



# Our Lady Queen of Peace Roman Catholic Voluntary Aided Primary School

## Inspection Report

**Unique Reference Number** 108851  
**Local Authority** Sunderland  
**Inspection number** 288207  
**Inspection date** 12 December 2006  
**Reporting inspector** Dave Byrne

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary	<b>School address</b>	Station Road
<b>School category</b>	Voluntary aided		Penshaw, Houghton le Spring
<b>Age range of pupils</b>	3-11		Tyne and Wear, DH4 7JZ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0191 3823081
<b>Number on roll (school)</b>	249	<b>Fax number</b>	0191 3823082
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr John Waugh
		<b>Headteacher</b>	Miss Fiona Johnston
<b>Date of previous school inspection</b>	1 September 2002		

<b>Age group</b>	<b>Inspection date</b>	<b>Inspection number</b>
3-11	12 December 2006	288207

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## **Introduction**

The inspection was carried out by an Additional Inspector.

## **Description of the school**

This is an average sized school which is oversubscribed. The percentage of pupils with free school meals is below average and, although pupils come from a wide range of socio-economic backgrounds, the school's deprivation indicator is below average. The school has an average proportion of pupils with learning and behavioural difficulties.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school in which pupils achieve very highly in both their academic and personal and social development. Exceptionally skilled leadership and management by the headteacher have created a very strong teaching and management team. This is directly responsible for the school's success. The school has a very strong ethos of care, support and guidance which is rooted in its Christian principles. The view of one parent summarises the view of the vast majority, 'Everyone is treated as an individual and with respect'. This is evident throughout the school by the happiness on pupils' faces and their excellent behaviour and attitudes.

The quality of teaching and learning is outstanding. Pupils in the Foundation Stage gain an excellent grounding to their education. A superbly managed team of staff provides a very effective range of activities carefully tailored to meet each pupil's need. Consequently most reach, and some exceed, expectations for their age at the end of Reception. In Years 1 to 6, strong teamwork also features, involving teachers and support staff. As a result, the needs of all pupils are met, including the more able and those with learning and behavioural difficulties. High demands are made of pupils and a strong curriculum inspires them to learn. As a result, pupils make very good progress and achieve very well. Standards in Year 6 have been consistently very high in recent years as measured by the national tests. In Key Stage 1, however, teacher assessments have shown pupils' attainment to be average over the same period. Inspection evidence shows that there is an issue with the accuracy of teacher assessment in Key Stage 1 resulting from staff disruptions. The quality of teaching and learning in Key Stage 1 is very good and, as a result, pupils in Key Stage 1 are achieving well. Across the school, pupils not only do well in English, mathematics and science but also in music and, in particular, singing.

The healthy eating week, regular access to fruit and nutritious meals coupled with playground activities contributes to the pupils' good understanding of how to stay fit and healthy. The good attendance reflects not only the good support of parents, but also the enjoyment pupils have in coming to school. Pupils talk with pride about their involvement in running aspects of the school for example, as School Council members and Active Playground workers. Pupils say they feel safe and secure in school and receive very good support if ever they need help.

The headteacher is at the very heart of this school. She knows every pupil. Her very caring manner is underpinned by a steely resolve to do what is right for the school. Many very effective systems have been devised to assess and monitor the school's performance and to get the best from the staff and resources. A strong senior management team and very effective governing body shares a clear vision of what the school stands for and makes sure that it constantly improves. The school has improved very well since the last inspection, and has an excellent capacity to do so in future.

## What the school should do to improve further

- Refine assessment in Key Stage 1 so that there is a more accurate reflection of standards at Year 2.

## Achievement and standards

### Grade: 1

Pupils' achievement is outstanding and standards are very high. After starting school with standards typical for their age, pupils make outstanding progress as a result of high quality teaching and excellent support and guidance. Standards in English, mathematics and science have been well above the national average at the end of Year 6 every year since 2001. Challenging targets were exceeded in 2005 and also in 2006 as a result of very rapid progress in Year 6. Standards at Year 2 have been broadly average since 2001. Results in 2006 assessments showed that standards in writing were below the levels expected. Inspection evidence shows that the assessment criteria were too strictly interpreted. Standards in Key Stage 1 are actually above average and pupils make good progress. The basis of the school's success is the excellent start pupils make in the Foundation Stage. Most pupils reach, and some exceed, the national expectations for their age by the start of Year 1 and many do well in their early development of reading, writing, mathematics and personal and social skills. Progress is good in Key Stage 1, and exceptional at Key Stage 2. Excellent support for pupils with learning and behavioural difficulties ensures that these pupils achieve very well in relation to their personal targets. Boys tend to do better in mathematics and girls in English, but this is not a consistent pattern.

## Personal development and well-being

### Grade: 1

Document reference number: HMI 2507 01 September 2006  
Inspection Report: Our Lady Queen of Peace Roman Catholic Voluntary Aided Primary School, 12 December 2006  
Document reference number: HMI 2507 01 September 2006  
Pupils' personal development and well-being and their spiritual, moral, social and cultural development are all outstanding. It is typical to find pupils working exceptionally hard in all classrooms. Their bright eyes and smiling faces and their pride in what they do show their love of learning; indeed, many thrive when being challenged to think and act for themselves. Behaviour is excellent and arises from the pupils' respect for others and their very good understanding of right from wrong. Pupils' views are considered. The School Council develops a good sense of citizenship and pupils proudly help others, for example by being Active Playground partners. Pupils are very aware of how to keep fit and safe. Their positive attitudes to eating healthily are demonstrated by the way so many hungrily tuck into the excellently prepared and nutritious school lunches. Pupils have a very good understanding of their own culture and a good awareness of the diversity of modern society. They are extremely well prepared for their next stage of education.

## Quality of provision

### Teaching and learning

#### Grade: 1

Teaching and learning are outstanding. Teachers make good use of assessment information to match work to the pupils' needs. This is particularly strong in the Foundation Stage and in Key Stage 2. Teaching is typically traditional in style, with strong teacher direction of pupils. Teachers work closely with skilled teaching assistants to include pupils with learning and behavioural difficulties. Most lessons move at a brisk pace and activities are thoughtfully prepared to help pupils achieve the object of the lesson. High expectations are made of pupils at all times and they respond particularly positively to opportunities to solve problems and think for themselves. The very best teaching provides opportunities for pupils to be independent and apply their very good skills of literacy, numeracy and information and communication technology (ICT) to other subjects. Assessment, although too strictly interpreted at Key Stage 1, is embedded in all that goes on in school. Pupils have a good idea of what their next steps are and the teachers' marking of their work offers pointers for improvement. The pupils' involvement in evaluating their own progress and the close partnerships between teachers and parents are important factors in the high achievement of pupils.

### Curriculum and other activities

#### Grade: 1

The curriculum is outstanding. It is enhanced by good links with other schools and the effective use of educational visits. The Foundation Stage curriculum is exceptionally well planned to give every pupil a lively, exciting range of activities that meets individual needs. In Key Stages 1 and 2, standards are improved by the great emphasis given to developing pupils' knowledge of English, mathematics, science and music. A variety of links with sporting organisations and local schools broadens pupils' experiences of physical education. The arts are valued. Pupils talk with great enthusiasm about visits to the 'Sage' and their chance to attend the Birmingham Royal Ballet workshops. 'Amazing,' was how one pupil described his experience of singing with the school choir at Durham Cathedral. The carefully planned personal, social, health and citizenship programme successfully develops pupils' awareness of issues related to keeping fit and healthy, resisting drugs and maintaining meaningful relationships.

### Care, guidance and support

#### Grade: 1

Care, guidance and support are outstanding. Pastoral care is excellent and develops positive attitudes among pupils. All procedures for maintaining child protection, health and safety and the suitability of adults in school are rigorously maintained. Strong partnerships exist with parents and also outside agencies for example, with the educational social worker attached to the local high school. This helps pupils with

learning, behavioural and emotional difficulties to achieve as well as possible. Excellent assessment and tracking of pupils' progress and personal development inform the planning of challenging activities that meets pupils' needs. Pupils know what to do to improve their work. One pupil looked askance at the inspector when discussing her targets for improvement and said, 'Well, if you don't know what you're not good at, how will you ever get better?' This sentiment is embedded in all classes and is a significant factor in the very high achievement.

## **Leadership and management**

### **Grade: 1**

Leadership and management are outstanding and provide an excellent ethos which values equally pupils' personal and academic achievement. The headteacher is outstanding and has the respect of parents, the community, staff and pupils. She makes everyone feel valued and as a result, most are willing to go 'that extra mile' for the pupils. Alongside her great enthusiasm and passion for the school, the headteacher shrewdly considers all decisions to ensure benefit for staff and pupils. Effective use of performance management complements the generally accurate systems for school self-evaluation. All information is processed carefully to inform a useful school improvement plan which guides the school's development. Despite the impressive test results, staff do not see these as being all that matters. They strive to improve as is demonstrated by the recognition of the need to upgrade aspects of provision in science and of planning and assessment in foundation subjects. Resources are wisely deployed. Recent investments in the accommodation, which is excellently maintained by the site supervisor, have significantly boosted the quality of education in the Foundation Stage and resources for ICT. The lack of a library, however, and cramped staff and office facilities are far from ideal. Governance is very good and ensures that the school meets statutory requirements.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
---	-----------------------

### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	1
The standards <sup>1</sup> reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	1
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1
<b>How well are learners cared for, guided and supported?</b>	1

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

Our Lady Queen of Peace Roman Catholic Voluntary

Aided Primary School

Station Road

Penshaw

Houghton le Spring

Tyne and Wear, DH4 7JZ

13 December 2006

Dear Pupils

Thank you for being so friendly and helpful during my recent visit to your school. You are very lucky to attend a school which is outstanding in almost every way. The most important people in your school are yourselves. I was very impressed by the way you behave and treat others with such care and respect. At times you work so hard in lessons that I could almost hear your brains working! As a result, you do very well in English, mathematics and science and I was amazed how well you sing.

Your teachers are not only very caring, but also teach you very well. They know what each of you needs to do to improve. Your eagerness during lessons and the delight you show in whatever you do showed me how much you like school. You have such pride in the way you help others and represent your class on the School Council. I agree with you that the school is safe and secure and I feel that all of your teachers are exceptionally good at helping you when you need it.

There is one special person I haven't mentioned, your headteacher. She is so caring, knows each of you very well and works tirelessly to give you the best possible education. She is the manager of your team and knows exactly how to get the best out of the staff and also yourselves.

There is very little that the school needs to do to get better, but like everything, it will always need to be kept up to date and improved. I have asked the staff to look at how work is assessed in Key Stage 1. I know your views are appreciated and will be listened to, so continue to offer your ideas!

I am sure that you will continue to enjoy school and try to do as well as you can. If you always keep up your caring attitudes and willingness to help others, you will not only be happy but also successful. Keep it up!

Yours sincerely

Dave Byrne

Lead inspector