



# Inclusion Quality Mark (UK) Ltd

14<sup>th</sup> August 2017

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Skelmersdale  
Lancashire  
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**Review Date: 17<sup>th</sup> July 2017**

## Summary

Our Lady Queen of Peace Catholic Engineering College (OLQPCEC) is a smaller-than-average 11-16 mixed comprehensive school serving the diverse community of Skelmersdale, with 868 students on roll. The school is growing and is popular with the local community. The proportion of students known to be eligible for FSM is higher than average and the number of FSM students continues to rise because of the socio-economic context of the town. 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 changes in SEND reforms and the changing profile of the students' needs. The school has a higher than average deprivation indicator with students coming from the most deprived wards of the town. Attendance at the time of the review was 95.0%.

Thank you for hosting my visit to carry out your first Flagship Review. I enjoyed my visit immensely. It was a pleasure to talk to staff, students and governors some of whom I had met last year who were all extremely supportive of the school and spoke about the excellent progress made since the last review, I was impressed, as I was last year by the extremely welcoming nature of the school and the continued dedication of all staff to ensure that the needs of the students are met daily and over time. Over the course of the review it was clear to see evidence that inclusion is at the heart of everything that happens in the school and is highlighted by the school's mission statement "*In Christ We Grow*" that is embedded in all strategic and operational planning as is the mantra, '*Consistently Outstanding*'.

Although a predominantly mono-cultural school, their catholic beliefs outlined above in their mission statement, their values and attitudes enable the students to embrace and celebrate differences. A school where all students are valued as individuals, that is innovative and forward thinking, an approach that is clearly encapsulated in everything that happens in the school. A school that is clearly at the heart of its local community where inclusion is ingrained in the very fabric of the school and care, nurture and support is at the centre of everything that occurs here, for staff and students alike. It is

a superbly impressive, inclusive learning environment where students are encouraged to achieve their full potential, where everyone involved is committed to the inclusion of all who work or learn within its impressive building.

The school are heavily involved in developing international partners to promote community cohesion and inclusion on a global scale while also supporting SMSC development. OLQPCEC have links with the following: Eguafu Junior High School in Ghana with a focus on Geography, Textiles and Engineering; Mahatma Gandhi Institute in Mauritius with a focus on Engineering and Performing; Lyceum 30, St Petersburg in Russia, Physics Maths with a focus on Engineering and Science; St Bernard Academy, Nashville, USA with a focus on Music and History; Maris College, Netherlands with a focus on Citizenship, Technology and Art; as well as links with Spain, France, Mexico and India and with a proposed visit to Japan next year.

This year will mark the 4<sup>th</sup> bi-annual International Summer School that brings participants from across the globe to work together this event includes students and staff from Mauritius and Spain who will be hosted and work with students and staff from OLQPCEC this is partially funded from the school's budget. During their stay, activities include visits to Manchester, Liverpool and the Lake District in addition to learning activities in school. A fantastic programme that the school should be highly commended for and justifiably proud of, having also achieved the highest possible level of The International Schools Award, only awarded, when most of the school are involved in at least one international activity, from my experience OLQPCEC more than meets the criteria.

I was again, impressed by the confident and happy students and by the shared vision of the staff in the school, who are committed to inclusion in its best and broadest sense. Staff are inspired to develop as individual life-long learners and to play a full part and immerse themselves in the inclusive ethos of the school. There is a vibrant, stimulating, learning environment throughout the school with a focus on helping students to develop the skills, they need to be effective both now and as well-rounded adults in a multi-cultural society and they are encouraged to develop the skills needed to be independent learners. Students I observed in lessons during a tour of the school, at break and lunchtime are friendly, mature, polite and able to talk honestly and confidently about their learning and their experiences at OLQPCEC.

During the review, I met a wide variety of staff and students to discuss and thoroughly explore both the review of last year's actions and the Action Plan for the year ahead which also enabled me to build up a picture of the superb inclusive practice at the school. Everyone I met was helpful and spoke very positively about their experiences at the school, often at length. It was evident throughout the review that the school makes sure 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. QLQP 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.

During the Flagship Review, I experienced at first-hand the school in operation and on a tour of the school got to see teaching and learning from all viewpoints, witnessing a vibrant, yet calm school showcasing what it is about, delivering quality teaching and learning experiences for all students and demonstrating their truly superb inclusive ethos and culture that is part of the very fabric of the school and occurs naturally as a part of the everyday experience shared by staff and students and yet is tangible to all who visit.

Examples of this seen during the tour and in discussion are The BASE –a personalised area within the inclusion suite that offers a safe-haven for more vulnerable students, where they can access curriculum provision and receive emotional and social advice and guidance, this year they are extending their provision to support students who have mental health issues and are working hard to provide even more personalised learning for students who need the support. The Nurture Group that is in the third year of development with students attending the provision from Year 7 to 9 providing the support for students who cannot access the curriculum at their chronological age and therefore require a more nurturing approach to enable them to access the curriculum and advance. A superb provision that supports students and allows them to move forward and return to mainstream when appropriate. Next year will see the Nurture group expand to include those students in Year 10 who need the support. Students are valued for whom they are and who they will become in the future.

The Staff are rightly positive about and proud of what everyone achieves here and as a matter of course go the extra mile and beyond to ensure that the student's needs are met. They are committed to develop students as confident life-long learners, achieved through ensuring that the school is fit for purpose, safe, secure and caring which fosters relationships based on respect, that there is a stimulating, creative and engaging curriculum that is both accessible and challenging for all students, which develops their skills, abilities and talents, by providing appropriate courses that meet the needs of all students and which makes certain they can move on to their next level of learning and through staff who are highly trained and motivated. A fact I can attest to during this year's review. There is a superb quality of support, care and nurture that is continually evolving to enhance provision at the school. All staff I spoke to in meetings or around the school were clearly enthusiastic, highly motivated, professional and work exceptionally hard to ensure that the needs of all students in the school are met. There is an excellent rapport between the staff, between the students and between the staff and the students. They are committed to ensuring every success for their students and themselves ensuring that every student is known and stretched to achieve their potential.

At OLQPCEC inclusion underpins everything that happens both inside and outside the building and it continues to grow as a superb inclusive, highly positive and very innovative school community focused on quality teaching, learning and life experiences for all those involved, students and staff alike. Examples of this include; Providing personalised timetables for students who struggle to access the full curriculum, Learning Managers actively involved in mentoring students at key points during KS4, Alternative curriculum opportunities at Creative Hubs, CAST as well as College courses and motor vehicle maintenance opportunities, tailoring the

curriculum to meet the needs of students, alongside a very comprehensive programme of trips, visits and extra-curricular activities, such as the schools commitment to the Duke of Edinburgh's Award Scheme where they are a DoE Assessing centre and have over 86 students involved in the award at Bronze and Silver level, a fantastic commitment and achievement by the staff.

Staff from the Headteacher down have a very clear vision, this drive across all areas of the school is key to what is done here, where everyone works hard to ensure continuous improvements in their superb inclusive practices, set alongside rigorous yet supportive accountability processes and tracking and monitoring of students. OLQPCEC is constantly seeking the next improvement or innovation that will ensure the school moves to outstanding. They make every effort to ensure that everyone shares and contributes to maximising the success for all who either work in this, superbly inclusive school or are educated here.

OLQPCEC continues to use a diverse range of professional partners and agencies to ensure that the schools superb inclusive ethos and atmosphere meets the needs of its students and its staff. Such as employing two School Counsellors for 2 days between them to support students and the School nurse who works in the school for one day a week to provide Mental health support for students. All staff spoken to during the review were extremely enthusiastic, highly motivated and proactive in their efforts to improve what is offered to the students, putting their students at the heart of the school, working hard to create a safe and inspiring place to learn, where students are respected, their talents are nurtured and they can thrive, seamlessly supporting the schools aims and ethos. A continuous and evolving superb culture of critical reflection underpins the work of the school at every level. Existing strategies, programmes and projects monitored, evaluated and refined to ensure the school, its staff and students move forward, developing its superb inclusive practice and sharing this practice with other schools, locally, nationally and internationally.

After completing a rigorous and thorough review and having discussed and agreed the targets cited in the report and their involvement in and capacity to support and attend Cluster Group meetings and understanding that their involvement will form a significant part of their next annual Review, reflecting their capacity to maintain their Flagship Status. I recommend that the school maintains their Flagship status and continues to be reviewed annually.

**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 day, a variety of information about the school and its inclusive processes was reviewed using the school website that included numerous strategic policies and documents. As part of the review, discussions were held with the Head-teacher, Senior leaders, key members of staff, Governors and students, an evaluation of the progress and impact of IQM Action Plans for 2016-17, a tour of the school, documentary scrutiny and the opportunity to discuss the schools Action Plan for 2017 -2018. The review gives a highly comprehensive picture of the schools superb inclusive practice and a great insight into the future school plans and the reasons underpinning them. The review of documentation during the day included evidence presented by staff in meetings related to their roles and expertise and the Flagship IQM action plan for 2017-18. The evidence presented reflected the superb and often innovative inclusive practice of the school in its broadest sense. The discussions with staff provided helpful opportunities to reflect on the sustained superb practice seen and heard, as well as to agree the areas for development over the next review period.

## Assessment Commentary on Flagship Action Plan for 2017 – 2018

### Element 1 – The Inclusion values of the school:

- Further embed and broaden Inclusion through the international dimension of the school to support the raising of aspirations and curriculum development and continue to develop and expand links with other schools both locally, nationally and internationally in the arena of inclusion.

The school continues to successfully use international partners to drive cross-curricular developments, enabling more groups of students to achieve, as can be evidenced in their International School Plan under its four core components, Global Citizenship, Global Awareness, Learner Participation and Language learning. They continue to expand their diverse range of partners and engage more students in projects and visits. To quality assure the process, the school have achieved the International School Award at the highest possible level. Subject areas in OLQPCEC engage in international projects, raising attainment, inspiring and motivating students to achieve, with international partners offering opportunities in school and abroad to the school community. Involvement in this project means students have a better understanding of cultural diversity and display tolerance, respect and empathy with others. Over the next twelve months OLQPCEC will continue to develop and expand links with other schools both locally, nationally and internationally in the arena of Inclusion. All pupils will access the remote activities with partners in developing countries and others Mauritius, Ghana, Russia, USA and The Netherlands.

International culture and music will be celebrated across the school with the St Bernard's, Nashville Link developed further. They will also create working links with Spanish and French schools to maximise interaction with foreign students using the target language. Mr. N. Dunbar will continue to lead activities with the team, through the superb School International Plan, with activities planned throughout the year, and looking to involve Primary schools in the programme and look at e-twinning opportunities. It will be interesting to see how rapidly the programme continues to expand and discuss progress at the next review.

## 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.

GO 4 Schools is a powerful, joined-up, online system that supports whole-school improvement in a way no other system does, making it easy to capture, analyse and share classroom data in real time, allowing staff, students and parents to make better decisions daily. An efficient, smart and agile way to work with school data. The school invested in Go4schools to support pupil progress and to support the schools move to life without levels ensuring during the last year that staff and parents understood the new system and assessment procedures. In the process embedding the new reporting system based on 9-1 grades, with the system implemented across both Key stages, so that it was understood by staff, by students, by parents and that they were comfortable in using it and interpreting the information that comes through the new system, measuring progress appropriately and accurately.

As assessments nationally continue to change with grades 9-1 in all GCSE subjects from 2018 this will require ongoing development in 2017-18. Therefore, OLQPCEC will build on this year's progress in embedding Go4Schools to further support pupil progress, as well as parental, pupil and staff understanding of new assessment procedures. This will happen through Parents' meetings, Information opportunities and communication at home, CPD time for staff. As well as Form time activities focused on understanding assessment and progress for students. It will be worthwhile to talk to a selection of staff, students and parents about Go4Schools at the next review.

## 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 rewards throughout the school to ensure all pupils have access.

During the review students' behaviour was exemplary and the staff at OLQPCEC and the students should be commended for this. During 2016 – 17 a new Behaviour Policy was implemented and embedded to eradicate low-level disruption, work was undertaken to ensure that the policy was consistently applied in conjunction with the revised rewards system. As part of this process SLT roles were amended to focus on securing outstanding behaviour for learning, to further strengthen students' attitudes to learning and to intensify the monitoring of Teaching & Learning and Behaviour & Safety. The next year will see OLQPCEC continuing to review the behaviour and rewards policy through CPD, a small working party, who will engage with a Behaviour Consultant to drive the new policy forward, focusing on maintaining the schools highly positive culture. Thus, ensuring a common approach by all and continuing to Impact on and eradicating low level disruption through consistent application of policy. As previously discussed OLQPCEC will also extend their provision of the BASE during the next review period and enhance staffing and systems to further support their excellence in supporting vulnerable students. Part of the process will involve students in feedback, progress and evaluating the impact.

- Consider investing in the Anti Bullying Ambassadors scheme through the Diana Trust.

OLQPCEC will develop the Anti-Bullying Ambassadors scheme through the Diana Trust in 2017 - 18, following training by the Trust and will develop an in-school learning plan for the ABAs. This could be linked to OLQPCEC's Year 7 primary Ambassadors who support transition, where they have had over 60 applicants and are developing their skills and adapting the roles to suit the needs of the Ambassadors. Alongside the roles of House Captains, and an outstanding culture of Student Leadership and Student Voice. It will be useful to discuss progress with the Anti-Bullying Ambassadors at the next review and to see what plans they have put into place.

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

- Ensure the gap for disadvantaged pupils continues to narrow.

As part of their superb inclusive practice and ethos the OLQPCEC continue to work hard to ensure the gap for disadvantaged students remains close to or at zero. 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, with Subject Leaders consistently monitoring and evaluating the progress made by disadvantaged students and all other groups of students, ensuring gaps are narrowed. This will continue as an ongoing target for 2017 -18 as a key area for ongoing targeted improvement on P8 outcomes. This will be achieved by further enhancing the role of middle leaders in analysing and using data effectively to narrow gaps for disadvantaged children compared to others, through very targeted intervention. Plans will be updated in August following the release of results, and included in the comprehensive and detailed school learning plan.

#### **Element 5 – Learning and Teaching**

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

OLQPCEC has continued to tightly monitor the quality of teaching for groups 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 takes place they have appointed a DHS as Lead Practitioner for Learning and Teaching with responsibility for ensuring that all 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. During 2017-18, there will be a focus on continuing to build on the good and outstanding practice already in place and work to improve the quality of learning and teaching to ensure all groups of students make outstanding progress. There will be very targeted support and challenge following whole school monitoring, with a very structured monitoring programme put in place, involving more intense focus on student feedback that will include planned interviews with students as part of the process and programme. The evidence of acting on feedback from all groups of students which will lead to further improvement and support the drive to outstanding.



## **Element 6 – Parents, Carers and Guardians**

- Continue to reduce PA at the 91% threshold by engaging with hard to reach parents and families, using appropriate initiatives to promote excellent attendance.

OLQPCEC has excellent systems in place to monitor and manage attendance, as evidenced at the last IQM review and by Ofsted in 2015. Attendance has continued to rise and at the time of the review stood at 95.0%, due partly to the successful and effective use of pupil premium funding to ensure disadvantaged students are able to access local transport, being provided with a Bus Pass and the work of The Attendance staff and The Home School Liaison Officer, who supports whole families as needed so that they attend. School and attendance leaders vigorously pursue the few parents who do not support good school attendance. The year ahead will continue to focus on effective ways of engaging hard to reach families to improve attendance of all groups of students. This will be supported by a change of attendance register systems from PARS to Sims Attendance monitor. A further explicit and more directed focus on different groups attendance levels, will also contribute to reducing PA. It will be interesting to look at an analysis of data in this respect at the next review.

## **Element 7 – Governing Body and Management, External Accountability/Support:**

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

This will continue to be a target for the forthcoming year, following research from this year. The achievement of the award will endorse the excellent work the Governing Body 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 – How this supports Inclusion**

- Continue to develop and expand on community business links.

During the last year, OLQPCEC expanded their collaboration with Scott Safety with increased activity between the school and the company. This included a wide variety of support, that included activities such as sponsoring and presenting at Presentation Evening in November 2016, working with the AGT cohort in Year 10 on marketing for the enterprise project in Holland, supporting the Engineering department with technical support for heavy machinery in the workshop, providing mock interviews for the student leadership application process and repairing and sponsoring the school STEM trailer. OLQPCEC's Engineering department received first contact and guaranteed interviews for Engineering apprenticeships opportunities with the company. Support has continued from Procter and Gamble in providing products for fundraising and from Trelleborg allowing access to the site for images and pictures to publicise Engineering. Plans for further expansion of community business links are included in the detailed school learning plan for 2017-18, with a focus on continuing to build on the new but successful link with Scott Safety. It will be interesting to discuss the school's links with businesses at the next review point and possibly arrange for a discussion with a representative from some of the businesses.



## Further Developments agreed after discussion:

### Element 1:

- Attend IQM Cluster sessions during the next review period.

### Element 3:

- To investigate and consider involvement in the Adventure Service Challenge.

The ASC scheme is a flexible, organised, progressive scheme of activity for young people between the ages of 8 and 14+. It is made up of 4 Stages. ASC Group Leaders are free to adapt the scheme to meet local situations and the requirements of young people with special needs, if necessary extending the age limit. There are no tests to pass, the young people taking part are assessed on the measure of their experience in each activity. It may be used as a direct preparation for entry into the Duke of Edinburgh's Award.

- Consider using the 3m cloud Library App for electronic devices or similar App linked to the schools local Libraries to enhance reading opportunities for students.

The 3M™ Cloud Library allows the borrowing and reading of eBooks and eAudiobooks from the local public library for free. The library needs to subscribe to the service and a library card and PIN will be needed to access the content. Navigation and personalisation on the App makes it easier than ever to find eBooks or Audiobooks from local public library's. The app includes a fully functional reader allowing the user to read their eBook directly in the app, as well as bookmark and save the position of their book across devices. It also includes an Audiobook player, allowing the user to download, play and listen to their books off-line, this would be a useful addition to the school and support pupils reading both in school and at home. I would thoroughly recommend the use of the App.

### Element 4:

- To investigate Philosophy 4 Children P4C and whether it is appropriate for LHS.

Philosophy for Children (enquiry based learning) offers a way to open up children's learning through enquiry and the exploration of ideas. Children learn that their ideas have value, and that the ideas of other children have value too. Through Philosophy for Children they realise that they don't always have to be right, but they gain the confidence to ask questions and learn through discussion. P4C improves children's critical, creative and rigorous thinking. It helps to develop higher order thinking skills, improve communication skills and helps children learn to co-operate with others. Children learn to reflect before speaking so that they are accurate in what they really want to say.

Assessor: Steve Gill

Review Date: 17<sup>th</sup> July 2017