



30<sup>th</sup> July 2019

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## **Flagship Review Date: 16<sup>th</sup> July 2019**

### **Summary**

Our Lady Queen of Peace Catholic Engineering College is an impressive highly successful oversubscribed, inclusive 11-16 Comprehensive School serving the local community, with 890 pupils on roll with a higher than average deprivation indicator with students coming from the most deprived wards of the town. The school are part of the Archdiocese of Liverpool and serve the diverse community of Skelmersdale. It is a catholic school where Christian values are deeply embedded in all areas of life at the school that support their superbly inclusive ethos. They are proud to be a strong faith community and welcome children from other Christian and religious backgrounds. Everyone who is part of the school lives by their Mission Statement 'In Christ We Grow' striving for excellence through caring, sharing and achieving underpinning everything and at the very heart of all that they do. The school prides itself on superb pastoral care, actively promoting equality and diversity and is therefore an extremely welcoming, highly inclusive and caring school. Statements that perfectly sums up the school's core purpose; to create the conditions that allows all students to flourish, regardless of circumstance or background; aiming for excellence in all that they do. This is a fact I can attest to from the evidence of the this and previous reviews and through discussions with staff and students and that all staff who work in the school should be proud of.

The school is effectively led and managed by the inspirational Headteacher, her Senior Leaders and the Governors who work effectively together to develop and drive forward the strategic vision of the school. OLQP demonstrates superb care, nurture and support that is the foundation upon which the school builds its educational practice developing students for success in the 21<sup>st</sup> century through the evolution of their inspirational and creative curriculum, where inclusion is at the heart of everything that happens on a daily basis and is seen in all interactions, naturally as a matter of course. This was clearly seen and identified from discussions during the review and from the evidence provided.

During the review process I was able to talk to a variety of staff who have been actively involved in and will be involved in the schools Targeted research Plan this year and moving forward next year. While also having the opportunity to talk to staff and

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students to ensure that OLQP continues to enact all elements of the Inclusion Quality Mark. Everyone without exception was extremely positive about the school and they were keen to let me know that the school is a naturally very inclusive setting. Empathetic staff clearly understand the needs of their student's and the needs of their colleagues. There are no barriers to learning or inclusion at OLQP, everyone is included and looked after to the best of their ability demonstrating the school's superb level of inclusivity.

OLQP is a school where staff have the highest standards where everyone is challenged and supported to flourish and is encouraged to work hard to fulfil their aspirations, with an expectation that every member of the school be the best they can be. A truly inclusive and extremely caring, school where all staff are justifiably proud of the high-quality experiences they provide to all students and that is a testament to the hard work of the staff and the students and that clearly demonstrates superb inclusive practice at its best. The staff across the school but particularly in The Base, Inclusion and Nurture areas have a very real and positive impact on students' ability to access appropriate learning or timely interventions, allied with an unwavering and uncompromising ambition for all they serve including disadvantaged and vulnerable students. This is a fact I can attest to from the evidence of the review and through discussions during the review. Inclusion is a natural and intuitive part of what happens on a daily basis at OLQP, students are encouraged to achieve their full potential, where everyone is committed to the inclusion of all students whatever it takes and is continually developing practice for the benefit of the students, families and the local community it serves. Rightly there is a tight focus on improving the attainment and wider outcomes for all and not just promoting the learning of the lowest or highest achievers. Everyone connected to the school should be proud that they provide such a superbly inclusive environment.

OLQP is a distinctive school that has personalisation at its core and pursues excellence in learning and teaching with rigour and determination, embedding a culture where change is continually embraced, and creativity and adaptability are central to all aspects of its work. Mutual regard and respect shines through, with warm, positive relationships evident both in the classrooms and around the school. Students have a high regard for their teachers and want to achieve, they are keen to learn and have high expectations of themselves'. The school, the staff and the students should be commended for such an inclusive approach.

During the Review, I had opportunities to observe highly positive interactions between staff and students, whilst also having opportunities to have discussions with staff exploring aspects of their school that clearly demonstrated their superb inclusive ethos and culture, including the opportunity with the Headteacher to discuss progress since the last review including aspects of the schools Targeted Research Plan for 2018-19 and developments for 2019-20. I was able to speak to the School Advisor on the phone and also a School Governor. He was very supportive of the work the school continues to do to ensure that the school evolves and maintains an inclusive curriculum and is firmly of the belief that the curriculum that is evolving at OLQP is one of the best in the country with amazing work done by staff on student destinations and tracking. This was echoed by the school Governor who praised the massive staff buy in to improve what is offered to the students and families in an area of high deprivation and social challenge.

Aspiration is key to what is offered, with every educational opportunity embraced and everyone engaged and feeling valued as part of the students' journey. Fantastic accolades for the school, staff, students and the community.

I spoke to a group of staff to look at the summary of progress in terms of curriculum intent and its implementation and impact, evidence of improved systems and the specific focus on progress of PP, SEN and vulnerable students while also looking at on-going challenges and the schools plans to address them via the full KS3 and KS4 Curriculum Review to ensure the OLQP curriculum is appropriate for the needs of All groups of students. It was very clear that the curriculum review and the external PP review were extremely rigorous and challenging. There were also one to one meetings' with parents and the investment in CPD has resulted in massive progress over the last twelve months in terms of progress towards achieving the outcomes of the plan to Create a flexible curriculum enabling disadvantaged students to improve outcomes. Key to this was the school's adoption and use of SISRA Analytics an online data analysis solution allowing staff to track and analyse achievement data easily, quickly and accurately, helping to drive school performance and improvement. It will be interesting to see how this has evolved across the whole school at the next review.

I was able to talk to a group of students about the curriculum implementation and see the impact in their books across a range of subjects, demonstrating evidence of the personalised curriculum having a positive impact through the enhanced use of progress data, engagement, motivation, attitudes to learning and destinations. While also having opportunities to talk about opportunities for Student Leadership that had been discussed at the last review. The students from a range of year groups were positive about the changes made to the curriculum although in some cases it was difficult to see the impact as they had only just been implemented. It will be useful to talk to the students at the next review to see the impact when embedded. It was clear to see when looking at the sample of books provided that impact is being demonstrated and it will be clearer as changes are further embedded in the future. A further conversation looked at the progress made with CIAG since the last review, links to the personalised curriculum, the impact and developments for the next review period such as the change in the Pastoral System so that Year 7 have their own form groups to support transition and the rest of the school maintain the mixed form groups across Years 8-11.

There were opportunities to discuss Maths Curriculum Development as part of the evaluation of the 2018-19 plan with a focus on the KS3 revised SOW and evidence of this year's curriculum development to engage and motivate all students, with evidence of improvements shown in student books and data for different groups. An opportunity to look at the maths departmental review plan including the use of Just Maths <https://justmaths.co.uk> and Passport Maths <https://www.nationalnumeracy.org.uk/passport-maths> an early intervention programme for year 7 students who are not secondary ready in maths, the revised SOW, assorted curriculum developments, how Maths have used external support to ensure positive and sustainable improvements and the focus on PP. It will be of interest to see what impact the new curriculum development has had on outcomes for all groups at the next review.

There was an interesting discussion on Internationalism and Business Links with the Assistant Headteacher with responsibility for these areas to discuss developments over the past year that has seen OLQP continue to develop its superb international dimension linking with numerous schools across the globe and is in the process of re-accreditation for the Full International Award again and they have expressed a desire to hold an International schools Ambassador Role. A role that will showcase their superb international links and the work they do across the globe and will allow them to add even more breadth to what they offer to work with more students and schools. OLQP work with a number of businesses and this continues to grow with their developing relationship with Essity and now the beginning of a possible relationship with Ibstock. There was also an opportunity to visit a group of students involved with the Eco Bricks project with two representatives from Ibstock Brick Ltd who were visiting the school to discuss a collaborative opportunity as part of The West Lancashire (NHS) Summer School project in two years promoting health related roles through STEM, with Ibstock being one of the sponsors for the event. The students were using eco bricks, a reusable building block created by packing clean and dry used plastic into a plastic bottle to a set density to make an eco-bench and the staff and students are considering making a beach hut using the bricks in future.

As part of the 2018-19 evaluation a number of staff, provided case studies to show the positive impact of curricular developments on the PP cohort of disadvantaged students at risk of being disengaged, demonstrating the detailed curriculum planning that had taken place to ensure the students remained on track and achieve success. While also showing the extensive support for targeted students for emotional well-being and the impact of such interventions on achievement, engagement and motivation. During the last year the pastoral team has looked at ways to engage a small cohort of disengaged students given that external provision is becoming increasingly expensive and uneconomic. Therefore, they have looked to utilise internal expertise and look to engage with schemes run by charities or are free but fit for purpose and suit the needs of OLQP students. One such scheme Bright Sparks has had a presence in the school for the last decade. Bright Sparks boards have been used to teach electricity circuits in science lessons for lower ability sets. OLQP took this project on board from United Utilities they modified the design and turned it into a manufacturing project as well as a teaching aid. The project was discontinued as the new BTEC specification started. However, the project was recommissioned this year for a group of boys who were in danger of becoming disengaged from education. The boys were supervised by the Engineering technician who checked the units completed and signed off their output each lesson.

The students worked in a quiet, calm and, possibly, therapeutic environment. They produced a rush job of 30 boards which was taken to Sri Lanka and donated to Tzu Chi School, Hambantota. OLQP have also donated a set to Eguafu Junior High in Ghana. Other sets have been used by the science department and some donated to local primary schools. A fantastic example of an in-house project that has worked to re-engage a group of boys. The school are also looking to work with NCS – National Citizenship Service <https://www.ncsy.co.uk> and are working the Home Office on the Safer Teens Project where the school have been asked to help develop a programme supporting mental health with students on the verge of exclusion. A fantastic

opportunity for the school. It will be of great interest to see how these initiatives have evolved and developed at the next review.

I was able to look at how OLQP had put in place more effective strategies to improve behaviour, attendance, punctuality during the last review period with a the newly appointed Strategic Lead on Attendance and The Behaviour Lead. Everyone who works in the school is involved in improving attendance and behaviour removing the many barriers to attendance that exist in the community that the school serves. The school has reduced persistent absence and is committed to working to reduce it even further and there is a structure in place to reduce incidences of poor punctuality that is having a positive effect with students. Coupled with highly effective behaviour management that is now fully embedded with the school leading to more positive outcomes for students and staff.

I was able to have a conversation with staff from the Inclusion area that includes The BASE, a personalised area within the inclusion suite that offers a safe-haven for vulnerable students. A place where they can access curriculum provision and receive emotional and social advice, guidance and support. The staff involved in all aspects of this provision have a superbly empathetic approach to caring for and nurturing the students who need their support and we were able to discuss the plans in place to extend the provision for September so that they can continue to provide the enhanced support that the students need. This will include moving the provision and adding an Intervention Hub and a Mental Health Suite where the member of staff who has recently been trained as a Mental Health First Aider will be able to provide even more personalised support for those students who need it. A fantastic provision that will ensure that OLQP can continue to provide the highest level of support for identified students and is a key part of their superbly inclusive approach to supporting the needs of all students.

In summary, it is very clear to see that the superb inclusive ethos of this school is very much a living, breathing and continuously developing entity. Inclusion is at the very heart of Our Lady Queen of Peace Catholic Engineering College and is led by the inspiration of and the aspirations of a highly cohesive group of senior leaders with shared values led by the Headteacher, and the 'can do' attitude they inspire in their carefully chosen staff. 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. Life never stands still at OLQP as they continue 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 so they are prepared and make the right decisions developing appropriate and timely plans for the future. Students always come first, and their needs are the priority. Extremely positive relationships are at the heart of everything that happens at OLQP and is at the very heart of their superb inclusive policy and practice. The review process highlighted the fact that the school is a vibrant, yet calm learning community, where its values and vision demonstrate its outward facing nature, delivering quality teaching and learning experiences for students and demonstrating their superb inclusive culture that is a natural part of the everyday experience shared by staff and students alike.

Having completed a rigorous and thorough review of their Flagship research Plan for 2018 - 19 and having discussed and agreed the Flagship research plan for 2019-20 and their involvement in and capacity to support and attend Cluster Group meetings. The school continues to fully embrace involvement in their IQM Cluster Group (TEAM NW) having attended four out of five meetings and in fact hosting a highly successful inaugural meeting of the group in March 2018 and they clearly understand that their involvement will continue to form a significant part of their annual reviews. Therefore, 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 pupils. The environment is superb providing an outstanding teaching and learning environment for teachers, support staff, pupils 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 therefore recommend, without reservation, that the school maintains Flagship status and is reviewed again in one year's 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 day, key information and documentary evidence related to inclusion was reviewed. I was able to scrutinise 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 Headteacher, Deputy Headteacher, members of SLT, a variety of staff including teachers, support staff, phone conversations with the School Advisor and a Governor and students in a meeting. As part of the review process a discussion and evaluation of the progress and impact of the Flagship Research Plan for 2018-19 was undertaken, along with documentary scrutiny and opportunities to discuss the continuation of the targeted Research Plan for 2019 - 2020 with a variety of stakeholders. This included scrutiny of documentation presented by the staff in meetings related to their roles and expertise giving a comprehensive picture of the school's superb inclusive practice and the journey undertaken since the last review.

## Targeted Flagship Research Plan Review 2018-19

The school has diligently implemented the initial stages of their Flagship Research Plan, 'Creating a flexible curriculum enabling disadvantaged students to improve outcomes.' They have provided a comprehensive summary of actions taken to meet the plan so far and the outcome of these actions, acknowledging that the plan will continue in 2019-20 with the actions they have taken so far towards the identified outcomes outlined below that include:

Improved outcomes in terms of reducing the gap for disadvantaged groups of students, through a curricular plan which successfully engages and motivates students to succeed. Achieved through a full KS3 and KS4 Curriculum review to ensure the OLQP curriculum is appropriate for the needs of ALL groups, ensuring all groups achieve improved outcomes and are able to access the next stage. Through extensive departmental curriculum planning to engage and motivate all students. Through Cohort of disadvantaged students at risk of being disengaged where detailed curricular planning taken place to ensure students remained on track and have success. Extensive support for targeted students for emotional well-being and utilising SISRA to support improved data analysis and targeted interventions and though adopting Growth Mindset principles following whole school external INSET, including implementation of Attitudes to Learning.

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. This has been achieved through the revised options process for Year8 to Year9, and Year9 to Year10, to ensure full inclusivity and all have opportunities to achieve very well, modifications made to the KS3-4 curriculum following parental & student interviews, Extensive progress on CIAG using the Gatsby benchmarks, extensive targeted support and contact with parents to ensure successful transition, the appointment of targeted pastoral leaders in each year group to focus on targeted vulnerable students, including PP who are at risk of disengagement and an extensive enrichment programme including PP opportunities.



Improved exclusion, attendance and punctuality data including for identified PP students has been achieved through the use of improved systems and through new responsibilities with Strategic leadership for Attendance showing a positive impact. There has also been strong data in the context of similar schools, Low recidivism due to a more strategic behaviour management system and a higher focus on rewards with the impact tracked for individuals.

They have also identified areas for development during the next review period alongside the Targeted Research Plan for 2019–20 that have been identified on the review of 2018-19 plan and will run alongside the actions below.

### **Flagship Status**

After lengthy discussions during the review and understanding that Our Lady Queen of Peace Catholic Engineering College will continue to address all 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 plan below.

### **Targeted Flagship Research Plan for 2019-20**

#### **Research Project**

‘Creating a flexible whole school curriculum enabling disadvantaged students to improve outcomes.’ This is an ongoing project, based on current extensive curriculum development. For 2019-2020 this curriculum development will include whole school focus, not just KS4.

#### **Rationale**

Progress Data shows gaps between disadvantaged and non-disadvantaged students, in subjects across the school. The purpose of the research plan is to ensure that the revised curriculum which disadvantaged students are offered at the school at KS3 and KS4, will enable each student 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 and staff involvement 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.

**Time Frame:** 2019 – 20+

#### **Actions**

Extend academic transition between KS2 and KS3, in Maths and English. Continuing to extend KS2 to KS3 *academic* transition, linked to ability groups, so that outcomes for PP show improved progress and in particular high ability students.



Closely monitor impact of current curriculum changes on KS3 to KS4 – tracking progress outcomes, including disadvantaged students. Further developing the effective use of SISRA and Class Charts, through student interviews. In terms of student engagement and motivation ensure that effective strategies are in place for those at risk of disaffection including disadvantaged students.

Ensure KS4 destinations remain very strong through the successful curriculum. Evaluate the impact of curricular changes on the PP cohort engagement and achievement. Through the use of in-house monitoring of engagement and less external provision, while also increasing the involvement of disadvantaged students with industry and CIAG external elements.

Detailed analysis of ability sets that HAP PP students are in to ensure appropriate 'positive discrimination' strategies are in place.

Curriculum enrichment: Capture cultural capital of all students, including the disadvantaged. Develop the OLQP pledge/passport for all students including the disadvantaged, effectively capturing experiences throughout their time in OLQP.

Pupil welfare and conduct ensure high engagement of PP students in student leadership roles; seek accreditation (if funding available); ensure high profile and impact. Achieved through regular discussions with students to ensure any concerns and perceptions are unpicked and students are able to speak confidently about their positive experiences including issues with social media and the disadvantaged. Consider appropriate Student Leadership accreditation with a high profile and clear impact which students can articulate.

Extend curriculum development work across the whole school, at all transition points and a closer focus on tracking ability groups of disadvantaged. Ensure curriculum implementation is clear through QA in books, student interviews and schemes of work/learning. Ensure assessments are fit for purpose and integral part of scheme – data should clearly match work in books.

Ensure quality assurance systems in school lead to improved consistency in marking and feedback, which has an impact on improved PP outcomes. The QA programme is manageable, focused on the implementation of the curriculum for all students, including the disadvantaged and the Marking Policy is consistently applied across the school, showing impact on progress, including the disadvantaged.

Ensure there are planning opportunities in schemes of work so that teaching includes higher-order questioning and is seen in lessons. Questioning has a high profile in CPD programmes and the QA programme, particularly higher order questioning, so that QA activities are focused on this and impact can be seen, particularly in progress of high ability PP students.



## **Expected outcomes**

Improved outcomes reduction of gaps for disadvantaged groups of students, through a curricular plan which successfully engages and motivates them 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 and there are measurable improvements to exclusion, attendance and punctuality data.

The school may wish to consider:-

- Borrow Box Library App for electronic devices linked to Lancashire Libraries to enhance literacy and reading opportunities for students.
- Looking at a Boys Mentoring Programme to support transition and issues identified in other KS3 year groups that successfully operates at Hawkley Hall High School in Wigan and would also support increased Leadership opportunities for KS4 boys within OLQP.

**Assessor: Mr Steve Gill**

**Flagship Review Date: 16<sup>th</sup> July 2019**