



St Bede's RC Primary School

Harold Street, Jarrow, Tyne and Wear, NE32 3AJ

School Unique Reference Number: **108725**

Inspection dates: 19 – 20 June 2018
Lead inspector: Karen L Holmes

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

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

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

- St Bede's is a good Catholic school. It is warm and welcoming with a tangible sense of community. The mission and ethos of Catholic education is given a high priority.
- Pupils make a good contribution to the Catholic Life of the school. The well-being and personal development of the individual is a priority. The varied activities in which pupils are involved enhance their moral, social and emotional development.
- The quality of Religious Education is good. Learning and progress are good in each stage. Pupils enjoy their learning and can explain how it impacts on their lives.
- Collective Worship at St Bede's is good. It is embedded in the life of the school and is valued by all of the school community.

It is not yet outstanding because:

- Marking and feedback for pupils does not consistently provide information on how they can improve their work.
- Stakeholders need to be more involved in the formal monitoring of all aspects of school life.
- In Collective Worship pupils are not given sufficient opportunities to prepare and lead worship independently using a variety of approaches.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

- St Bede's is a smaller than average sized primary school serving the parish of St Bede's in Jarrow.
- The school provides part time nursery provision for three and four year old children.
- The proportion of pupils eligible for the pupil premium is well above average.
- The proportion of pupils who have special educational needs and disabilities (SEND) is above average.
- Three new members of staff joined the school in September 2017. They include a new deputy headteacher who is also the Religious Education coordinator.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Improve the quality of teaching and learning by:
 - ensuring that marking provides information for the next steps in learning.
 - making sure work set for pupils is challenging, especially for the most able.
- Improve the quality of the Catholic Life of the school by:
 - implementing a systematic approach to the self-evaluation of the Catholic Life of the school involving all stakeholders.
- Enhance pupils' experience of Collective Worship by:
 - giving pupils the opportunity to explore a wider variety of approaches to prayer and liturgy.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

2

- 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.

2

1

2

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

- The mission statement at St Bede's is a living document which is lived out by all at every opportunity. Pupils, staff and parents are committed to this vision of the school and work together to achieve the best outcomes for all pupils in all areas of Catholic Life.
- Pupils have a strong sense of social justice and take on responsibility enthusiastically in their quest to serve others. Pupils work well together demonstrating very positive and enthusiastic attitudes to all aspects of school life. Older pupils speak confidently about their school as a Catholic community and value the Catholic traditions, explaining that, 'Jesus is always in our school'.
- Pupils appreciate that they have a voice in school and are actively involved in improving the Catholic Life, offering suggestions and activities such as the donation of Easter eggs. They recognise that this helps them to, 'follow in the footsteps of Jesus'.
- Relationships within the school and the parish are very positive and pupils gain benefit from being part of the community, promoting the ethos of the school very effectively. They feel they are, 'part of a big family where we all look after each other'.
- The school promotes positive behaviour and pupils feel safe and cared for. They are kind and considerate towards each other, demonstrating a good understanding of right and wrong.
- Pupils are able to express their own beliefs with increasing confidence and are developing good understanding of how their faith impacts on others.

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

- The provision for the Catholic Life of the school is given a very high priority with the school's mission statement, 'Jesus is at the heart of life in St Bede's school. We pray that He will guide us to be happy, love one another and always do our best', permeating throughout.
- There is a tangible sense of community at all levels which parents described as a true 'family feeling'. This is evidenced in the quality of relationships between staff, pupils, parents and governors.

- The learning environment clearly reflects the Catholic identity of the school and the range of displays and sacred spaces remind pupils of the school's mission. The beautiful stained glass windows were designed by pupils and are a lovely celebration of the local community to which they belong.
- Pastoral care for all pupils is outstanding as a result of the commitment of all stakeholders. The school has had a difficult year but, thanks to the guidance and support of all staff working together, they have continued to provide the best possible outcomes for pupils.
- The school attends to the pastoral needs of staff to ensure that the needs of all are understood and catered for. Consequently, staff feel valued and supported.
- The behaviour of pupils in and around the school is exemplary. Where conflict arises parents are very satisfied that the school sets out to resolve issues quickly, in ways which embrace the importance of personal responsibility, the need for justice, whilst also facilitating reconciliation.

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

- All leaders and managers have a clear vision for the Catholic Life of the school and a clear understanding of the role of the school in the mission of the Church. They provide good role models for parents and staff. They promote a welcoming and caring ethos reflecting Gospel values.
- All leaders and managers, including the governing body, have high expectations for the continuing development of the Catholic Life of the school. They have a clear picture of the school's role in the strong promotion of Catholic values throughout the community.
- The newly appointed Religious Education coordinator, supported by the headteacher, has an accurate picture of the strengths and areas for improvement within the school.
- Leaders and managers need to formally embed procedures to monitor and evaluate provision for the Catholic Life of the school. This is done on an informal basis as it is 'lived out' but needs more rigour.
- The school has very successful strategies for engaging with parents and carers: they have a clear understanding of the school's mission, feel that the Catholic ethos is strong and are very supportive of it.
- Governors discharge their statutory and canonical duties well. Committed to upholding the strong, caring ethos which exists, they work effectively with the headteacher. They have a good grasp of the challenges faced by the school.

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.

2

2

2

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

- St Bede's is a prayerful community where pupils respond well to the opportunities the school provides for them to participate in Collective Worship. Pupils speak of feeling calm and peaceful during and after Collective Worship which contributes positively to their spiritual, moral and personal development.
- Pupils were reflective and focused during Collective Worship observed during the inspection. They know that song is a form of prayer and they sing joyfully.
- Pupils are developing independent skills in leading worship and enjoy the opportunities that they are given to do this. There is evidence of progression of pupil involvement at age appropriate levels but there needs to be more variety in their delivery. Pupils do not routinely monitor or evaluate their efforts.
- Pupils are familiar with traditional prayers, appropriate to their age: they join in community prayers and enjoy creating their own. Prayer stations and prayer trees are available and pupils make good use of these.
- Interest in and respect for other faiths was clearly articulated by pupils. They understand that other faiths have different traditions and that these are respected.
- Pupils have a good understanding of religious seasons and festivals and participate actively in the school's sacramental preparation programme following Diocesan guidelines.

The quality of provision for Collective Worship is good.

- Acts of Collective Worship are central to the life of the school and make a good contribution to the moral and spiritual needs of the pupils. There is a clear policy for Collective Worship with opportunities for staff and pupils to pray together throughout the day.
- Staff work collaboratively to ensure that pupils are developing their skills, appropriate to their developmental age, in understanding and participating in liturgies and celebrations in school and church.
- Collective Worship is planned and resourced to reflect the liturgical year, linked to the Sunday Gospel, whilst also embracing current issues through the ethos statements.

- Parents and governors are invited to share in the various acts of Collective Worship, when appropriate and parents take advantage of this in increasing numbers. Collective Worship is reflective and fully inclusive enabling all pupils to take part.
- All classes have a spiritual focal point with well-thought out resources which provide pupils with stimuli for thought and reflection.
- As a result of investment in books, resources, artefacts and music for pupils and adults to use, Collective Worship is well resourced.

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

- The headteacher and Religious Education coordinator are highly motivated and aspirational in their vision for all pupils within the school. They lead by example and are often a visible presence at Mass on Sundays.
- Leaders and managers have a clear understanding of the strengths and areas for development of Collective Worship within the school through informal monitoring. However, they need to formalise this to evaluate impact and be more informed by feedback from all stakeholders.
- Leaders model good practice in Collective Worship and staff work together to echo the strong vision and values placed upon all aspects of Collective Worship.
- Leaders recognise the importance of nurturing staff as well as pupils: consequently staff feel valued and involved through shared responsibility. Acts of Collective Worship have a positive impact on all stakeholders and are reflective of the school's ethos.
- Leaders offer staff regular opportunities to enhance their own spiritual and liturgical understanding through regular staff training and staff response to this is good.

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.

2

2

2

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

- The majority of pupils enjoy their learning in Religious Education. They demonstrate positive attitudes and generally work well during lessons, applying themselves well to the task. They understand that Religious Education is a core subject and are keen to do well.
- Overall outcomes in Religious Education are good. Pupils enter school with knowledge and skills that are below what is expected for their age. They make good progress within lessons and over time, through early years foundation stage, key stage one and key stage two.
- Pupils acquire knowledge, understanding and skills appropriate to their age, as well as developing their ability to reflect on meaning. Many pupils are articulate and reflective in their responses, showing signs of them becoming increasingly religiously literate.
- Pupils identified as having a special educational need make good progress according to their age and capacity because their needs are accurately identified and they are well supported by skilled teaching assistants.
- Books generally evidence a good standard of work but there are inconsistencies in quantity and quality between classes. Tasks do not always challenge more able pupils to achieve the higher levels of attainment.
- Systems are in place to evaluate the progress of individual pupils. Analysis of this data showed no notable differences between groups of learners.

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

- As a result of teaching that is mainly good, most pupils are achieving well over time. Teachers demonstrate a clear understanding of the value of Religious Education, which they communicate effectively to their pupils.
- Generally teachers have a sound subject knowledge which they use effectively when planning and teaching Religious Education. Support staff are used effectively to reinforce learning and to support pupils.
- In the best lessons, teachers use a range of resources and effective questioning to clarify and deepen understanding and therefore promote good learning. This was evidenced in a lesson where role play was used effectively to illustrate the need for forgiveness.

- In some lessons the level of challenge does not deepen or extend learning because the tasks are not sufficiently differentiated to meet the needs of all pupils, especially for more able pupils.
- Generally teachers have high expectations of pupils. However due to a lack of consistency in the guidance given by teachers in marking, pupils do not really understand how well they are doing or what they need to do to improve their work. Some pupils also require further opportunities, and time, to respond to feedback in detail to improve pieces of work.
- Effective and accurate assessment procedures are embedded into Religious Education which inform the teacher of the level at which the pupils are working. These are not always used effectively to plan the next steps in learning.

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

- The Religious Education coordinator is new to the post. He is enthusiastic about his role and is well informed of current developments in Religious Education. He has initiated a range of monitoring activities throughout the year which now need to be developed and evaluated for impact.
- The coordinator and headteacher work closely together to ensure that all staff feel supported and valued. They ensure that their vision for Religious Education is shared through staff meetings and staff attendance at Diocesan training events.
- Leaders and managers have a clear picture of the school's strengths and areas for development founded on sound observations. These observations need to be formalised and evaluated to ensure they have an impact on pupils' learning.
- Good links are forged with other agencies, neighbouring schools and their local Catholic church to provide a range of enrichment activities to promote pupils' learning and engagement. The curriculum meets the requirements of the Bishops' Conference well.
- Governors are regular visitors to the school. They are kept informed of the priorities identified to bring about improvement and are committed to working with the headteacher and senior leadership team. They are supportive but also developing confidence in their role as a critical friend.

SUMMARY OF INSPECTION JUDGEMENTS

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

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

2

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.

2

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

School name	St Bede's RC Primary School
Unique reference number	108725
Local authority	South Tyneside
This Inspection Report is produced for the Rt. Reverend Séamus Cunningham the Bishop of Hexham and Newcastle Diocese 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	Mrs D Brabbs
Choose School Leadership Type	Mrs Moya Rooney
Date of previous school inspection	January 2013
Telephone number	0191 4898218
Email address	office@stbedesjarrow.co.uk