

Diocese of Hallam



SECTION 48 INSPECTION REPORT

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

ST BEDE'S CATHOLIC PRIMARY SCHOOL

School URN	106945
Name of Chair of Governors	Martin McDonagh
Name of Head teacher	Mrs Amanda Wassell
Date of inspection	Monday 17th October 2011
Section 48 Inspector	Peter Davison

“ An enthusiasm for the things of God”

Introduction

The Inspection of St Bede's Catholic Primary School has been carried out under the requirements of the Education Act 2005, and in accordance with the Diocese of Hallam Framework and Schedule for Section 48 Inspections as approved by the Bishop of Hallam.

The process of inspection in the Diocese of Hallam has been developed as an activity of the Church to support schools in further deepening the quality of Catholic education provided.

Description of the School

St Bede's is a larger than averaged-sized primary school and serves the parish of St Bede's incorporating Forty Martyrs. The proportion of pupils known to be eligible for free school meals is much lower than average. Most pupils are White British and there are very few pupils who speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is broadly average. The school provides a breakfast club each morning for up to 24 pupils. There have been a number of temporary and permanent staff changes during the past two years. An associate headteacher led the school from September 2010 to August 2011 and a new headteacher and deputy headteacher started in September 2011.

Type of School	Voluntary Aided Primary
Age profile of students	4 - 11
Number on roll	315
Number of students on Special Needs and Disabilities Register	46
Number of students with a Statement of Special Educational Needs	0
Number of Catholics on roll	143
Number of Other Christian Denominations	107
Number of other Faiths	3
School Address	Wortley Road Kimberworth Rotherham South Yorkshire S61 1PD
Telephone Number	01709 740101
Fax Number	
Email	st.bedesrcjunior-infant@rotherham.gov.uk

OVERALL EFFECTIVENESS OF THE SCHOOL

How effective the school is in providing Catholic education
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2

St Bede's is a good school. There is a strong Catholic ethos with committed leadership from the headteacher, senior staff and governors who effectively maintain and develop the school's Catholic identity. Provision for prayer and worship is good and at the heart of the school. The inclusion of all pupils is central to the school's vision. Staff provide a secure, stimulating environment in which pupils thrive and are well cared for. The pupils' spiritual and moral development is good and this is reflected in their behaviour and attitudes. The religious education co-ordinator is knowledgeable and has a good grasp of areas for development in the religious education curriculum. Staff are committed to the high profile given to religious education in the school. Good progress is made by pupils.

Parents speak very highly of the school, praising the spiritual enrichment that they see in how the children treat and care for each other: "Everyone at St Bede's loves Jesus and are not afraid to say it", "Respect' is a word that sums up the school – children respect the staff and each other."

The school's capacity for sustained improvement
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2

The school has a good capacity to improve due to an accurate knowledge of its strengths and development needs, identified through self-evaluation. A new experienced, deeply committed headteacher and deputy headteacher have recently been appointed who have a determined, clear vision for improvement. Staff are committed to the success of the school and to further their skills through collaborative training. The school improvement plan includes targets for improving religious education and the school's Catholicity. The school's self-evaluation is up to date and accurate.

What does the school need to do to improve further?

- Monitor strategies to improve the overall teaching of religious education to further enhance improvements in pupil outcomes.
- Improve school assessment procedures, in line with Diocesan advice, to ensure appropriate levels of achievement and progress for pupils. Provide opportunities for greater pupil involvement in self-assessment.
- Develop the Religious Education programme of study to include cross curricular opportunities by making links with other faith traditions through planned work on Global Schools and Learning Community partnership initiatives

PUPILS

How good outcomes are for pupils taking particular account of variations between different groups
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2

Outcomes for pupils at St Bede's are good and they achieve well. Pupils have good attitudes, enjoy their learning and are keen to do well. There are no notable differences between groups of learners and arrangements are in place to ensure that whenever necessary, pupils are supported in order to make progress according to their needs and capabilities. Pupils make good progress in Religious Education and are able to talk confidently about their work. They show good understanding and their knowledge and skills are developing according to their age and ability.

Pupils make a good contribution to the Catholic life of the school and clearly benefit from this. They are able to talk about the importance of acting fairly and justly and know that in doing this they are following the example and teaching of Jesus. They participate fully in a number of key events and liturgies which celebrate the liturgical year. They show an understanding of the need to forgive and to be forgiven and have a good understanding of right and wrong.

Pupil's response to and participation in the school's collective worship is good. They are at ease in their worship and in times of reflection and prayer. Children compose their own prayers in a creative way and the older pupils keep a prayer journal that is used privately and in class liturgies. Acts of worship engage all pupils and inspire them to respond thoughtfully, reverently and respectfully. Pupils, with the support of staff, prepare and lead worship confidently and enthusiastically in a variety of gatherings and settings. Most are knowledgeable about and skilled in using a variety of ways, such as scripture, music, silence and artefacts, to pray and worship. They sing joyfully and express their thoughts and feelings openly when worshipping within their school community. The development of good quality collective worship is having a positive impact on pupils' spiritual and moral development. The lunchtime prayer group involving staff and pupils is a particularly poignant reflection of this.

PROVISION:

How effective the provision is in promoting Catholic education

2

Teaching and learning in Religious Education is good. A range of teaching styles, good questioning techniques, clear explanations and well-paced lessons ensure that pupils are interested in their learning and make good progress. Effectively planned lessons build on prior learning and meet the wide range of pupils' needs, Teachers have good subject knowledge which is helping to develop confident learners. They have high expectations and make learning interesting which impacts positively on pupil enjoyment, engagement and motivation. The support staff are effectively deployed in lessons having a positive impact on the progress of both individual learners and groups of learners. Pupils are involved in their own learning through discussing together and through the contribution of their ideas. Open-ended question prompts are used well to develop pupils' thinking. Teachers' presentation uses visual and imaginative material and maintains the interest of the pupils. Attractive prayer tables and displays contribute to the centrality of religious education in the life of the school.

Assessment procedures are satisfactory and the school has a broadly accurate view of pupils' achievement and progress. Teachers have developed a satisfactory level of accuracy in applying the levels of attainment. Self-assessment, pupil targets and tracking would certainly enhance this aspect of RE provision.

The contribution of the parish priest has a significant impact on the good quality of provision. Parents report, "He engages the children, knows them by name and makes them feel special." Parents, who are not Catholic, commented that when Holy Mass is celebrated in classes they felt involved and included. A number of them said that through involvement in the life of the school they had enrolled on the 'Journey in Faith' programme.

LEADERS AND MANAGERS

How effective leaders and managers are in developing the Catholic life of the school	2
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The leadership and management of the Catholic life of the school is good. The headteacher, deputy headteacher and the Religious Education Co-ordinator have a clear vision and give a clear lead in promoting and developing the Catholic identity of the school. This is understood and very well supported by a very committed and enthusiastic staff and a well-informed Governing body who together make a significant contribution to the Catholic life of the school.

Very strong links exist between home, school, the parish and the wider community. Parents speak highly about the school in terms of Catholic life. They are welcomed into the school community and are encouraged to participate in a wide variety of Acts of Worship. The school actively supports parish sacramental programmes.

Governors provide effective challenge and support regarding the Catholic life of the school. They are well informed on issues relating to Religious Education and the Catholic life of the school, understand well the school's performance in Religious Education and know what needs to be done to ensure continuous improvement of standards. There is a good understanding of the school's strengths and areas for development. Governors discharge their statutory duties well and are very supportive of leaders and staff.

The Learning Mentor is a key member of the school team and an invaluable support to pupils and their families through leading the 'Rainbows' and 'Sunbeams' programmes. She also follows up pupil concerns through her 'Worry Box' system which is acknowledged as a great contribution to well-being by pupils and parents

Plans are in place to develop and promote community cohesion with positive links being made with other faith communities, the St Bernard's Learning Community and through the global schools initiative. The children are being offered an increasingly wide range of opportunities to collaborate with those from different backgrounds, cultures and faith. The school support projects such as well building in Africa, CAFOD, Mission Together, The Good Shepherd and other charities to develop an understanding of working for the common good.

SUMMARY OF INSPECTION JUDGEMENTS

Key for inspection grades:

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

Overall effectiveness	2
The school's capacity for sustained improvement	2
How good outcomes are for pupils, taking particular account of variations between different groups	2
<input type="checkbox"/> how well pupils achieve and enjoy their learning in Religious Education	2
the quality of pupils' learning and their progress	2
the quality of learning for pupils with particular learning needs and/or disabilities and their progress	2
<input type="checkbox"/> pupils' attainment in Religious Education	2
<input type="checkbox"/> the extent to which pupils contribute to and benefit from the Catholic life of the school	2
<input type="checkbox"/> how well pupils respond to and participate in the school's collective worship	2
How effective the provision is in promoting Catholic Education	2
<input type="checkbox"/> the quality of teaching and purposeful learning in Religious Education	2
<input type="checkbox"/> the effectiveness of assessment and academic guidance in Religious Education	3
<input type="checkbox"/> the extent to which the Religious Education curriculum meets pupils' needs	2
<input type="checkbox"/> the quality of collective worship provided by the school	2
How effective leaders and managers are in developing the Catholic life of the school	2
<input type="checkbox"/> how well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan improvement to outcomes for pupils	2
<input type="checkbox"/> how well leaders and managers monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for pupils	3
<input type="checkbox"/> the extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so that weaknesses are tackled decisively and statutory and canonical responsibilities are met	2
<input type="checkbox"/> how well leaders and managers develop partnerships with other providers, organisations and services in order to promote Catholic learning and well-being	2
<input type="checkbox"/> how effectively leaders and managers promote community cohesion.	3

Further copies of this report are obtainable from St. Bede's Catholic Primary School or from the Diocese of Hallam Schools' Department, The Hallam Pastoral Centre, St Charles Street, Sheffield S9 3WU Tel: 0114 2566440.