



DENOMINATIONAL INSPECTION REPORT

incorporating Section 48 and Canonical Inspection under Canon 806 on
behalf of the Archbishop of Southwark

URN 101051

Our Lady Queen of Heaven Catholic Primary School

Victoria Drive

Wimbledon, SW19 6AD

Inspection date: 10th May 2018

Chair of Governors: Mrs G Isherwood

Headteacher: Mrs A Pitcher

Inspectors: Mrs A Oddy

Mrs P Rickard

EDUCATION COMMISSION

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Publication Date 10th July 2018



Key for inspection grades

Grade 1	Outstanding	Grade 3	Requires improvement
Grade 2	Good	Grade 4	Inadequate

FULL REPORT

INFORMATION ABOUT THE SCHOOL

Our Lady Queen of Heaven is a voluntary aided primary school in the Local Authority of Wandsworth. It is situated in the Mortlake Deanery of the Archdiocese of Southwark. The principal parish which the school serves is Our Lady and St Peter, Wimbledon Common with a small number of pupils coming from other neighbouring parishes such as St Gregory's, Earlsfield and Christ the King, Wimbledon Park. The proportion of pupils who are baptised Catholics is 99%. The average weekly proportion of curriculum time given to Religious Education is 10% in both Key Stage 1 and Key Stage 2.

The school takes pupils from 3 to 11 years. The number of pupils currently on roll is 253. The attainment of pupils on entering the school is slightly below average. The proportion of pupils for whom Pupil Premium funding is received is 10% which is below the national average. The proportion of pupils receiving support for Special Educational Needs or Disability (SEND) is 13.3%, which is below the national average. In addition, 2.4% of pupils are supported by an Education and Health Care plan (EHC), which is above the national average. The school is culturally diverse, with 81% of pupils from minority ethnic heritages and 19% from white British backgrounds. The proportion of pupils from homes where English is an additional language is 73% and is significantly higher than the national average.

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SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

Our Lady Queen of Heaven Catholic Primary is an outstanding Catholic school because:

- It is a welcoming and inclusive Catholic school with a vibrant Catholic life. It provides an attractive and happy learning environment where all feel valued and are encouraged to achieve their full potential. The school is highly regarded by parents, who recognise and appreciate the quality of Catholic education it offers.
- The school's Catholic life embraces all members of the school community and permeates all areas of the curriculum. It features the traditions and celebrations of the Church. Strong links with the parish, the deanery and the diocese foster pupils' understanding of belonging to a wider Catholic community.
- High quality teaching and learning in Religious Education ensures that all groups of pupils make good progress and achieve well. Standards are high, with a strong evidence base to support this. Pupils enjoy their Religious Education lessons and take a pride in their work.
- The school's collective worship and prayer life is strong and is at the heart of the school. A wide range of prayer and worship opportunities reflect the liturgical year and provide many occasions for the school to celebrate as a worshipping community. Prayer forms an integral part of the school day and of school life.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

With no significant areas for improvement, this inspection recommends that the school:

- Continues with the already identified focus on developing assessment in Religious Education to facilitate the transition from levels to age related expectations.



Overall Effectiveness

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.

1

The quality of provision for the Catholic life of the school.

1

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

1

Religious Education

1

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

1

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

1

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

1

Collective worship

1

How well pupils respond to and participate in the schools' collective worship.

1

The quality of provision for collective worship.

1

How well leaders and governors promote, monitor and evaluate the provision for collective worship.

1



CATHOLIC LIFE

1

The extent to which pupils contribute to and benefit from the Catholic life of the school is outstanding.

- Pupils are fully involved in the rich and vibrant Catholic life of the school. They are aware of the school mission statement and know it is at the heart of their school. Pupils have been involved in adapting the mission statement to make it more child friendly, taking part in a competition run by the School Council to find a memorable and meaningful summary.
- The inclusive nature of the school welcomes all pupils and their families, irrespective of cultural or ethnic backgrounds. Pupils have a great sense of community. They are proud of their school and know they are all valued members of it. A parent commented on the “caring and inclusive nature throughout the school”
- Pupils play a significant part in shaping the Catholic life of the school. Faith, School and Eco Councils give pupils the opportunity to discuss and suggest school improvements. The school is a Unicef Rights Respecting school, at Silver level understanding and supporting the rights enshrined in the United Nations convention and relating these to Catholic teaching and school life. An example was raising money for CAFOD having discussed the plight of refugees.
- The school offers pupils many opportunities to take responsibility. Pupils are conscientious in these roles, seeing them as an opportunity to serve their school community and as part of their sense of vocation. Pupils commented that in addition to these roles, there was an expectation that everyone looked after everyone else: “We all look after each other.”
- The behaviour of pupils is excellent. During this inspection they were exceptionally polite, thoughtful and courteous in lessons and around the school. They are kind and considerate to each other and know the importance of forgiveness.
- The school offers pupils many opportunities for their personal support and development. Pastoral care is a strength of the school. Examples include ‘jigsaw4you’ counselling support for bereaved children and ELSA (Emotional Literacy Support Assistants). Enrichment and extension activities are offered across the school. Gifted and talented pupils are offered weekly sessions. A parent commented: “A wonderful Catholic school with strong pastoral care for all.”
- Pupils greatly value and respect the Catholic traditions of the school. They speak confidently of the Church’s feasts and seasons and how they enjoy celebrating these in school. They are regularly involved with Parish and Diocesan celebrations and in events with other Catholic schools, understanding that they are part of the wider Catholic community. Examples include membership of the Parish Legion of Mary, the Beginning of Year Mass at St George’s Cathedral, visiting Wintershall and the Diocesan ‘Picnic and Praise’ event.
- The strong supportive nature of the school community ensures every individual is valued, encouraged and enabled to develop socially, academically and spiritually in



order to achieve their full potential. All groups of pupils make good progress and achieve well. Academic results are high. A parent wrote: “Values are not just taught in the classroom, but also reflected in the school community!”

The quality of provision for the Catholic life of the school is outstanding.

- The school mission statement is central to the school community and reflected in all aspects of school life. It informs all school policies and practice.
- There is a great sense of community in the school. Relationships between members of the school community are supportive and caring. Pastoral care extends to staff as well as to pupils. Parents commented on how parents are supportive of each other, particularly at difficult times.
- The school’s Catholic identity is immediately evident, visible in the many attractive displays and artefacts. These celebrate the liturgical year, themes in Religious Education and inspire the school community to reflection and prayer.
- Schemes for Personal, Social and Health Education (PSHE) and Relationships and Sex Education (RSE) are well established and linked to teaching in Religious Education. The school uses the ‘Journey in Love’ and ‘All that I am’ schemes for RSE and works in partnership with parents to ensure they are fully informed of the school’s policy and teaching.
- Staff and governors are committed to the Catholic life of the school. Meetings commence with prayer and all staff play a full part in events relating to the school’s Catholic life. Parents are welcomed into the school and actively encouraged to participate in its Catholic life. They value these occasions to join the school and to keep the traditions of the Church. This inspection took place on Ascension Day and many parents attended the school Mass.
- The school helps pupils to develop their awareness of moral and ethical issues. Year 6 pupils considering the theme of Justice were able to discuss making choices and the impact of their actions. As a Rights Respecting school, pupils are encouraged to consider human rights on a global basis.
- The school behaviour policy reflects its ethos, promoting a harmonious community of mutual respect and forgiveness.
- The school provides a nurturing environment where every child can feel valued and secure. Well considered outside areas cater for all pupils’ interests, encourage care and respect for the environment and provide an atmosphere where all pupils can thrive.



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

- The school's leadership is wholeheartedly committed to the Church's mission in education. The Headteacher is an inspirational role model. Her clear vision and strategic direction has created a cohesive team with a strong sense of Christian community and the traditions of the Catholic Church.
- The Catholic life of the school is a high priority for school leaders. The governing body is very well informed, with regular reports from the Headteacher. Governors attend events and celebrations as part of their monitoring role and as part of the school community. Governing body minutes reflect the close liaison and in depth understanding that exists between governors and school leaders.
- The Parish Priest serves on the governing body and enriches the Catholic life of the school by regular visits and celebrating school Masses and liturgies. He provides valued support and guidance to the school including assisting with the appointment of staff. He also meets with parents on the playground and on the day of the inspection gathered with them to pray before the start of the school day.
- Leaders and governors have a clear understanding of the mission of the Catholic school and its commitment to the holistic development of every child. This includes nurturing spiritual, moral, social and academic development within the framework of a caring, Christian community. The school achieves this very successfully and it is recognised and appreciated by parents. A parent wrote, 'We are grateful and proud that our son has been a part of this caring and faithful community in his formative years.'
- The school involves parents and carers in its Catholic life. They are invited to events and celebrations and to participate in its prayer life. On the day of the inspection, parents and pupils gathered to pray the Rosary before school, celebrating May as the month of Our Lady. This was very well attended.
- An attractive and regularly updated website clearly promotes the school's Catholic identity. It provides detailed information regarding the school's Catholic life and other information.
- Parents have very positive attitudes towards their children's education at Our Lady's. One wrote, "A fantastic school. All my children have had the best experience at Our Lady Queen of Heaven school."
- Induction of new staff, a wealth of in-service training, deanery and diocesan courses help staff and governors to strengthen and inspire provision for the school's Catholic life.
- School self evaluation is accurate and strongly evidence based. It informs development planning, which is comprehensive and has clear timescales and lines of responsibility.



RELIGIOUS EDUCATION

1

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

- Pupils enjoy Religious Education lessons and are keen to do their best. In the lessons observed as part of this inspection, pupils were interested, focused and engaged. They were proud of their Religious Education books and were keen to show and explain their work. Pupils spoke appreciatively of their lessons and recognised the importance of Religious Education to their own lives. A pupil said: "It's inspiring. Jesus is an inspiring person."
- They are able to make cross curricular links and enjoy using drama and art to enhance and enrich their learning.
- All groups of pupils, including SEND pupils, make good progress and achieve well in Religious Education. Attainment is very high, with significant numbers of pupils achieving at the higher levels. In 2017, at the end of Key Stage 2, 93% of pupils met or exceeded age related expectations, with 38% working at greater depth. Differentiation and support ensures that all are appropriately challenged and enabled to achieve their full potential.
- Behaviour for learning is outstanding. Lessons proceed smoothly and pupils are motivated and responsive.
- Standards of religious literacy are high. Pupils are reflective and think deeply about religious concepts, asking questions to deepen their understanding. An example reported by a parent was of Year 4 pupils discussing the difference between faith and belief.
- Pupils show excellent subject knowledge. They enjoy using Bibles for reference and research.
- Standards in Religious Education are high and similar to those in other core subjects.

The quality of teaching and assessment in Religious Education is outstanding.

- Standards in teaching and learning are high. Four lessons, across three Key Stages were observed as part of this inspection. In all lessons, teaching and learning was securely good, with many outstanding features. Pupils were enthused and were able to achieve excellent progress. Teachers had high expectations of their pupils. They displayed extensive subject knowledge and showed high levels of personal commitment.
- Questioning was skilfully used to encourage pupils to explore religious concepts and deepen their understanding. Pace was good and time used effectively.



- Differentiation is well planned, with appropriate levels of support and challenge provided for all pupils. Other adults in the classroom provide effective support for SEND pupils.
- Work in pupils' books is of a very high standard, both in presentation and quality. Marking is regular, developmental and affirmative. It shows a dialogue between teacher and pupil with clear recommendations for development and improvement.
- Assessment in Religious Education is comprehensive. Assessment of pupils' work is moderated within school and at deanery and diocesan level to validate teachers' judgements.
- Pupil tracking ensures that all pupils make expected or better progress, with support put in place as necessary.
- Systems of self assessment are in place and valued by pupils as helping them to participate in their learning. The school may now wish to extend this and include peer assessment.
- The teaching of other faiths is well established. It is enjoyed and welcomed by the pupils. It is enriched by visiting speakers and visits to places of worship. Examples include visits to a neighbouring mosque and a local Jewish school.
- The school has identified further developing assessment in Religious Education as an area for development and this is supported by the findings of this inspection. Transition from assessing using levels of attainment to age related expectations requires changes to the recording of assessment and analysis of progress, bringing it in line with assessment in other core subjects.

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

- The school follows 'The Way, the Truth and the Life' programme of Religious Education, enriched by cross curricular links. The curriculum includes coverage of AT1 and AT2 and is in line with diocesan requirements. Curriculum time allocation for Religious Education is 10% in both Key Stage 1 and Key Stage 2 and is in line with the requirements of the Bishops' Conference.
- Leadership and management of Religious Education is excellent. Religious Education is ably led by the subject leader, supported by school leaders. She supports the staff team, sharing good practice, providing resources and identifying training needs.
- The link governor for Religious Education is conscientious and committed. He regularly liaises with the subject leader and effectively fulfils his monitoring role. He is very well informed regarding the school's Catholic life and standards in Religious Education and provides detailed feedback to the Governing Body. Governors visit the school frequently, know their school well and fulfil their role of support and challenge.



- Well targeted planning and strategic action is responsible for high quality provision and excellent pupil outcomes. The Religious Education action plan is comprehensive and is informed by school self evaluation.
- Religious Education has a high profile in the life of the school and is recognised as a core subject. It is appropriately resourced. It meets the range of pupils' needs and shows continuity and progression.
- The Religious Education curriculum is enhanced by links with the local parish, the deanery, the diocese, the community and wider agencies.
- Sacramental preparation is recognised and celebrated within the school community and is embedded in the Religious Education curriculum.

Publication Date 10th July 2018



COLLECTIVE WORSHIP

1

How well pupils respond to and participate in the school's collective worship and Prayer Life is outstanding.

- Prayer and collective worship are central to the life of the school. Prayer is woven into the fabric of the school day and many areas around the school invite reflection and prayer. The outside prayer area enables pupils to pray, reflect and be at peace in a calm and attractive outdoor setting.
- Pupils play an active part in collective worship and school prayer. They are involved in planning and preparing liturgies and class prayers. They are familiar with the traditional prayers of the Church and with composing their own prayers. They enjoy leading acts of worship and sharing their own prayers. A pupil commented: "Prayer is an amazing thing. It makes you feel better when you are upset" and another added: "You can pray anytime, anywhere."
- School acts of worship engage and inspire pupils. A wide range of styles of worship, types of music, dance and drama provide variety and cater for different needs and approaches. Pupils respond very positively, appreciating that these are times special to their school.
- Two acts of collective worship were observed as part of this inspection, these were Mass for Ascension Day and Prayer Circle Time in the Reception and Nursery classes. The Mass for Ascension Day was held in the Parish Church and was an excellent example of the school as part of the parish. It was well attended by parents and parishioners. Pupils participated as readers, altar servers and in bringing up the Offertory. The school choir led the singing and pupils joined in very tunefully. The bidding prayers had been written and were read by pupils. Pupils were exceptionally reverent and respectful at all times. The Early Years Prayer Circle provided age appropriate worship for Nursery and Early Years, who responded very positively.
- Worship themes reflect the liturgical calendar, topics in Religious Education and current events and issues.
- A Prayer Club is open to all pupils. This is run by the subject leader. The pupils' interest and participation in this led to the introduction of an elected Faith Council, which enables pupils to make a greater contribution to developing the prayer life of the school. Pupils in the Prayer Club and Faith Council told inspectors how important prayer was to their school and to their own lives. Comments included: "Prayers are important, they help you to get closer to God;" and, "You can help people by praying for them."



The quality of provision for collective worship and prayer Life is outstanding.

- Collective worship is a valued part of school life. Opportunities are planned across the school year to reflect the liturgical season, saints' days and holy days. Teachers and leaders take turns to prepare and lead collective worship with input from the pupils.
- Parents and governors value the school's collective worship and prayer life as contributing to their own spiritual journey and as part of their role as members of the school community.
- Attractive prayer focus areas in every classroom feature themes in Religious Education, pupils' own work and prayers. 'Our School Family Faith Books' provide evidence of events in the spiritual journey of the pupils and feature pupils' work and ideas.
- Collective Worship is well planned and well resourced. A folder of collective worship plans prepared by the staff and monitored by the Religious Education subject leader is centrally stored together with a wide range of resource books and ideas, providing invaluable support for staff.
- The Prayer Group and Faith Council meet regularly with the subject leader to plan and deliver prayerful reflections in the weekly celebration worship on Fridays.
- Praying together is part of the daily experience for pupils and staff. The school's own monitoring, including responses to questionnaires, indicate that being part of the prayerful community of Our Lady Queen of Heaven school has a significant effect on the spiritual and moral development of the pupils. This is in line with the findings of this inspection.

How well leaders and governors promote, monitor and evaluate the provision for collective worship and prayer life is outstanding.

- School leaders are skilled in planning and delivering high quality collective worship and to empowering other members of staff to do likewise. Together with the parish priest, they ensure that pupils participate in a rich programme of worship opportunities throughout the school year. They are models of good practice for staff and pupils.
- School leaders have an extensive understanding of the Church's liturgical year, feasts and seasons and ensure that pupils are able to participate in celebrating these appropriate to their age and understanding. Examples are the Prayer Circles for Reception and Nursery celebrating Harvest, Christmas, Ascension and other feasts.



- School leaders actively promote pupils' planning and leading collective worship, providing resources and discussing themes so that pupils grow in confidence and expertise.
- Leaders and governors are constantly monitoring and reviewing the school's collective worship as part of school self-evaluation. Together with suggestions from staff, parents and pupils, this feeds into school improvement planning.
- The school environment enriches the provision for collective worship and prayer. An example is the beautiful stained-glass window in the Hall which was the result of designs submitted by the pupils.

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