



DIOCESE OF LANCASTER EDUCATION SERVICE

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

**St Bede's Catholic High School
Lytham**

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

on

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

School:	Saint Bede's Catholic High School
Address:	Talbot Road, Lytham, FY8 4JL
Telephone Number:	01253 737174
Email Address:	contact@stbedeslytham.lancs.sch.uk
School URN:	119788
Headteacher:	Mr Philip Grice
Chair of Governors:	Mrs Lorna Manning
Lead Inspector:	Mrs Mary Page
Team Inspector:	Mr Richard Charnock and Rev Michael Docherty
Date of Inspection:	8 th and 9 th June 2016

INFORMATION ABOUT THE SCHOOL

St Bede's is a smaller than average mixed 11-16 comprehensive school. The school is extremely popular in the local community and is always heavily oversubscribed. Pupils' ability on entry is above average and their attendance is above average. The percentage of disadvantaged pupils is lower than national averages as are the percentages of pupils from minority ethnic groups or with English as an additional language.

Since the last inspection there has been a change in the senior leadership team with a reduction in the number of deputies from two to one. The Head of RE has been in post for 5 years and a second in department has recently been appointed. There has been significant turbulence in the staffing of the department since 2014 but staffing is now stable, with a newly appointed member of staff in post for September 2016.

PUPILS	Y7	Y8	Y9	Y10	Y11	Total
Number on roll	162	167	165	149	149	792
Catholics on roll	117	122	114	121	114	588
Other Christian denomination	34	34	35	22	30	155
Other faith background	3	2	4	3	2	14
No religious affiliation	8	9	10	2	3	32
No of learners from ethnic groups	11	13	8	8	8	48
Total on SEN Register	9	15	18	10	8	60
Total with Statements of SEN	0	3	3	5	2	13

Exclusions in last academic year	Permanent	3	Fixed term	67
Index of multiple deprivation	B			

TEACHING TIME FOR RE	Y7	Y8	Y9	Y10	Y11	Total
Total teaching time (Hours)	2	2	2	2	2	10
% of teaching time	8%	8%	8%	8%	8%	8%

TEACHING TIME FOR ENGLISH	Y7	Y8	Y9	Y10	Y11	Total
Total teaching time (Hours)	4	3	3	4	4	18
% of teaching time	16%	12%	12%	16%	16%	14%

TEACHING TIME FOR MATHS	Y7	Y8	Y9	Y10	Y11	Total
Total teaching time (Hours)	4	4	4	5	4	21
% of teaching time	16%	16%	16%	20%	16%	17%

STAFFING	
Full-time teachers	40
Part-time teachers	14
Total full-time equivalent (FTE)	48.24
Classroom Support assistants	14
Percentage of Catholic teachers FTE	43.5
Number of teachers teaching RE	4
Number of teachers with CCRS or equivalent	3
Number of teachers currently undertaking CCRS	0
Chaplaincy staffing	1

ORGANISATION	
Published admission number	165
Number of classes	31
Average class size KS	27.5
Average class size KS	23

EXPENDITURE (£)	Last financial year 2014-15	Current financial year 2015-16	Next financial year 2016-17
Total expenditure on teaching and learning resources	93,411	113,804	76,324
RE Curriculum allowance from above	3,661	4,000	3,600
English Curriculum allowance from above	5,000	5,500	5,000
Total CPD budget	8,000	8,500	4,500
RE allocation for CPD	n/a	n/a	n/a

How the school has developed since the last inspection
The school has maintained and further developed its outstanding status for overall effectiveness and clearly demonstrated improvements. The recommendations from the previous inspection have been implemented and continue to be a focus to develop the school further.
The school has not yet achieved its ambition to be outstanding for Religious Education but has taken significant strides to ensuring that it will only be a matter of time before it is there now that staffing structures and increased curriculum time are in place for September 2016.

RE DATA															
	RE					English					Maths				
	KS4				KS3	KS4				KS3	KS4				KS3
	% Entry	A*-C	3L	4L	Yr 7-9 2L Prog	% Entry	A*-C	3L	4L	Yr 7-9 2L Prog	% Entry	A*-C	3L	4L	Yr 7-9 2L Prog
2015	94	75	67	41	79	98	76	61	19	67	100	79	72	37	52
2014	98	76	68	30	91	99	64	60	20	72	99	83	78	34	55
2013	99	77	69	35	90	99	73	71	19	42	99	85	83	28	54

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

1

CATHOLIC LIFE

1

RELIGIOUS EDUCATION

2

KEY FINDINGS

This is an outstanding Catholic School. The overall quality of Catholic Education at St Bede's is outstanding because the distinctive Catholic philosophy as lived out in 'Being a Bede' is interwoven into all aspects of school life and is lived out by all members of the school family:

- Unequivocal leadership ensures that all staff and pupils 'buy into' the culture: 'It is what is done here'.
- This is a school where pupils feel safe and happy to learn knowing that they are valued for who God has made them to be. One pupil said "I love it here as you don't have to pretend to be someone you're not – you can be the best person that you can be."
- Pupils are kind, considerate and genuinely care for the wellbeing of each other, their school and wider Catholic community.

The school's capacity to improve is outstanding due to the vision and drive of governors and leaders to ensure the best possible outcomes for pupils.

The Catholic Life of the school is outstanding because no opportunity to live out the Gospel message is missed:

- There is a clear priority from governors and leaders to ensure that Christ is at the centre of school life. Each new school year starts with a staff Mass which sets the scene for the year ahead, prayer and liturgy modelled by senior staff and the chaplain to support the confidence and formation of all the community
- Catholic provision is at the forefront of all development plans, pupil reports, and school publications which encapsulate the tangible sense of a family community of which all members of the school are proud to be a part.
- Pupils respond to prayer with reverence and are actively given space for contemplation and reflection and live out the Gospel message through their actions on a daily basis.

The quality of Religious Education is good because pupils are given the opportunity to learn and develop their religious understanding in a safe and supportive environment:

- Pupils make good progress from their starting points to achieve good outcomes that are above the national figures

- Teaching is good in that it engages and motivates pupils to achieve. There are elements of outstanding teaching where pupils are challenged and inspired in their learning.
- The leadership of the department is good and, following recent appointments has the capacity to move towards outstanding.

WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

To improve further the school needs to:

- Build upon the outstanding provision for the Catholic Life of the school by:
 - Maximising the increased chaplaincy provision to establish a further development of retreat provision for staff and pupils alike.
- Continue to improve the quality of teaching in Religious Education by:
 - Developing the use of questioning within lessons to challenge and deepen the understanding of pupils.
 - Improving the shared understanding of key concepts and teaching ideas across the department and with new members of staff.
- Further improve the outcomes in Religious Education so that more pupils achieve their expected progress by:
 - Ensuring the recent improvements in tracking and intervention are embedded and measured for impact.
 - Ensure the increase in curriculum time is used effectively at both key stages to conform to the requirements of the Bishops' Conference and to address the challenges of the new GCSE specification.

PART A: CATHOLIC LIFE

THE CATHOLIC LIFE OF THE SCHOOL

1

- 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

1

1

1

Overall the Catholic Life of the school is outstanding. The leadership and governance of the school, and in particular the head teacher, is totally committed to the Church's mission in education and Gospel values permeate all aspects of school life. This is particularly evident in the school way of life in 'Being a Bede'; to which all the school community adhere – staff and pupils alike. The overwhelming majority of the parental questionnaires received, 130 in total, are full of praise for the school and the Catholic Life it engenders: "We are blessed to have such a great school in our locality".

The extent to which pupils contribute to and benefit from the Catholic Life of the school is outstanding. The pupils of St Bede's school are proud to be a part of their Catholic school 'family' and actively lead on a wide range of activities throughout the school. It is the expectation that there is full participation in assemblies with all the pupils joining in with the school hymn, supported by the choir and pupil technicians. Likewise chapel and form liturgies are led by the pupils. Inspectors witnessed reverence and spiritual engagement in the response of pupils to such activities. Masses, liturgies and other sacraments are very well attended.

Pupils live out the Catholic mission on a day-to-day basis, responding positively to the 'Bede Wheel' of responsibilities to the community and many take on leadership roles as respect ambassadors, charity and chaplaincy representatives, to name a few of the many opportunities available. Pupils are involved in significant charitable work, from the SVP group to termly whole school activities such as collecting Christmas Hampers and support for year group charities. This work also includes co-operation with local parishes, particularly St Peter's PINPRICK mission supporting a community in El Salvador. Their commitment to each other and to the wider community is regularly celebrated and achievement is rewarded.

The way in which leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school is outstanding. School leaders are unequivocal in prioritising the Catholic Life and Mission of the school on a daily basis and when developing future plans and initiatives. Developing Catholicity is the first element of all school planning. Formation of staff is a key focus for school leaders who set the scene for each academic year in the context of a staff Mass and actively model leadership of prayer and reflection throughout the year.

Governors of the school are deeply committed to supporting Catholic provision: this is evident in the recent appointment of additional staff to increase chaplaincy provision to provide further opportunities for spiritual growth and reflection for staff and pupils. The governors' chaplaincy group is an essential part of the monitoring of this provision and this area of governance will be further strengthened by the plans to have a 'link governor' with responsibility for monitoring and challenging the leadership about the Catholic Life of the school. Leaders and staff create a culture of vocation, helping pupils to 'interpret their existence in the light of God's plan'. This day-to-day witness is unequivocal.

The quality of provision for the Catholic Life of the school is outstanding. From the moment you walk into the school you are aware of the Catholic identity of St. Bede's. It is not just evidenced in the fabric of the building (with imagery, quotations and a chapel) – but through the people: pupils and staff who behave with respect for each other and their environment. The beautiful chapel, situated firmly at the centre of the school, is a genuinely sacred space of prayer, reverence and community. The prayer and liturgy of the Catholic Church is central to the life of the school and the liturgical seasons and feasts are celebrated with sacramental opportunities linked to a wide range of charity initiatives and outreach.

Pupils are proud to 'Be a Bede' and are keen to be the best that they can be. This is celebrated through a coherent and effective rewards system which ranges from stickers and badges to corridor displays of pupils' achievements in all areas of school life. Pastoral care is integral to the life of the school, with the school chaplain being a source of strength and support to pupils in need.

There are strong transition links with partner primary schools and transition visits are undertaken by the chaplain and other key staff to prepare new pupils for life at St Bede's. This is further enhanced by the Year 6 Mass of Induction and the Year 7 Mass of Welcome, both of which support the young people and their families in their early days at High School.

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

Overall the quality of Religious Education at this school is good. Pupils enjoy the subject and learn the key teachings of Catholic faith in a context which respects their questions and engages their imagination. The department is well led and supported by governors and senior leaders. Although systems of tracking and intervention are not yet as firmly embedded as they might be, the department is clearly aware of the areas to address in this respect. The time allocation for RE is currently insufficient but, again, firm plans are in place to correct this.

The extent to which pupils enjoy and achieve in Religious Education is good. Pupils enjoy their Religious Education and can explain its value. One pupil said "RE here is exciting and fun and it helps you to feel part of the school community." This is particularly evident at KS3 and is a really good foundation to build on as the department addresses the challenges of the new KS4 examination curriculum which is beginning to be introduced.

Pupils are attentive and want to achieve. They show confidence in their teachers and enjoy positive relationships with them. Pupils say that they get on well with the teachers and they know they can ask them if they are finding the work difficult or if they need to talk about other issues.

Pupils are expected to have a point of view and these views are welcomed and encouraged in the classroom. Pupils value being challenged to explain why they have this view which then helps them to develop their learning and understanding. This was clearly evident in a Year 8 lesson on discrimination which led to pupils writing their own 'I have a dream' speech inspired by Martin Luther King and his fight against discrimination.

Pupils arrive at above average starting points and over five years they make good progress achieving outcomes above the national average. The department have put a number of strategies in place to improve these outcomes and the levels of progress that pupils make. Current assessment suggests high outcomes for the 2016 cohort.

Leadership of the Religious Education Department is good. The department is led with a quiet determination to develop and continue to secure improved

outcomes for all pupils. The Subject Leader for RE is driven by a strong personal faith commitment and has led the department in difficult circumstances through resilience, determination and good humour. A new second in department has recently been appointed and this will strengthen the leadership of the department by helping to build upon the foundations already laid. Together with members of the Senior Leadership Team [SLT] they have assessed the priorities and begun to implement plans to ensure the department will continue to grow and improve further.

The school recognises that the monitoring of the Religious Education department needs reviewing. Plans are in place to appoint a link governor to work with the SLT and the department to ensure governors are fully informed and aware of the needs and priorities of the department.

Departmental planning and evaluation is improving and is moving to a thorough and considered self-evaluation amongst all members of the department. The quality of written feedback within the department is very high with pupils receiving clear feedback on what they have done well and sharp guidance on the actions they need to take to improve their work. Evidence in pupils' books, both in lesson and through work scrutinies show that pupils respond to these actions to help them improve their work. The department should make the most of opportunities to share teaching ideas and understanding as part of their own development as skilled practitioners.

The quality of provision in Religious Education is good. Although the curriculum allocation at present is 8% the curriculum model for 2016/2017 shows that this will increase to the required 10% and has been supported by the appointment of a new teacher of Religious Education who starts in September 2016. The move to ensure the school fulfils the requirements of the Bishops' Conference will support the plans of the department to continue to improve outcomes for all pupils in Religious Education.

The quality of teaching observed is effective in ensuring pupils are constantly interested in their learning and make progress. It encourages spiritual and moral development. An example of this was a Year 10 lesson on the UK as a multi-ethnic society where pupils were engaged right from the start of the lesson and challenged on their viewpoints and how others with a different point of view might respond. Teachers have good subject knowledge which inspires and challenges pupils and contributes to their good progress. There are excellent examples of the imaginative use of resources to maximise learning. An area for continued improvement is to develop questioning to challenge all pupils further and deepen their learning.

SUMMARY OF INSPECTION JUDGEMENTS

Overall Effectiveness	1
Capacity for sustained improvement	1
Catholic Life	1
<ul style="list-style-type: none"> The extent to which pupils contribute to and benefit from the Catholic Life of the school. 	1
<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. 	1
<ul style="list-style-type: none"> The quality of provision for the Catholic Life of the school. 	1
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	1	1	1	1
Religious Education	2	2	2	2