



# St Bede's RC Primary School

Front Street, Sacriston, County Durham, DH7 6AB

School Unique Reference Number: **114243**

**Inspection dates:** 22 – 23 January 2015

**Lead inspector:** Mary Tate

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

## SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Bede's RC Primary School is a good Catholic school because:

- The Catholic Life of the school is outstanding because the mission and ethos of Catholic education underpins all aspects of school life. The well-being and personal development of all pupils and staff is at the heart of this faith community.
- The quality of Religious Education is good because pupils enjoy Religious Education, can explain its value and are keen to do well, leading to good progress in most lessons.
- The quality of Collective Worship is good as it is central to the life of the school. Pupils are becoming skilled in planning and leading acts of worship.

It is not yet outstanding because:

- In Collective Worship, there are limited opportunities for pupils to plan and prepare worship independently.
- The quality of Religious Education, whilst good, is not outstanding due to inconsistencies in the quality of assessment, marking and feedback.

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

- This is a well below average-sized primary school serving the parish of St Bede's, Sacriston.
- The proportion of pupils who have special educational needs is well-above average.
- The proportion of pupils eligible for the pupil premium is similar to that found nationally.
- Most pupils are White British.
- A significantly above average proportion of pupils join and leave the school part-way through their primary education.
- Pupils in key stage one and key stage two are taught in three mixed-age classes.
- Those in the early years attend school full time and are taught in a reception class.

### WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Improve the quality of Collective Worship by:
  - Providing more opportunities for pupils to improve their skills in planning, preparing and leading Collective Worship.
- Improve the quality of Religious Education by:
  - Ensuring that pupils are consistently given the time they need to respond to feedback in order to move their learning on.
  - Develop staff confidence and accuracy with levelling work through moderating work in school and by sharing good practice with other schools.

## 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.**

- The mission statement is central to the life of the school and is understood and embraced by all pupils in their daily life.
- Pupils have a deep sense of belonging to their 'school family' and strive to promote the strong ethos in school and in the wider community.
- They are well aware of the needs of others, both locally and globally, supporting others by fundraising for charities such as: St Cuthbert's Hospice, Macmillan Cancer Support, CAFOD and NSPCC.
- Older pupils can confidently say what makes their school a Catholic community. They value the strong links with the parish, community and diocese, whilst also respecting and appreciating those who come from other faith communities.
- Pupil behaviour is exemplary and underpinned by a strong sense of justice and care for others. This is reflected in how well older pupils support younger pupils around the school.
- Pupils demonstrate a good understanding of key celebrations throughout the liturgical year.

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

- The provision for the Catholic Life of the school is outstanding and has the highest possible priority within the school.
- The school mission statement is clear and displayed throughout the school, ensuring that it is an integral part of daily life.
- There is a tangible family ethos which is welcoming and caring. Excellent relationships and the close cooperation of the whole school team are key strengths of the school.
- House groups, named after northern saints, run throughout the school and give pupils an opportunity to gather in cross phase groups for worship and assembly.
- 'Statements to Live By' are displayed throughout the school and these help pupils to understand how to live in the way Jesus wants them to.
- Parents commented on how well their children are nurtured and cared for and hold the school in high regard.
- Pastoral care for staff and pupils is outstanding as a result of the commitment of stakeholders, and through having clear policies and structures in place. Pastoral programmes working alongside personal, social and health education (PSHE) and relationship and sex education (RSE) refer to catholic teachings and principles.

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

- The leadership and management of the Catholic Life of school is outstanding. The school's leadership demonstrate strong witness and deep commitment to the Church's mission within St Bede's school and beyond.
- All leaders and managers promote high quality learning experiences enriching the curriculum for all.
- The school's self-evaluation has clear links to school development plans which are focused on the Catholic Life of school and target improvements for pupil outcomes.
- Staff, governors' and pupils' understanding of the school's mission is outstanding. They share its purpose and are keenly and actively involved in shaping and supporting it.
- Parents and carers also have a good understanding of the school's mission and are highly supportive of it.

## COLLECTIVE WORSHIP

### THE QUALITY OF COLLECTIVE WORSHIP

2

- 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 good.**

- St Bede's is a prayerful community where pupils' response to and participation in Collective Worship is good.
- Pupils act with reverence and are keen to participate in Collective Worship in all its forms. They sing joyfully, reflect in silence and join in community prayers appropriately and with confidence.
- Older pupils prepare and lead worship with increasing confidence and enthusiasm although they are not given sufficient opportunities to plan and lead worship independently in a variety of contexts.
- Pupils participate actively and with enthusiasm in the school's sacramental preparation programme following diocesan guidelines.
- Adults provide very good role models for pupils and contribute significantly to their spiritual and moral development.
- Pupils show respect for different faiths and are aware that religious beliefs are important.

#### **The quality of provision for Collective Worship is good.**

- Collective Worship at St Bede's has a clear sense of purpose and message that reflects the Catholic character of the school.
- There is a clear policy for Collective Worship and the school uses a good range of strategies to ensure that it is both regular and inclusive. There are many opportunities for staff and pupils to pray together in a variety of forms of worship.
- Collective Worship is centred on clear themes and messages. Chosen liturgical themes are consistent with the season and Catholic character of the school but are also inclusive of those who are of other faiths.
- Parents, parishioners and governors are invited to join in school Collective Worship and family Mass throughout the year and comment on how it encourages 'a feeling of belonging' and a sense of 'one big family'. All speak positively of their, and their children's, enjoyment and involvement in these occasions.
- Staff have a good understanding of Collective Worship and the forms it can take. As a result, older pupils are being supported in planning and delivering quality worship, however they do not have sufficient opportunities to plan, prepare and lead Collective Worship.

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

- The headteacher and governors place the school's life of prayer and worship at the very heart of the school. They constantly seek to develop it through the school and parish community. Parents value this and speak highly of the impact on pupils.
- Leaders provide good quality experiences of Collective Worship. They are able to lead the school in its understanding of the liturgical year, its rites and symbols in a way that engages pupils. Most pupils respond well and act reverently during worship.
- Leaders and managers regularly review Collective Worship as part of the self-evaluation process and are keen to continue to improve the quality of its provision. Staff have taken part in diocesan Collective Worship professional development enabling them to develop their own skills and those of their pupils.
- Leaders also ensure that pupils have a good experience for sacramental preparation in line with diocesan policy.

## RELIGIOUS EDUCATION

### THE QUALITY OF RELIGIOUS EDUCATION

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- 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.**

- Most pupils enjoy Religious Education and can explain its value. They know it is a core subject. They concentrate well and are rarely off task. Behaviour for learning is excellent.
- Pupils apply a range of skills across the school, are developing well in their knowledge and understanding as well as their ability to reflect on meaning and are able to consider the impact of religious ideas on their daily lives.
- Pupils' work and lessons seen during the inspection showed that they make good progress over time and most showed a good level of understanding of topics they were studying.
- Pupils with special educational needs (SEN) and disabilities are well supported. Inspection findings show no notable difference between groups of learners.
- Due to the state of transition in level expectations across all diocesan schools, the current averages for attainment and progress are not reliable benchmarks. Therefore no judgement will be made in this report against diocesan averages for either attainment or progress.

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

- Teaching is mainly good with examples of outstanding practice. Evidence seen on inspection showed that most pupils and groups of pupils, including disabled pupils and those with SEN, make good progress over time.
- Teachers have a clear understanding of the value of Religious Education which they communicate effectively to pupils. They have a confident level of subject knowledge which they use well in planning and teaching.
- Teachers systematically and effectively check pupils' understanding throughout lessons, skilfully intervening when necessary, so maximising pupils' learning.
- The school has a revised tracking system in place; however this is not used effectively to match work to pupils' ability. Best practice sees work being differentiated to meet the needs of individual pupils.
- Pupils' work is marked regularly and teachers provide improvement prompts and guidance as to the next steps in their learning. Pupils do not yet have sufficient opportunity to respond to teacher comments in order to enhance learning.
- Evidence seen during the inspection highlights that staff are not yet secure with the new assessment arrangements in levelling pupils' work.

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

- Leaders conduct a range of systematic monitoring activities of provision and outcomes in Religious Education, including work scrutiny, joint lesson observations and planning scrutiny. They use this monitoring analysis in their rigorous self-evaluation of the school's strengths and areas for improvement.
- The Religious Education development plan is founded on sound evidence and evaluation of data. It tackles key areas for development, whilst building on areas of strength.
- The leadership team is well informed about current developments in Religious Education, so they are able to effectively monitor, improve and support effective teaching. As a result teaching is improving with most lessons observed being at least good.
- As a result of good quality leadership, Religious Education has a prominent profile in the school and makes a positive contribution to the moral and spiritual development of pupils.
- The commitment and leadership of the outgoing Religious Education coordinator is both knowledgeable and enthusiastic and there is a good awareness of what the school needs to do to move from good to outstanding. The new subject leader for Religious Education has only recently been appointed to the school but is knowledgeable and is keen to develop her senior leadership skills.
- The Religious Education curriculum is designed to meet pupils' needs and ensure progress in learning. It compares favourably with other core subjects in terms of staffing, resources and time.
- Numerous links have been forged within the parish, the local and global community. The school works closely with other Catholic schools in the area and provides a range of enrichment activities to promote pupils' learning.

## SUMMARY OF INSPECTION JUDGEMENTS

**HOW EFFECTIVE THE SCHOOL IS IN PROVIDING CATHOLIC EDUCATION:****2****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

**COLLECTIVE WORSHIP:****2**

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

2

The quality of provision for Collective Worship.

2

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

2

**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

**SCHOOL DETAILS**

<b>School name</b>	St Bede's RC Primary School
<b>Unique reference number</b>	114243
<b>Local authority</b>	Durham
This Inspection Report is produced for the Rt. Reverend Séamus Cunningham the Bishop of Hexham and Newcastle Diocese, (c.f. Code Canon Law, 804, 806), and for the Governing Body of the school (Education Act 2005, Section 48). The inspection schedule follows criteria set by the National Board of Advisers and Inspectors.	
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<b>Head teacher</b>	Mrs Louise Keenan
<b>Date of previous school inspection</b>	January 2010
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