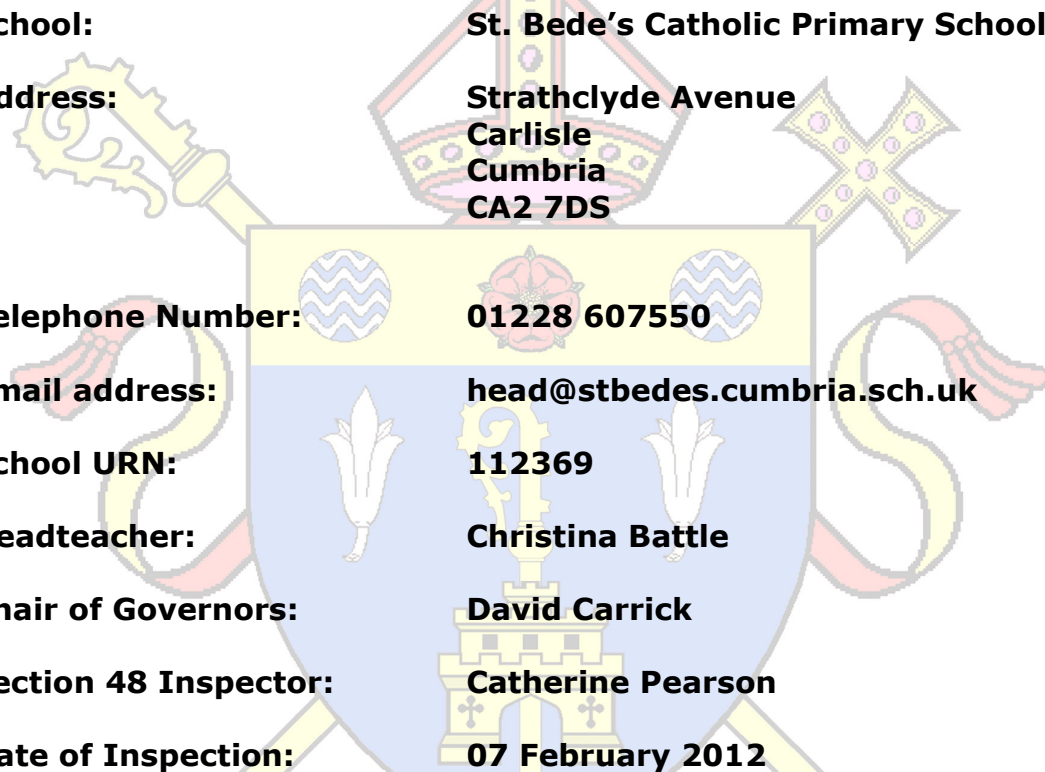


**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

on

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



School: St. Bede's Catholic Primary School
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School URN: 112369
Headteacher: Christina Battle
Chair of Governors: David Carrick
Section 48 Inspector: Catherine Pearson
Date of Inspection: 07 February 2012

The inspection report is produced for the Rt. Reverend Michael Campbell O.S.A., the Bishop of Lancaster (c.f. Code Canon Law, 804, 806), and for the Governing Body of the school (Education Act 2005, Section 48). The inspection reviews, evaluates and plans further improvements in the school's witness to the Catholic faith and Curriculum Religious Education. This process begins with the school's own self-evaluation.

The inspection schedule follows criteria set by the National Board of Advisers and Inspectors.

INFORMATION ABOUT THE SCHOOL

Saint Bede's Catholic Primary School is situated on the 'Raffles' estate in Carlisle, an area of high social deprivation. The estate is currently undergoing a redevelopment programme. The school serves the parishes of St. Bede and St. Edmund and also admits pupils from other neighbouring parishes in the city.

41% of pupils take free school meals which is above national averages. 19% of pupils are on the Special Educational Needs Register and 16% of pupils are from other cultures, the majority of which begin school with no English at all.

The majority of learners enter below national averages in all areas. Social skills and speaking and listening are well below average when pupils begin Early Years Foundation Stage.

In recent years the school has had an influx of Eastern Europeans who are Catholic. The vast majority of pupils arrive with little faith knowledge.

FACTUAL INFORMATION

Pupil Catchment:

Number of pupils on roll:	210
Planned Admission Number of pupils:	30
Percentage of pupils baptised RC:	46%
Percentage of pupils from other Christian denominations:	42%
Percentage of pupils from other faith backgrounds:	2%
Percentage of pupils with no religious affiliation:	10%
Percentage of pupils from ethnic groups:	14%
Percentage of pupils with special needs:	19%

Staffing

Full-time teachers:	8
Part-time teachers:	5
Percentage of Catholic teachers:	60%
Percentage of teachers with CCRS:	25%

Percentage of learning time given to RE:

NR	10%	Yr 4	10%
Yr 1	10%	Yr 5	10%
Yr 2	10%	Yr 6	10%
Yr 3	10%		

Parishes served by the school:

St. Bede
St Edmund

Others

St. Margaret Mary
Christ The King
Saint Augustine
Our Lady and Saint Joseph

Overall Effectiveness

2

Capacity for sustained improvement

2

MAIN FINDINGS

Saint Bede's Catholic Primary school is a good self-evaluating school. Outcomes for pupils and the school's capacity for sustained improvement are good. It is well led by a committed head teacher whose positive Catholic ethos ensures that pupils enjoy their Religious Education. Pupils are well behaved, polite and respectful towards their teachers and fellow pupils. The vision the head teacher has for the school is shared by the governors and all staff. Good relationships are evident and this results in a harmonious and totally inclusive school community.

Areas for improvement since the last inspection have been acted upon and scrutiny of pupils' work shows that tasks are planned to interest pupils and work is well presented.

Given the low starting points, the majority of pupils make good progress. School self-evaluation recognises standards of attainment for pupils in Key Stage 2 are broadly in line with national averages in RE.

The vast majority of pupils who join the school have very little or no Religious Knowledge or spiritual faith background; this has a significant impact on standards reached.

Rigorous and robust systems for monitoring standards in RE are routinely carried out termly and annually and governors are kept informed.

Pupils benefit greatly from the range of opportunities offered, which contributes to the Catholic life of the school. Pupil participation in Collective Worship, prayer and the liturgical life of the school is outstanding, as is the promotion of pupils' spiritual and moral development.

What the school needs to do to improve further

- Ensure that the marking of pupils' work is consistently positive and constructive by:
 - Giving all pupils the opportunity to respond to teachers comments after a piece of written work is completed;
 - Encouraging teachers to model the responses they are looking for in a positive way.
- Improve governor monitoring visits to the school by ensuring that they have a clear focus for the visit.

PUPILS

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

2

Evidence gathered by the RE subject leader, including detailed records of moderation, lesson observations and work scrutiny, shows that pupils enjoy their RE and inspection confirms this. Pupils are eager to achieve well, are enthusiastic and proud of their progress and achievements.

Learning and progress in RE are good overall. From very low starting points, pupils make good progress in Early Years Foundation Stage.

In Key Stage 1 attainment is below national averages, however progress is good given the low starting points for a majority of pupils. Some pupils reach national expectations or better. At Key Stage 2 attainment is below national expectations. However good progress is maintained and many pupils exceed expectations with a few attaining above average.

Pupils from other cultures also achieve well in RE as do SEN pupils, as teaching is inclusive: good planning with the support of committed and caring support staff, ensures their needs are met.

All pupils contribute to, and benefit from the Catholic life of the school and this is evident through the relationships between pupils and adults and between the pupils themselves.

A lesson observation in Year 5 showed that pupils apply themselves diligently in RE and work at a good pace. They were interested and enthusiastic to learn about Father Damien who ostracised himself from his familiar and comfortable life to work in a leper colony. Pupils showed empathy and gave mature and thoughtful responses to questions posed by the teacher.

Observation in Year 1 showed how pupils enjoyed role play to illustrate how Anna recognised Jesus as the 'King of the world.'

Pupils interviewed during the inspection were confident and vocal. They love their school and enjoy feeling "valued, safe and loved". Year 6 pupils with English as an additional language stated that "School is good, teachers help you and you learn new things every day." Pupils enjoy their time in school especially planning Collective Worship for their peers and parents. Year 2 pupils said they felt safe and cosy in school and were very complimentary about the adults who help them in school.

During inspection pupils responded to and participated in Collective Worship fully. They behaved reverently and were eager to be active in planning prayer and worship, and were confident in doing so. A joint Year 5 and 6 Collective Worship was planned and delivered by a group of Year 6 pupils. Their choice of scripture, prayer and music gave other pupils and adults time for reflection and renewal. Collective Worship contributes very well to the moral and spiritual growth of pupils.

LEADERS AND MANAGERS

How effective leaders and managers are in developing the Catholic life of the School

1

The head teacher, parish priest and chair of governors are deeply committed to the Church's mission in education. The Catholic education of all pupils is a priority and this is reflected in the school improvement plan, the self-evaluation form and other documentation.

The head teacher is also the religious education subject leader. School self-evaluation, monitoring of standards reached by pupils and analysis of outcomes for all pupils are meticulous and rigorous. The head teacher and governors use this information to set priorities for the annual school action plan and the longer term three year development plan. Work scrutiny is carried out termly as are lesson observations. The majority of lessons are judged to be good or better.

The governors support the Catholic dimension of the school and the head teacher keeps them informed of areas for development within the school through formal and informal discussion. The head teacher's termly report updates governors on the religious life of the school, thus ensuring that governors are aware of what the school has achieved and what it needs to do to improve further.

The head teacher and governors are fully supportive of 'Continuing Professional Development' for all staff. Opportunities are provided for all staff including newly appointed and non-teaching staff. Teachers make a renewed commitment to the ministry of teaching annually. The service is led by the parish priest and teachers pledge their commitment in a whole school Act of Worship. The head teacher is passionate that staff are seen to be good role models and committed leaders within the school.

The governors are involved in setting priorities within the school development plan. They are aware of the strengths and weaknesses of the school and challenge the school to reach even higher standards; they discharge their statutory and canonical duties effectively.

Leaders and managers have developed effective partnerships with other schools in the locality and with other providers and organisations and services to promote Catholic learning and pupil wellbeing. The school collaborated with 'The Church of the Nazarene' on a Christmas Bethlehem experience, which the pupils thoroughly enjoyed. Pupils have also been involved in the work of the parish 'Stewardship Committee' serving at soup lunches for senior citizens.

The Annual shoe box appeal helps pupils to understand how many children will receive few gifts at Christmas. Various activities take place to raise funds for CAFOD annually, and the school has links with Africa following the appointment of an African priest to the parish.

PROVISION

How effective the provision is for Catholic education

2

The quality of teaching in the majority of lessons is at least good. In a Year 5 lesson pupils were totally engaged, and outstanding teaching inspired pupils to be reflective and to make good progress. Information and communication technology (ICT) within this lesson was effective and the use of cross curricular links enhanced learning.

Coverage of Attainment Targets 1 and 2 is ensured through the consistent implementation of the scheme of work 'The Way the Truth and the Life', planned worship and whole school assemblies.

Staff are motivated to improve standards and this is reflected in their commitment to the subject. Teachers monitor progress and marking tends to reinforce whether learning objectives have been met. Verbal feedback is given and positive praise helps pupils to make progress. However, a more focused approach to marking would ensure further improved progress.

All pupils are encouraged to produce their best work and expectations of them are high. Continuous assessment helps to maintain progress. A record of progress is kept by teachers in the back of pupils' RE books to ensure coverage of attainment targets throughout each academic year. This record is passed on to the next teacher as part of the continuous assessment process. The school moderates work with other colleagues and teacher assessments are accurate.

Support staff are deployed effectively to meet the needs of all learners through group work and individual classroom support. Provision for pupils with English as an additional language is very good and they quickly make progress as teaching is varied to meet their particular needs.

The RE curriculum is creatively adapted to meet the needs of most pupils. It is enriched through a variety of imaginative, well planned strategies and relevant resources, which engage and motivate pupils. The RE curriculum provides good opportunities for, and impacts positively on, pupils' spiritual and moral development. The curriculum meets the requirements of the Bishops' Conference fully.

The school tracks and monitors attainment and progress throughout the year: this process should be developed further to enable any underachievement to be addressed swiftly and standards of attainment to be raised further.

The Parish Priest is a regular visitor to the school and celebrates Mass regularly with them. He holds a 'drop in' for pupils in Key Stage 2. They happily avail themselves of the opportunity to discuss any worries or anxieties they may have. Class liturgies are a regular feature in school and whole school worship is enjoyed by pupils, parents, governors and parishioners. A parishioner present at the whole school Act of Worship during inspection said that she made a real effort to attend school celebrations as she enjoyed them so much and commented that, 'The pupils are well behaved and put their heart and soul into their prayer and singing.'

All pupils attend parish Masses for feast days and special celebrations: they also attend Exposition of the Blessed Sacrament. Pupils have been involved in The Union of Catholic Mothers (UCM) Ladies Day and Mass for the sick and the housebound.

The vast majority of pupils take great care of each other and show genuine respect and consideration for their fellow pupils. The staff work with parents and carers who are experiencing difficulties by offering a 'listening ear' or pointing them in the direction of a variety of support agencies.

The school encourages an ethos of caring and citizenship; this is evident through provision of activities, such as paired reading, playground monitors, buddy system, and a kindness trophy.

On a local level the school supports Remembrance Day, Lenten Collection, Shoebox appeal and Carlisle Hospice. The school choir are occasionally requested to sing at funerals and weddings of parishioners. Pupils are also invited to sing in the city hospital and for senior citizens in care homes.

Globally, the school has strong links with CAFOD, Mission Together and the Shoebox Appeal. The school is very proud of its standing within the community and is highly thought of and respected. The responses from parental questionnaires show that the majority of parents are very happy with the RE the school provides.

SUMMARY OF INSPECTION JUDGEMENTS

Key for inspection grades:

Grade 1 **Outstanding** Grade 2 **Good** Grade 3 **Satisfactory** Grade 4 **Unsatisfactory**

Overall effectiveness	2
The school's capacity for sustained improvement	2
PUPILS How good outcomes are for pupils, taking particular account of variations between different groups	2
• How well do 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
❖ pupils' attainment in RE	3
• to what extent do pupils contribute to and benefit from the Catholic life of the school?	2
• how well do pupils respond to and participate in the school's Collective Worship?	1
LEADERS AND MANAGERS How effective are leaders and managers in developing 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 and plan improvement to outcomes for pupils?	1
• how well leaders and managers monitor and evaluate the provision for RE and plan for improvement to outcomes for pupils?	2
• 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 met?	2
• how well leaders and managers develop partnerships with other providers, organisations and services in order to promote Catholic learning and well being?	2
• how effectively leaders and managers promote Community Cohesion?	2
PROVISION How effective is the provision for Catholic Education?	2
• the quality of teaching and purposeful learning in?	2
• the effectiveness of assessment and academic guidance in Religious Education?	3
• the extent to which Religious Education curriculum meets pupils' needs?	2
• the quality of Collective Worship provided by the school?	1