



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
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School URN:	112369
Headteacher:	Mrs Louise McMillan
Chair of Governors:	Mr Chris Castell
Lead Inspector:	Mrs Frances Wygladala
Team Inspector:	Mrs Sharon Barnett
Date of Inspection:	April 29th 2016

INFORMATION ABOUT THE SCHOOL

St Bede's is a Catholic voluntary aided primary school situated in Carlisle, Cumbria. The school serves the parishes of St. Bede's and St. Edmund's in the Diocese of Lancaster. It is a smaller than the average-sized primary school with 185 pupils currently on role, there are a further 28 children in the nursery: of whom approximately 43% are baptised Roman Catholic. Pupils are taught in single age classes from Nursery to Year 6. Pupil's attainment in RE on entry to nursery is significantly below the national average. The number of pupils from minority ethnic groups is well below the national average, as are those who speak English as an additional language. The percentage of disadvantaged pupils is above the national average.

PUPILS	N1	N2	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number on roll	7	21	30	30	27	31	16	28	23	213
Catholics on roll	2	7	12	9	12	16	7	17	10	92
Other Christian denomination	1	10	11	10	11	9	6	9	9	76
Other faith background	0	1	0	3	0	1	0	0	0	5
No religious affiliation	4	3	7	8	4	5	3	2	4	40
No of learners from ethnic groups	1	5	4	5	6	7	3	4	2	37
Total on SEN Register		4	6	9	5	8	2	12	8	54
Total with Statements of SEN			1	1	1		1	1		5

Exclusions in last academic year	Permanent	0	Fixed term	7
Index of multiple deprivation	0.30 National 0.24			

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
St Bede's	67
St Edmund's	13

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	9
Part-time teachers	5
Total full-time equivalent (FTE)	12
Classroom Support assistants	12
Number of Catholic teachers	7
Percentage of Catholic teachers FTE	50%
Number of teachers teaching RE	14
Number of teachers with CCRS or equivalent	4
Number of teachers currently undertaking CCRS	2
Chaplaincy staffing	0

ORGANISATION	
Published admission number	30
Number of classes	8
Average class size KS1	28
Average class size KS2	25

EXPENDITURE (£)	Last financial year 2015/16	Current financial year 2016/17	Next financial year 2017/18
Total expenditure on teaching and learning resources	13800	14000	Not allocated yet
RE Curriculum allowance from above	1300	1000	-
English Curriculum allowance from above	2700	3000	-
Total CPD budget	11500	12000	-
RE allocation for CPD	n/a	500	-

How the school has developed since the last inspection
<p>All aspects of improvement since the last inspection have been actioned and are having a positive impact on raising standards in Religious Education and on access to and participation in prayer and liturgy opportunities.</p> <p>Pupils' work is marked consistently with positive comments and constructive feedback given. Pupils still need to be given time to respond to this feedback and make necessary improvements to their work. Some evidence of this was seen during the inspection.</p> <p>Governors have had a positive impact on the improvements made since the last inspection; they often visit school with a clear focus for example to monitor provision.</p> <p>The school has a good capacity for sustained improvement. The new leadership team and the commitment of staff and governors illustrate the capacity to improve further.</p>

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

2

CATHOLIC LIFE

2

RELIGIOUS EDUCATION

2

KEY FINDINGS

St Bede's is a good Catholic school. It is very welcoming and has inclusion for all as a central goal and a shared vision. Pupils enjoy attending the school and they have positive attitudes to learning; they deepen knowledge of their faith throughout their time in school and increase their understanding of other faiths. The school lives out its recently reviewed Mission Statement daily and it is evident that pupils enjoy *'Living and learning in the love of Christ'*. Governors play a significant part in leading the direction of the school in the community it serves. Recommendations since the last inspection have been actioned.

The Catholic Life of the school is good: there is a firm commitment amongst governors, staff and parish clergy to support pupils and families in their prayer life. Staff set good examples, are proud of their school and work hard together. The spiritual, moral, social and cultural development of pupils is good and has a positive impact on everyday life at St Bede's. This can be seen through pupils' responses to each other and to the notion of the common good and justice in the world we live in. Gospel values permeate school life and pupils are helped to grow in faith. Pupils are proud of the staff and grateful for all the opportunities they provide.

Prayer and liturgy opportunities are good; pupils act with reverence, join in prayers confidently and sing with great enthusiasm. They make full use of resources available to them and appreciate the extra opportunities provided for example the weekly lunchtime 'drop in' sessions provided by clergy.

The quality of Religious Education is good; teaching is consistently good and pupils are provided with opportunities to deepen their faith, to understand Catholic traditions and practices and to progress well in their learning. Teachers have good subject knowledge in RE, enabling pupils to enjoy and achieve well in their RE lessons. Leaders and managers have monitoring systems in place and set priorities for the development of the subject. As a result, progress is good for all groups of learners regardless of their starting points, many of which are very low. Staff are well supported by senior leaders and their Local Leaders of Diocesan Education (LLDE).

WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

To improve further the school needs to:

Continue to develop provision in line with the Religious Education Curriculum Directory and Diocesan guidelines by

- Setting a formal baseline when pupils enter school in Nursery or Reception and sharing progress with parents and governors at the end of the year.
- Reporting RE to parents at the end of Foundation Stage.
- Reviewing the curriculum annually, making sure it meets the needs of all learners.
- Ensuring the assessment tasks enable pupils to attain higher levels.
- Tracking all pupils and monitoring underachievement particularly amongst the more able pupils.
- Ensure that good quality marking is implemented throughout the school and pupils are given opportunities to respond to this to make improvements to their work.

Continue to work with local schools:

- To continue to provide shared liturgical opportunities for pupils and parents to enhance the strong links within the deanery.
- To moderate work across year groups in the cluster, to share best practice.

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

2

2

2

Pupils make a good contribution to the Catholic Life of the school and greatly benefit from it. Christ is at the centre of the school community at St Bede's and Gospel values permeate through all school life. Pupils are at the heart of an embedded culture of care and concern promoted by governors, leaders and the whole staff team. Pastoral support for vulnerable children and their families is a priority; this is underpinned by excellent spiritual, moral, social and cultural development. An example of this is the very well supported breakfast club, with the help of a grant, this is heavily subsidised to make it accessible to all and a great start to the school day. Pupils are proud of the staff and grateful for all the opportunities they provide, including sport, music and 'Muddy Boots' every Wednesday after school, pupils can experience the awe and wonder of their surroundings in the Cumbrian countryside.

Children are proud to be pupils of St Bede's Catholic Primary School and are very well behaved. They talk eagerly about how their understanding of religion helps them to make 'good' choices and about the need for forgiveness when good choices are not made. Pupils treat others with respect and acknowledge that their behaviour always has consequences. During a conversation, one pupil stated that his focus for Lent was self-discipline and this had helped him to make better choices and had an impact on his life. Pupils are reflective and respectful of those with beliefs different to their own: every year a multi-faith or culture week enables pupils to learn about other world faiths and to compare similarities and differences with the Roman Catholic rites and traditions. They are well aware of the needs of other people and seek to support them for example by fund raising for different charities both locally and internationally.

Continued professional development is effective and staff meet regularly with Local Leaders of Diocesan Education (LLDE), recent inputs have been: to express the catholicity of the school; to renew the Mission statement; to review prayer and liturgy opportunities; and RE assessments. Governors, clergy and school leaders plan the school calendar around the liturgical calendar and feasts, deepening pupils' knowledge and understanding of them. All pupils are assisted and supported in their prayer life and enjoy school Masses and liturgies. There is a strong sense of living faith within the school community.

Prayer and liturgy are central to the whole school community and are a key part of every school celebration. The Jubilee Year of Mercy has been very well

planned for, with a monthly focus, based on the corporal acts of mercy linked with fundraising opportunities. Each class has a well-resourced focus area, dedicated to prayer and liturgy. Discussions with pupils demonstrate their understanding of the importance of key celebrations throughout the liturgical year.

Staff set a good example; they are proud of their school and everyone in it and they work well together. There are positive relationships with the parishes, parents, governors, staff and with pupils that everyone works hard to develop. The school is engaged in the local community ensuring that pupils respect and understand the feeling of belonging. St Bede's develops and expresses its ecclesial dimension through partnership with the diocesan family of parishes and cluster work with other schools. Pupils, parents and staff benefit from shared liturgical opportunities with local Catholic schools in the city to enhance the effective links between them.

All in the school support each other well on their faith journey; pupils can express their own beliefs and have the ability to compare and contrast them with others. Pupils are provided with a wide range of experiences through which they are able to express their faith, for example through class assemblies, Masses, Christmas concerts, Exposition of the Blessed Sacrament, Penitential Services and through the opportunity to receive the Sacrament of Reconciliation. Pupils have a great awareness of their duty as Christians to serve others in local, national and global communities. The school community works with other local church groups to support holiday clubs, to ensure no family goes hungry and enables children in the local neighbourhood to enjoy sharing holiday activities. The School Council, supported by pupils, parents, staff, governors and parishioners have raised money for many charities through their hard work, for example The Carlisle Flood Appeal, MacMillan Nurses, Samaritans Purse Shoebox Appeal, CAFOD (Y5 for Syrian refugees), Y6 'Moove Over' Poverty Appeal.

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

Pupils have a positive attitude towards their learning and report that they enjoy RE. When discussing their work they demonstrate a good understanding of the Catholic faith and of the Mass. Pupils speak enthusiastically about their favourite lessons and activities. The youngest pupils spoke confidently about recent work they had undertaken on the Mass and about what they had learned. Observations show that pupils are consistently engaged, attentive and articulate about their Religious Education. Pupils enjoy the cross curricular approach being used to engage them in RE lessons, especially when using information and communication technology (ICT) and Drama. In the earliest years a range of innovative and imaginative resources and teaching strategies are used to stimulate pupils' active participation in their learning which in turn secures good progress.

Initial baseline profile information on entry to Foundation Stage, shows that the majority of pupils have little knowledge or understanding of the Catholic faith, or of its traditions. The introduction of a more formal baseline assessment procedure will support the existing evidence of the good progress made in Foundation Stage. However comments on progress in RE should be on the end of year reports to parents at the end of Foundation Stage. Most pupils continue to make good progress through Key Stage 1 and enter Key Stage 2 generally with their understanding in line with national expectations. This good progress is maintained in Key Stage 2 so that by the end of the Key Stage the attainment of most pupils' in RE is in line with national expectations.

Governors have a good understanding of what is required in leading the school. They are enthusiastic about their roles and proud of what the school achieves. They have ensured that they have the right balance of skills and experiences on the governing body and use these effectively to ensure progression.

Governors and school leaders are dedicated to raising attainment standards in RE. Assessment and tracking systems are now in place with a focus on tracking groups of learners: this now needs to be embedded and underachievement targeted. There are no significant differences between groups of learners, such as Catholic pupils, those of no faith and those of other faiths: most make expected progress. Disadvantaged pupils are making as much progress as others and the school has already identified raising the attainment of the most able pupils as a

focus in order to improve outcomes in RE for all groups. Governors have a good understanding of attainment and progress in RE through termly governor meetings and regular visits to the school and to individual classes.

Recent professional development opportunities and the support of the head teacher and the parish priest are already impacting on attainment and the progress of pupils through more accurate assessment procedures. Pupils who need additional support are clearly identified and targeted in plans and lessons and good use is being made of experienced support staff to enhance opportunities for learning. They are able to use examples from their own lives to enrich the understanding of the pupils they are supporting.

The parish priest and local clergy are regular visitors to the school and their input and ministry is appreciated by all members of the school family. They have supported staff in improving the quality of pupils' responses to prayer and liturgy and in staff subject knowledge.

The Religious Education curriculum provides a range of opportunities for moral and spiritual development. By using a variety of strategies teachers ensure that all pupils are able to make progress. Leaders and managers place high importance on Religious Education and in response to issues raised in staff questionnaires, much work has taken place in reviewing the provision in school. The introduction of new resources has added breadth and balance to the curriculum. This is having a positive impact on improving the quality of teaching and learning and assessment opportunities. There is a good variety of resources for RE and teachers use them well to provide a stimulating learning environment; these include displays in the hall, in classes and around the school. The church is used as rich resource, especially to augment the curriculum for example during the baptism topic.

The quality of teaching and learning observed during the inspection was good. Teachers demonstrated good subject knowledge which contributes to the pupils' progress as learners and engagement in lessons. Discussions with pupils and lesson observations show that the most able pupils are being challenged in their thinking through careful questioning. This good practice should now be extended to include differentiated written tasks that allow more able pupils to demonstrate their deep knowledge and understanding in Religious Education and make accelerated progress.

Where good quality marking is evident and where pupils have had opportunities to respond to this marking, the progress of pupils is enhanced as comments encourage pupils to further their learning. This good practice now needs to be consistently implemented across the school, with pupils given clear targets for improvement and time to respond to teachers' comments.

Communication with parents is good; parents appreciate the work of the school, as shown in questionnaires submitted to the diocese for the inspection. Almost all state that their children are happy in school and that they are made to feel welcome.

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. 	2
<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	2	2	2	2
Religious Education	2	2	2	2