



DIOCESE OF **Arundel and Brighton**

DENOMINATIONAL CATHOLIC SCHOOL INSPECTION REPORT

School: Our Lady Queen of Heaven Catholic Primary School

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School Unique Reference Number: 126044

Headteacher:	Tobias Melia
Chair of Governors:	Maja Jasko
Lead Inspector:	Damian G Fox
Associate Inspector:	Frances Novis
Inspection date:	19 November 2019

	Previous Inspection: 2
Overall Effectiveness	
	This inspection: 1
Catholic Life:	1
Collective Worship:	1
Religious Education:	1

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

Our Lady Queen of Heaven is an Outstanding Catholic school because:

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| <ul style="list-style-type: none">▪ It explicitly espouses Catholic Christian values through its faith and practice.▪ It is a diverse, multi-cultural and totally inclusive community in which staff and pupils demonstrate great mutual respect and care.▪ Governors are knowledgeable and have a deep understanding of the strengths of the school and areas for development. They demonstrate effective strategic leadership in all areas.▪ The leadership of the Headteacher is outstanding. He is deeply committed to developing spirituality within the lives of staff, pupils and families. He has a clear vision which is shared and understood by parents, pupils and staff.▪ He is ably supported by senior leaders in constantly developing the Catholic character of the school and achievements in religious education.▪ Pastoral care for pupils and staff is significantly effective in providing a secure and spiritual learning environment. It encapsulates the mission of the school "To listen, love and learn."▪ Parents are overwhelmingly appreciative of the all-round education the school provides. | <ul style="list-style-type: none">▪ Standards of progress in religious education are outstanding and in line with whole school performance.▪ The attainment and progress of pupils has been consistently in line with other core subjects since the last inspection.▪ Teaching is generally good with some examples of outstanding practice.▪ Pupils demonstrate a genuine enjoyment of religious education as seen in lessons and during pupil interviews.▪ Pupils' written work reflects the pride they take in their learning.▪ Pupils, relative to their age, make marked progress in religious literacy through their school career.▪ Leaders and governors have a sound understanding of outcomes in religious education and offer expert advice on improving the quality of teaching and learning.▪ Teachers use assessment to indicate pupil progress. However, this is not yet embedded. The school is working on new procedures in line with Diocesan guidelines. |
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- Collective worship is an integral part of the community and is visible throughout the whole school.
- Well planned and high-quality collective worship follows the themes appropriate to the liturgical year.
- Collective worship is given the highest priority in school and is valued by all members of the community.
- Pupils are able to articulate an understanding of the importance of prayer within a Catholic school.

- The Catholic life of the school has a significant impact on relationships between all members of the community.
- Pupils are consistently engaged in activities that reflect the mission of the school to love and to serve.
- Pastoral care is outstanding. Staff and pupils appreciate the needs of others in the local and wider community. Pupils' understanding is reflected through their actions and their response to those in need.
- The calm and well-ordered environment reflects the mindset of pupils and staff. There is a genuine commitment to live by Gospel values for the benefit of everybody.
- Family and community were words used by governors to demonstrate their personal vision for the Catholic life of the school.
- The Headteacher exemplifies everything that is this school.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

Our Lady Queen of Heaven Catholic School is a voluntary aided 4-11 primary school in West Sussex. The roll is 374. The school serves the parish of Our Lady Queen of Heaven in Crawley in the Crawley Deanery of the Diocese of Arundel and Brighton. It is maintained by West Sussex Local Authority. The academic profile of the school reflects the full ability range. The attainment of students on entry is below average. The overall proportion of students who are baptised Catholic is 59%. A further 17% of pupil are from other Christian traditions. There are 17% from another faith background – mostly Islam. 42 pupils are on the Special Educational Needs & Disability (SEND) register covering all categories of need. Of these, 2% of (7 children) pupils have an Education & Health Care Plan (EHCP). The proportion of pupils claiming Pupil Premium funding is lower than the national average. 51.43% of pupils identify themselves as white British background, while 57% are from a wide range of ethnic backgrounds within the school. The proportion of homes where English is an additional language is 51% which is significantly above the national average.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

Improve the quality of teaching further to ensure the sustained high standards in RE, especially for more able learners.

Embed further the new assessment framework so teachers use assessment confidently to support teaching and learning.

CATHOLIC LIFE

The Quality of the Catholic Life of the School

- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- The quality of provision of the Catholic Life of the school.
- How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school.

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The extent to which pupils contribute to and benefit from the Catholic Life of the school is Outstanding.

Pupils derive great benefit from and make a significant contribution to the Catholic life of the school. They are excellent ambassadors for Catholic education. In discussions and in lessons, pupils articulate their pride in belonging to their school.

The school is a highly effective, diverse and multi-cultural community where pupils respect and recognise the beliefs and backgrounds of others. Pupil surveys and discussions demonstrate that they are happy at school. They clearly love their school. Pupils respond with a commitment to others. This creates a highly effective Catholic school in which pupils live, work and pray in a secure and harmonious learning community.

Pupil engagement in the Catholic Life of the school is a significant strength. They know what makes it a Catholic school, for example, through the prayer garden and chapel. Pupil leaders serve as excellent role models with their behaviour and concern for others. They are alert to the needs of their peers, for example, by being young interpreters and part of the Mini-Vinnies. Pupils' understanding of their vocation is demonstrated by the spirit of friendship and mutual respect between all members of the community.

The inclusion of all members of the community is a significant characteristic of the school with unstinting support given to families. Pupils with different strengths and challenges acknowledge that the school is welcoming.

Pupils play an active role in shaping the mission and ethos of the school. For example, they worked collaboratively to develop the Stations of the Cross displayed in the school hall. These are visually stunning and a permanent witness of the faith of the school.

The school's concern for all pupils is reflected in the highly effective work of Rainbows. This gives pupils the opportunity to confide in somebody when challenges arise. Pupils know they have somebody to turn to. As one pupil said, 'They always listen to us.' Pupils affirmed the effectiveness in supporting pupils as they face their unique challenges with faith and confidence.

Parents, reflecting the overwhelming support of other parents, said, 'we could not have had better support'. 'It is a fantastic school'.

The quality of provision for the Catholic Life of the school is Outstanding.

The impact of the mission statement, 'To Listen, Love and Learn', is evident in the joyful and harmonious relationships throughout the school. Pupils know it and understand its meaning. All staff are fully committed to its implementation, as confirmed by pupils who spoke warmly of the support, praise and encouragement they receive.

The school is distinctly Catholic. Pupils understand the range of religious images and scriptural quotations that reflect the deeply spiritual nature of the school. The chapel is an important part of the school. Pupils recognise its presence and value. They confirmed that it is regularly used for prayer and meditation.

It is evident in the daily routine in the life of the school that staff are driven by a shared desire to provide the best possible care and education for pupils. They model Christian behaviour that reflects the shared vision of the school to serve. They successfully create a warm, supportive and prayerful school. The school is an excellent example of faith in action.

Pastoral care is a significant strength. Clear policies explicitly provide the highest levels of pastoral care to staff and pupils. The impact of policies is evident in pupils' exemplary behaviour and strong relationships throughout the community. There is a tangible sense that the faith is the bedrock of everything the school strives to achieve. Testimony from pupils and parents shows that people genuinely care for each other.

The curriculum, both in its academic and wider sense, reflects the school mission to serve the common good and respect our common home. The dignity of each person is at the heart of everything the school does. It provides extensive opportunities for the moral and spiritual development of all pupils and staff.

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life of the school is Outstanding.

School leaders are deeply committed to the Church's mission in education. They have a vision and commitment that ensures pupils thrive academically, socially and spiritually. This is reflected in the self-evaluation activities prior to the inspection that was fully endorsed by inspectors in all areas.

The link governor ensures that the priorities of the school community are identified and addressed. He is supported by a governing body who are highly effective in their monitoring role and in both supporting and challenging school leaders.

The religious education subject leader and Religious Education Development Committee (REDC) effectively ensure governors have a good understanding of strengths and areas for development. This leads to well informed planning for further development. The religious education action plan shows that school leaders understand areas for development. It is reviewed termly and amended as appropriate to ensure sustained development of the Catholic life of the school.

The Headteacher is a significant factor in strengthening spiritual development across the school. His dedication to others is evident in the prayerful and harmonious school community. He embodies the mission of the school to listen, love and learn. He is supported by all staff who demonstrate their own commitment to offering unstinting support to pupils and their families.

One parent said, 'it is hard to downplay the outstanding leadership which is displayed at the school'. The overwhelming majority of parents were grateful for the everything the school does at every level of their children's education.

The school is effective in engaging parents in the education of their children. Daily updates via ParentMail signpost to significant daily, weekly and other events, incusing liturgies, class assemblies and special occasions throughout the year. Testimony from one parent encapsulates the views of the vast majority of parents, that they are an integral part of school life.

A developing strength of leadership are the close links with the parish team. Parish members see the school and parish becoming one for the benefit of both communities. The relationship was described as being 'joined at the hip.'

Induction into the Catholic ethos for new staff and inset on Catholic life are instrumental in developing a deep awareness of what it means to work at Our Lady Queen of Heaven. The efficacy of prayer and the foundation of Gospel values show that teachers strive for the best for each other and for pupils and their families.

RELIGIOUS EDUCATION

The Quality of Religious Education

- How well pupils achieve and enjoy Religious Education
- The quality of teaching and assessment in Religious Education
- How well leaders and governors promote, monitor and evaluate the provision for Religious Education

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How well pupils achieve and enjoy their learning in Religious Education is Outstanding.

Outcomes in religious education have been consistently good for the last three years and in line with other core subjects. This is in a context of a school whose attainment is above national averages.

From attainment levels below the national average on entry, almost all pupils achieve at least their expected level of progress with some making outstanding progress in religious education. Groups of pupils, including pupils with special educational needs and disabilities, make at least their expected level of progress, whilst some make outstanding progress.

During the inspection, pupils displayed good, and in most cases, outstanding, age-appropriate standards of religious literacy.

Religious education is held in high regard by pupils. Lesson observations and discussions show that pupils genuinely enjoy their lessons. They respond positively to the curriculum and enjoy their learning. This is evidenced by outstanding behaviour for learning and high levels of engagement in observations during the inspection.

A review of written work showed that most pupils' written work is of a very high standard. Pupils are proud of their achievements.

The quality of teaching, learning and assessment in Religious Education is Good.

Teachers clearly want the best for the pupils. They are committed to improving the quality of their teaching to ensure pupils continue to make sustained progress. Teachers have engaging personalities and are able to enthuse pupils and inspire them. As a result, pupils are consistently involved in their own learning.

Pupils' behaviour in all lessons is exemplary and reflects their enjoyment of learning in RE. The consistent response from pupils during the inspection was their praise for all teachers and the way they use a range of strategies to help them learn.

Lessons observed during the inspection were generally good. Examples of effective teaching were characterised by good questioning and reinforcing prior learning. However, the structure of the lesson was not always conducive to providing opportunities for challenging more able pupils. The school acknowledges that this is an area for further development.

Feedback in exercise books shows it is effective. It gives pupils opportunities to respond which leads to further progress. The use of assessment to inform planning for challenge and support for pupils is not yet consistent practice.

How well leaders and governors promote, monitor and evaluate the provision for Religious Education is Outstanding.

Leaders and governors ensure that the religious education curriculum meets the requirements of the Bishops' Conference in every respect and in each key stage. At least the required amount of curriculum time is given to religious education.

Leaders and governors are ambitious for sustaining high standards of teaching and learning in religious education. Governors are proud of the school's achievements. They are effective in their role. They routinely address those areas they acknowledge need further development.

The link governor is an experienced practitioner. He carries out formal observations three times a year and is a frequent visitor to the school. He affirmed an improvement in the quality of teaching over the last three years. Governors are informed of the strategic direction of the department through the REDC committee.

The Headteacher and his senior team demonstrate strong and inspirational leadership of teaching and learning in religious education. They regularly monitor teaching and learning through learning walks and joint observations with the RE subject leader. This results in regular feedback to teachers. Regular formal and informal meetings ensure staff are well supported.

The religious education subject leader is driven by the desire to see pupils learn. She regularly meets Diocesan subject leads to share best practice and inform her own expertise. The religious education subject leader is presently developing a deeper understanding of the new assessment framework to build in the good practice already established.

COLLECTIVE WORSHIP / PRAYER AND PRAYER LIFE

The Quality of Collective Worship and Prayer Life

- How well pupils respond to and participate in the school's Collective Worship and Prayer Life
- The quality of provision for Collective Worship and Prayer Life
- How well leaders and governors promote, monitor and evaluate the provision for Collective Worship and Prayer Life

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How well pupils respond to and participate in the school's Collective Worship and Prayer Life is Outstanding.

Pupils respond reverently and respectfully to the many opportunities there are to experience and participate in prayer and worship. They are involved in preparing acts of worship and enjoy reading and singing. Visiting clergy confirmed inspectors' findings that pupils are respectful and reverential at prayer.

The whole school assembly observed during the inspection engaged all pupils in quiet and reflective worship. Pupils were attentive and participated prayerfully. They sang beautifully which added to a spiritual and meaningful act of worship.

Pupils recognise that prayer is part of the daily rhythm of school life. They acknowledge that living in a praying community has a profound effect on the spiritual development of all, irrespective of ability or faith background.

Pupils displayed a good knowledge of the Church's liturgical year. They know the major feasts and seasons and are able to explain the significance of colour appropriate to each one.

Pupils expressed a deep sense of respect for those of different faiths and this is reflected in the ease with which they spoke of the opportunities to pray in their own way. They acknowledged that pupils from different faiths had been given the opportunity to talk about his/her own faith to the class.

The quality of Collective Worship and Prayer Life provided by the school is Outstanding.

Collective worship is an integral part of school life. Pupils confirmed the extensive and varied religious experiences form the heart of school celebrations and are part of the daily routine of learning.

The range of Masses, weekly assemblies and daily prayer experiences serve to offer outstanding provision for all key stages. Collective worship has a clear purpose, message and direction which enables pupils to grow in their understanding of the value of prayer in their lives. Class meditations sum up the commitment the school has to providing meaningful and appropriate prayer. They effectively inspire pupils to stay calm, reflect and offer their own prayers for others.

Guided by the religious education subject leader, staff are skilled in leading quality worship. This is evidenced by the quality of daily class meditations observed during the inspection. A strength of the school is that many staff are active members of their parishes, including the local parish. As a result, pupils benefit from the personal faith and vocation of teachers.

The chapel is a feature of the school and is always open. Pupils confirmed they use it for groups and individual prayer. It reflects the mission of the school to welcome staff and pupils to feel at ease when at prayer. It serves as a prayerful oasis in the midst of a busy school life.

A visiting priest was fulsome in his praise for the quality and efficacy of collective worship in the school.

How well leaders and governors promote, monitor and evaluate the provision for Collective Worship and Prayer Life is Outstanding.

Leaders and governors are deeply committed to the provision of highly effective liturgical celebrations. They share common aims and goals, providing the community with high quality opportunities for spiritual experiences.

The Headteacher ensures that prayer and worship are an integral part of each day and are inclusive of all pupils. He is a highly visible Catholic leader. He is supported by senior leaders who are models of outstanding practice for pupils and staff.

The commitment of staff to understand and lead prayer is evident in the way pupils are inspired to engage in collective worship. The assemblies and meditations throughout the inspection reflect the depth of faith and experience staff have developed.

Governors understand the role they play in ensuring high quality provision for collective worship. They monitor and evaluate the provision for collective worship through their regular visits to the school.

The link governor, in partnership with other governors, demonstrates a profound understanding of the impact of prayer throughout the school. Governors monitor and evaluate provision through meetings with staff and by their attendance at Mass and seasonal liturgies.

Summary of Inspection Judgements

How effective the school is in providing Catholic Education.

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Catholic Life

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

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The quality of provision for the Catholic Life of the school

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How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school.

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Religious Education

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

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The quality of teaching and assessment in Religious Education

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How well leaders and governors promote, monitor and evaluate the provision for Religious Education

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Collective Worship and Prayer Life

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How well pupils respond to and participate in the school's Collective Worship and Prayer Life.

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The quality of provision for Collective Worship and Prayer Life.

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How well leaders and governors promote, monitor and evaluate the provision for Collective Worship and Prayer Life.

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