



St Bede's RC Primary School

Howlett Hall Road, Denton Burn, Newcastle upon Tyne, NE15 7HS

School Unique Reference Number: **108505**

Inspection dates:	30 – 31 January 2019
Lead inspector:	Mrs Jane Weatherall

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Catholic Life:		Outstanding	1
Religious Education:		Good	2
Collective Worship:		Outstanding	1

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Bede's RC Primary School is an outstanding Catholic school because:

- St Bede's is a very welcoming and happy school helping pupils to develop their faith.
- The Catholic Life of the school is outstanding because the mission statement is at the heart of the school and is lived out each day by both staff and pupils.
- The quality of Religious Education is good. Pupils enjoy Religious Education; they can explain its value and are keen to do well, leading to good progress.
- The quality of Collective Worship is outstanding because it is central to the life of the school. Pupils are deeply reverent and respectful during prayer and whole school Collective Worship.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

St Bede's is an average sized Primary School on the outskirts of the city of Newcastle.

67% of pupils are Roman Catholic.

An above average proportion of pupils are eligible for Pupil Premium and a large proportion of its pupils live within the 1%-10% poorest wards in England.

The vast majority of pupils are white British. There are a small proportion of pupils from an ethnic minority background.

The number of pupils for whom English is an additional language is above the national average.

The proportion of pupils identified as having a special educational need is slightly higher than found nationally.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

Improve the quality of Religious Education by:

- ensuring that best practice in pupil self-assessment, target setting and teacher assessment is implemented consistently across the school.

To further improve Collective Worship by:

- continuing to foster pupils' ability to independently plan, prepare and lead their own liturgies.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

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

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The extent to which pupils contribute to and benefit from the Catholic Life of the school is outstanding.

- Pupils, staff and parents have a strong sense of belonging to the school community of St Bede's. They eagerly participate in the many opportunities provided to contribute to the Catholic Life of the school.
- Interactive displays around school strongly support pupil voice. This sends pupils a clear message that their school values what they have to say, including ideas on how they want to live out their faith.
- Pupils are alert to and respond willingly to the needs of those who are less fortunate than themselves. As well as showing empathy towards others, they think of ways in which they could help and work for a variety of charities including Samaritan's Purse, Cafod, the local foodbank, People's Kitchen and St Cuthbert's Care. They are extremely proud of their ongoing work to fund a guide dog for the blind.
- Pupils say that being part of this school helps them, 'to care, love and share' in their everyday lives.
- The Mini Vinnies group is active within the school and parish community and enthusiastically speak about their work. They are keen to explain that their coffee mornings at church are not only a way to fundraise, they are also important in enabling pupils to work together with parishioners and make them feel that they are working as part of their parish.
- Behaviour is exemplary; pupils show great care and respect for one another.

The quality of provision for the Catholic Life of the school is outstanding.

- The school's mission statement, 'as one, we learn together, play together, pray together, as one', is central to the school and is given very high priority. It is displayed around the building and pupils refer to it often.
- Church and school are linked; each one an extension of the other. They see their mission as intertwined and work in unison, 'as one'.
- Pastoral care for pupils and their families is outstanding as a result of the commitment of all stakeholders. Parents, parishioners and staff feel a strong sense of being invested in the formation of these young people. This strong sense of a unified community is one of many reasons why the pupils feel safe and thrive here.

- Initiatives such as the Roots of Empathy programme allow pupils to explore how to manage their feelings and how they care for others. The parent support advisor provides further support both for pupils and their families.
- Displays and specific areas designated for prayerful reflection are a physical expression and visible reminder of the school's commitment to our faith.
- The parish priest is a very visible member of the school community and staff feel he is there to support them with any personal or pastoral concerns.
- All staff have high expectations and a shared vision with regard to the school's ethos and the Church's mission in education.
- Personal, social and health education (PSHE) and relationships and sex education (RSE) are effectively planned and well taught at age appropriate levels, reflecting Catholic teaching and principles. They follow diocesan policy and guidelines.

How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school is outstanding.

- The commitment of the headteacher is exceptional in being such a visible and inspiring presence within the parish. Such commitment from her and other school staff allows children to see faith isn't just taught in school, it is real and is lived out.
- The school's leadership and management promote the Catholic Life of the school extremely well. They are deeply committed to ensuring its distinctively Catholic character. Development of Catholic Life forms the first priority on the headteacher's report to governors and is featured in all school improvement planning.
- Parents report that their children love coming into school and they appreciate the support that they and their children receive from staff. They say that their views and ideas are listened to and valued.
- Staff feel valued here. Their cohesiveness as part of a team is a strength of the school.
- Governors have been fully involved, along with all staff, in the collaborative writing of the Diocesan self-evaluation form. They are regular and welcome visitors to school and have an accurate picture of its strengths and where it needs to go next on its journey.
- The school's self-evaluation is an accurate reflection of planned monitoring and analysis. It is focused on improvements to the Catholic Life of the school as well as improved outcomes for pupils.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

2

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

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How well pupils achieve and enjoy their learning in Religious Education is good.

- Pupils say that they enjoy their learning in Religious Education, particularly some of the creative projects they have taken part in such as drama and art. They say that they like Religious Education because it helps them to link their lives to scripture and see how they might live more like Jesus.
- Pupils enjoy learning about other world faiths and have great respect for them. Pupils who are not from a Christian background say they enjoy their learning in Religious Education, particularly the way in which staff support pupils in their faith celebrations.
- Pupils keenly demonstrate their learning from Religious Education lessons in their responses to the Word in Collective Worship. They are making connections between their learning and how this knowledge can influence how they live their lives.
- Learning and progress is good over time and pupils leave year 6 broadly in line or above diocesan averages.
- Pupils concentrate well in lessons and behaviour for learning is exemplary.

The quality of teaching and assessment in Religious Education is good.

- Teaching is good overall. Teachers consistently plan lessons which engage and enthuse pupils so that most groups of pupils including those with SEND achieve well over time. Teachers praise effectively to provide encouragement for all pupils.
- Teachers mark work regularly and feedback given to pupils is positive, however this feedback doesn't always move learning forward. Pupils are inconsistent in their responses to teachers' further challenges.
- Teachers are confident in their subject knowledge. Staff new to Catholic Education are well supported by more experienced colleagues as well as through high quality training. They have a clear understanding of the value of Religious Education and there is a willingness to share good practice.
- All staff communicate high expectations to the pupils of St Bede's and the vast majority of pupils live up to these high standards.
- The school has an effective tracking system to monitor pupils' progress and achievements in Religious Education. Staff are becoming more confident and accurate in their assessments and provide opportunities for pupils to become more involved in self-assessment.
- The school uses good quality resources effectively, including other adults to support Religious Education and therefore optimise learning.

How well leaders and managers promote, monitor and evaluate the provision for Religious Education is good.

- Due to effective leadership from the headteacher, the Religious Education link governor and the enthusiastic Religious Education coordinator, this subject has a very high priority in school. The coordinator has fully embraced the teaching of Religious Education and is passionate about ensuring that throughout school their relationship with God is central.
- Leaders carry out a range of systematic monitoring activities relating to provision and outcomes in Religious Education. They are accurate in their assessment of the school's strengths and areas for development are clearly identified ensuring that the school is well placed to further improve.
- The Religious Education coordinator has attended training at both local and diocesan level and has been instrumental in establishing a network for collaborative working with other diocesan schools in the area.
- The Religious Education link governor plays an integral part in the monitoring and in the development of provision of Religious Education and attends diocesan training to provide support for leaders in implementing change.
- Sacramental preparation is given a high priority and is fully embedded in the Religious Education curriculum and follows diocesan guidelines.

COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP

1

- How well pupils respond to and participate in the school's Collective Worship.
- The quality of provision for Collective Worship.
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

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How well pupils respond to and participate in the school's Collective Worship is outstanding.

- Acts of Collective Worship engage pupils' interest. They show respect, reverence and are attentive and responsive. They sing in praise confidently and enthusiastically.
- Pupils have an excellent understanding of the Church's liturgical year, its seasons and feasts. Throughout the year pupils have an open invitation to additional prayer opportunities such as the rosary and stations of the cross, of which many attend voluntarily.
- The mission of the school, which is linked to the reflection on the Word, is lived out throughout the week and pupils are keen to share how they have done this. Pupils can discuss with confidence what being part of a prayerful community means to them.
- All pupils throughout the school know what constitutes the various elements of Collective Worship and are able to prepare and lead class worship with increasing confidence. Pupils rely on structures and formats provided by adults and now require further opportunities to plan and lead worship independently in a range of contexts using a variety of approaches.
- Collective Worship contributes significantly to pupils' spiritual and moral development.

The quality of provision for Collective Worship is outstanding.

- The quality of Collective Worship is outstanding; it is inclusive, reflective and ensures that the spiritual needs of all pupils are well met. It is central to the life of the whole school community and is at the heart of all of its celebrations. Pupils and staff now worship 'as one' and praying together is a natural part of the daily experience.
- At St Bede's the week is enveloped in worship and celebration. There is a clear policy for Collective Worship with a well-structured programme of liturgies and a clear sense of purpose and message which reflects the Catholic character of the school.
- Staff prayer is an integral part of school life; it is creatively planned, reflective and an inspiration to all staff. The spiritual formation of staff is given high importance.
- The themes chosen for worship reflect a deep understanding of the Church's mission in education. Staff have an excellent understanding of the liturgical year, its seasons and feasts. The Wednesday Word is shared with families and themes set by the diocese. For example, Oscar Romero, Laudato Si and the Year of Mary have all been explored in a thoughtful way.
- A school prayer room and the developing prayer garden provide opportunities for all pupils to take

part in spontaneous prayer and worship. The school makes regular and effective use of the nearby church to extend the school experiences of all the pupils.

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship is outstanding.

- Leaders' dedication and commitment are instrumental in the drive to providing quality worship experiences both at school and as part of the parish. Their excellent subject knowledge and strong personal faith are reflected in outstanding practice and delivery of these experiences.
- Staff who are not Catholic and those new to Catholic education value the guidance and ongoing support they receive from leaders to support their delivery of Collective Worship.
- Leaders and governors regularly monitor and review the school's provision for Collective Worship. They have a clear action plan for the school moving forward. They take into account the views of the whole school community, including feedback they receive from parents and parishioners.

SUMMARY OF INSPECTION JUDGEMENTS

HOW EFFECTIVE THE SCHOOL IS IN PROVIDING CATHOLIC EDUCATION:**1****CATHOLIC LIFE:****1**

The extent to which pupils contribute to and benefit from the Catholic Life of the school.

1

The quality of provision for the Catholic Life of the school.

1

How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

1

RELIGIOUS EDUCATION:**2**

How well pupils achieve and enjoy their learning in Religious Education.

2

The quality of teaching and assessment in Religious Education.

2

How well leaders and managers monitor and evaluate the provision for Religious Education.

2

COLLECTIVE WORSHIP:**1**

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

1

The quality of provision for Collective Worship.

1

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

1

SCHOOL DETAILS

School name	St Bede's RC Primary School
Unique reference number	108505
Local authority	Newcastle
This Inspection Report is produced for the Rt Reverend Séamus Cunningham the Bishop of Hexham and Newcastle under canon 806 of Canon Law. For voluntary aided schools it also fulfils the responsibility the governing body has to inspect the school under s48 of the Education Act 2005.	
Chair of governors	Mr David McShane
Head teacher	Mrs Leighanne Young
Date of previous school inspection	March 2014
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