



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST BEDE'S CATHOLIC PRIMARY SCHOOL

CHORLEY

Inspection Date 12th February 2013

Inspectors Miss Julie Lockett Mrs Meg Buckley

Unique Reference Number 119674

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

Type of School Catholic Primary

Age range of pupils 4-11

Number on roll 200

Chair of Governors Mrs Lynn Wright

Headteacher Mrs Jenny Kennedy

School address Preston Road
Clayton Green
Chorley
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Date of last inspection 19 October 2010

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

- St Bede's school is an average sized Catholic Primary School situated in Clayton Green, Chorley, serving the parish of St Bede's.
- There are 200 children on roll of whom 163 are baptised Catholic, 22 come from other Christian denominations, with 1 from another faith or religious tradition. Fourteen pupils have no religious affiliation.
- There are 9 teachers of whom 9 teach Religious Education and 6 have a suitable qualification in Religious Education. Seven teachers are baptised Catholic.
- Since the last inspection there has been no significant change in personnel.

Key for inspection grades

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

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Overall effectiveness:

St Bede's Catholic Primary School is a good school in providing 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 the pupils contribute to and benefit from the Catholic life of the school is outstanding.
- Pupils show understanding of the schools' Mission Statement and understand the part they play within it. They are actively involved in its evaluation.
- Pupils live out their mission through their motto, *'Happiness, Learning and Achievement.'*
- Pupils embrace opportunities to meet their potential in all aspects of school life. They actively participate in developing the Catholic character of the school.
- Pupils are encouraged to take on roles of responsibility in the school community through, for example, 'Big Friend and Little Friend.' This allows older pupils to be role models, showing care and commitment to younger pupils.
- Pupils also take on responsibilities such as the school council, playground leaders, prefects and an Eco Committee.
- Pupils are encouraged to take on roles of responsibility for the wider community. Pupils fundraise for a variety of charities, such as, CAFOD, Chorley Homeless and St Vincent De Paul.
- Pupils benefit from participation in away days and retreat activities such as an activity residential to Hothersall Lodge, a Year 5 retreat to a local high school and numerous day visits to enhance their curriculum.
- Pupils' behaviour is outstanding. Pupils have a good sense of right and wrong and apply this in their personal relationships. They take an increasing responsibility for themselves and their actions.
- Education for pastoral care and personal relationships has fostered positive attitudes in pupils.
- Relationships throughout the school are outstanding. All staff are trained to provide emotional support through the Rainbows programme. Pastoral support and counselling sessions give social, emotional and behavioural support.
- Pupils show respect and understanding of other faiths and religions. Polish pupils and their families receive ethnic minority support. Pupils have experienced Judaism each year and there has been a rolling programme to explore other religions. Visitors from the Jewish faith and other religious backgrounds have supported their learning.
- Pupils praise and acknowledge the contribution of others. They show a readiness to embrace and celebrate their lived experiences.

How well pupils achieve and enjoy their learning in Religious Education

- Pupils' achievements and enjoyment in Religious Education is good.
- Their attainment in Religious Education is good.
- They make good progress in relation to their starting points and capabilities.
- On entry to school some children have a limited knowledge and understanding of the Catholic faith.
- There is no significant difference in performance between pupils of different gender.

- Outcomes for pupils with additional or special needs are good.
- Moderation for formal assessment tasks show pupils are achieving well and through consistent challenge will further develop the content needed for higher levels of attainment.
- Analysis of assessments undertaken provides evidence of pupils generally attaining appropriate level for their age and stage of development in each key stage.
- Pupils are becoming increasingly more religiously literate. Their knowledge, understanding and skills are developing appropriate to their age or capacity.
- They are developing the skills that enable them to reflect spiritually, think ethically and theologically and are becoming more aware of the demands of religious commitment in everyday life.
- Pupils' engagement in and enjoyment of their learning is good as shown by their interest, enthusiasm and behaviour.
- Pupils are encouraged to work independently and collaboratively.
- Pupils are anxious to learn and improve their knowledge, understanding and skills as they become independent learners.

How well pupils respond to and participate in Collective Worship

- Pupils' response to and participation in Collective Worship is good.
- They show interest, respond well and actively participate in Collective Worship.
- They act with reverence and are keen to participate in a variety of gatherings and reflect well.
- Pupils' knowledge of prayer and liturgy is increasing.
- They are becoming familiar with a variety of prayer styles. They appreciate and are open to the Word of God in the scriptures.
- Pupils prepare and lead worship successfully. Continuing to support pupils in their preparation and taking gradual steps across the school will continue to build skills and confidence in preparing and leading worship.
- On the day of inspection pupils were keen to prepare for their Collective Worship and they led others in their response to the Word.
- Pupils sing joyfully and join in community prayers appropriately and with confidence.
- Information Communication Technology is used well as a visual aid to encourage full participation and music is used effectively.
- Pupils can now allow for deep thought through, for example, silent reflection on what has been presented to them, enabling their responses to be heartfelt. Pupils can then go forth with a deeper understanding.

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

- The quality of teaching and purposeful learning in Religious Education is good. On the day of inspection some of the lessons observed were outstanding.
- It is consistently effective in ensuring that pupils are interested and engaged and make good progress.
- Teachers display good subject knowledge and deploy a range of teaching styles to motivate and inspire pupils.
- In classrooms displays inspired, motivated and were a reminder of prior learning. Selective, quality resources that reflected the theme were a good focal point for the children.
- In lessons observed effective questioning, teaching strategies and appropriate timing ensured pace and all pupils were engaged.
- Teachers provide opportunities for pupils to work independently and collaboratively.

- Teaching encourages pupils' enjoyment of and enthusiasm of Religious Education, for example, across the school role play was used effectively to re-enact The Last Supper and various stages of a community gathering for Mass.
- Teachers take into account pupils' prior learning. For example, one teacher gave the pupils a 'top secret task' to piece together a painting of The Last Supper. Pupils' discussion involving prior learning and wonder of the next events was outstanding.
- Good quality resources are used within lessons and teachers use a wealth of Information Communication Technology excellently to maximise learning. For example, recording a role play, photographs, power points, interactive Bible readings and interactive sorting activities.
- Teaching Assistants provide excellent care and support to pupils. They are deployed effectively and show sensitivity to pupils needs. They ensure all pupils in their care reach their full potential. In lessons observed they questioned pupils effectively and prompted thoughtful responses.
- In the Foundation Stage themes are reinforced through appropriate and well planned continuous provision. The 'Step into Quality Portfolio' shows clear links to Religious Education.
- The Foundation Stage provides a wealth of interactive, practical and stimulating learning, clearly evident on the day of inspection with Religious Education at the heart of the provision.
- Planning is annotated and detailed. For example, some good differentiation, some use of driver words, home, school links, a variety of activities and good evaluations.
- Annotated planning can be improved by continuous monitoring, sharing good practice and using the driver words to challenge so that work consolidates, builds and extends their knowledge and understanding.
- Pupils are given opportunities to discuss their work and assessment for learning was used in some lessons observed. In one outstanding lesson observed, success criteria linked to the driver words was shared continuously and used within the plenary session as pupils assessed their own learning.
- Pupils are informed of their progress and how to improve both orally and at times through marking. Marking shows positive and encouraging comments.
- By developing and sharing good practice of assessment for learning in lessons and through marking, teachers will enable pupils to consistently evaluate their own work.
- The school assesses pupils' achievements well and expectations for able learners will continue to be raised as the new Religious Education Programme, *Come and See* is embedded.
- The school tracks the achievement of all the pupils. Teachers are able to identify how well pupils are achieving and tackle underachievement.
- The school has excellent assessment strategies which provide detailed information on the achievement of all the pupils.
- Effort and achievement at all stages of learning is celebrated.

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

- The extent to which the Religious Education Curriculum promotes pupils' learning is good.
- The curriculum is good in meeting pupils' needs.
- The school using the *Come and See* programme recommended by the Archdiocese meets the requirements of the Curriculum Directory for Religious Education. Appropriate levels of the programme are being followed in different classes. This ensures complete Religious Education entitlement for each child and meets National and Archdiocesan requirements.

- Of the total curriculum time 10% is allocated to Religious Education. This fulfils the requirements of the Bishops of England and Wales.
- Religious Education is timetabled on a week by week basis. Governors, leaders and managers must ensure 10% Religious Education curriculum time by regularly monitoring timetables.
- Planning ensures full coverage of the Religious Education programme. Imaginative and well planned strategies are deployed to enrich pupils' learning.
- The school implements new curriculum developments as appropriate.
- The curriculum is customised to meet the needs of groups and individuals.
- Enrichment activities such as themed focus weeks and a wide range of extra-curricular activities including gardening, wake up club and sports, have a positive impact on the curriculum. The school grounds enhance learning by good use of the school pond.
- The Religious Education curriculum provides good opportunities for pupils' spiritual, moral development and vocation such as links with music, art, history, dance and circle time provides valuable social and moral themes.
- Children have explored the beliefs and values of other faiths and religions. Pupils are actively encouraged to explore celebrations such as Eid, Diwali, Chinese New Year and Hanukkah. This helps to promote tolerance and respect for those who think differently.

The quality of Collective Worship provided by the school.

- The quality of Collective Worship provided by the school is good. It reflects the Catholic character of the school and takes into account the variety of faith backgrounds among the pupils.
- Collective Worship has a high profile and is central to the life of the school.
- There is a new draft Collective Worship policy which is to be agreed by Governors. It shows good detail and is reflective of school practice. Including pupils' skills in preparing and leading worship expected for each year group would further reflect the good practice at St Bede's.
- The school provides opportunities for staff to develop the skills in planning, leading and evaluating Collective Worship.
- There is detailed monitoring and evaluation of Collective Worship.
- The teachers provide the necessary resources and opportunities to help children develop the skills necessary to plan, lead and participate in Collective Worship.
- Children are enabled to pray formally and informally using a variety of prayer methods and styles.
- Collective Worship plays a key part in meeting the spiritual needs of the pupils. Opportunities are provided to enable full, active and conscious participation of the whole school community.
- Opportunities are provided for parents, carers the local and wider faith communities to participate in a variety of celebrations of the *Come and See* programme and the Church's liturgical year.

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 good 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.
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all.

- This is reflected in the school's own Mission Statement. All who form part of the school community including parents, clergy, governors and children were involved in the development and review of the Mission Statement.
- The headteacher has a clear shared vision and good opportunities are provided for the staff and pupils to play an active part in Catholic life and Mission of the school.
- There are positive relationships at every level within the school. St Bede's is a courteous, welcoming and warm family environment where Catholic life and Religious Education is central in all they do.
- Relationships between pupils, staff, parents, governors and clergy are a testament to their mission – *'to provide a happy, secure, Christian environment in which everyone can achieve their full potential.'*
- The Mission Statement guides every aspect of school life and is a useful tool by which the school evaluates its effectiveness. It has good aims and practical achievements that direct and guide every aspect of school life.
- There are plans for a full review of the Mission Statement, this will enable the whole school community to refresh and reflect on the schools' current strengths and future developments. This will be an opportunity for pupils to embrace and celebrate how they successfully live out their mission.
- Leaders, governors and managers are good in the way they use monitoring data to evaluate the schools performance, celebrate, and plan future improvements.
- The Self Evaluation Document provides good evidence of monitoring, analysis and self challenge. This now needs to be reviewed and updated showing diagnosis of the schools' strengths and areas for development in the areas outlined in this report.
- Governors are enthusiastic and knowledgeable of their responsibilities and actively help to shape the direction of the school. There is a named Religious Education governor. They receive regular updates from the headteacher and Religious Education coordinator regarding the Catholic life of the school.
- Governors attend a variety of liturgical and seasonal celebrations. They have strong links with the local parish church that provides valuable connections between home and school.
- The Parish Priest is a familiar face to pupils, parents and staff. He ensures that the school community gathers regularly in the local church so that pupils have first hand experiences of *'where the community gathers in Christ's name.'*
- The Parish Priest is highly supportive of the Religious Education curriculum and ensures that pupils and parents reflect on their learning from school to support the *With You Always* family catechesis programme.
- The school also has valuable support by a parish link member. She too is a familiar face and a highly regarded member of the parish and school community. She actively encourages parent and pupil involvement through, for example, family Stations of the Cross, Baptism and the *With You Always* Sacramental programme which serves to strengthen the excellent links between home, school and parish.
- The school provides valuable induction and in-service training to enable staff to further understand the Church's Mission in Education and play their unique part in it.
- Most teachers hold a suitable Religious Education qualification.
- There are opportunities for spiritual and moral developments provided for staff and pupils. There is a good draft Spiritual and Moral policy which is reflective of school practice.
- Staff explore their own spirituality through *Come and See for Yourself* reflections prior to each Religious Education theme.
- St Bede's provides excellent community cohesion opportunities.
- Staff and pupils have taken part in fundraising for a school in Gambia to aid the building of a school. There are also good links with a school in Honduras.

- St Bede's has strong connections with a variety of surrounding schools. This is enabling links with schools that serve other ethnic backgrounds and hold community cohesion days and team building activities.
- The school has enabled pupils to work closely with a cluster of schools to devise a Race Equality Charter, promoting tolerance and understanding.
- Prayer, worship and the liturgical life of the school reflects and respects religious diversity.
- The quality of Collective Worship is a priority for the school. It is effectively monitored and evaluated by leaders, governors and managers. There is a draft policy in place.
- Parents are consulted regularly and involved in a variety of ways in the life of the school. The school website has good information for parents who have access to 'Moodle,' a virtual learning environment. They receive regular newsletters, the Wednesday Word and are invited to a variety of liturgical and themed celebrations.
- There is an active Parent, Teacher, Friend Association and a high number of volunteers support the school in a variety of ways, such as fundraising and educational visits.

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 good 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.
- The Religious Education coordinator is excellent in guiding Religious Education, showing good knowledge and understanding of her key role. She attends regular training and updates provided by the Archdiocese.
- In her role she shows dedication and commitment in driving forward new initiatives to ensure that Religious Education is the core subject in school. She communicates with the headteacher, staff, parents and governors effectively.
- Documentation guides and directs all staff in the delivery of the subject. The Religious Education handbook is in draft and reflects and suits the needs of the school.
- The Religious Education coordinator plays an active role within the parish community and is fully supported by the Religious Education governor.
- Governors receive regular updates from the Religious Education coordinator and are aware of standards at St Bede's.
- The Self Evaluation Document is good in identifying targets, timescales and lines of accountability.
- Monitoring data for Religious Education is used well to evaluate the schools performance and plan for future improvements. There are good systems and there is detailed evidence in place.
- Continuing to rigorously monitor and share good and outstanding practice will make an impact for outstanding teaching and learning across the school. Closer monitoring of workbooks will ensure uniformity across year groups and developmental marking, allowing pupils to assess their learning.
- Detailed assessment information is collated and tracked by the subject leader and is shared with the headteacher, leadership team, governors and parents.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance and moderated well. The Religious Education coordinator is continuing to raise expectations for higher levels of assessment when moderating.
- Curriculum outlines are provided for parents who are consulted on different issues depending on the themes being covered.

- Religious Education is in a prominent position within formal written reports to parents. There are differentiated comments on pupils' achievements in Religious Education.
- Achievement and effort at St Bede's is inclusive and always celebrated.

What the school needs to do to improve further?

- Reflect the Catholic Life of St Bede's by:
 - holding a full review of the Mission Statement enabling the whole school community to refresh and reflect on the schools current strengths and future developments.
- Continue to raise standards in Religious Education and Collective Worship by:
 - monitoring weekly timetables to ensure 10% Religious Education curriculum time;
 - reviewing and updating the Self Evaluation Document;
 - governors reviewing and agreeing to draft policies for the Religious Education Handbook, Spiritual, Moral and Collective Worship and policies;
 - continue to rigorously monitor and share good and outstanding practice to make an impact for outstanding teaching and learning across the school;
 - monitor pupils' workbooks for uniformity and developmental marking.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

| | |
|---|---|
| How effective the school is in providing Catholic Education | 2 |
|---|---|

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 | 2 |
| How well pupils respond to and participate in the school's Collective Worship | 2 |

PROVISION

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|--|---|
| How effective the provision is for Catholic Education | |
| The quality of teaching and how purposeful learning is in Religious Education | 2 |
| The extent to which the Religious Education curriculum promotes pupils' learning | 2 |
| The quality of Collective Worship provided by the school | 2 |

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 | 2 |
| How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils | 2 |

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