

# Our Lady Queen of Heaven Catholic Primary School

Hare Lane, Crawley, West Sussex RH11 7PZ

**Inspection dates** 16–17 January 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This school requires improvement

- Teaching has not been consistently good enough across the school over time for pupils to make rapid enough progress. As a result, their attainment, particularly in mathematics, is below average overall.
- Some teaching does not focus clearly enough on what pupils are to learn but rather on keeping them occupied.
- The information teachers collect about how well pupils are doing is not used effectively to set work that challenges all pupils of different abilities, particularly the most able.
- Too few opportunities are provided for pupils to apply and practise their number skills in a range of different contexts.
- Plans for staff to share their skills and expertise to enable further improvements are not fully implemented.
- Subject leaders do not have the fully developed skills or the planned opportunities they need to monitor and drive improvement. Their plans to improve their areas of responsibility are not precise enough.
- Although senior leaders regularly check the quality of teaching, this has not yet been effective in ensuring that teaching helps all pupils make consistently good progress.
- The governing body has not demonstrated its full capacity in holding the school to account.

### The school has the following strengths

- Pupils known to be eligible for free school meals and those with additional needs make faster progress than their classmates.
- Support for those pupils who speak English as an additional language and those from minority ethnic groups is tailored very well and helps pupils to enjoy school and progress well.
- Pupils are well behaved, both in lessons and around the school, feel safe and say adults will help them if they are upset or worried.
- The recently appointed headteacher, senior staff and governing body are ambitious for the school. Their drive to move the school forward is already helping to improve pupils' achievement in reading and writing.

## Information about this inspection

- Inspectors observed 15 lessons taught by 13 teachers. Seven lessons were observed jointly with the headteacher or members of the senior leadership team. In addition, the inspection team made a number of shorter visits to lessons and to the provision for pupils learning outside the classroom, as well as some supported within classes, to focus on specific aspects.
- Inspectors heard individual pupils read from different year groups.
- Meetings were held with a group of pupils, two members of the governing body and staff, including senior and middle managers. In addition the lead inspector talked with a representative of the local authority.
- Inspectors took account of the 48 responses to the online questionnaire, Parent View, and the 13 members of staff who responded to the staff questionnaire. Twenty parents and carers were also spoken to when bringing their children to school.
- They observed the school's work and scrutinised a number of documents, including the school's records on current pupils' progress, behaviour and attendance. Inspectors also looked at documents relating to the school's performance, self-evaluation, planning, monitoring and safeguarding.

## Inspection team

Wendy Forbes, Lead inspector

Additional Inspector

Gill Coffey

Additional Inspector

John Worgan

Additional Inspector

## Full report

### Information about this school

- This is an above average-sized primary school.
- Although the majority of pupils are from White British backgrounds, there are pupils from 13 other ethnic groups within the school. Approximately thirty-five percent of pupils speak English as an additional language.
- A below-average proportion of pupils are eligible for the pupil premium grant. This provides additional government funding based on the number of children looked after by the local authority, those from service families and those known to be eligible for free school meals. In this school there are only pupils from the last category.
- The proportion of disabled pupils and those who have special educational needs who are supported by school action is below average. The proportion supported by school action plus or with a statement of special educational needs is just above average.
- No pupils are educated in alternative provision away from the school site.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- There have been a number of staff changes, short-term staff absences covered by temporary teaching staff and a range of new appointments since the last inspection, including the appointment of a new headteacher in September 2013.
- There have also been a number of changes in the governing body since the last inspection.
- The governing body manages a breakfast club.

### What does the school need to do to improve further?

- Improve the quality of teaching so that the majority is consistently good or better through:
  - providing training for staff regarding what is good or better teaching
  - planning activities that focus on the learning expected for different groups of pupils ensuring staff expectations of what pupils can achieve are high enough
  - ensuring that all teachers assess pupils' attainment and progress accurately and use this information to set work at the right level to challenge all pupils, especially the most able.
- Increase the rate of pupils' progress and raise levels of mathematics attainment by:
  - planning opportunities for pupils to decide how to tackle a problem and choose the calculation method to solve it with little help from their teachers
  - providing opportunities for pupils to use their mathematical skills in a range of subjects.
- Strengthen leadership and management, including governance, through:
  - increasing the rigour of checks on the effectiveness of senior leaders' actions so they are better placed to make well-informed decisions about the school's performance.
  - developing the leadership roles of staff, especially middle leaders, so they can effectively check and improve the school's work and implement actions that will raise pupils' achievement.
  - enabling all governors to hold the school to account through first-hand monitoring of improvement priorities.

- An external review of the governing body should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Pupils' progress across the school has varied since the last inspection. This is particularly clear in national test results in mathematics, the school's assessment of pupils' skills and a scrutiny of their current work.
- Observations of teaching show inconsistency in the quality of teaching and pupils' slow progress, especially in mathematics in parts of the school, which result in overall achievement requiring improvement.
- Efforts to improve pupils' English skills, by an effective whole-school focus on strengthening the teaching of writing and reading, particularly phonics (letters and sounds), have quickened pupils' progress. As a result, pupils have shown at least broadly and sometimes higher-than-average performance in the phonics screening checks at the end of Year 1 over the past two years. The significant development of pupils' writing and editing skills has accelerated their progress in writing, which is now broadly average.
- Strengthening mathematics teaching has improved pupils' understanding and use of calculation skills, helping to improve attainment. However, problem-solving skills are weaker because there are too few opportunities for pupils to use their mathematics skills in other subjects.
- Pupils from minority ethnic backgrounds and those who speak English as an additional language make better progress than other groups of pupils. This is because the school quickly identifies their needs on entry to the school, acting quickly and effectively to develop their communication and language skills.
- Staff promote equality of opportunity and include disabled pupils and those who have special educational needs in all activities. Similarly the smaller-than-average number of pupils in receipt of pupil premium funding receives effective additional assistance. The carefully tailored support focuses on specific gaps in their knowledge and skills. As a result, these pupils progress well in English and make variable but improving progress in mathematics compared with other pupils.
- Well-organised facilities for Reception Year children provide an effective start to the school, although their progress in the first steps of writing and number work have sometimes not been as strong as possible. Their attainment by the end of Reception is just below the levels expected for their age in some elements of their development, but, in other areas, they are well prepared to start in Year 1, such as in their personal development and the use of technology.

### The quality of teaching

### requires improvement

- Teaching is inconsistent across the school. Teachers do not always assess pupils' progress routinely during lessons and so the planning of tasks is not adjusted to increase their learning. There is sometimes too much focus on completing tasks rather than on the learning involved.
- Sometimes teachers do not focus sufficiently on pupils' different abilities and so, for the most able pupils in particular, work is not demanding enough for them. When this happens some pupils become restless, lose concentration and progress is slower than it otherwise could be.
- The assessment of pupils' progress has not been regular enough to be effective. The headteacher and senior leaders have put in place more accurate and timely sharing of test results and evaluations. This has begun to improve pupils' progress because teachers are more aware of pupils' needs and so work is better tailored.
- The teaching of reading and writing has been more effective than in mathematics because of the focus given to developing literacy skills. As a result, pupils make faster progress in these areas than mathematics.
- The most effective teaching is characterised by enthusiasm, flexibility, good questioning that allows pupils to explore ideas further, and effective challenge and ensures pupils make sustained and rapid progress because tasks are well matched to their needs. For example, in a Year 5/6 mathematics lesson, pupils explored whole and decimal numbers by rounding. Very effective

teaching built on pupils' prior knowledge of place value to extend their understanding and further challenge them to solve tricky questions such as calculating the distance between planets.

- Teaching in the Early Years Foundation Stage is effective. The well-organised environment encourages independence and stimulates children's interest well. A good range of learning activities based around interesting and stimulating themes captures children's imaginations. There is an appropriate balance of teacher-led and child-selected activities. However, activities are often punctuated by whole-school break times, frequently interrupting children's free-flow of learning. This means that children do not always complete a task, learning is sometimes lost and progress slows.
- Support for pupils with additional needs is well targeted to help overcome barriers to learning: by improving their skills in reading, writing and mathematics or by helping with speaking and listening for pupils who speak English as an additional language. Disabled pupils and those who have special educational needs progress well because needs are appropriately targeted for extra help, usually from teaching assistants.

### **The behaviour and safety of pupils are good**

- Pupils' behaviour is typically good. Pupils and parents and carers agree.
- The school is a calm, friendly and orderly place. Pupils exhibit positive attitudes to learning and in their contribution to the school community. Members of the school council were enthusiastic about their involvement in the school's 'Parliament Week', meeting their local MP to discuss the role of young citizens in contributing to and shaping their town as well as national community.
- Behaviour is not outstanding because occasionally a few pupils become distracted when activities are not pitched at the right level to challenge them. However, pupils themselves confirm lessons are hardly ever disrupted by poor behaviour.
- The school's work to keep pupils safe and secure is good. The meticulous safeguarding procedures in place to check all who have contact with pupils, and the effort the school goes to assess the level of risk in school activities, ensure pupils' safety is paramount.
- Typically, pupils get on well together, showing respect for others regardless of background, and learn how to keep themselves safe in different situations, such as on roads and when using the internet.
- They understand different forms of bullying and say it is rare. School records confirm this. Pupils feel extremely confident that adults know them well, care for them and keep them safe.
- As one pupil told an inspector, 'School's brilliant, we look after each other here.' Pupils are enthusiastic about opportunities to celebrate their efforts in special 'merit' assemblies.
- Discussions with staff who support pupils with additional needs, including those who are disabled and those who have special educational needs, show the school has effective links with external agencies and is active in supporting children and families who need additional help.
- The school has worked hard to promote regular attendance by stressing the impact of being absent from school. Attendance levels have continued to improve over time, and are now broadly average.

### **The leadership and management requires improvement**

- Led by a determined, new headteacher the staff are clear about what needs to improve. The whole staff team are behind his drive to raise standards and accelerate progress. Initiatives to improve the teaching have already brought about reading and writing improvements. Attainment rose in 2013 and continues to do so; more pupils are making faster progress than in the past. However, there is still more to do to ensure consistency of teaching quality to enable all pupils to make good progress.
- Leaders use their knowledge of teaching quality to inform the management of teachers' performance. Pupil progress targets set for teachers are beginning to improve achievement.
- Other leaders, particularly middle leaders, have not had the opportunity, or developed the skills needed, to bring about improvements. They do not have precise enough plans about how to improve their areas of responsibility.

- There is a strong focus on ensuring equal opportunities. There is no discrimination. Pupils who speak another language appreciate the support provided by 'Young interpreters'. However, variations in teaching mean pupils do not all have the same opportunity to make good progress.
- The school provides a balanced curriculum which pupils enjoy. The opportunities pupils have to work together and the visits and visitor programmes contribute very well to pupils' spiritual, moral, social and cultural development.
- The school makes good use of the primary sports funding to provide additional enrichment activities, involving sports professionals, and improvements in playground and sports resources. Although these are well targeted to provide challenging and exciting experiences, it is too early to measure their impact.
- Parents and carers appreciate the school's efforts to involve them in school life through the provision of workshops and weekly opportunities in Reception to 'stay and play'. They had much praise for the provision of a daily breakfast club particularly the weekly cooked breakfast.
- The local authority and the purchase of bespoke consultancy provide good support to enable the school to improve.
- **The governance of the school:**
  - Governors are supportive, visiting the school frequently. They appreciate the extensive range of information provided by the headteacher and national sources about how well the school is performing. However, they have not yet effectively challenged leaders to check on the impact of actions to improve the school. Governors are aware of the use and impact of the pupil premium money and the new primary sports funding. They understand teachers' pay rises and promotion are linked to performance in the classroom and know that all teachers have targets to achieve. Governors fulfil statutory duties regarding safeguarding, and ensure discrimination is not tolerated in this inclusive school. Financial management is secure and governors have been provided with a range of training such as Raise Online and safer recruitment.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	126044
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	440374

This inspection of the school was carried out under section 8 of the Education Act 2005. This inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Primary
<b>School category</b>	Catholic
<b>Age range of pupils</b>	4 –11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	316
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Elizabeth Hayler
<b>Headteacher</b>	Tobias Melia
<b>Date of previous school inspection</b>	16–17 January 2014
<b>Telephone number</b>	01293 526057
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