

# Archbishop Beck Catholic College

URN: 104717

Catholic Schools Inspectorate report on behalf of the Archbishop of Liverpool

From: 31 January 2024

to: 01 February 2024

## Summary of key findings

### Overall effectiveness

The overall quality of Catholic education provided by the school

3

#### 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

2

#### 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

3

The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference

No

The school is fully compliant with all requirements of the diocesan bishop

No

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

Partially

## What the school does well

- The strength of the relationships in the college is commendable and ensures students feel safe, welcomed, and loved. The college is child-centred, and staff go the extra mile to support, inspire and raise aspiration for the students.
- Pastoral care is exceptional. The college's inclusivity is impressive, and staff work hard to ensure, 'pupils who start at Beck, finish at Beck'. The college clearly lives out its Catholic mission with dignity, pride, and the aspiration for every child to realise their God-given talents.
- The staff commitment to the college is excellent; they are strong role models for the students and appreciate the support, care, and guidance of leaders.

- Religious literacy is a strength, as the college recognises that levels of vocabulary and language are a driving force in engaging deeper thinking and raising of outcomes.
- Parental engagement with the college is excellent and parents are appreciative of the support and guidance their children receive. There was a significantly positive response to the parental survey; “My children love the school. The staff are amazing. I feel very welcome at the school. The Catholic life and mission of the school enables this to be achieved. Fantastic school.”

## What the school needs to improve

- The college must be fully compliant with the 10% religious education curriculum requirement in Years 7 and 8 by September 2024.
- In religious education, complete the implementation of new assessment strategies, quality homework tasks and extra-curricular opportunities for students to enrich their knowledge and understanding.
- Ensure prayer and liturgy is robustly lead and managed so there is a rigorous strategy for planning and resourcing, the training of staff and a thoughtful approach to self-evaluation.

## 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

2

**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

2

2

Students understand the distinctive Catholic nature of the college by the way it cares for and supports them. Students clearly articulate their understanding of their value and speak confidently about how they feel happy, safe, and loved. They flourish by embracing the school's mission of 'Only the best will do' and make a strong practical contribution to Catholic social teaching through charity, advocacy, and outreach work, raising funds for *Cafod* and *Nugent Care* during Lent, the *Teenage Cancer Trust*, and making donations to food banks. Students work with *Greenbank School* in supporting children with disabilities, and local feeder primary schools. Students are proud of their college, and they grow in virtue because of these opportunities to serve others. Students are very respectful for themselves and for others. The behaviour around college is exemplary. It is a calm, focussed and safe place. The students are aware of the work of the chaplaincy and would like to contribute more if they were given the opportunity.

The mission statement, 'Only the best will do,' is a clear expression of the college's educational mission and is evidently lived, breathed, and embraced by staff. Staff enthusiastically participate and contribute to the community and are student-centred in their approach to pastoral care, curriculum needs (which are tailored to the needs of the students, especially those hard-to-engage) and promotion of opportunities for all. There is a strong sense of community due to the quality of relationships and the culture of welcome extends to every classroom, office, and corner of the college. This is a community which understands its students and is generous in its sense of welcome for parents, local priests, and the wider community. Staff are exemplary role models for students; they are professionally presented and well-prepared as they care, love and raise aspiration for each and every child. Staff provide the highest levels of pastoral care. The work of the *Student Services* and the *Social Inclusion Team* is paramount in ensuring every child

feels welcome, safe and ultimately, loved. The college environment provides an aspirational place for the students and, through a beautiful centrally situated chapel and excellent student artwork, bears witness to its Catholic identity. The provision for relationships, sex and health education meets requirements.

Leaders and governors can articulate the Church's mission and understand their duty as guardians of Catholicity. They know the college very well and are proud of its achievements and quest for excellence. The college works in partnership with the archdiocese through network meetings and curriculum working parties. It has effective strategies for engaging parents and carers in the academic and pastoral life of the college. Attendance at parents' evenings is high. The parent survey had a very high positive response; 78.9% of parents stating their child is happy at the college, and 86% of parents recognising, understanding, and supporting the Catholic mission. Leaders, including governors, bear witness to Catholic social teaching as they direct and lead the college. They ensure resources are used effectively to support those in greatest need and have made crucial decisions, namely, not increasing college lunch prices so as to support families that are struggling financially. Leaders and governors are inspirational in their support and pastoral care of staff and there is a *'concrete commitment'* to the mental and physical wellbeing of staff. As a result, there is a strong cohesive staff team who *'go the extra mile'*.

## Religious education

The quality of curriculum religious education

### Religious education key judgement grade

**Pupil outcomes**

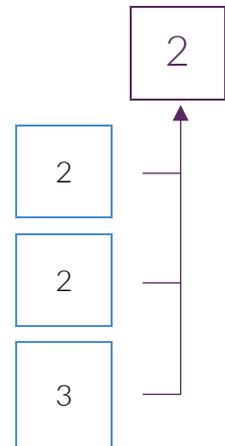
How well pupils achieve and enjoy their learning in religious education

**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



Students demonstrate secure knowledge that reflects the college’s efforts to implement the new *Religious Education Directory*. A whole college approach to formative assessment professional development has been implemented. However, this needs further time to embed to enable the department to have a more consistent approach in utilising a variety of assessment for learning strategies. These will demonstrate that all learners are ‘knowing more and remembering more’ to further student progress. Students are religiously literate. Key religious language and key scripture are evident in books and resources and referred to at the beginning of lessons. With the use of scripture, reading is a key focus in lessons. Students can speak confidently about what they have learnt as they refer to scripture quotes to support their appraisal of arguments posed in debate. Students can work independently when given the opportunity to do so, and they concentrate quietly. Students produce good work which is well presented. The level of challenging work is inconsistent and at times there are missed opportunities for deeper level questioning. Students state there are no opportunities for religious education specific enrichment. Students’ behaviour in class is good because they enjoy their religious education lessons.

Teachers are confident in their subject expertise and are committed to the value of religious education. The GCSE religious education increase in cohort entry is a step in the right direction. Planning is linked to students’ current assessment that is based on the content of the new *Directory*. There is a central bank of shared resources which is enhanced via archdiocesan cluster meetings where good practice is shared. Staff use questioning to check student understanding. This generally improves learning because students are verbally praised for their responses. Staff recognise the impact and links between religious education and contemporary life choices. One example was observed in a Year 9 lesson whereby discipleship in the modern-

day was debated eloquently and morally. Further, staff plan opportunities for students to present their learning in different ways including debate, discussion, extended writing, and whiteboard responses. These are all positive ways to support the differing needs of students and allow a variety of forms of expression to help their success.

Leaders and governors are in the process of ensuring that the curriculum for religious education is a faithful expression of the *Religious Education Directory*. Implementation is evident in a rolling program. Leaders and governors are not yet ensuring provision for religious education is comparable with other core curriculum subjects. Due to staffing challenges the 10% compliance roll-out is delayed until September 2024. A governing board minute supports this decision. The sixth form core religious education scheme of work is comprehensive. Leaders ensure that professional development opportunities are available for practitioners for subject and pedagogical development and encourage staff to attend archdiocesan west cluster meetings along with *Edexcel* network meetings. The subject leader for religious education has a shared vision for teaching and learning. She is passionate about her subject and can clearly articulate plans to enrich learning with experiential opportunities, formulated assessment and tracking, and robust quality assured processes to ensure consistency. The curriculum has features that indicate it may secure progression, but this does not appear to have been the consequence of thoughtful planning. Although leaders ensure that religious education is effectively planned to meet the needs of different groups of students, new assessments, whole college knowledge checks and homework tasks remain in the infancy stages and require time to be embedded. Leaders' and governors' self-evaluation of religious education is insufficiently informed by monitoring and analysis and is shallow in its self-challenge and external validation.

## 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

3

**Provision**

The quality of collective worship provided by the school

3

**Leadership**

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

3

3

Whilst students are respectful of and well-behaved in prayer experiences, they are often passive. Sixth form assembly had time for reflection and had clear links to current issues; students were actively engaged in productive group discussions. Students enjoyed and were respectful during well-planned assemblies on the Holocaust and joined in with the college prayer. However, students have limited understanding of and opportunities for experiencing different ways of praying. They have very limited scope for working with others to prepare and undertake prayer and liturgy. Consequently, they struggle to articulate how the Church's liturgical year influences the prayer life of the college. Students describe their engagement with liturgy including form prayers, assemblies, and Ash Wednesday services in the chapel. Students have difficulty in making connections between prayer and liturgy, the curriculum, and the wider life of the college.

Prayer and liturgy are not sufficiently well planned to ensure they are a meaningful part of college life. Staff are committed to its provision but need greater training, support and guidance to ensure the quality of worship in the life of the community. The daily pattern of prayer tends to be inconsistent. There is a limited range of ways of praying. There is a prepared weekly prayer sheet, nevertheless, resources and rotas need to be much more detailed and widely shared to ensure the richness of the Catholic tradition is felt within the college. Prayer and liturgy rarely, if ever, has scripture at its heart. The college makes good use of physical space. The chapel is prominent, central and a strong visual representation of Catholicity. Wall art and creative displays support the college's mission and Catholic identity. There is some use of music, but pupil involvement must increase to enhance the creativity of prayer and liturgy. Although parental engagement with the college for academic and pastoral needs is excellent, the inclusion of families in the prayer life of the college is restricted. The college seeks to work well with the local parishes, but limited clergy availability prevents wider opportunities.

The college acknowledges that policy and strategy both need to be developed with a sense of urgency. A chaplaincy team has been established to work on this. The college has a calendar of themes linked to the liturgical year and this informs assembly planning. Leaders are harnessing the limited clergy availability to provide Mass for students and college is working with *Animate* to introduce retreats for Year 7 and the Confirmation programme for Year 8. Leaders, including governors, acknowledge that systematic and professional development in leading and understanding the importance of prayer and liturgy needs to be more focussed and regular. Staff and leaders speak of their willingness to engage in this and develop the prayer life of the college. Leaders clearly recognise the importance of prayer and liturgy and can articulate plans to ensure that this area is developed at pace. Financial resources and appropriate space are allocated to support this development. Leaders acknowledge that a more robust approach to self-evaluation will help them achieve their goal of consistently high-quality prayer and liturgy across the college.

## Information about the school

Full name of school	Archbishop Beck Catholic College
School unique reference number (URN)	104717
School DfE Number (LAESTAB)	3414796
Full postal address of the school	Archbishop Beck Catholic College, 55 Long Lane, Fazakerley, Liverpool, L9 7BF
School phone number	0151 525 6326
Headteacher	Paul Stirling
Chair of Governors	Mick Daley
School Website	<a href="http://www.archbishopbeck.com/">http://www.archbishopbeck.com/</a>
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Secondary
Type of school	Voluntary Aided School
Admissions policy	Non-selective
Age-range of pupils	11-18
Gender of pupils	Mixed
Date of last denominational inspection	Tuesday 14 March 2017
Previous denominational inspection grade	Good

## The inspection team

Alison Rigby	Lead
Ivan Gaughan	Team
Marie Rishton	Team
Sarah Daley	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