

Our Lady Queen Of Peace Catholic Primary School

URN: 151074

Catholic Schools Inspectorate report on behalf of the Archbishop of Birmingham

10–11 July 2025

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission

1

Religious education (p.5)

The quality of curriculum religious education

2

Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school

1

The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference

Yes

The school is fully compliant with any additional requirements of the diocesan bishop

Yes

The school has responded to the areas for improvement from the last inspection

Fully

2

Compliance statement

- This school fully complies with the general norms for religious education laid down by the Bishops' Conference.
- This school is fully compliant with the additional requirements of His Grace.
- This school has fully addressed all previous areas for improvement.

What the school does well

- Pupils' behaviour is exemplary. They conduct themselves in a way that shows a high level of understanding of the challenges and demands involved in being a young follower of Christ.
- Leaders' commitment and devotion, exemplified by the head of school and the interim executive principal from the Emmaus Multi Academy Company (MAC), have resulted in a strong, thriving Catholic community.
- The principles of Catholic social teaching have been woven into the school's life, and the curriculum is a particularly outstanding feature.
- The school's thorough and in-depth approach to evaluating its prayer and liturgy is highly effective. It has contributed to pupils' ability to prepare high-quality prayer and liturgy.
- The quality of the Catholic environment that has been created, both inside and outside the school, is outstanding.

What the school needs to improve

- Address the variability in the provision of religious education.
- Provide frequent opportunities for pupils to work creatively in ways that enable them to express their individuality in religious education.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade

Pupil outcomes

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

1

Provision

The quality of provision for the Catholic life and mission of the school

1

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school

1

1

Pupils at Our Lady Queen of Peace are proud to belong there. They exhibit a mature understanding of the demands placed upon them as young followers of Christ; consequently, they are keen to be active in the school's Catholic life and mission. They are highly articulate in explaining how this works in practice. After speaking about activities such as visiting older people and sending cards to the housebound, for example, one pupil typically commented that pupils were being 'Fishers of men'. Due to the powerful Catholic community that has been developed and nurtured, pupils feel happy, confident, and secure at school. Pupils have an awe-inspiring understanding of Catholic social teaching principles; they confidently speak of the challenges presented, for example, by putting principles such as subsidiarity, stewardship of creation, and the preferential option for the poor into practice. Pupils can explain in detail the work they have done to support the local foodbank and Cafod. Pupils show a deep sense of respect for their own dignity and for that of others; subsequently, their behaviour is exemplary.

Staff fully embrace the school's mission statement, and they implement it diligently across the curriculum and the whole of school life. They do this with enthusiasm in an impressive spirit of service. A strong sense of teamwork pervades school life, and a supportive culture of welcome is embedded. This has resulted in pupils in the diverse community feeling that they are all equally loved and valued. Staff provide excellent role models for pupils through their approach and through the quality of their relationships. They bear an impressive witness to Gospel values. The level of pastoral care provided is outstanding. A clear commitment to the most vulnerable is in evidence. The head of school sets an exemplary and admirable model in this work; her compassion for those in need is inspiring. The quality of the Catholic environment, both inside and outside the school, is outstanding. The way the foyer, corridors, doors, hall, classrooms, and

grounds are designed ensures that the messages of the Gospel abound. Skilfully selected scripture features strongly throughout the site, and many areas are dedicated to various saints; the Pupil and Family Support Room, for example, is devoted to St. Catherine of Alexandria, the patron saint of students. The provision for relationships, health and sex education (RSHE) meets diocesan requirements.

Leaders and governors are fully committed and engaged in their roles as the guardians of the school's Catholic life and mission. They regard this as a core responsibility of their leadership. They interact well with the diocese, and they ensure that staff take part in a range of opportunities provided for their professional development. Leaders have worked diligently over the last year to foster a positive relationship with the parish, and much progress has been made. Parents are given a range of opportunities to engage in school life. An encouraging and welcoming attitude has been shown in the development of a Parent-Teacher Association (PTA), which now has an active role. The head of school, with the additional expert support of the highly committed interim executive principal over the last term, provides an inspirational witness to the Gospel. Their work regularly involves reaching out to families in need; this often results in home visits to provide direct and targeted support. Leaders have high levels of respect for the dignity of all who work in the school; staff reported to inspectors that they greatly value the servant leadership that is in place. Whilst the accuracy of the school's self-evaluation document is good in relation to Catholic life and mission, it is descriptive in nature and insufficiently analytical.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

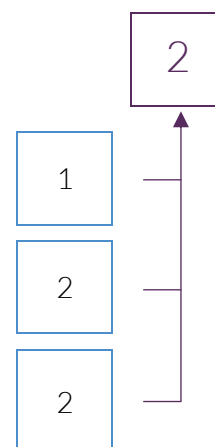
How well pupils achieve and enjoy their learning in religious education

Provision

The quality of teaching, learning, and assessment in religious education

Leadership

How well leaders and governors promote, monitor and evaluate the provision for religious education



All learners make at least good progress, and, in many cases, it is excellent. Levels of religious literacy are high and, by the time pupils reach Year 6, they are very able to reflect spiritually on their learning and to use sophisticated subject-specific vocabulary. An outstanding feature is the way in which pupils can relate their learning to taking practical action to help the most vulnerable, ensuring pupils make clear connections between their learning and lived reality, one of the general norms of Catholic religious education. Their thinking is often theological in nature. The practice of teachers allows learners to have an accurate picture of how well they are doing; when asked about this by inspectors, one pupil commented that they knew they were making impressive progress because 'in ourselves, we feel a deeper connection to God'. Pupils' disposition towards learning is excellent; they are ready to learn, and they show a desire to deepen their understanding. They can concentrate for extended periods, and their engagement in learning is highly impressive. Pupils' behaviour in lessons is outstanding. In most classes, the standard of work produced is high; this is particularly the case with the youngest and oldest pupils. By the time pupils are in Year 6, the quality of their work is outstandingly high. However, pupils have insufficient opportunities to learn independently, stifling their creativity. Religious education is highly valued as a subject by pupils, and the outcomes attained are at least in line with the standards attained in other core subjects.

Overall, teachers' subject knowledge is good. They demonstrate a deep commitment to their vocation, and they value religious education as the prime subject in school. In the best teaching, there is a very high quality of teacher-pupil relationships, thorough planning, skilful questioning, and a determination to attain high standards. For example, older pupils produce excellent extended writing relating to Our Lady and their concepts of heaven, whilst younger pupils show impressive levels of understanding of the Sacrament of Baptism. However, the quality of

teaching, whilst never less than good, fluctuates, and these features are not consistently present throughout all classrooms. Across all teaching, questioning skills are good. However, insufficient opportunities are taken to check pupils' depth of understanding, meaning that variable proportions of pupils securely attain the more challenging learning outcomes identified in the curriculum. All teachers consistently devote time to highlight prior learning with pupils before embarking on planned activities, ensuring learning is well-sequenced. Next step guidance is given, and more recently, 'deepening learning' tasks are identified to extend pupils. A positive culture is in place, ensuring that learning is always taking place.

Leaders and governors ensure that the religious education curriculum satisfies all diocesan requirements. Governors are knowledgeable and highly committed to their roles; they ensure that the subject is at the centre of the school's academic life, and they are active during monitoring activities in partnership with the subject leader, ensuring they have an accurate picture of the subject's achievements. A range of enriching engagement activities are in place; an excellent recent example is the visit of Year 6 children to Oscott College to learn more about the structure of the Mass and vocations to the priesthood. The subject leader for religious education works tirelessly to develop staff and to raise standards. Her work is inspiring. She has a good understanding of the priority areas for future improvement. The monitoring work of leaders is good, and self-evaluation in this area is accurate. However, the results of monitoring activities do not feature sufficiently in an analytical way in the school's self-evaluation document.

Collective worship

The quality and range of liturgy and prayer provided by the school

Collective worship key judgement grade

Pupil outcomes

How well pupils participate in and respond to the school's collective worship

1

Provision

The quality of collective worship provided by the school

1

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

1

1

The way pupils respond to the experiences of prayer and liturgy provided is outstanding; they are extremely respectful and prayerful. The way in which, for example, they can engage in lengthy periods of silent prayer and reflection is a particular strength. As they move through the school, pupils extend the range of prayers in the Catholic tradition that they know. Our Lady Queen of Peace is very clearly a Marian school, and pupils speak confidently about traditional devotional prayers, such as the Magnificat, the Salve Regina, the Memorare, and the Regina Caeli; their level of knowledge is highly impressive. A particular strength is the way pupils, across the school, can plan and prepare prayer and liturgy for their peers. They do this conscientiously, and the quality is high, often involving innovative and creative ideas. Year 5 pupils, for example, reflect on how they 'grow' throughout the year, and lay out annotated footprints leading towards the Year 6 classroom in a way that was rich with symbolism of their growth and maturity. A key factor in reaching this standard is the way pupils continually evaluate prayer. This has allowed them to have an impressive understanding of what is involved in the creation of high-quality prayer and liturgy and affords them the opportunity to enact their findings.

A rhythm of prayer and liturgy is firmly embedded into school life. It reflects the liturgical year, and well-chosen scripture is at its heart. An outstanding feature is the way in which prayer and liturgy lead to action, such as supporting Cafod, for example. Senior staff provide an impressive model for colleagues to aspire towards. They interact with pupils, showing deep levels of spirituality; this encourages and develops their ability to be so reflective and prayerful. Relevant staff are skilled in supporting pupils to plan very well-constructed prayer and liturgy. The quality of the Catholic environment that has been created, indoors and outdoors, is outstanding and is highly conducive to prayer and reflection. Relevant scripture quotes enhance all areas, including classroom doors; one, for example, references St Paul's letters to the Corinthians, which

emphasises that we are all a key and equal part of Christ's Church. Celebration of the Eucharist is at the centre of school life, and pupils attend Mass every fortnight in the parish church. Over the last year, leaders have worked diligently to invite parents to play a key role in the school's life, introducing initiatives such as 'stay and pray', for example.

Leaders and governors have a clear and coherent policy for prayer and liturgy in place, and they ensure that it is effectively put into practice. Clear, sequential expectations are identified in relation to the prayers that pupils learn and the way they plan and lead prayer and liturgy. This highly successful approach has resulted in pupils, by the time they leave, being able to articulate their involvement with increasing ease in a mature way. A well-planned calendar, in terms of the Mass, prayer and liturgy, is provided for staff. The Eucharist is clearly of utmost importance. Highly effective staff training is in place; this has particularly benefitted the development of the significant proportion of non-Catholic staff who report that they are very well supported. Excellent, well-established procedures ensure provision is regularly evaluated, which greatly benefits pupils' experience. Good plans are in place for further development, demonstrating the school's capacity to improve even further. The current priority involves increasing the rigour of leaders' and governors' monitoring of collective worship. This is an appropriate and well-chosen priority area, reinforcing their ability to evaluate prayer and liturgy effectively.

Information about the school

Full name of school	Our Lady Queen of Peace Catholic Primary School
School unique reference number (URN)	151074
School DfE Number (LAESTAB)	885 3387
Full postal address of the school	Bransford Road, St John's, Worcester, WR2 4EN
School phone number	01905 421409
Headteacher	Anthony Wilkes (interim executive principal)
Chair of governing board	Joanna Griffin
School Website	ourlady.worcs.sch.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Emmaus Catholic MAC
Phase	Primary
Type of school	Academy
Admissions policy	Non-selective
Age-range of pupils	4 to 11
Gender of pupils	Mixed
Date of last denominational inspection	January 2019
Previous denominational inspection grade	2

The inspection team

Lyndon Watkins
Jon Clinton

Lead
Team

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement