



## DIOCESAN INSPECTION REPORT

# St Bede’s Catholic Primary School, a Catholic Academy

(Part of Nicholas Postgate C.A.T) Redcar Road, Marske-by-the-Sea, North Yorkshire, TS11 6AE

School Unique Reference Number: 141458

Inspection dates:	06 – 07 June 2019		
Lead inspector:	Meg Baines		
Team inspector:	Lucy Collins	Trainee Inspector: Alison Toward	
Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Catholic Life:	Outstanding		1
Collective Worship:	Good		2
Religious Education:	Good		2

### SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Bede’s Catholic Primary School, a Catholic Academy is a good Catholic school because:

- The headteacher and her staff model a love of God and their school. This, coupled with a determination to succeed permeates the school. There is a strong Catholic ethos ensuring that pupils feel safe, happy and confident, sustaining them as they work hard. There is a warm and genuine welcome extended to all visitors.
- Good teaching is beginning to bring about good outcomes for pupils in most groups. Teachers and teaching assistants are establishing routines and clever questioning which is making pupils think more deeply about their learning. Most pupils respond well to and make good progress in lessons and are beginning to make progress over time. Teaching of disadvantaged groups is not yet effective in this regard.
- Pupils’ spiritual, moral, social and cultural development is very good. Pupils are proud of their school which embraces a range of charitable giving. The way in which the school liaises with and makes use of local clergy to support the Catholic life of the school is outstanding. School parish links are also outstanding. Pupils are great ambassadors for the school. They say they enjoy school and feel safe. Behaviour in and out of the classroom is excellent. In class, behaviour for learning is outstanding. Pupils treat adults and each other with respect. Parents are highly supportive of the school.
- The Religious Education curriculum is well planned for most pupils and fulfils the Bishops’ Conference requirements.
- The school joined the Nicholas Postgate Catholic Academy Trust at the start of the academic year. The trust provides a comprehensive professional development programme for staff resulting in effective links between its schools, and in particular between St Bede’s and its nearest Catholic primary with which it shares a governing body. This link is strengthening opportunities for mentoring across the trust, providing opportunities to raise standards in monitoring, teaching and pupil progress.
- The provision in the early years is good. Pupils from a wide range of backgrounds are beginning to make good progress thanks to well-planned programmes and age appropriate facilities.
- Leaders, including those from the trust, have an accurate view of the school. Governors challenge leaders well, this has led to recent improvements in the overall effectiveness of the school. Assessment and monitoring remain areas for improvement.
- Collective Worship in school is good and developing. Pupils are beginning to be involved in planning and preparation and sometimes take a lead.

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

- St Bede's Catholic Primary School is an average-sized primary **school** with 236 pupils, including 39 nursery pupils. It is a coastal school situated in the town of Marske-by-the-Sea. St Bede's draws pupils from two main parishes, St Bede's Marske, Our Lady of Lourdes, Saltburn and has more recently added Sacred Heart and St Augustine's parishes in Redcar.
- The vast majority of pupils are baptised Catholic, 82% with a further 13% from other Christian denominations. 50% of the teachers are baptised Catholics, 12.5% have the Catholic Certificate in Religious Studies (CCRS). There are 8 full time teachers and 1 part time.
- A minority of pupils are from ethnic backgrounds (3%) and 11% of pupils have additional needs.
- Attendance figures are above the national average at 96.1%.
- St Bede's became part of the Nicholas Postgate Catholic Academy trust on 1<sup>st</sup> September 2018 along with 25 other schools. The school has undergone significant changes in the last two years, including two changes in both headship and deputy headship, a new Chair of Governors and sharing of the governing body with St Benedict's, another local Catholic school in the trust. All are focussed on creating stability.
- The school enjoys the support of two local clergy who work closely with them on Catholic Life and sacramental programmes.
- St Bede's has recently undertaken a refurbishment programme, with plans for further refurbishment in the summer.
- The school offers 10% curriculum time to Religious Education (RE) which is in line with the Bishops' Conference requirements.

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

- Continue to provide support for senior leaders by:
  - Providing a dedicated mentor for the recently appointed headteacher.
  - Providing dedicated continuous professional development (CPD) for the curriculum lead on assessment and monitoring of Religious education
- Improve outcomes Religious Education for pupils in all groups by:
  - Developing rigorous assessment and feedback procedures.
  - Working towards outstanding teaching for all using a wider range of pedagogies.
  - Developing consistency in marking and moderation.
  - Embedding differentiation in all working practices.
  - Reviewing the deployment of teaching assistants to match the needs of individual groups.
  - Continuing to update and review teachers' subject knowledge and effect appropriate CPD
- Improve the provision of Collective Worship by:
  - Defining and developing the role of the newly appointed lay chaplain.
  - Widening the lay chaplaincy team to include pupils.
  - Ensuring that Collective Worship is regularly planned and led by pupils.
  - Effect appropriate CPD with regard to Collective Worship for school leaders.

## 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.**

- All pupils at St Bede's have contributed in some way to creating the school's mission statement. Pupils understand how the mission statement relates to them in their own lives. They spoke about living out their mission by being involved in the planning of events for charity and in the way they treat each other. They are very well behaved and are kind and caring towards each other. They said, "To be a better person we work together as everyone deserves to be heard and treated fairly". Examples of this caring were seen in the classroom and at play over the two days of the inspection.
- The Catholic Life of the school is important to the pupils here. They are aware of their responsibilities as part of a Catholic school and helping others for example in fund raising carried out by the 'Mini Vinnies'. They understand what it means to do service to others in the parish church and local community. Pupils' behaviour is excellent.
- This is a caring and inclusive school which provides well for the pupils and staff in its care, ensuring personal support is available if needed. The unobtrusive and constant support offered to parents when they most need it, was highlighted by the parent group. All the school community know who to go to in order to seek help and support. This is an area which is sensitively handled and highly developed. When questioned on whether they felt safe in the school and who they could go to if they needed help one pupil pointed to a poster saying, "That's our safeguarding team".
- The chaplaincy team has recently expanded. They review Collective Worship, and Catholic Life suggesting ideas. The headteacher meets with the clergy to discuss and review the Catholic Life of the school. Her liaison with clergy and parishes as well as the Trust has ensured that this is a strength of the school. Outcomes from such meetings have led to the instigation of class prayer and Worship records, beautifully maintained 'holy corners' and a number of age-related icons for classroom use. An indoor prayer room acts as a meeting breakout space and the prayer garden is well used and maintained by the 'Mini Vinnies'.
- Pupils involved in the 'Mini Vinnies' spoke about how they love to help other people and the school. Their efforts include raising money for CAFOD, Christmas box appeals, MacMillan, Christmas cards for the lonely and other local charities.
- The whole school community is almost entirely Christian (82% of whom are baptised Catholics plus 13% Other Christian denominations), however the pupils were able also to speak confidently of people from other faith backgrounds and demonstrated a good knowledge and understanding thereof. They showed a respectful regard for others' faith backgrounds. Pupils are lively and alert to the needs of others. They respond well to calls on their time and generosity. Pupils at St Bede's are proud of their links with the clergy and parishes, as also with their religious identity and they are confident in expressing their beliefs.

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

- The school mission statement was created through initial consultation with the pupils, staff and parents who were invited to create a series of concepts associated with St Bede's. The joint production of the mission statement shows that the school community is working together to serve the community.
- Staff are fully committed to the statement of mission and its vision. There is a great uptake of CPD offered by the Trust, the school and the Diocese on Catholic Life. As part of a programme, staff receive 'Come and See' training from the Diocese and in particular from the parish priest. All staff have further opportunities to attend Diocesan training which they can disseminate during meetings and in-school CPD. The school also provide weekly meetings to share planning, review floor books and moderate work. NQTs are aware of policies and expectations and feel confident to approach the RE lead for formal and informal meetings when the need arises.
- There is a strong sense of community, despite the recent changes in staffing and academy status. An indicator of this is the minimal impact these changes have had on the pupil body, a fact highlighted by the parents interviewed.
- Prayer is central to the life of the school. The community prays before, during and at the end of the school day. The prayer garden was recently replanted with flowers selected and planted by the Mini Vinnies from a local garden centre. The staff feel valued when their staff meetings begin in the garden with a prayer.
- The prayer room is also considered an important, safe space for pupils to access when they are feeling sad or need somewhere to go. The staff feel it is tranquil and can be easily used independently by pupils. One pupil with special educational needs and disabilities (SEND) uses the room to go through the concepts of Mass with a teaching assistant (TA) instead of going to church as the experience within a crowd is too overwhelming. The school benefits greatly from the contribution made by the local clergy who have supported the school through recent changes.
- St Bede's is Catholic in character and the environment reflects this.
- Behaviour is outstanding. Staff model, promote and praise high standards of behaviour. They show mutual respect and forgiveness in their professional capacities.
- The school benefits greatly from the interest shown by the local clergy who provide a strong lead in the chaplaincy of the school with profound impact. A newly appointed lay chaplain is working with the pupils in small groups and liaises with the SLT.
- There is a clear link with the Catholic multi academy trust which shares dedicated policies which are Catholic in nature and follow diocesan guidance.
- Pastoral care and personal development are strengths of the school. The dedicated Special Educational Needs Co-ordinator (SENCo) has a sound understanding of the needs of the pupils in her care. Currently 8 pupils have an Education Health Care Plan (EHCP), which is a high proportion and 11% are SEND. Provision for these pupils is very good, ensuring they have an opportunity to contribute to the Catholic Life of the school.
- The 'Stepping Stones' programme along with visits from the clergy are considered the most important CPD and whilst they began as induction materials for two members of staff, the whole staff are now attending and benefitting from the training and his expertise.
- Current Personal, Social, Health Education (PSHE) and Relationship and Sex Education (RSE) plans follow the diocesan guidelines and are mostly delivered at the end of the summer term. Plans are afoot to thread this programme through the new academic year.
- The headteacher and RE lead believe it is important to incorporate RE throughout the curriculum. This year's particular focus follows the Church's theme for the year 'Laudato Si' which is threaded through all

subjects, informs environmental work and encourages pupils to act as global citizens.

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

- The headteacher and Trust leaders are deeply committed to the Church's mission in education. They see the Catholic Life of the school as central to its spiritual health and success. The headteacher's style is reflective following Christ's example to love one another and putting the pupils at the centre of life at St Bede's
- The provision for the Catholic Life at St Bede's is given priority by school leaders. This is reflected accurately in their diocesan self-evaluation (DSEF). The monitoring of provision is not yet having an impact, however Catholic Life is so deeply embedded in the nature of the school that it prevails. It is supported by parishes, parents and pupils and is therefore a strength.
- Good CPD is proving effective and is highly regarded by staff. Work recently carried out on the school's mission statement took a whole school approach, ensuring that it was meaningful to the whole of the school community. Staff in general and governors were not involved in the creation of the DSEF.
- The school engages well with parents. Feedback through parent voice questionnaires and through meetings is very positive. They want the school to succeed and are supportive of its mission in the community.
- The new leadership, trust and governors are ambitious for the Catholic Life of the school. Very new to their roles, each are prioritising Catholic Life and are beginning to both evaluate and challenge it.
- The school is responsive to Diocesan policies and initiatives promoting the Bishop's vision for Catholic Life throughout the school.

## COLLECTIVE WORSHIP

### THE QUALITY OF COLLECTIVE WORSHIP

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- 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.**

- A number of acts of Collective Worship were observed and pupils responded reverently and sang joyfully. Pupils arrive in the school hall for whole school Collective Worship quietly, most with hands joined ready for prayer. Limited opportunities are offered for quiet prayer and pupil led Worship. The lay chaplain has been teaching pupils to pray the Rosary in the school's prayer room.
- Pupils are able to lead Acts of Collective Worship and some are given the opportunity to plan. Pupils spoken to described their experience of preparing for Collective Worship as fun and expressed a desire that more of them be involved in it. Liturgical singing is strong.
- An outline chaplaincy plan highlights events. It highlights the regularity of Masses said in school and in the local church. Collective Worship on a small and large scale is happening and celebrations occur related to the events on the church's liturgical calendar.
- Every classroom has a well-kept 'holy corner' or focus area for their class liturgies and assemblies. These are monitored by senior leaders. Each has a Worship record in the form of a book where prayer, stories and readings are recorded and available for use throughout the week. These areas are beautifully kept and in each the Bible is the focus. The vast majority of pupils value and take a full part in prayer and liturgical life of the school. Pupils spoken to were able to articulate why they pray in school and understand what it means to be loved by God.
- Prayer is evidenced in a variety of forms including scripture, religious artefacts, liturgical music and drama and is accessible to all regardless of ability or faith background. Some pupils value the opportunity to use the prayer room for voluntary Acts of Worship and prayer.
- Staff say they value working in a Catholic school and the feeling is that St Bede's is a school with a genuinely prayerful community. Teachers and pupils are aware of the wide variety of faith and cultural backgrounds outside of the school and are inclusive and respectful of them.

#### **The quality of provision for Collective Worship requires improvement.**

- Pupils pray when directed and show respectful silence. Acts of Worship are part of the routine of the school and follow the traditional formula: gather, word, worship and mission. One act of Collective Worship observed was secular in nature however did include a bible reading and prayer.
- Evidence was seen of the school following the Church's liturgical year although there was a lack of depth to this area of the school's liturgical life. Displays in the main hall and corridors, while religious in nature, were unrelated to the Church's calendar with no reference for example to the recent feast Pentecost and the Easter

season. A second Act of Worship did however reflect the upcoming feast of Pentecost.

- The head teacher works closely with the RE lead and priests to model and lead the programme for Collective Worship. The most successful elements of the programme are the regular Masses. These Masses are highly thought of by staff and pupils.
- Staff know their pupils well and are working hard to extend further the range of types of Worship on offer and to include greater numbers in the planning and delivery of Collective Worship.
- Staff are practised at planning and leading Worship themselves. In Key Stage 1 for example pupils were encouraged to participate fully in the Act of Collective Worship by setting up the focal point, passing round the candle and Bible and by responding to questions about why they were gathering, which they did well. The pupils were knowledgeable about the bible story and this led very well into their RE for the day which focused on the same story from the Bible.
- Greater focus on innovation of Worship experience and encouraging pupils' leadership is beginning to help raise the status and impact of Collective Worship in school.
- There are excellent links with the parish, which is closely situated, enabling Collective Worship to be carried out on a grand scale and includes parents and the parish community. This was commented favourably on by the parent group.
- Parents say they are encouraged to attend school for Acts of Collective Worship.

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

- Leaders in school and across the Trust have a good understanding of how to deliver effective and meaningful Collective Worship, which they are bringing to the school. They also have good knowledge of the Church's liturgical year, its seasons and feasts and aim to use this knowledge to provide a focus throughout the school year. Collective Worship is already beginning to benefit from the new leadership and governor regime, all of which is relatively new.
- Leaders are eager to keep up to date with pedagogies and innovations regarding the delivery of Collective Worship. They attend training on such and are beginning to disseminate ideas to staff new to Catholic education.
- Leaders model sound practice themselves and are beginning to drive up ambitions for dynamic, meaningful acts of Collective Worship. They often take a lead. As yet pupils are not fully involved in this.
- Pupils are very articulate, have a good understanding of the purpose of Worship and are familiar with the various forms it can take. Staff and pupils are supported by the head and curriculum lead, local clergy and the lay chaplain in ensuring Collective Worship will be part of the fabric of St Bede's school.
- The school is ensuring that Diocesan and Trust training is made available for all class teachers affirming them in their role as leaders of Worship. Senior leaders themselves have attended training. They highlight what is expected of staff as leaders of Worship and offer support and ideas. The school is now enjoying a period of settled permanent staffing. For those new to Catholic education a planned induction programme takes place weekly led by the curriculum lead. Class teachers are encouraged to promote pupil involvement in planning and leading Collective Worship.
- Collective Worship is reviewed by leaders as part of their self-evaluation process.

## 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.**

- Almost all pupils, bar those with SEND, from their varied starting points make good progress over time in RE. Well planned and targeted interventions for pupils with additional needs are beginning to impact on disadvantaged groups where progress is currently less than good. Pupils are very well supported by staff to enable them to achieve their best. The RE lead works closely with the headteacher to monitor progress.
- Theological literacy is good. Pupils are given the opportunity to develop their oracy skills in RE and a whole school literacy drive is impacting on learning and achievement in RE. Pupils demonstrate confidence in their own knowledge and understanding which is good. Work in books is good and shows progress over time.
- Pupils are generally aware of their own progress in RE and know what to do to improve. Progress was corroborated by book scrutiny and analysis of results.
- Most pupils know about their own progress and in some classes they are involved in evaluating how well they have done. In one class, where exemplar materials allowed pupils to model their answers, pupils' written outcomes showed signs of progress. Attainment grids were used but are not consistent across the school. Effective differentiation techniques were not used in some groups.
- All approach their work in RE with enthusiasm. Close monitoring of outcomes by staff and the headteacher is beginning to impact on progress.
- Behaviour for learning in every lesson observed was outstanding. Pupils are actively engaged in their lessons and most want to do well. Their work is celebrated and rewarded with merits. There is an award assembly at the end of each week.

#### **The quality of teaching and assessment in Religious Education requires improvement.**

- Teaching of RE at St Bede's is mostly good. Teachers are consistent in their planning and delivery of lessons ensuring that pupils' learning is often good and that some groups make good progress over time. Where teaching is strongest lessons are appropriate to age and stage and some offer stretch and support where needed. Teaching for pupils with additional needs is less effective meaning outcomes for those groups are less positive.
- Good practice is now shared across the school and Trust enabling pupils to access a breadth of expertise. Teachers have good subject knowledge and employ a range of teaching styles and techniques in lessons. This knowledge base is a result of effective CPD.
- At its best, teaching had good pace and focus and had every pupil engaged and motivated to do well. Pupils were encouraged to complete tasks and refine work to a good standard.

- Pupils have yet to benefit from finely tuned differentiation in some groups.
- Teachers used clever questioning to stretch thinking. 'Big Questions' and other appropriate questioning were used to elicit answers which demonstrated pupils' knowledge and understanding of the topic. Pupils are encouraged to think ethically and theologically and apply their thinking to their everyday lives. In some lessons teachers use time well, to maximise learning. Evidence of progress was seen in lessons and in some pupils' books across a period of time.
- Pupils' work is moderated regularly together with the other Catholic primaries in the Trust. Attainment for some groups is mostly in line with expectation. The quality of work in books is also good. Staff and pupils work hard on presentation of work which is a whole school initiative. All classrooms have driver words on display and displays in general support learning well.
- Recent changes to moderation following the schools involvement with the 'Age-Related Standards in RE pilot' led to confusion and the school has now reverted to original levels. This means progress records for 2017-18 are inaccurate and progress is therefore difficult to gauge using data alone. In KS2 attainment targets are evident through 'Can I' descriptors and the use of attainment level descriptors as headings for class work.
- Evidence of some tracking of progress through pupil reflections was noted, whereby comments are made on their learning by the pupils. Pupils then select an area for focus in the next topic. Marking is evident in books. In some adequate feedback was seen, but this is not consistent and is therefore limited in its effectiveness.
- Staff address the needs of individuals through meetings and discussion with key workers.
- The school has a range of resources including high quality working environments, use of digital media and artefacts. In Early Years Foundation Stage (EYFS) very good engagement with the subject was seen, as was a range of excellent teaching methods which engaged and inspired the early learners.
- Praise was used in the classroom but no merits were awarded during observations, suggesting that the merit system may not be being used effectively. Success in RE lessons was not fully celebrated in the classroom.

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

- Leaders and the trust have ensured that the school's RE curriculum meets the requirements of the Bishops' Conference and that more than 10% of curriculum time is dedicated to the teaching of RE in each Key Stage.
- Leaders at St Bede's and the Nicholas Postgate Roman Catholic Academy Trust have ensured that Religious Education has parity with other core subjects in terms of CPD, staffing, accommodation and resources. The Trust have recently invested in the school built environment, creating, amongst other things, a welcoming, spiritually uplifting reception area. RE is regarded as a core subject in pupil reports to parents and has a high priority in the headteacher's reports to the Trust.
- The curriculum lead for RE works closely with the headteacher and they inform the senior leadership team which in turn reports to the Trust about progress in RE and Catholic Life of the school. Leaders along with the Trust's standards officer are beginning to monitor closely standards in RE and were involved in creating the Collective Worship, Catholic Life and RE Action Plan. The RE curriculum lead is knowledgeable and respected in the school community. She is working with all teachers to raise the standards of teaching in RE to reach a high level of efficacy.
- Leaders ensure that RE is well planned for and delivered through their monitoring of teaching and learning and outcomes. While monitoring and tracking of progress at school level is in its infancy, the vision of the headteacher and curriculum lead is a reflection of their high expectations of the school and they are fully engaged in this aim.
- Following great success in a short period of time in creating a loyal core of teachers and happy, well behaved and eager-to-learn pupil body, the headteacher and her team are now focusing on improving progress and

raising attainment for all.

- Leaders take great pride in the status of RE in the curriculum and are ensuring that it is planned in order to meet the needs of the different groups within the school. Despite the plethora of changes over the last two years, Christ remains at the heart of this school.

## 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.

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.

3

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.

3

How well leaders and managers monitor and evaluate the provision for Religious Education.

2

## SCHOOL DETAILS

<b>School name</b>	St Bede's Catholic Primary School, a Catholic Academy
<b>Unique reference number</b>	141458
<b>Local authority</b>	Redcar & Cleveland
This Inspection Report is produced for the Rt Reverend Terence Patrick Draney the Bishop of Middlesbrough 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.	
<b>Chair of governors</b>	Mrs C Short
<b>Head teacher</b>	Mrs J Wilson
<b>Date of previous school inspection</b>	December 2013
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