



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

OUR LADY QUEEN OF PEACE HIGH SCHOOL AND ENGINEERING COLLEGE

SKELMERSDALE

Inspection Date 18 November 2015
Inspectors Dcn. Paul Mannings Mrs. Elizabeth Dolan
Unique Reference Number 119782

Inspection carried out under Section 48 of the Education Acts 2005 and 2011

Type of School Catholic, voluntary aided, mixed comprehensive
Age range of pupils 11-16
Number on roll 857
Chair of Governors Mrs. K. Gresty
Headteacher Mr. Jonathan Smart
School address Glenburn Road
Skelmersdale
Lancashire
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Date of last inspection Wednesday 16 February 2011

Introduction

This inspection was carried out under Section 48 of the Education Acts 2005 and 2011

The report of the inspection is produced for the Archbishop of Liverpool (Code of Canon Law 804 and 806) and for the governors of the school.

The inspectors are members of the Christian Education Department and their associates approved by the Archbishop of Liverpool for this purpose.

Information about this school

- Our Lady Queen of Peace is a Catholic 11-16, co-educational high school situated within and under the trusteeship of the Archdiocese of Liverpool.
- There are 857 pupils on roll of whom 54% are baptised Catholics, with 35% from other Christian denominations and 0% from other world faith or religious traditions.
- Pupils from the pastoral area account for 98.4% of the roll.
- The school has 62 teaching staff, 58% of whom are Catholic.
- The head of department has been appointed since the last inspection.
- The Religious Education Department has seven members, all qualified in the subject.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires Improvement
Grade 4	Inadequate

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Further copies of this report are obtainable from the school.

Overall effectiveness:

Our Lady Queen of Peace High School provides outstanding Catholic Education.

Inspection Judgements

The extent to which the pupils contribute to and benefit from the Catholic life of the school

- The extent to which pupils contribute to and benefit from the Catholic life of the school is outstanding.
- Pupils are inspired to live their Mission Statement to grow in Christ through personal determination to care, share and achieve. They are proactive in shaping the terms of the mission through annual pledges of commitment. These are realised within an abundance of charitable support and service to the community.
- Pupils feel included in shaping the mission by their encouragement to be part of annual mission weeks, particularly in advance preparation.
- They are enthusiastic to state how school chaplaincy provides their facilitation to be involved. This ministry is available for them at all times both in school and within the parish.
- Pupils confidently and accurately refer to the school's contribution to their whole development. They appreciate how this includes the curriculum and their life beyond. Pupils cite Religious Education as the curriculum foundation for their involvement in school life because of the content's practical delivery, which enables them to link the living of Gospel values to personal academic and pastoral life.
- Neither are they insular. Pupils describe the school's enrichment of their spiritual and moral development. A key example is the implementation of strategic international links within a wide range of continents. Pupils are excited in their appreciation of how this goes far beyond charitable giving and further supports their whole cultural awareness and action. They are keen to be part of the exchange visits and to build up lasting bonds.
- Pupils proudly refer to the quality of the displays around the school, in some instances supported by Scripture. These too provide examples of wide ranging involvement. Other world faiths and religions are included within the artwork. Pupils are also invited to use creativity to interpret their own definitions of spirituality.
- Pupils value their school because they feel safe, pastorally cared for and at all times included. This is reflected in their outstanding behaviour and not least in their respect for the school environment.

How well pupils achieve and enjoy their learning in Religious Education

- Pupils' achievement and enjoyment of Religious Education is outstanding.
- This is evident in rates of pupil performance that have increased significantly over time. In key Stage 3, 87% currently achieve three levels of progress, with 64% gaining four. At GCSE current results stand at 79% A*-C (61% in 2014) with 38% reaching A*-A. For AS Level 100% achieved A-D with 53% reaching A-B. In 2015 Religious Education was the highest performer amongst core subjects.
- Pupils achievement overall shows minimal and ever decreasing gaps in performance between advantaged and disadvantaged pupils.
- Continued improvements in the standard of teaching and learning, marking and assessment have contributed significantly to raising achievement.

- Pupils are part of a critical assessment process. They revisit completed and assessed work to identify areas for progress. This includes meaningful written and verbal dialogue with teachers. Together they set improvement pathways which at best are diagnostic, formative and encouraging.
- In class there is rigorous and relentless monitoring and setting of new targets. This is underpinning and driving progress and achievement.
- Pupils are motivated to succeed because they are given precise and personal study routes. Differentiation is evident in performance indicators and tasks supported by levels of attainment and GCSE grading. All pupils are skilfully provided access to achieving their best. This is well supported by personal and peer assessment. They are accountable at all stages. This has resulted in a disciplined learning methodology that suits each pupil and ensures all remain on task.

How well pupils respond to and participate in Collective Worship

- Pupils' response to and participation in Collective Worship is outstanding.
- There has been a major drive to include their contribution to its leadership and management. Pupils greatly appreciate guidance offered by school chaplaincy in coordinating Collective Worship. They equally acknowledge the contributions by house/form staff in enabling their independent leadership, with help at hand if required.
- Consequently pupils are confident in their delivery whether front of house or in production.
- They fully understand the unfolding of the Liturgical Year through planning and preparing prayer and worship.
- Pupils' skills in public, speaking, drama and music are highly developed.
- Pupils regard Collective Worship as fully inclusive because there are no holds barred in accessing challenging topics and situations. For them, Collective Worship is challenging in its approach to the world issues and dilemmas. The content stimulates their participation in subsequent actions.
- They value the contribution of Collective Worship to the careful and appropriate celebration of other world faiths and traditions.
- The school's international dimension is also intrinsic to worship. This includes a global unity with brothers and sisters in the linked towns and cities.
- They describe with feeling, the occasions for public prayer. They know how to maximise times for personal reflection.
- It is interesting that some pupils describe Collective Worship as enabling a sense of fun and laughter in appropriate situations, which in turn demonstrates the varying nature and context of prayer. They are clear that Collective Worship is fully cross curricular in terms of support from staff and by pupils' interaction with the parish and diocesan community.

The quality of teaching and how purposeful learning is in Religious Education

- The quality of teaching and purposeful learning in Religious Education is outstanding.
- Such elements include highly challenging tasks. All pupils are involved in learning. Teaching strategies are creative and motivational.
- Monitoring is thorough. This engages pupils to remain on task. They have the added security of help at hand.
- Teaching styles are well matched to pupils needs. The concepts and skills of deep learning are supported by intelligent time provision in lessons. Through formal, informal, personal and collaborative learning, pupils have the time to make progress and to enrich their learning skills.

- Valuable use is made of prior learning. Main contents are well focussed towards personal study/homework which enables developmental learning.
- In class every part of the lesson is made to count. Overall teaching encourages pupils to perform even better, each time.
- There is much encouragement and occasions whereby pupils can share their findings.
- In the very few areas requiring improvement teaching needs to be sharp, focussed, informing and enthusing. Pupils require engagement and motivation. There needs to be a sound knowledge base that enables pupils' responses to written questions.
- Those pupils interviewed rated Religious Education very highly. This is because it is academic, pastoral and at all times relevant to their lives. They benefit from the learning styles which are inclusive in enabling individual success. They certainly regard it as holistic through their engagement in knowledge and understanding aimed at personal fulfilment and contribution to the common good. These facts were affirmed by pupils in class.

The extent to which the Religious Education Curriculum promotes pupils' learning

- The extent to which the content of the Religious Education Curriculum promotes pupils' learning is outstanding.
- The school provides the 10% curriculum requirement of the Bishops of England and Wales. Deep Learning provides ample curriculum time for pupils to reflect upon content, to consider its significance and to make evaluative decisions.
- Much headway has been made with establishing the new Key Stage 3 framework, *People of God – Called to Serve*. The content has been well fused with the existing programmes.
- In Key Stage 4 the GCSE specification is undertaken by the whole cohort. The content is entirely fit for purpose.
- AS Level Philosophy and Ethics is available for some twenty five pupils in Year 11 who have been fast tracked through GCSE. This is commendable both in terms of success and by exemplary use of time in enabling pupils to reach higher levels and to consider Sixth Form options.
- Since the last inspection, there has been a complete overhauling of assessment tasks.
- Careful use of Scripture encourages pupils personal investigation and application to contemporary life.
- There is meticulous exposition of Church Teaching, founded upon Gospel values.
- Other world faiths and religions are studied consistently. This is in-depth and inclusive of appropriate field work. There is much emphasis on belief systems in terms of diversity as well as upon how faiths and religions can and do work together.
- The entire methodology and process of Religious Education upholds the 2012 edition of the *Religious Education Curriculum Directory*.

The quality of Collective Worship provided by the school

- The quality of Collective Worship provided by the school is outstanding.
- There is high quality planning, resources and monitoring.
- All content has been carefully prepared to expose the Liturgical Year meaningfully and practically. There is a comprehensive range of services in the parish and in school.
- Other world faiths and religions are equally as well resourced. Feast and festivals are celebrated appropriately.
- Resources have been carefully prepared to stand alone or to encourage extension tasks. All participants are guided to seek help or to offer advice in maximising the use of these resources.

- There is comprehensive provision for training. This has been the key to enabling the high levels of pupil involvement in form and wider house groups.
- This inspection process revealed some of the best Collective Worship practice observed to date within the diocese.
- Gifted presentation is shared. Areas for development are identified.
- The house system, based on vertical streaming, has provided the breadth of age range, wisdom and experience to enhance best practice amongst pupils.
- Pupils and staff are provided with wide and varied experiences and expressions of Collective Worship within the wider diocese. These include occasions at Lourdes and whole school celebrations at the Cathedral.
- Monitoring of Collective Worship is careful, collaborative and successful. A series of form/house visits ensures that themes are followed and prayer is meaningful. The process considers the extent of engagement. Essentially it determines the degree of overall participation by staff and pupils. This has resulted in a whole scale support for Collective Worship that is inclusive and meaningful.

How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils

- Leaders, governors and managers are outstanding in promoting monitoring and evaluating the provision for the Catholic life of the school and in the way they plan and implement improvement to outcomes for pupils.
- The Section 48 Self Evaluation Document is wholly accurate. It is clearly linked to school development.
- Governors and senior leaders are well in tune with the life and work of the school. This includes a proactive involvement with home, school and pastoral area clergy. Their interaction with and facilitation of pupil involvement is exemplary. Their breadth of generous service over time, together with respected professional experience enables persistent challenge in pursuit of all that is best in Catholic life.
- This includes commitment and contribution to national and diocesan requirements, through membership of the Wigan and West Lancashire Catholic School Direct programme.
- Their insistence upon the best expression of Catholic life underpins and upholds the work of school chaplaincy, which in turn is exemplary in every sense. The two lay chaplains facilitate the voice of leadership in realising the Mission Statement. They have the time and space to be on hand for everyone. They work in true liaison with the pastoral area and diocese. This is a ministry that enable the efforts of others in so many spheres, not least the valued contribution of pupils who truly having a say in the running of their school.
- The Chapel is located at the heart of the school. In close proximity is the Nurture Centre. Both are dedicated to personal care and wellbeing both spiritual and practical. They are indeed landmarks of Catholicity.
- Catholic life is lived as an all embracing mission that is intent upon global citizenship. Through the International School Plan and by Citizenship (cross curricular and GCSE) staff and pupils explore and live the Gospel values of identity and belonging, fairness and equality, sustainable living, rights and responsibilities, conflict and peace. This enriches realisation of holistic development and an all pervading sense of belonging.

How well leaders, governors and managers promote, monitor and evaluate the provision for the Religious Education of the school and plan and implement improvement to outcomes for pupils

- Leaders, governors and managers are outstanding in promoting monitoring and evaluating the provision for the Religious Education of the school and in the way they plan and implement improvement to outcomes for pupils.
- Leaders have firmly and securely placed Religious Education at the core of Catholic Life in terms of professional support and guidance.
- The Section 48 Self Evaluation Document is entirely fit for purpose in directing other departmental policies.
- All areas for action identified in the last inspection have been completed to the highest standard. This has included harnessing all that has been traditionally good in helping to shape present and future progress.
- There is outstanding management of the department. This includes a commitment to demonstrate best practice and monitoring to ensure the same standards are delivered by staff.
- The department is comprised of varying levels of relatively new, full and part time provision, together with support for teacher training. Together they are forging a team identity.
- Teachers are committed and professional. They are encouraged to develop their own strengths.
- Classrooms are stimulating and organised.
- Improvements in teaching and learning have directed sustained improvement in pupils' achievement. This has included the sharing of best practice. The process to support improved teaching is highly successful.
- Teachers benefit from a structured programme of diocesan and in-school training. Together with a wide selection of staff and pupils they have contributed to the national development of the new Key Stage 3 framework.

What the school needs to do to improve further?

- Maintain the outstanding levels of departmental progress by:
 - Continuing the high rate of success in securing departmental consistency in marking and commentary on pupils work.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	1
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OUTCOMES FOR PUPILS

How good outcomes are for individuals and groups of pupils	
The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
How well pupils achieve and enjoy their learning in Religious Education	1
How well pupils respond to and participate in the school's Collective Worship	1

PROVISION

How effective the provision is for Catholic Education	
The quality of teaching and how purposeful learning is in Religious Education	1
The extent to which the Religious Education curriculum promotes pupils' learning	1
The quality of Collective Worship provided by the school	1

LEADERS AND MANAGERS

How effective leaders, governors and managers are in developing the Catholic Life of the School	
How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils	1
How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	1

Key to judgements: Grade 1 is outstanding, Grade 2 good, Grade 3 requires improvement and Grade 4 inadequate
