



DIOCESE OF LANCASTER EDUCATION SERVICE

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

**St Bede's Catholic Primary School
Carlisle**

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

on

**THE CATHOLIC LIFE OF THE SCHOOL
AND RELIGIOUS EDUCATION**

School: **St Bede's Catholic Primary School**

Address: **Strathclyde Avenue
Carlisle
Cumbria
CA2 7DS**

Email Address: **head@stbedes.cumbria.sch.uk**

School URN: **112369**

Headteacher: **Mrs Louise McMillan**

Chair of Governors: **Mr Grant Denny**

Lead Inspector: **Mrs Jacqueline Hampson**

Team Inspector: **Mrs Sheryl Slack**

Date of Inspection: **23rd June 2022**

INFORMATION ABOUT THE SCHOOL

St Bede's Catholic Primary School is an average sized primary school situated in Carlisle in the Diocese of Lancaster. The school has grown since the previous inspection and there are now 237 pupils on roll of whom approximately 35% are baptised Catholic. A small proportion of pupils have other faith backgrounds. Almost one third of pupils have no religious affiliation. Three quarters of pupils are of White British heritage. The percentage of disadvantaged pupils is above the national average. Pupils are taught in single age classes from nursery to Year 6.

The school serves the parish of Our Lady of Perpetual Help in Carlisle.

Just over half of the teachers are of the Catholic faith. A similar number have gained the Catholic Certificate in Religious Studies (CCRS).

PUPILS	N1	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number on roll	29	30	30	30	28	30	30	30	237
Catholics on roll	7	9	9	10	12	13	15	8	83
Other Christian denomination	8	9	8	8	8	5	9	9	64
Other faith background	1	3	1	3	2	2	1	1	15
No religious affiliation	8	9	12	8	6	10	5	11	68
No of learners from ethnic groups	10	7	9	3	6	9	11	2	53
Total on SEN Register	10	4	7	6	13	9	9	9	67
Total with Statements of SEN		2	1		2	2	2	3	10

Exclusions in last academic year	Permanent	0	Fixed term	14
Index of multiple deprivation	0.30 National 0.24			

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
Our Lady of Perpetual Help	83

TEACHING TIME FOR RE	EY	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours) per week	2	2	2	2.5	2.5	2.5	2.5	20.5
% of teaching time	10%	10%	10%	10%	10%	10%	10%	10%

TEACHING TIME FOR ENGLISH	EY	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours) per week	8.3	8.3	8.3	6.65	6.65	6.65	6.65	51.5
% of teaching time	31%	31%	31%	24%	24%	24%	24%	27%

TEACHING TIME FOR MATHS	EY	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours) per week	5	5	5	5	5	5	5	35
% of teaching time	19%	19%	19%	18%	18%	18%	18%	18.4%

STAFFING	
Full-time teachers	6
Part-time teachers	6
Total full-time equivalent (FTE)	10
Classroom Support assistants	17
Percentage of Catholic teachers FTE	58%
Number of teachers teaching RE	11
Number of teachers with CCRS or equivalent	6
Number of teachers currently undertaking CCRS	0
Chaplaincy staffing	0

ORGANISATION	
Published admission number	30
Number of classes	8
Average class size KS1	30
Average class size KS2	30

EXPENDITURE (£)	Last financial year 2021	Current financial year 2022	Next financial year 2023
Total expenditure on teaching and learning resources	8945	13043	Not yet allocated
RE Curriculum allowance from above	1500	1700	1600
English Curriculum allowance from above	3000	1440	4000
Total CPD budget	2568	6000	10,000
RE allocation for CPD	350	800	1000

How the school has developed since the last inspection
<p>Since the last inspection, the headteacher has continued to lead curriculum RE across the school. The governing body has sought ways to work with leaders and other staff in school during and following the pandemic. All aspects of improvement since the last inspection have been actioned.</p> <p>There is good capacity for improvement. There are very good relationships in school. Pupil behaviour and attitudes to learning are excellent.</p>

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

2

CATHOLIC LIFE

2

RELIGIOUS EDUCATION

2

KEY FINDINGS

St Bede's is a good Catholic school where children live and learn in the love of Christ. The school is fully inclusive and is at the heart of the community.

Christ is at the centre of the school community and gospel values permeate throughout.

Pupils benefit greatly from the opportunity to contribute to many aspects of the Catholic Life of the school. For example, they enjoy the prayer life of the school and speak with confidence about their own, personal prayer life. They actively support many fundraising activities and demonstrate an awareness of the relationship between faith and action.

Pupils hear the Word of God regularly and are provided with a range of prayer opportunities when they can pray together.

The Catholic identity of the school is very strong. Every classroom and shared space hosts bright displays, which confirm to all those visiting school that Jesus is present in every class. Pupils across the school, including in the Early Years, know and express that, although they cannot see Him, the Lord is present in their lives.

Outcomes for pupils in curriculum Religious Education (RE) are good overall and in line with other core subjects.

There are good professional development opportunities available for all staff. Governors are committed to ensuring that all staff are supported and trained to deliver the RE curriculum for the pupils of St Bede's.

WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

- Clarify the expectations for prayer and liturgy across all three key stages so that in all cases it is both catechetical and deeply spiritual.
- Carry out the Diocesan baseline assessments on entry to Nursery (instead of Reception) to fully capture knowledge and therefore progress across the Early Years.
- Further develop effective professional development opportunities (including working with colleagues in other Catholic schools) to support and develop new staff.

PART A: CATHOLIC LIFE

THE CATHOLIC LIFE OF THE SCHOOL

2

- The extent to which pupils contribute to and benefit from the Catholic Life of the school
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school
- The quality of provision for the Catholic Life of the school

1

2

2

Inspection finds that the extent to which pupils contribute to and benefit from the Catholic life of the school is outstanding.

Pupils speak with confidence about the Catholic life of the school and their contribution to it. They have many responsibilities including fundraising for charities and have recently set up a Cafod club. Through their interactions with each other and with staff and visitors to school, pupils seek to demonstrate gospel values in action. Older pupils speak with confidence about the universal church. They are knowledgeable about liturgical seasons and our Diocese and Bishop. They have a very secure knowledge of the sacraments of the Catholic church.

Pupil participation in, and leadership of, the prayer and liturgical life of the school is excellent. Pupils show great reverence and respect during times of prayer and liturgy.

This begins in the Early Years Foundation Stage where children are able to listen, contribute and reflect when scripture is shared. They put their hands together, make the sign of the cross and join in with prayers.

Across key stages 1 and 2 pupils take on increasing responsibility within prayer and liturgy, for example choosing religious artefacts and scripture and helping to write prayers. By the end of Key Stage 2, they are becoming very skilled at planning and leading prayer and liturgy. They act with integrity, creating a spiritual atmosphere which clearly helps them to grow in their faith.

Across the whole school, pupils are calm and silent when gathering for prayer. They show reverence and respect when listening to scripture. They demonstrate a developing knowledge of the correct responses, such as 'The Word of the Lord – Thanks be to God'.

Inspection confirms the school's judgement that the leadership and management of the Catholic Life of the school are good.

The headteacher, who is also the RE subject leader, has continued to work well with governors since the previous inspection to ensure continued improvements

in all aspects of school life. She is ably supported by the deputy headteacher. Together, as authentic witnesses to Christ, they have created a faith community where all staff are good role models for pupils, relationships are excellent and all children are loved and cared for.

School leaders, including governors, are totally committed to the Church's mission in education. An example of this is the commitment of school leadership to ensure there are high quality professional development opportunities for staff, including the Catholic Certificate for Religious Studies (CCRS).

Governors make a good contribution to the Catholic life of the school.

Following the pandemic, governors are once again fully involved in the day-to-day life of the school, regularly joining staff and pupils for worship, the celebration of Mass and other liturgies. In addition to curriculum RE, they demonstrate an understanding of the progress the school has made towards implementing the Human Relationships and Sex Education (HRSE) Curriculum. The role of RE governor is always the responsibility of either the chair or vice-chair.

Inspection confirms the school's judgement that the quality of provision for the Catholic life of the school is good.

The learning environment is carefully planned. Each classroom has a beautiful prayer space, which is changed according to the liturgical season. These areas are well resourced and impact on the quality of prayer and liturgy.

The Prayer and Liturgy of the Catholic Church are given a high profile in school. The liturgical seasons and feasts are celebrated and are integral to school life.

During inspection, parents joined the whole school for a liturgy led by Year 2. The whole school community rejoiced in being able to celebrate and pray together.

Strong home links enable the prayer life to be extended beyond the school day. For example, the home to school technology link enables parents and carers to see the theme and scripture link for daily worship and to share this with their child at home. In many classes prayer is both catechetical and spiritual. Leaders recognise that this best practice should be shared across the whole school, so that all pupils can demonstrate deep thought and heartfelt responses.

PART B: RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

2

- How well pupils achieve and enjoy their learning in Religious Education
- How well leaders and managers monitor and evaluate the provision for Religious Education
- The quality of provision in Religious Education

2

2

2

Inspection finds that the extent to which pupils enjoy and achieve in curriculum Religious Education is good.

The school's own tracking shows that in the Early Years Foundation Stage, from very low starting points, pupils make good progress. Good teaching in the Early Years Foundation Stage alongside strong teacher subject knowledge, ensures that by the end of the year, pupils are meeting age-related standards, similar to standards achieved in all other areas of learning.

Good teaching ensures that this progress continues in Key Stage 1. There is no significant difference in attainment or rates of progress for any groups of pupils.

The head teacher, as RE subject leader, tracks all groups of pupils termly in all year groups. This is compared alongside attainment in other core subjects throughout Key Stage 1 and Key Stage 2.

Across all three key stages, during lessons pupils engage well, make good progress and are confidently able to reflect on their learning.

In a lesson observed during inspection, children in the Early Years Foundation Stage displayed a secure understanding of symbols they have observed during their visits to Church. They could confidently articulate that the body of Christ is present in the tabernacle and that the lectern is where the Gospel is read. One pupil explained, 'The church is a special, holy place. We genuflect in church, to show respect.' One pupil reflected on why we light candles saying, 'We light candles to show that Jesus is the light of the world.'

In a lesson observed in Key Stage 1, pupils were encouraged to think about how Jesus healed the paralysed man. The pupils were able to recall other occasions in the Bible when Jesus performed a miracle. They knew that reading about these miracles taught them about Jesus and God. One child explained 'Jesus performed miracles, we should follow his example'. In this lesson the children understood the importance of praying. They were very independent in their ability to write a prayer and could confidently discuss the prayers they had written.

In a lesson observed in Key Stage 2, pupils were engaged and confidently able to make links between parables and helping others. The children were challenged to

think about the Good Samaritan and the virtues it presented. As one child articulated, 'The Samaritan displayed mercy, compassion and kindness. This parable has taught me how to be a good neighbour'. 'Hot Seating' was used very effectively in a lesson in Key Stage 2, to motivate the children and deepen their understanding of Paul and the challenges he faced as an Apostle.

Across the school, pupils demonstrate a secure subject knowledge and are able to use religious vocabulary confidently and appropriately.

Inspection finds that the extent to which leaders and managers monitor and evaluate the provision for RE is good.

Governors and school leaders are committed to the school's Catholic mission and to its place in RE. Governors are fully involved in monitoring the quality of learning and teaching in curriculum RE. They are provided with data for groups and cohorts in RE. There is thorough self-evaluation which links to clear priorities for development. Current action plans show that governors and school leaders have a good understanding of strengths and areas for development.

Professional development opportunities impact directly on the quality of provision for RE. The head teacher, in her role as RE subject leader, provides good support for teachers. All staff meet regularly to share ideas and plan together. They value the support from the other Catholic schools in the local area for planning and for assessment in RE and hope to develop this further in the future.

Inspection finds that the quality of provision for curriculum RE is good. The curriculum provides good opportunities for spiritual and moral development and is personalised to meet the needs of every pupil in the school. The RE curriculum meets the requirements of the curriculum directory. The staff ensure that in all lessons teaching and learning activities motivate and encourage deep level thinking, through carefully planned, open ended questioning.

Throughout the school the curriculum ensures that the children have a deep understanding of the teachings of Jesus and the Church.

There are planned opportunities in the curriculum to learn about other faiths as was evident in the pupil books.

They are keen to further develop the school community's sense of a shared Catholic purpose as they plan to further develop assessments and review the curriculum.

Teachers have a strong subject knowledge which inspires and challenges pupils and contributes to their progress. In lessons pupils are keen to learn and show good levels of concentration. Consequently, the quality of work in pupils' books is good and shows that most children are working at age related expectations. Engaging, bright classroom displays reflect the RE curriculum and support the Mission statement. Pupil-made displays in corridors and in the school hall proclaim the importance of stewardship and Gospel values.

SUMMARY OF INSPECTION JUDGEMENTS

Overall Effectiveness	2
Capacity for sustained improvement	2
Catholic Life	2
<ul style="list-style-type: none"> The extent to which pupils contribute to and benefit from the Catholic Life of the school. 	1
<ul style="list-style-type: none"> How well leaders and managers promote and ensure provision for the Catholic Life of the school through monitoring and evaluation. 	2
<ul style="list-style-type: none"> The quality of provision for the Catholic Life of the school. 	2
Religious Education	2
<ul style="list-style-type: none"> How well pupils achieve and enjoy their learning in Religious Education. 	2
<ul style="list-style-type: none"> How well leaders and managers monitor and evaluate the provision for Religious Education. 	2
<ul style="list-style-type: none"> The quality of provision in Religious Education. 	2

	Pupil Outcomes	Leadership & Management	Provision	Overall
Catholic Life	1	2	2	2
Religious Education	2	2	2	2