



Annual Evaluation for the IQM Flagship Project



School: Our Lady Queen of Peace Catholic Engineering College,
Glenburn Road, Skelmersdale,
Lancashire,
WN8 6JW

Head/Principal: Ms Alison Knight

IQM Lead: Mrs Leanne Fletcher

Date of Review: 16th September 2021

Assessor: Steve Gill

IQM Cluster Programme

Cluster Group: TEAM NW

Ambassador: Sarah Linari

Date of Next Meeting: TBC

Next Cluster Group Meeting Focus: TBC

Sources of Evidence during IQM Review Day: Prior to the day, documentary evidence related to inclusion and the schools Flagship status was reviewed. Scrutiny of numerous pertinent documents prior to and during the review. The school submitted comprehensive documentation of their evaluation of progress and during the review the Flagship Project for 2021 - 22 was discussed in detail and agreed.

Discussions during the review with members of the school community included the following:

- Headteacher.
- Deputy Headteacher.
- Assistant Headteacher - Curriculum & Assessment, Quality Assurance, Use of Data & Analysis.
- Assistant Headteacher – Behaviour & Attitudes, Attendance & Punctuality.
- Assistant Headteacher – Removing Barriers for Academic Achievement, ICT Subject Leader & Remote Education.



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- Drama Subject leader & Transition Co-ordinator.
- Lead Practitioner for Teaching & Learning.
- STEAM, International & Business Links Lead.
- SENCo & Senior Leader for inclusion, statutory provision for SEN.
- Subject Leader for English.
- Literacy Coordinator.
- LA School Adviser.
- Attendance Improvement Officer.
- BASE Manager.
- School Business Manager.
- Parent Governor.
- Students.



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Evaluation of Annual Progress towards the Flagship Project

The progress from the previous year was based on the project focus of:

'Creating a flexible whole school curriculum enabling disadvantaged students to improve outcomes. With a particular focus on assessment, progress and learning due to the global pandemic where learning for all year groups has been disrupted'.

Due to national closure of schools over the last year, apart from vulnerable children and children of key workers, many students had their learning disrupted. Therefore, with the ongoing uncertainty regarding external examinations and the disruption to learning in all Key Stages the school had to focus on the health and safety of the whole community, while also maintaining a focus on learning and progress. It was clear from research within the school that it would be the disadvantaged demographic that would be affected the most, and during the year it was extremely important that curriculum development work ensured that the curriculum offered was personalised for all students' needs, continued to be fully inclusive and ensured that all students, including the disadvantaged, were able to overcome unprecedented barriers and move to their next stage successfully, at Key Stages: 2 to 3, 3 to 4 and 4 to 5. This then became the key focus, particularly on the curriculum development, in Years 7, 9 and 11. During the last year the following actions have supported successful outcomes for students at the school:

- The school's fully inclusive curriculum was further personalised in response to cohort needs.
- Extensive actions were undertaken during lockdowns to ensure that barriers have been removed for children, that included access to devices and the internet, the disadvantaged were prioritised, with very careful tracking of devices and that included an increase in weekly communication during lockdowns, and wellbeing support.
- Extension of the use of BASE in-school provision for Behaviour and Social Education. Progress and engagement was very carefully tracked and effective interventions put in place, ensuring all students made progress.
- There was an extensive and successful development and roll out of the use of Teams, so all could access the curriculum and that included students, staff, parents – through personalised CPD.
- Furthermore, remote, and blended learning was extensively developed and rolled out.
- Changes in assessment were made to reflect national changes in assessments (CAGS) and the needs of the school, Y11 curriculum & CAGS, where extensive work was undertaken to ensure students were rewarded for the curriculum they had successfully covered as a result.



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The school can demonstrate very positive destinations data that is consistently above national figures. Having worked very closely with Post 16 routes and through thorough CEIAG; there have been clear improvements in targeted student's attendance and engagement. Not only during lockdown but also on their return to school in March; there have been intense curriculum developments across the school including re-sequencing to respond to needs, ensuring students cover key concepts in subjects. There is evidence of all subjects' curriculum schemes being adapted to enable equal access of all students & coverage of key concepts.

Staffing has been further developed, in line with school budgeting, including the appointment of an in-house school counsellor for 20/21, addressing the growth in the mental health needs of students. Alongside this has been the appointment of an Assistant Headteacher, with responsibility for removing barriers to academic outcomes. Consequently, as mentioned above, there is clear evidence of improvements in attendance, demonstrating the positive impact of the strong stance of school on high standards and on removing social barriers for targeted students who have been out of school for an extended time and the impact of staff working very closely with parents and families to re-integrate children successfully.

This project will continue throughout the next academic year. A year that has continued to be disrupted, with COVID cases in school and in the local community. The developments identified above, that have evolved over the last year, will continue including extensive curriculum developments at whole school and subject level, developing remote and blended learning so that all students can access education, removing barriers for disadvantaged students so they can successfully access the curriculum at home/in school, extended in-school provision for vulnerable children during lockdown, successful transition into Y7 and on from Y11. There will be a particular focus in building on the advances in remote learning and revising the homework policy, so that barriers are removed, and progress can be seen as students become more independent in accessing the curriculum at home and making better progress, including the disadvantaged.

Agreed Actions for the Next Steps in the Flagship Project:

'Developing a whole school literacy strategy to impact on all children, addressing the need to reduce the gap between disadvantaged and non-disadvantaged academic progress following the pandemic.'

Rationale:

Due to the pandemic and the resulting disruption to school during the last year, there is an urgent need to address literacy, in particular reading, to ensure that the gap between the disadvantaged and non-disadvantaged does not widen further. This is an extension of the previous development work on the curriculum, as part of the previous project outlined above. The new project was launched to the whole school in September 2021, with detailed actions from key members of staff who will be leading it at whole school level that will support the successful implementation of the project over the course of the next twelve months and beyond and will include the next steps identified below:



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- Identify targeted groups for whom poor literacy is a barrier to academic outcomes, liaising with key staff.
- Staff will assess the reading ages of the target groups in Years 7, 8 and 9 using testing to accurately identify their reading ages to enable timely interventions to take place.
- In school reading interventions will be put in place with students identified as well below chronological reading age targeted for additional support using Rapid Plus intervention programme. Identified students who require additional support will also be given 1:3 reading support sessions delivered by ITT students twice per week.

The Word of the Week will be communicated across the whole school via display screens, hard copies, and the website, and will be updated weekly. This will raise the profile of vocabulary use in school by introducing students to a new Tier 2 word each week and actively reward students that correctly use the word of the week in their work.

After school reading support will be offered to student just below reading age, to ensure they are supported to improve, utilising the Academic Study Support team to complete the Rapid Plus Intervention Programme. Students will be involved in Academic reading, and begin reading for purpose in all subjects, by completing one piece of wider academic reading each half term in lesson, with some comprehension questions in place to review understanding. An OLQP template will be provided, and this will then be embedded into departmental curriculum plans going forward.

Key staff are aware of effective strategies to support the development of student reading through phonics training. Phonics for All will ensure that all staff are aware of how they can use phonics strategies in their classrooms to reinforce the development of reading and spelling. All staff can effectively demonstrate how they meet Teacher Standard 3 (teaching of early reading in classrooms.) The library has been re-launched to showcase the wide variety of fiction books available. Students in Ys7 to 10 will have opportunity to choose from a selection of age - appropriate books to give a 'chosen by Year X' section of the library and, it is anticipated, increase the number of students accessing the library. Lunchtime access to the library will be re-established on designated days (COVID restrictions permitting.)

Students that have been identified as weak readers will undertake an intensive phonics development course to facilitate rapid progress with their reading through the early reading intervention. All staff will be trained to include time for group reading in classrooms with modelling of good practice shared by English department. All students are given the opportunity to read and hear other people read twice per week as part of the form time reading programme. Research shows that group reading with students 'following along' improves everyone's reading skills. Form tutors are provided with a 'road map' of where they need to be in each book across a 10-week programme.

Through Tier 2 & 3 word training all staff will be aware of the hierarchy of word usage and their part in developing student literacy and vocabulary. To encourage Tier 3 vocabulary use, all classrooms will have key subject specific terminology on display that



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is relevant to that term's teaching so students can access and include in their spoken and written work. Students will be actively exposed to increased vocabulary in a range of settings and situations through Bedrock Learning. As part of the ongoing literacy strategy training reading and vocabulary development will be further expanded and planned in detail following in depth evaluation of impact towards the end of the year and at timely intervals throughout.

It is hoped that by the end of the year the following outcome have been achieved:

- That half termly evaluations of impact on the targeted groups will show a positive academic progress and outcomes.
- Through reading assessments, staff will have the information to enable them to put in place the appropriate level of differentiation for classes and individuals and demonstrate improvement in subsequent reading age testing.
- There will be an improvement in students' vocabulary by introducing students to a new word each week that they are actively encouraged to use.
- Half termly monitoring & evaluation through a varied programme of Quality Assurance formats pertinent to each action will demonstrate progress across all interventions.
- At the end of the year key personnel will evaluate the impact of the literacy strategy on targeted groups and then set key actions to continue improvements for the following year.

The Impact of the Cluster Group

Our Lady Queen of Peace Catholic Engineering College are extremely active participants in their cluster group and valued members of TEAM NW having attended seven out of ten meetings so far. They participated in three of four online meetings during the pandemic and were actively involved in presentations during two of the meetings sharing their outstanding practice with the other settings present and fully participating in discussions and questioning.

Overview

Our Lady Queen of Peace Catholic Engineering College is a catholic school, with an engineering specialism. It is a superbly inclusive, oversubscribed secondary school on the outskirts of Skelmersdale. It has a well-deserved reputation for high standards and academic achievement, as well as a caring and nurturing and inclusive setting that supports all students and families. As it states on their website, *'Our school is a place where students come first and we provide opportunities that nurture each person's strengths, gifts and talents, allowing them to grow into mature members of a global community in a safe, welcoming, and caring environment.'* A statement that I wholeheartedly confirm supported by their mantra, *'Consistently Outstanding.'* Staff at all levels pride themselves on providing superb pastoral care, actively promoting equality and diversity, ensuring OLQP is an extremely welcoming, highly inclusive, and



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caring school. An ethos that perfectly sums up their fundamental purpose, to create the conditions that allow all students to flourish, regardless of circumstance or background; aiming for excellence in all that they do. Everyone involved with OLQP should be proud of what they consistently achieve in this respect.

Staff, led by the inspirational and aspirational Headteacher, and her new extremely dynamic extended Senior Team have an acute understanding of the school context and a drive and a passion to support students and their families, with the highest aspiration for them all. Inclusion, care, nurture, and support are at the core of everything that happens at the school and is naturally ingrained in every aspect of school life. It is a setting that prides itself on providing the best for everyone. It is, a vibrant, caring, and friendly place to attend, as a student or as a member of staff, set within a superb learning environment. It is thriving, superb hub of educational and inclusive excellence, where every member of staff is committed to the school and highly valued by the Leadership Team and each other. Strong relationships with students and families mean there is a high degree of trust and a very good understanding of how the school can best support students and their families. This has been extremely beneficial during the pandemic, as staff have continued to go the extra mile to ensure that learning has been tailored to the needs of students and well balanced so that families have had the minimum additional pressures. The overwhelming feeling from parents is that the school is a supportive caring haven for their children, and they appreciate the commitment of all staff. The school's actions in caring for its students, families and its staff continues to be superb.

Conversations with key members of staff, was extremely useful in confirming that the school continues to more than meet each of the eight elements of the IQM award. During the review, discussions were held with staff to discuss key aspects of the school and its inclusivity, these discussions were supported by documentary evidence to enhance and underpin discussions, what emerged was an extremely positive and superbly inclusive picture of the school. What continues to stand out, very clearly, is the pride the staff feel for the school and what they achieve there. Their passion is immediately evident when walking around the school, in conversations with them and is clearly demonstrated in the way that they engage and work with each other, pupils and families to more than meet need, going above and beyond what is expected. This is achieved in partnership with pupils and families providing superb levels of advice and support. Everyone at OLQP understands their role and works in harmony and collaboration with colleagues and stakeholders to achieve successful outcomes for everyone. Collaboration and exceptional teamwork are key to everything that happens here. Staff pride in their superb inclusivity, where they naturally and actively promote equality and diversity, stood out during this review, as it has in previous reviews. They are committed to maximising the success, achievement, and outcomes for all students, families, and each other. The school and its community should be justifiably proud of their success in this respect.

Meetings throughout the day with staff, students, school advisor, and a parent governor gave an extremely vibrant and detailed picture of the superbly inclusive life at OLQP since the last review and how they have continued to offer superb levels of care, nurture, and support, and made great strides with their identified Flagship project, clearly and comprehensively detailed in the report above. Conversations and



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discussions during the day were involved, wide ranging and extremely interesting and pertinent to ensuring that the school still meets the criteria of the IQM Award and included discussions about their Flagship projects and inclusive provision, as well as:

- Leadership, staffing, school organisation and school improvement.
- The school's reading strategy including visits to classrooms to see it in action.
- Attendance and engagement with a focus on improvements in targeted students through lockdowns and on return to school.
- Summer School and transition – both academic and social.
- Positive destinations with superb tracking in place ensuring that the school knows where students have moved to, CEIAG, PP strategy and its positive impact on key students.
- Curriculum developments, assessment, progress and learning during the pandemic, including remote learning developments that have superbly supported students, commented on extremely positively by a panel of students during the review.
- The school's literacy strategy linked to their new FSS Project, reading and vocabulary and CPD support for all staff to ensure successful outcomes.
- The extensive use of the BASE to support students during lockdown and its successful reconfiguration to continue to meet the needs of vulnerable students.
- Whole school financial planning that has ensured support for all children and families to access high quality education during lockdown and beyond. Ensuring the school continues to be on a sound financial footing.
- Extremely positive discussion with a range of students who were extremely mature, confident and a credit to themselves and the school and gave a glowing account of their school experience and an interesting and wide-ranging supportive discussion with the school's adviser and a parent governor that supported the evidence gleaned during the review and supported the conclusion that OLQP is a superbly inclusive setting.

It was a privilege to meet such passionate, dedicated, and enthusiastic staff, who are supported to achieve success and deliver outstanding support and teaching in a superbly inclusive school. What continues to stand out very clearly is the pride and the passion of the staff that is demonstrated in the way that they engage and work with each other, students, and families to more than meet need, consistently going above and beyond what is expected. Their superb teamwork is key to their success where all members of staff are committed to maximising the success, achievement, and outcomes for everyone and for each other.

I am firmly of the opinion that the school continues to fully meet the standard required by the Inclusion Quality Mark to maintain its status as a Flagship School and I



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recommend that the school retains its Flagship Status and is reviewed again in 12 months. The next review will look closely at how the school has interacted with its Inclusion Cluster Group and promoted continuing outreach. Evidence of cluster working will underpin the capacity for the school to maintain its Flagship status.

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