



# Inclusion Quality Mark (UK) Ltd

14<sup>th</sup> June 2016

Mr Jonathan Smart  
Our Lady Queen of Peace Catholic Engineering College  
Glenburn Road  
Skelmersdale  
Lancashire  
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**Centre of Excellence Review Date: 9th June 2016**

## Summary

Our Lady Queen of Peace Catholic Engineering College is a smaller-than-average 11-16 mixed comprehensive school serving the diverse community of Skelmersdale with 869 students on roll of whom 54% are baptised Catholics, with 35% from other Christian denominations and 0% from other world faith or religious traditions. The school is growing and numbers are expected to reach 925 by 2017. The proportion of students known to be eligible for FSM is higher than average and the percentage of FSM EVER6 is 39% of the cohort (January 2015). The proportion of students from minority-ethnic backgrounds is lower than average and predominantly Eastern European. The proportion of students supported with a Statement of SEND/EHC plans or SEND Support is slightly higher than average due to the changes in SEND reforms and the changing profile of the students' needs. The school has a higher than average deprivation indicator with 58% of students coming from the most deprived wards of the town. In addition, the school has an increasing proportion of CLA students 13 currently raising to 16 in September 2016 and the number of FSM students continues to rise because of the socio-economic context of the town. There is a significant increase in the number of safeguarding issues and crime rates have also increased, adding to the pressures faced by children and their families.

I would like to thank you to you for allowing me to visit your school to carry out your Centre of Excellence Review and for your hospitality, it was a pleasure to meet staff, students and governors who were all extremely supportive of the school. The schools Catholic Ethos and Engineering specialism underpin all aspects of their well-resourced and valued learning community. Relationships between all stakeholders are a key strength and all staff support each other in developing teaching and learning and all other aspects of the school. The schools CPD programme is designed to ensure that teaching is at least good or better and responds to internal and external monitoring programmes and the school's rigorous appraisal system. It is firmly based on the identified needs of staff and it is designed for staff, by staff. The overarching aim is to be a fully inclusive school where students exceed beyond their potential and this certainly is the case here. All adults who are involved with the school work hard to ensure that all groups of students achieve their full potential, therefore promoting

equality for all. Community Cohesion is central to the schools Mission Statement ***"In Christ We Grow, as a learning community we live out our Mission Statement striving for excellence through caring, sharing and achieving"*** and although it is a predominantly mono-cultural school, their beliefs, values and attitudes enable the students to embrace and celebrate differences. The school are heavily involved in developing international partners to promote community cohesion and inclusion on a global scale while also supporting SMSC development. There are links with Ghana, Mauritius, USA, Spain, France, Russia, Mexico and India to name but a few. Students from the school have supported education in Ghana by building a water harvesting system and sanitation block in their partner school in 2014 and the bi-annual International Summer School brings participants from across the globe to work together. It was evident throughout the review that the school ensure that all children succeed academically and become fully developed individuals who ensure that the Gospel Values underpin all aspects of their lives. This very distinctive school has personalisation at its core and pursues excellence in learning and teaching with rigour and determination. The school has a culture where change is embraced and creativity and adaptability are central to all aspects of its work. As part of this drive to ensure continuous improvements the school is part of a West Lancashire School to School Support Network. The school leads the way in organising collaborative Teaching and Learning Subject Support Networks for every curriculum area and across West Lancashire with an area wide CPD programme with each school contributing to the extensive offer. They are also part of a Wigan and West Lancashire Catholic Schools Direct partnership and recruit students undertaking ITT courses in partnership with Liverpool Hope University.

I was impressed by the welcoming nature of the school, the friendliness of students and the dedication of all staff, teaching and support. The schedule for the review was effective in allowing me access to a wide variety of people to discuss and thoroughly review the schools COE actions in the last twelve months to ensure they met the standards for Flagship status at this review point and the Action Plan for the year ahead while also enabling me to build up an extremely positive picture of inclusive practice at your school. Everyone I met was helpful and spoke positively about their experience at the school. Please pass on my thanks to the students I met who were extremely mature, caring, a credit to themselves, their families and the school, and very articulate in the way they put their views across. Ofsted commented on this during the last inspection in July 2015 saying, ***'Students display a care for their classmates and mix well together in social spaces. There is a feeling of calm across the whole school and students are polite and courteous to staff.'*** From my brief visit this is a statement with which I wholeheartedly agree.

Our Lady Queen of Peace Catholic Engineering College is a friendly and welcoming learning community within a building that has been well considered and planned. This school lives and breathes inclusion and is ingrained in the very structure and ethos of the school. The buildings are bright, well maintained and has been adapted over time to accommodate the changing needs of staff and students. Great care has been taken to ensure that spaces suit the needs of learners for the 21<sup>st</sup> century with a constant programme of improvements to the buildings and a building programme. Walls are adorned with, students work and displays of the many foreign trips and visits that are part and parcel of life at the school and that enhance the building and contribute

towards an outstandingly positive atmosphere and ethos. The school is a vibrant place to come to work and to learn. The students I spoke to during a tour of the school, in classrooms and around the school and during a lunch-time meeting couldn't fault the school and felt it suited their needs superbly. In fact, the students told me, ***'Teachers care about their students and won't stop until they have achieved what they are capable of achieving'*** and they spoke enthusiastically about the lengths the school goes to, ensuring they will be successful and will leave school as confident mature and successful students with plans in place to move forward. Students are, confident, enthusiastic, and well behaved, while staff are caring, nurturing and motivated in a well-resourced and well organised learning environment.

During my brief visit I was able to see the school at work and was able to experience the outstanding inclusive ethos, practice and culture that is ingrained in its structure and is tangible to all who work in the school or who visit the school. Students are valued for who they are and what they will become, living up to their mission of ***'where every individual is highly valued and where care and concern for others is central to their work and where all learners are encouraged to achieve their full potential in school and become equipped for adult life'***.

All adults working in the school at every level are very positive about the school and willingly go the extra mile to ensure that the student's needs are met. The schools Inclusion Centre is staffed until 5.00pm every night to ensure the students who need it get support with work after school, children without access to laptops have been provided with them by the school to use at home to ensure their learning isn't hampered. The school funds two school counsellors who are in school every Monday and Friday to provide support for students who need it and can support students with mental Health issues and then signpost them to support through CAMHs. There is a superb quality of support, care and nurture that is continually evolving to further enhance provision at the school. An example of this is the Nurture group that has been running for two years ( with the school employing a KS2 trained teacher to run the group) that provides support for vulnerable students in Year 7 and Year 8 for a discrete number of lessons each week to ensure that they reach the required standards and can access mainstream lessons, the group has had great success in moving students on and for those who haven't made the progress support is ongoing and for the very few students in Year 8 who haven't made sufficient progress the group will continue next year. Every student is valued for who they are and staff often go the extra mile as a matter of course to ensure that students needs are met and exceeded. The adults who are part of the school are enthusiastic, motivated, dedicated and proud of their students and of the work that they do to promote successful outcomes and of the excellent level of care that they provide for all students! There is a fantastic sense of care and nurture within the school that ensures that students are given the best opportunities to succeed from the time they enter the school in Year 7 to the time that they leave at the end of Year 11. Everyone I met was proud of ***THEIR*** school and the efforts that are made to ensure everyone is cared for and achieves success.

The school is very well led by the Head-teacher and his Senior Leadership team and middle leaders who are committed to securing the best not only for their students, but

for all staff who work in the school. The headteacher has a clear vision of what he wants to achieve and what he wants for the school that is fully supported by all staff and Governing Body. Morale throughout the school is good for both staff and students, with staff clearly committed to ensure every possible success for the students entrusted to their care, academically, emotionally and socially. Confirmed by Ofsted in 2015, ***'School leaders, driven by a passionate head-teacher, are securing further strength in the progress students make across all areas of the school. The school does not stand still and is constantly looking for ways to enhance provision and increase standards'***. Seen by myself and clearly demonstrated by the school's leadership team during the review.

Having completed a thorough and full review and having discussed and agreed the targets cited below, I am of the opinion that Our Lady Queen of Peace Catholic Engineering College should be re-awarded the Inclusion Quality Mark and that they also be recognised as an **IQM Flagship School**, with a review in twelve months' time.

**Assessor:** Steve Gill

**Findings confirmed by Inclusion Quality Mark (UK) Ltd:**



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Joe McCann MBA NPQH  
Director of Inclusion Quality Mark (UK) Ltd

## Sources of data

Prior to the review **information was gleaned from the school website including key policies such as** the Attendance Policy, The Behaviour Policy, SEN & Inclusion Policy, SEND local Offer, Data Dashboard, Child Protection Policy, Single Equality Policy, staffing structure, information about the Governing Body, the School Self Evaluation Form, parental information including questionnaires, the school Prospectus and recent results as well as previous IQM Summaries and reports.

During the review discussions were held with the headteacher to look at the School Learning plan and the new development plan and an overview of inclusion within the school and meetings were held with the Assistant Head with responsibility for Schools Direct to discuss continuing provision for producing high quality initial teacher training programme that have inclusion at their core, the Assistant Head with responsibility for Inclusion, the Inclusion Manager and the Nurture Group teacher (a KS2 teacher employed by the school who supports vulnerable students in years 7, 8 and in 2016-17 Year 9 as well) to discuss managed transfers to support inclusion, maximising high quality monitoring of provision to maximise achievement through high quality learning and to continue to develop the role of teaching Assistants in the school, Assistant Heads, the Learning Manager and behaviour manager to discuss and review the development of the Whole Child Document and ensure it promotes high quality SMSC develop, allowing students to showcase their talents, the new adapted rewards system based on the Vivo system – abV rewards that is a highly positive rewards system that has been customised to ensure all students have the opportunity to be rewarded by all adults who work in the school in and out of the classroom for positive contributions to their learning and behaviour and has had an overwhelmingly positive response from students and improved leaning and behaviour, pupil premium spending to support inclusion.

The Property and Business Managers to discuss building development to support inclusion and the plans the school has to continue to develop the buildings to reflect the needs of their learners and the community ensuring that it helps to promote high outcomes for all key groups of students, and with the Assistant Head with responsibility for Internationalism to discuss new projects and initiatives that promote inclusion. This is a real strength of the school as they continue to develop international partners, involving more students in experiential learning, overseas visits and voluntary work. The school is exceptional in the way it structures these overseas visits with each visit having multiple, clear foci, including cultural exchange and curriculum and professional development as well as being inclusive in the truest sense for the students from the school and for their international partners. The school have links with seven different countries, such as Ghana, Mauritius, Russia, France, Netherlands, USA, and Bangladesh which is outstanding and all students by application have the opportunity to be involved in the visits and in the summer schools that occur during the summer holidays. Other links are in the process of being developed and visits arranged such as Japan. I cannot think of another school that has such outstanding links and they are working towards International Schools Full Accreditation Award and to become A Best Practice School in Internationalism by the end of June 2016. A Mauritian teacher is due at the school soon to take up a month long post to teach Hindi dance and language as part of the project.

The Assistant head leading on this outstanding project is keen to develop internationalism further and embed it into the way the school teaches and to become part of the curriculum broadening cultural diversity and inclusion to the international dimension, an absolutely stunning programme that the school should be commended for. I can't wait to come back and see how this project has developed at the next review point. I also met with a number of student representatives from across different year groups who were fantastic ambassadors for the school and were extremely vocal in the support for the school and what it does for them. Especially the House system of five Houses named after famous engineers Arkwright, Brunel, Stephenson, Franklin and Telford with a vertical tutor system that provides support for all students and allows older students to buddy up with and mentor younger students as they come into the school in a caring, supportive and nurturing environment. The students I spoke to said it gave them a strong sense of belonging and community and encouraged them to develop leadership skills and confidence. They also confirmed that student voice within the school is exceptionally strong and they felt that they were listened to and where possible suggestions acted upon, with the Senior Student Leadership Team led by the Head Boy and Girl who have their own office in the chaplaincy area and regularly being given the opportunity to meet SLT and Governors to discuss issues and to update them on how well the school is doing from their perspective. The governors I met told me that they place a great deal of emphasis on what the SSLT say.

As part of the process time was provided to review the progress made against the 2015-2016 Centre of Excellence Action Plan and a thorough review of the actions was undertaken using the school's evaluation document with the Head-teacher and other key staff involved in the action plan. The school has been thorough in the way that they have evaluated and reviewed each action and were able to expand on key actions and how successful they were. The review process giving me a full and complete picture of OLQP College's superb inclusive practice and giving me great insight into what plans they have for next year and the reasons underpinning them.

The review of documentation during the day allied to meetings held with a variety of members of staff included The Learning Plans for 2015-16 and 2016-17, Pupil premium Review 2015-16 and report, Buildings and property development plan 2015-16, ICT Development plan 2015+, International School Plan, Ofsted Report 2015, where the school was graded as good across the board and Ofsted stated, ***'The pastoral care within the school is strong and the support given to vulnerable students is excellent, ensuring their good progress'***, Archdiocese of Liverpool Inspection Report from 2015 where the school was graded as outstanding across the board and where the Inspectors stated, ***'Pupils' value their school because they feel safe, pastorally cared for and at all times included. This is reflected in their outstanding behaviour and not least in their respect for the school environment'***, Form Tutor Pack detailing the programmes of Study to be following during Tutor time, CPD records of training including specific training relating to Schools Direct and a variety of school newsletters. The discussions with the Headteacher, Inclusion Manager and other staff during the day in particular, provided helpful opportunities to reflect on the sustained outstanding practice seen and heard, as well as to agree the areas for focused development over the coming year as a Flagship School.

## **Assessment Commentary on Flagship Action Plan for 2016 – 2017**

### **Element 1 - The Inclusion Values and Practices of the School:**

- Further embed and broaden Inclusion through the international dimension of the school to support the raising of aspirations and curriculum development.

The school uses international partners to drive cross-curricular developments, enabling more groups of students to achieve well as can be evidenced in their International School Plan under four core components – Global Citizenship, Global Awareness, Learner Participation and Language learning. They are in the process of expanding the already superb range of partners and engaging more students in projects and visits. To quality assure the process the school are in the process of obtaining the International School Award at the highest possible level. Across the school, subjects engage in international projects which raise attainment, inspire and motivate students to achieve the best outcomes. Targets are achieved in all subjects with international partners offering opportunities in school and abroad to the school community. By being involved in this project students have a better understanding of cultural diversity and as a consequence display tolerance, respect and empathy with others. Plans are already underway to for the school to deliver their 4th International Summer School in 2017 a biennial event. This is a superb project that the school should be extremely proud of not only giving their students fantastic opportunities to have a better understanding cultural diversity but also giving them the opportunity to work with and support students in other countries a truly inclusive experience and one that should be shared with a wider audience.

### **Element 2 - The Learning Environment, Resources and ICT:**

- Continue to embed Go4schools to support pupil progress and parental and staff understanding of new assessment procedures.

The school have invested in Go4schools to support pupil progress and to support the schools move to life without levels and make sure that staff and parents understand the new system and assessment procedures. As part of this process the school need to embed the new reporting system based on 9-1 grades, with the system implemented across KS3 and KS4. It is vital that it is understood by staff, by students, by parents and that they are comfortable in using it and interpreting the information that comes through the new system and ensure that it measures progress appropriately and accurately. The next IQM review point should show evidence of this.

### **Element 3 - Learning Attitudes, Values and Personal Development:**

- Ensure the Behaviour Policy is continually revised to eradicate low level disruption through the consistent application of rewards and Consolidate vivo rewards and V rewards throughout the school to ensure all pupils have access.

The school want and are working to ensure all students make an exceptional contribution to a safe and positive learning environment, that they make every effort to learn and thrive in an atmosphere of dignity and respect and that all students show high levels of engagement, courtesy, collaboration and co-operation in and out of lessons. Evidence of this was clear during my brief visit to the school. In order to continue the good work in this area a new Behaviour Policy has recently been implemented and is in

the process of being embedded to eradicate low-level disruption and to support this the policy must be consistently applied in conjunction with the revised rewards system. As part of this process SLT roles have been amended to focus on securing outstanding behaviour for learning, to further strengthen students' attitudes to learning to ensure they are equally high across the school and to intensify the monitoring of Teaching & Learning and Behaviour & Safety. The aim is to ensure that incidents of low-level disruption become increasingly rare, that the rewards culture is embedded successfully across the school and supports positive attitudes to learning. If successful students' attitudes to learning will be consistently high, that will be also be evidenced in their books and academic work ensuring they always complete their work to the highest standard and respond to feedback in a highly positive manner to support their learning journey. The next IQM review point should show evidence of this.

#### **Element 4 - Learner Progress and the Impact on Learning:**

- Ensure the gap for disadvantaged pupils continues to narrow

As part of their inclusive practice and ethos the school are working very hard to ensure the gap for disadvantaged students remains close to or at zero. To facilitate this, an Assistant headteacher continues to co-ordinate and evaluates all intervention strategies as well as monitoring and evaluating the effective use of PP funding. All staff are held to account to ensure disadvantaged pupils make better than expected progress and that teaching responds to the individual needs of disadvantaged students. Subject Leaders consistently monitor and evaluate the progress made by disadvantaged students as well as all other groups of students to ensure gaps are narrowed. The school are working hard to ensure that across year groups there is little or no gap between disadvantaged and non-disadvantaged students and that all disadvantaged students make a minimum of 4 levels of progress KS2-4. It will be interesting to see the progress made in respect of this action point by the time of the next IQM review point.

#### **Element 5 - Learning and Teaching (Monitoring):**

- Continue to improve the quality of teaching to support and challenge all groups of pupils.

The school will continue to tightly monitor the quality of teaching for groups and will continue their work to ensure all teaching is good or better and to ensure that students are suitably challenged during lessons and through appropriate personal study to achieve their full potential. To ensure this happens the school will appoint a Lead Practitioner for Learning and Teaching who will be responsible for ensuring along with all staff that groups of students make better than expected progress, securing higher than the national averages for key accountability measures and that students learning and progress over time is consistently good to outstanding.

#### **Element 6 - Parents, Carers and Guardians:**

- Continue to reduce PA at the 90% threshold by engaging with hard to reach parents and families, using appropriate initiatives to promote excellent attendance.

The school has excellent systems in place to monitor and manage attendance, a fact recognised by Ofsted in 2105, ***Attendance is rising and is now near to the average because leaders have focused on ensuring students attend school regularly***'.

Attendance has risen so that it is close to the national levels, due partly to the successful and effective use of pupil premium funding to ensure disadvantaged students are able access local transport so that they attend as well as their classmates. Additionally, leaders vigorously pursue the few parents who do not support good school attendance. However, in order to Improve attendance further and reduce PA figures the school need to improve attendance for all groups of students and decrease persistent absence rates by working with the increasing proportion of hard-to-reach families. The school are keen to explore ways of engaging more successfully with the identified students and their families to ensure significant improvement in their attendance. The aim is to ensure that attendance for the school is at 95% or above for 2016 - 17 and improves year on year, that PA figures are in line with or below National Average and quickly meet the New PA threshold of 90% and target below 10%.

#### **Element 7 - Governing Body and Management:**

- Governors to investigate, apply for and achieve the Governor Quality Mark

Ofsted in their inspection in 2015 recognised that the Governing Body were effective, that they know the school well and, as a result of good training, they understand what data tells them. As a consequence, they are able to use this knowledge to challenge school leaders to account for the progress of students and the standards across the school. The governors I met at the end of the review were knowledgeable and keen to support the school in working to become outstanding. During the discussion they acknowledged that they had already considered the Governor Quality Mark and thought there was a lot of merit in applying for the Award in the near future. In fact, one of the governors who had looked into it previously volunteered to lead the process during the next year. The achievement of the ward will endorse the already excellent work they do to support the school. It will be interesting to see the progress made at the next review point.

#### **Element 8 - The School in the Community:**

- Continue to develop and expand on community business links.

The school are in the process of engaging with more businesses and industry to develop the Engineering specialism in the school even further and to ensure that visits to Engineering-based companies support the learning and progress of students in a wider range of subjects across the curriculum. While also using these links to enhance the CEIAG programme that is run by two independent Advisors employed by the school.

Local and national businesses support CEIAG in school and provide numerous opportunities for apprenticeships, projects and on occasion can offer funding streams to support what is done in school. They can also enrich the quality of teaching by providing materials, advice and resources and by possibly providing their staff to become involved in a business mentoring programme, if the school deem it appropriate. Hopefully a wider range of students will be enthused to pursue careers in STEM based subjects.

## Recommendation

It was a real pleasure to visit such a fabulous school where inclusion lies at the heart of all it does making every effort to support both its students and its staff. The school continues to grow as a superbly inclusive, extremely positive and very purposeful school community focused on high quality teaching and learning for all those involved, students and staff alike. The school provides an excellent enabling and supportive environment for all to grow and have their contributions valued. As the Headteacher states in the Prospectus, ***'OLQP catholic Engineering College is an innovative, vibrant and exciting learning community where children achieve exceptionally well academically and develop as well-rounded young people who live by the gospel values'*** a sentiment I totally agree with, even from such a short visit.

Expectations in the school are high and the staff work very hard to forge excellent relationships with students and their families. No stone is left unturned in their pursuit of the very best for their students. The Headteacher, the senior staff and middle leaders have a clear vision for continuous improvement in all areas of the school but more importantly for continuing improvement in their already superb inclusive practices, aligned with rigorous yet supportive accountability processes alongside excellent tracking and monitoring of students. Excellent, well planned, ongoing continuous professional development underpins this work.

The school makes very effective use of a range of professional partners and agencies to ensure that the inclusive ethos and atmosphere of the school is of the highest order. All staff spoken to during the review were highly motivated and proactive in their efforts to improve what is offered to the students. The level of achievement and progress is a reflection of this caring and inclusive ethos. Parental involvement is welcomed and the staff work hard to include even those hardest to reach. There is an outstanding culture of critical reflection that permeates the school meaning that existing strategies, programmes and schemes are robustly evaluated and refined where appropriate. Additionally, the school continues to innovate and seek new solutions to the challenges that are faced in achieving the goal of enabling all students to succeed.

## Further Developments agreed after discussion

### Element 1:

- Continue to develop and expand links with other schools both locally, nationally and internationally in the arena of Inclusion.

### Element 3:

- To consider investing in The Anti Bullying Ambassadors scheme through the Diane Trust.
- To consider becoming a Stonewall Champion School.
- Consider using the Local Chamber of Commerce or EBP to set up a Business Mentoring Scheme for key students who would benefit from the support.