



27th July 2018

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Flagship Review Date: 11th July 2018

Summary

Our Lady Queen of Peace Catholic Engineering College is a slightly smaller-than-average secondary school, part of the Archdiocese of Liverpool, serving the diverse community of Skelmersdale. Our Lady's has an Engineering specialism, who have outstanding links with local primary schools. They are proud to be a strong faith community and welcome students from other Christian and religious backgrounds. Everyone who is part of the school lives by their Mission Statement '*In Christ We Grow*' and it is at the very heart of all that they do, as is the mantra, '*Proud to Belong*'.

Our Lady's catholic beliefs outlined above in their mission statement and mantra, their values and attitudes enable the students to embrace and celebrate differences. The moral, spiritual, social and cultural development of all learners permeates the curriculum. The school aim to maintain a just and caring school community in which all learners, teachers and members of the associate staff are given personal recognition and a sense of security, respect and dignity. They believe that it is only in such an environment that learners can recognise and appreciate achievement in its various forms including high academic standards and good examination results. All learners are encouraged to fulfil their full potential, personal ambitions and aspirations within a safe and caring environment. There is a firm belief in the philosophy that it is not what we learn but how we learn which fully develops students. Every effort is made to cater for the individual needs of learners. The recognition of the continuity and progression of education means that Our Lady's works closely with their partner primary schools and with the post-16 institutions especially St. John Rigby 6th Form College.

The school prides itself on superb pastoral care, actively promoting equality and diversity and are therefore an extremely welcoming, inclusive, nurturing and caring school. A place where every student really does matter, with a staff body that pride themselves on their excellent relationships within the '*OLQP family*' of students, staff and the local community who work hard together to ensure that all students aspire to be the best they can be.

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The highly professional staff and the governing body constantly reflect on the inclusion values and practice at Our Lady's and on how these impact on the learning environment, teaching methodology and curriculum, also the personal development and academic progress of individual students and the support of staff members, families and partners in the local community; all working together to create the conditions that allows all students to flourish, regardless of circumstance or background; aiming for excellence in all that they do. A fact I can attest to from the evidence of the review and through discussions with staff, students, parent and governors and that all staff who work in the school should be proud of.

This is a school where every student really does matter and is made to feel special. The school and staff are committed to providing the very highest standard of teaching and learning experiences which not only develop the students' knowledge and skills but also gives them the opportunities to excel in all areas of the curriculum and other learning opportunities as they move through the school. During the review I was privileged to be given a tour of the music department and talk to a number of students who gave me an insight how their involvement in music had changed their perceptions of school and enabled them to grow and mature, this included a number of impromptu performances that demonstrated the quality of their compositions, their musical ability and their voices. Led by an inspirational teacher, clearly demonstrating that music is a strength of the school and that they strive to include everyone and make an incredible difference in students' lives.

Everyone involved with the school including students and parents who are actively involved in the life of Our Lady's, pull together to realise the school's vision and understand that this is a superbly inclusive place to come to work and learn. A school that is clearly at the heart of its community where inclusion is a natural and intuitive part of what happens, where students are encouraged to achieve their full potential, where everyone involved is committed to the inclusion of all students whatever it takes. A school that is constantly looking at ways to evolve what they do and develop for the benefit of the students and families that the school and staff serve. For example, the school have established a link with Japan with two internship teachers spending two months supporting teaching in Science and Japanese as well as promoting Japanese culture in Year 7 RE classes. A partnership has been established with a school in Japan to build on this link and a successful grant application provided £3000 to support projects in ICT and Technology between the two schools. Moving forward there will be contact made between Senzoku Gakuen and OLQP students using hardware provided from the grant and the plan is to maximise the numbers involved over time. Development of the partnership will include Japanese language learning at OLQP and English correspondence between the schools, they are also taking another Japanese internship teacher in a different subject area, at present, Art and will continue to develop this collaboration, linking this to industry and the current UK Arts Council Anglo Japanese cultural link.

Superb opportunities for students and staff at the school alongside a wide variety of other initiatives in this arena such as; Use e-Twinning to link to countries in Eastern Europe to engage students and families of those nationalities in OLQP: a second student visit to Maris College in The Hague a reciprocal visit after they visited Our Lady's earlier in the year to begin the enterprise project, was a great success in International Enterprise with the 'Marketplace' activity between the schools raising significant funds



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for charity; a New Memorandum of Understanding is in the process of being drafted, during July, with Mahatma Gandhi Institute in Mauritius to begin the next steps in collaboration between OLQP and MBI group of schools; continuing to promote and develop existing partnerships and complete a successful 3rd Ghana expedition and involve the community in supporting this through awareness activities and fund raising, while also increasing support from business and industry partners to maximise the impact of this initiative. The AHT who leads on internationalism in the school was invited by the British Council to take part in a working group with Liverpool City Mayors office on Liverpool International City initiative, a fantastic accolade that shows how well the school are regarded in this respect.

The school continue to build on last year's progress in embedding Go4Schools to further support student progress, as well as parental, student and staff understanding of new assessment procedures. They have managed this through parents evenings, information opportunities and communication with home, and CPD time for staff. In fact, during a conversation with a number of Student leaders it was clear that they felt enabled to discuss how the G4S data was being used and also enabled to discuss how it could be altered to reflect their needs better; a testament to the relationship the school has with its students but also the maturity and self-confidence of the students. G4S will continue to evolve and develop over the next review period as an effective monitoring tool for the school and for parents who can access live data by accessing G4S at key data points four times in the year.

Students are valued as individuals and this is encapsulated in everything that happens and was clearly seen through interactions during the review with staff and student, where inclusion is a natural part of the very fabric of the school and a place where superb care, nurture and support naturally occur, within a calm, happy, stimulating, vibrant learning environment and through a focus on helping students to develop the skills they need to be effective independent learners and positive members of their community and society. Such as, through the Inclusion area that includes *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, they have continued to extend the provision to support students' issues and are working hard to provide even more personalised learning for students who need the support. Developments during the year have included an increased use of technology & computers by providing a Smart TV; a quiet corner for reflection and through making more use of visual noticeboards; the extended use of social times, increasing students access at break and lunch; the development of form time with a dedicated form tutor, through circle time, PSHE, Health & Well-being; Liaison with the school's counsellors and outside agencies as appropriate. Through developing a student questionnaire in the BASE, getting feedback and looking at alternative provision such as through extended 'out of school' alternative curriculum - Ranger & Fire Service, John Muir Award for ranger services and conservation, additional experimental and cultural visits - steam train, life skills curriculum, greater engagement both in school and on trips and through highlighting students progression through case studies.

Alongside the Nurture Group where students attend the provision from Year 7 to 10 supporting 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 move forward and also the Library and ERC that are very well used and provide



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support for students before and after school. In all, these facilities/areas provide a superb inclusive provision that supports students and allows them to move forward in terms of learning and in terms of emotional, social and well-being. The school should be proud of the support they provide in this respect.

Everyone I met was helpful and spoke very positively about their experiences at the school. With a tight focus on improving the attainment and wider outcomes for all students and not just promoting the learning of the lowest or highest achievers as with the previous review it is clear to see that the school's actions to care for students in my judgement is superb. The Staff are exceptionally positive about the school and as a matter of course, often without realising go the extra mile and beyond to ensure that the individual and groups of students' needs are met and enhances the provision at the school. Staff I spoke to in meetings or around the school are justifiably proud of what they achieve both professionally and in terms of support for the students and for themselves. They work exceptionally hard to ensure that needs are met, it is very clear to see walking around the school that there is mutual respect and care that is evident across the staff body; and a fantastic rapport between the staff, the students in the school and between the staff at all levels. A mutual regard and respect that shines though. Staff led by the Head-teacher and her senior team have a clear vision for the school, *'their'* students and are themselves a part of *'Our Lady's Family'*. All staff clearly demonstrate a relentless determination and drive for all students to succeed, this came across very clearly in meetings and discussions with staff at all levels and with the students I met and talked to and is a very real strength of this outstanding and superbly inclusive school. Students have a clear enjoyment of learning about themselves and the world around them, this is apparent as soon as you step into the school and is highly visible in classrooms, on corridors and at social times as well, it is a real strength of the school and the staff should be commended for ensuring the students have this attitude to learning instilled in them.

Our Lady's continues to develop and expand on community business links in order to support this approach. Their link with Scott Safety has increased with them supporting student activities in school and at Scott's. A new partnership with Essity paper product manufacturers has developed and has become very productive in a short time via supporting Year 8 Science, STEM club and photographers for international promotion.

Plans are in place for further and regular curriculum input as well as careers guidance activities, also with a link directly to the Engineering department for talent acquisition purposes. There is a new involvement with Inspira who are supporting the school with the DfE Careers Strategy and this has expanded the school's contacts and enabled CEG assemblies to be delivered by industry representatives. The Brownlow Utilities link continues to grow and a school parent who works for BU is working closely on careers guidance and enterprise activities as well as initial planning that has started for 'Girls in Engineering' activities through the Enterprise Advisors network. It was clear to see during a conversation with the representative from Brownlow Utilities the passion to work with the school and improve enterprise, business and careers opportunities for students in education. It will be interesting to see how this link and the others mentioned above have developed and evolved at the next review point. The AHT with responsibility for this area is part of West Lancashire Ambassadors meeting group for business, industry and education. Over the course of the next review period the school will continue to increase their involvement with the new partners in Careers Education



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and Guidance activities as well as curriculum, extra-curricular and international activities and introduce STEM subject leaders to key industry links.

The behaviour and safety of students seen during this review was exemplary. The students, their parents and Our Lady's should be immensely proud of the way they conduct themselves around the school. Students through a variety of different opportunities and through a very thorough process of application prior to joining The Senior Student Leadership Team led by the Head Boy and Girl; House and Deputy House Captains; Prefects; Anti Bullying Ambassadors who were trained at an event in Blackpool and have continued to refine their work in the school and want to participate in the training of the next generation of ABA in the school; the Chaplaincy Team; The Faith in Action Group part of an award scheme run by the catholic Youth Ministry federation (CYMFed) have been involved in the award for the last two years, is an inclusive group who live out the school's gospel values by helping those around them such as a Pensioners Christmas party, Operation Christmas Child, a sponsored silence for those persecuted for their faith, that have led to the group achieving the Bronze Award; Primary Ambassadors who work with Year 5 and year 6 Primary students and support their transition; Sports Leaders who work in Primary Schools as for example a Dance Leader running sessions for students who will be involved in a community production- Boogie Wonderland. The students I spoke to in regard of their involvement confirmed that student voice within the school is exceptionally strong, they felt that they were listened to, included and where possible suggestions acted upon. In my opinion from the evidence of this review and from the evidence of previous reviews the school's work in this area continues to improve and be inspirational and is superb in developing extremely mature, and self-confident students who are able to engage in high level conversations and debate giving their opinion and listening to the views of others in a mature manner.

To summarise, it is very clear to see that the superb inclusive ethos of this school is very much a living, breathing and developing entity. At the heart of Our Lady Queen of Peace Catholic Engineering College inclusion is the inspiration and the aspiration of a highly cohesive group of senior leaders with shared values led by the Head-teacher, and the 'can do' attitude they inspire in their carefully chosen staff, who continue to go from strength to strength and supported by the School's Advisor with whom I had an interesting phone conversation about the school's aspirational, innovative and adaptive curriculum model going forward and that is seen as a model of good practice.

Staff morale is extremely high, and they feel empowered to try out new ideas and to take calculated risks in the interests of the students in their care. They feel valued and subsequently are very loyal and proud to work at Our Lady's and are given opportunities to develop leadership roles through the school's commitment to build leadership capacity via opportunities such as Assistant Learning Manager roles, through opportunities to Shadow SLT and through leadership opportunities for new staff, including NQTs and RQTs, a truly inclusive and outward facing school, they should be commended for the way they support staff in this way and it is clear to see that staff appreciate the opportunities.

Life never stands still here as the school continues to move forward at a fast pace; always looking to the future to see what is over the horizon and what opportunities or threats might be heading their way. This means they are prepared for and can make the



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right decisions and develop exciting and innovative plans for the future. However, this does not mean they neglect the present. Students always come first, and their needs are the priority. Extremely positive relationships are at the heart of everything that happens at the school and is at the very heart of their superb inclusive policy and practice.

Having completed a rigorous and thorough review and having discussed and agreed the targets contained within 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 I am of the opinion that Our Lady Queen of Peace Catholic Engineering College remains a school with the Inclusion agenda at the forefront of everything it provides for its students. The environment is superb, providing an excellent teaching and learning environment for teachers, support staff, students and the local community. They have proved their expertise over the years of IQM accreditation and I believe they have the drive and capacity to continue to be a Flagship School. I recommend, without reservation, that the school maintains Flagship status.

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, key information and documentary evidence related to inclusion was reviewed. I was able to scrutinize both hard and electronic information presented to me and I can confirm that the school's evaluation of progress continues to be extremely accurate. During the review meetings were held with The Head-teacher, Deputy Head-teacher, Senior Staff, Staff, a selection of students in meetings and during a tour of areas of the school, an external business partner and parent and a phone conversation with the School Advisor. As part of the review process a discussion and evaluation of the progress and impact of the FS Action Plan for 2017-18, documentary scrutiny and opportunities to discuss the schools Action Plan and Research Project for 2018 -2019 with a variety of stakeholders took place. The review included scrutiny of documentation presented by the staff in meetings giving a comprehensive overview of the OLQPs superb inclusive practice and the journey undertaken since the last review.

Suggested Developments agreed after discussion:-

- Our Lady's is already using SchooliP a school Improvement and performance web-based solution that integrates Self Evaluation, Improvement Planning and Performance Management linked to whole school priorities for performance management and may wish to investigate its use for school improvement planning and self-evaluation in the future and integrate all three elements identified above and giving a strategic overview linked to school priorities.
- To investigate and consider involvement in the Student Leadership Accreditation (SLA) through SSAT. The accreditation offers a formal way to champion and celebrate the leadership skills secondary students develop in and out of school, requiring students to create a portfolio in which they gather and upload evidence to showcase their skills. They grade their work using a self-assessment framework that covers ten core skill sets, grouped into three themes: Developing myself; Working with others and Contributing to my community.

Flagship Status:-

- After lengthy discussions during the review and understanding that Our Lady's will continue to address all 8 elements of the IQM award and having due understanding of the principle for Flagship status: "***An individual school can further its work in Inclusion through internal research activities.***" I can confirm that the school meets all of the criteria to hold Flagship status and we have agreed the actions below.

Targeted Flagship Research Plan for 2018-19:-

Research Project:-

- Creating a flexible curriculum enabling disadvantaged students to improve outcomes.

Rationale:-



- IDSR Progress Data shows gaps between disadvantaged and non-disadvantaged students, in subjects across the school. The purpose of our research is to ensure that the revised curriculum which disadvantaged students are offered in Our Lady's at KS3 and KS4, enables each young person to achieve outstanding outcomes, in terms of progress made and access to the next stage of education or training. This will involve targeted intervention, parental involvement, staff involvement from across the school. This project will document the actions taken to reduce this gap, ensuring that outcomes for disadvantaged students improve. These outcomes may include examination outcomes, attendance, engagement, social and emotional well-being.

Personnel:-

- Anne Woodhead: Assistant Headteacher with specific overall responsibility for disadvantaged, in particular at KS4.
- Matt Turpin: Assistant Headteacher with responsibility for disadvantaged at KS3.
- Leanne Fletcher: Project holder to lead a team of staff to focus on improving engagement and outcomes for targeted groups of students across all year groups.
- Neil Dunbar: Assistant Headteacher with responsibility for appropriate, coordinated alternative curriculum provision for individuals, including the disadvantaged.
- Alison Knight (Headteacher) & Claire Hallwood (Deputy Headteacher) with responsibility for curriculum design and data tracking.

Time Frame:-

2018 – 2019.

Actions:-

- Review KS3 curriculum model and KS4 curriculum model to ensure OLQP curriculum is appropriate for the needs of our students, ensuring that all groups of students achieve improved outcomes and are able to access the next stage of their education.
- Build on excellent transition work, ensuring that individual students' needs are met by the KS3 curriculum.
- Revise the options process for Year 8 to 9 and Year 9 to 10, ensuring that students, particularly the disadvantaged, have appropriate opportunities to achieve very well.
- Analyse a variety of data, feedback and information to ensure the project is on track for these students.
- Track students' progress as a disadvantaged group, very closely after each assessment window, ensuring that appropriate intervention is in place.



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- Introduce the Growth Mindset approach across the school – Whole School Inset organised for September – so that the disadvantaged are given specific strategies to help them make improved progress, through consistent approaches across the school.
- The Growth Mindset approach will be adapted by subject leaders across the school to ensure it is in line with Our Lady's approach, leading to improved student engagement, enjoyment and therefore attainment.
- Appoint Year Group Targeted Pastoral Leaders to work closely with Learning Managers, targeting groups of students within each year group, to ensure that they are appropriately pastorally supported to achieve their best outcomes.
- Ensure the identified cohort of students have appropriate enrichment opportunities, including being fully involved in aspects of our school ethos, in terms of Catholicity, Engineering (STEM) and Internationalism.

Expected Outcomes:-

- Improved outcomes (reducing the gap) for disadvantaged groups of students, through a curricular plan which successfully engages and motivates students to succeed.
- The disadvantaged group have a clear and successful transition pathway, through early access to CEIAG, targeted support, both pastoral and academic, continual monitoring, engagement of parents.
- Improved exclusion, attendance and punctuality data.

Assessor: Steve Gill

Review Date: 11th July 2018