



# Our Lady Queen of Peace RC Primary School

Station Road, Penshaw, Houghton le Spring, DH4 7JZ

School Unique Reference Number: **108851**

<b>Inspection dates:</b>	26 – 27 June 2019
<b>Lead inspector:</b>	Martin Humble
<b>Team inspector:</b>	Clare Swales

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Outstanding</b>	<b>1</b>
<b>Catholic Life:</b>		Outstanding	1
<b>Religious Education:</b>		Outstanding	1
<b>Collective Worship:</b>		Outstanding	1

## SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

Our Lady Queen of Peace RC Primary School is an outstanding Catholic school because:

- Our Lady Queen of Peace is a warm, welcoming, vibrant and prayerful school where everyone shares the headteacher's clear vision. The mission and ethos of Catholic education is at the heart of this faith community.
- The Catholic Life of the school is outstanding. The mission statement is truly at the heart of everything the school does. It is a joyful, prayerful community in which pupils, staff, parents and governors support one another as they continue to develop and grow in faith.
- The quality of Religious Education is outstanding. Overall, excellent teaching and subject knowledge ensure that most pupils make good progress over time. Pupils enjoy their learning and concentrate very well. Behaviour is exemplary.
- The quality of Collective Worship is outstanding. Worship is central to the life of the school and pupils, guided by skilled staff, demonstrate the skills necessary to deliver high quality acts of worship and create a powerful spiritual environment.

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

- Our Lady Queen of Peace is a larger than average sized primary school as a result of an increase in pupil admission numbers in recent years.
- The school serves the former parish of Our Lady Queen of Peace, Penshaw, within the parish of St John XXIII Washington and Penshaw.
- A below average proportion of pupils is known to be eligible for pupil premium.
- A below average proportion of pupils have special educational needs.
- The majority of pupils are of white British heritage.
- The majority of pupils are baptised Roman Catholics.
- School expansion has led to the appointment of additional staff.

### WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- To ensure high quality teaching is consistent across the school by:
  - enabling all staff to be fully confident in recognising progression through the standards in Religious Education.

## CATHOLIC LIFE

### THE QUALITY OF 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.
- The quality of provision for the Catholic Life of the school.
- How well leaders and managers 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 make an outstanding contribution to the Catholic Life of the school and benefit greatly from it. They have a deep sense of belonging and actively participate in the mission of the school. The mission statement, ‘To flourish in God’s image’ is part of regular worship and pupils have an exceptional understanding of how this impacts on their daily lives.
- Pupils speak eloquently and from the heart about the respect they have for themselves and others as they are made in the image and likeness of God. Pupils have a very strong sense of their own identity; they are happy, confident and secure in their own stage of spiritual and emotional growth.
- Pupils deeply value and respect the Catholic traditions of their school and participate reverently and enthusiastically in school, parish and diocesan events. Year 6 pupils spoke of their delight in participating in ‘Faith in Action’ this year which has enabled them to share their vocation with others.
- Pupils take full advantage of the opportunities school provides for them to take on areas of responsibility in and out of school. They see this as part of their vocation, the sharing of their gifts with others, and they do so with joy. They talk with enthusiasm about ‘Lenterprise’ projects, visits to a local care home and contributions to food bank collections.
- Pupils take the opportunities available to them to develop their leadership skills through pastoral care, young leaders, Mini Vinnie’s and the buddy system. As well as understanding their own responsibilities, pupils understand the rights and responsibilities of others; this is clearly seen in their UNICEF ‘Rights Respecting’ work.
- Pupil behaviour is exemplary at all times, they support one another and are well supported themselves by a coherent team of staff, governors, priest and parents. The behaviour policy is underpinned by gospel values. The school provides excellent care and support, resulting in happy, confident and successful pupils who thoroughly enjoy coming to school.

**The quality of provision for the Catholic Life of the school is outstanding.**

- The mission statement is proudly displayed throughout the school. The whole school is passionate about its implementation, it is skilfully woven into all aspects of school life; morally, culturally, socially and academically.

- There is a very strong sense of community at all levels, evident in the high quality of relationships between staff, pupils, governors and parents. The school is a supportive and joyful community.
- The school community is aspirational at every level. Staff promote high standards of behaviour and are excellent role models when promoting mutual respect and forgiveness to pupils. Parents appreciate their 'firm but fair' approach.
- The learning environment reflects the school's mission and Catholic character. The uniqueness of every child is celebrated with individual photographs hung on a tree in the entrance to the school, all classrooms display the rights respecting rainbow. Interactive displays in corridors offer the opportunity for quiet reflection alongside aspirational quotations and sayings to inspire everyone to be their best. The school hall has rich displays of our Christian heritage.
- Adult and pupil wellbeing is of paramount importance. Continuing professional development (CPD), including days of reflection and retreat are well planned and appreciated by staff. There are opportunities for staff to reflect on the Catholic Life of the school through staff meetings with colleagues from the Trinitas partnership and neighbouring Catholic schools.
- Pupils are exceptionally well cared for; a counsellor works in school and there is a 'Worry-Free Zone' for pupils to access when needed as well as a recently developed sensory room. A 5-way approach to wellbeing is promoted through a corridor display.
- Clear policies and structures are in place, which provide the highest levels of pastoral care to all pupils.
- Parents and governors were fully involved in the development of the relationships and sex education (RSE) programme which celebrates Catholic teachings and principles.

**How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school is outstanding.**

- The school's leadership is deeply committed to the Church's mission in education. They are energised by the task and are a source of inspiration for the whole community.
- The vision for the school is clear and is shared effectively by leaders and governors as a core leadership responsibility.
- The Catholic Life of the school is given the highest priority, this is purposefully demonstrated in the school development plan. The provision for Catholic Life is carefully and skilfully monitored and reflected in the school's self-evaluation cycle. Planned improvements are creative and well-targeted to further enhance the Catholic Life of the school.
- The school has highly successful strategies for engaging with parents and carers. As a result, parents and carers have a thorough understanding of the school's mission and are highly supportive of it. One parent commented that the Catholic Life of the school 'inspires pupils.'
- The relationship between the school and parish is highly effective. Parents, governors and parish priest speak of it as a 'seamless partnership'.
- The governing body make a highly significant contribution to the Catholic Life of the school. They are highly ambitious for its continuous development, very supportive of the school's mission and are actively involved in its evaluation whilst offering challenge and support.

## RELIGIOUS EDUCATION

### THE QUALITY OF RELIGIOUS EDUCATION

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

#### **How well pupils achieve and enjoy their learning in Religious Education is outstanding.**

- Pupils enjoy and understand the value of Religious Education, demonstrating passion and commitment in their learning. Behaviour in lessons is very good with pupils concentrating very well and displaying very positive attitudes to their learning.
- Teachers' high expectations ensure pupils make excellent progress across a range of skills and are developing well in their knowledge and understanding. They demonstrate superb prior knowledge and are able to use this well in their new learning.
- Outcomes for pupils are outstanding overall. From average starting points in early years foundation stage (EYFS) pupils make good progress through key stage 1. Good progress continues throughout key stage 2 and books evidence a high standard of work.
- Inspection findings and evidence presented by the school shows no notable differences between groups of learners. Pupils identified as having special educational needs make good progress because of the quality of targeted support from skilled staff.
- Pupils speak about their lessons being very creative and providing opportunities for them to 'become a better person as we are taught that God loves us and we are to treat others with respect and love'.
- Pupils fully understand where they are on their learning journey and what they need to do to improve.
- Pupils have a pride in their work evidenced in well presented books and thoughtful dialogue with teachers ensures interest and wonder is maintained.

#### **The quality of teaching and assessment in Religious Education is good.**

- Teaching is good with some examples of outstanding teaching. In the best lessons, pupils are set challenging tasks which are well matched to their learning needs and which successfully engage all pupils. Teachers demonstrate high expectations of behaviour and engagement and as a result pupils concentrate well.
- In lessons tasks are well matched to the learning objective to promote good learning. Activities are matched to pupils' abilities to engage all groups of learners and to enable them to work independently.
- Relationships between staff and pupils are very positive and are a real strength of the school. Support staff are used effectively to reinforce learning and to support and extend pupils of different abilities.

- The school has been a pilot school for the use of Age-Related Standards (3-19) in Religious Education and is moving forward well with this change to assessing standards.
- Assessments are regular and the school is developing a new tracking system to accommodate the most recent attainment guidelines. The assessment of pupils' work is more accurate as teachers become increasingly confident with the use of age related expectations for attainment in Religious Education. As new teachers join the school they are well supported in the assessment process.
- Teachers use diocesan plans and guidance to deliver well planned activities through a range of teaching strategies which help pupils to develop and extend their knowledge and foster curiosity and enthusiasm.
- High quality resources are used effectively to optimise learning for each pupil. The school organises visits such as those to the Emmaus Village, a mosque and a synagogue. These visits support the learning of all pupils in a variety of settings during their programmes of study.
- The standard of marking and feedback is good. There are some excellent examples of focused marking and pupil development leading from verbal feedback. Written and verbal feedback comments by teachers on steps to improve learning are now being used more consistently throughout the school.
- Pupils are given opportunities to respond to teacher comments which is contributing to enhanced learning.

**How well leaders and managers promote, monitor and evaluate the provision for Religious Education is outstanding.**

- The inspirational headteacher demonstrates and shares a highly ambitious vision for the school and for what every pupil and teacher can achieve. She inspires and supports the whole school community 'to flourish in God's image'.
- Senior leaders use a range of monitoring activities to regularly check on the quality of teaching and, as a result, have a very accurate picture of the strengths and areas for development. Clear steps for development are detailed in the school development plan.
- The commitment and leadership of the Religious Education coordinator, who is both knowledgeable and efficient, have had a significant impact on raising standards. Consequently, teaching and learning is developing to a high level enabling all pupils to make good progress.
- All aspects of Religious Education are evaluated regularly, and all staff are kept very well informed about the priorities in Religious Education. Leaders and managers use their findings very effectively to promote improvement.
- The Religious Education curriculum is rich and varied, providing a range of interesting activities and imaginative teaching to foster engagement and enable all pupils to make good progress in their learning. The Religious Education curriculum meets the requirements of the Bishops' Conference.
- Sacramental preparation is delivered well and in accordance with Diocesan policy.
- Governors are regular visitors to the school and are routinely involved in a range of monitoring and evaluation activities. They are extremely supportive but also confident in their ability to challenge. They discharge their statutory and canonical duties well.

## COLLECTIVE WORSHIP

### THE QUALITY OF COLLECTIVE WORSHIP

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- How well pupils respond to and participate in the school’s Collective Worship.
- The quality of provision for Collective Worship.
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

**How well pupils respond to and participate in the school’s Collective Worship is outstanding.**

- Our Lady Queen of Peace is a prayerful community. There is a calm and peaceful ethos which pervades the school and is reflected in the pupils’ excellent behaviour and consideration for each other. Pupils’ involvement in Collective Worship is a central part of their experience.
- When pupils pray they said, ‘we pray to respect God’ and that when they pray ‘God is right next to me and I forget my problems’.
- From the earliest age pupils act reverently when participating in acts of worship. Pupils are very confident in planning and carrying out Collective Worship using a variety of styles and resources reflecting the liturgical year. They are able to talk knowledgeably about the variety of prayers and liturgies that take place.
- Pupils recognise the special nature of liturgical symbols and show respect. They are aware that religious beliefs are important, demonstrating respect for their own faith and the faith of others.
- Pupils enjoy sharing liturgies at home with the travelling crib which is recognised positively by parents too.
- Adults provide excellent role models for pupils in their response and participation in liturgy and this is evident when pupils lead their own liturgies.

**The quality of provision for Collective Worship is outstanding.**

- There is a clear policy for Collective Worship; it is carefully planned and resourced and is central to everyday life at Our Lady Queen of Peace.
- There is a rich variety of different forms of worship evident throughout the school. In all areas of the school there are references to prayer and there are opportunities for pupils to select prayers from the ‘take what you need’ displays.
- Regular opportunities are scheduled for all pupils to enhance their spiritual experiences through meditation and reflection.
- The school chapel is used to provide further opportunities for a variety of spiritual experiences led by staff and pupils.

- There is a comprehensive timetable for Collective Worship. Parents, parishioners and governors are invited to share in various acts of Collective Worship and they regularly attend Masses, liturgies and other timetabled acts of worship.
- The support of the parish priest is very effective in maintaining high quality worship opportunities across school.
- Staff meet regularly for prayer and liturgy, acting as good role models for all pupils.

**How well leaders and managers promote, monitor and evaluate the provision for Collective Worship is outstanding.**

- The headteacher, deputy headteacher and Religious Education coordinator have set a high standard for Collective Worship in school. They lead by example, ensuring that pupils and staff develop a deepening appreciation of the church's traditions, seasons, rites and symbols and that prayerful, reflective opportunities contribute to the spiritual formation of pupils and staff.
- The governors have invested resources into spiritual development across school. The parish priest is highly respected throughout the school and effectively leads and supports worship development.
- Leaders regularly review Collective Worship throughout the school. They seek the views of pupils and parents through the use of questionnaires and written feedback after school events. Pupil, staff and parent responses are very affirming of their experiences and of the school.
- The headteacher, deputy headteacher, Religious Education coordinator and parish priest are passionate that liturgical and spiritual development are priorities for all in school and that time is devoted to this. This is evident in the provision for staff and the variety of opportunities offered to pupils.
- The senior leaders in school have a very visible presence and a clear understanding of the strengths and areas for development in Collective Worship through both formal and informal monitoring. Effective evaluation of staff strengths has resulted in an effective continuing professional development programme for all staff.
- There is clear evidence of the quality of Collective Worship being monitored and evaluated by the school leadership team. It is given a high priority by all leaders and active involvement by governors ensures they have an accurate understanding of the many strengths and areas for further development in Collective Worship.



## SUMMARY OF INSPECTION JUDGEMENTS

**HOW EFFECTIVE THE SCHOOL IS IN PROVIDING CATHOLIC EDUCATION:****1****CATHOLIC LIFE:****1**

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 managers promote, monitor and evaluate the provision for the Catholic Life of the school.

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**RELIGIOUS EDUCATION:****1**

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

1

The quality of teaching and assessment in Religious Education.

2

How well leaders and managers monitor and evaluate the provision for Religious Education.

1

**COLLECTIVE WORSHIP:****1**

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

1

The quality of provision for Collective Worship.

1

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

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## SCHOOL DETAILS

<b>School name</b>	Our Lady Queen of Peace RC Primary School
<b>Unique reference number</b>	108851
<b>Local authority</b>	Sunderland
This Inspection Report is produced for the Rt Reverend Robert Byrne the Bishop of Hexham and Newcastle under canon 806 of Canon Law. For voluntary aided schools it also fulfils the responsibility the governing body has to inspect the school under s48 of the Education Act 2005.	
<b>Chair of governors</b>	John Hindmarch
<b>Headteacher</b>	Barbara Reilly-O'Donnell
<b>Date of previous school inspection</b>	April 2014
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