

420

Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

13.60%

Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

3.34%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

12.89%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average		61%	
2024/25 (revised)	85%	62%	Above
2023/24 (final)	81%	61%	Above
2022/23		60%	

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average		74%	
2024/25 (revised)	97%	75%	Above
2023/24 (final)	97%	74%	Above
2022/23		73%	

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average		72%	
2024/25 (revised)	85%	72%	Above
2023/24 (final)	83%	72%	Above
2022/23		71%	

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		73%	
2024/25 (revised)	93%	74%	Above
2023/24 (final)	98%	73%	Above
2022/23		73%	

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		46%	
2024/25 (revised)	50%	47%	Close to average
2023/24 (final)	S	46%	S
2022/23		44%	

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average		62%	

Year	This school	National average	Compared with national average
2024/25 (revised)	88%	63%	Above
2023/24 (final)	S	62%	S
2022/23		60%	

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average		59%	
2024/25 (revised)	50%	59%	Close to average
2023/24 (final)	S	58%	S
2022/23		58%	

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		60%	
2024/25 (revised)	75%	61%	Above
2023/24 (final)	S	59%	S
2022/23		59%	

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		68%	
2024/25 (revised)	50%	69%	-19 pp
2023/24 (final)	S	67%	S
2022/23		66%	

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25 (revised)	88%	81%	7 pp
2023/24 (final)	S	80%	S
2022/23		78%	

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		78%	
2024/25 (revised)	50%	78%	-28 pp
2023/24 (final)	S	78%	S
2022/23		77%	

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25 (revised)	75%	81%	-6 pp
2023/24 (final)	S	79%	S
2022/23		79%	

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	4.9%	5.2%	Close to average
2023/24 (3 term)	5.2%	5.5%	Close to average
2022/23 (3 term)	5.3%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	10.4%	13.3%	Close to average
2023/24 (3 term)	11.2%	14.6%	Close to average
2022/23 (3 term)	12.9%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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