



St Bede's RCVA Primary School

Howlett Hall Road, Denton Burn, Newcastle upon Tyne, NE15 7HS

School Unique Reference Number: **108505**

Inspection dates: 25 – 26 March 2014

Lead inspector: Angela Boyle

Overall effectiveness	Previous inspection:	Good	2
	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 RCVA Primary School is a good Catholic school because:

- The Catholic Life of the school is outstanding because the well-being and personal development of each pupil is at the heart of the school's vision and is reflected in the provision of strong pastoral care. Governors, leaders and staff have high expectations and a shared vision with regard to the Catholic mission and ethos.
- 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. Self-evaluation by leaders and managers impacts positively on provision and outcomes.
- The quality of Collective Worship is good because it has been well developed. Pupils act with reverence and respect and are now able to plan and lead acts of worship well with support.

It is not yet outstanding because:

- Collective Worship is not yet outstanding because pupils across the school are not skilled in planning and leading worship independently.
- Religious Education is not yet outstanding due to inconsistencies across the school in the quality of assessment, marking and feedback.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

- St Bede's is an average sized primary school on the outskirts of the city of Newcastle.
- An above average proportion of pupils are known to be eligible for the pupil premium.
- The proportion of pupils with special educational needs who are supported through school action is well above average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- The large majority of pupils are of white British heritage, with a small minority of pupils from a range of minority ethnic backgrounds.
- The number of pupils who speak English as an additional language is above the national average

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Improve the quality of teaching and assessment in Religious Education by:
 - Ensuring that marking consistently provides information to pupils about how to improve their work.
 - Ensuring that pupils are given the time they need to respond to feedback in order to move their learning on.
 - Ensuring that all pupils are aware of their targets and best practice in pupil self-assessment is implemented across the school.
- Improve the quality of Collective Worship by:
 - Offering further opportunities for pupil involvement in planning, preparing and leading Collective Worship independently throughout the school.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

1

- 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.

1

1

1

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

- Pupils make an outstanding contribution to the Catholic Life of the school and benefit greatly from it.
- Pupils are at the centre of the school's mission and ethos and eagerly participate in the opportunities provided to contribute to the Catholic Life of the school.
- Pupils have a deep sense of belonging to their school family and are confident in promoting the school in their families and the community. A year six pupil was extremely articulate when describing that, 'in RE we learn about God's word and how to live it out in our everyday life - we accept people as they are'.
- Pupils are able to express their own beliefs and have a good grasp of how their faith impacts upon their lives and others.
- Pupils are alert to and respond willingly to the needs of those who are less fortunate than themselves. They talk confidently about their charity work throughout the year. They explained clearly about 'Shared Interest' and how they fund raise to lend money to third world farmers to help them grow crops.
- Pupils are proud of their school and the part they play in their community. They are reflective and are able to consider and discuss moral and spiritual issues including aspects of other faiths and cultures.
- Pupils' exemplary behaviour towards one another enable them to celebrate life fully in this cohesive community.

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

- The provision for the Catholic Life of the school has the highest possible priority with the school mission statement, 'As one, we learn together, play together, pray together, as one' lived out by all in the school community and prominently displayed throughout the school.
- There is a strong sense of family in all areas of school life evidenced in the quality of relationships between all stakeholders.
- Clear policies and procedures are in place, which provide the highest level of pastoral support to pupils. There is an explicit commitment to the most vulnerable and needy. The pastoral programmes provided by the parent support advisor have a significant impact on the work of the school. The Roots of Empathy programme, with a focus on observing a

baby who visits school with her mum, has had a great impact and provided evidence of children developing confidence.

- The learning environment is a reflection of the school's Catholic character evidenced through displays, artefacts and the creation of sacred spaces around the school. The prayer room is used very effectively and regularly and pupils value the time spent there.

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

- Leaders and managers have a very clear understanding and vision of Catholic education and the role of the Catholic school in the mission of the church.
- The school's self-evaluation has clear links to school development plans that are focused on the Catholic Life of the school and lead to improvement.
- The school has good systems for monitoring the Catholic Life of the school, some of which are relatively new. These systems are not yet fully embedded or formalised.
- The school has very successful strategies for engaging with parents and carers; they have a thorough understanding of the school's mission and are highly supportive of it and the values the school imparts.
- Numerous links have been forged within the parish, the local and global community. The school works closely with Newcastle Catholic Schools Group to provide a range of enrichment activities to promote pupils' learning.
- Governors make a significant contribution to the Catholic Life of the school; committed to the school's mission they are involved in the self-evaluation process. They make informed decisions and are prepared to challenge as well as support.

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.

- Collective Worship engages the interest of all pupils. They are very enthusiastic about worship and it inspires pupils to reflect and respond with reverence and great joy.
- All pupils from reception to year six sing enthusiastically and join in prayers with confidence; they are at ease when praying with their school community. Pupils speak of feeling 'as one' when they pray together. They value the opportunity to 'have your own private talk with God' during worship time.
- Pupils are now able to prepare and lead class Collective Worship with increasing confidence and independence, appropriate to their age and development. With support pupils are becoming skilled in the use of scripture and religious artefacts, hymns and other forms of prayer however they are not yet fully competent in planning, preparing and leading worship independently.
- Pupils have an excellent understanding of the Church's liturgical year, seasons and feasts.
- There is a deep sense of respect for different faiths; pupils are well informed about world faiths.
- Collective Worship contributes positively to the spiritual and moral development of all pupils.

The quality of provision for Collective Worship is good.

- The prayer life of the school is given high priority; it is central to the life of the school and is well resourced.
- A regular rhythm of prayer is built into the daily life of the school and an established pattern of opportunities are offered for the school community to gather for prayer reflection, liturgy and Masses.
- Parents, parishioners and governors are invited to share the spiritual life of the school; they appreciate and take full advantage of the many opportunities offered to be involved in worship.
- As a result of staff training and a focused drive to enhance the prayer and liturgical life of the school, improvements have been made over time so that staff and pupils are increasingly skilled in preparing and leading worship. As yet pupils are not presented with the opportunity to take full responsibility for creating liturgies. Knowledgeable and able staff are well placed to develop skills further and pupils would grasp the opportunity to do so.
- Themes for Collective Worship are based upon the scheme of work topic and the liturgical

calendar; they are responsive to the religious diversity of the pupils. School ensures that the prayer room is also available for those of the Islamic faith who would like to pray at lunch time.

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

- Leaders and managers have a deeply rooted understanding of the Church's liturgical year, its seasons, rites and symbols and use a wide range of high quality artefacts to deepen pupils' appreciation, knowledge and understanding.
- The Religious Education coordinator provides good leadership, supporting staff in their spiritual and liturgical understanding
- The monitoring and evaluation of Collective Worship is a priority in the regular review of school performance and this informs future developments and training needs.
- Leaders regularly seek the views of pupils, staff and parents regarding the quality and significance of worship. Parents often comment upon the high quality of worship. However the formal recording of parents' views and the collection of feedback does not take place and this would enhance provision.
- The school ensures that pupils have good sacramental preparation in line with Diocesan policy.

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

1

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

- Pupils demonstrate passion and commitment in their lessons, they have very positive attitudes and speak enthusiastically about their learning some saying it is their favourite subject.
- Pupils value and appreciate the support they receive from their teachers. Pupils in all lessons observed across the school concentrate exceptionally well and are rarely off task ensuring that behaviour for learning is outstanding.
- Outcomes are good overall. Pupils enter school with knowledge and skills that are below what is expected for their age. They make good or better progress through early years foundation stage and key stage one; this continues through key stage two and accelerates significantly in upper key stage two.
- Pupils identified as having special educational needs make very good progress because their needs are accurately identified and they are well supported by highly skilled teaching assistants.
- Inspection findings and evidence presented by the school show no notable differences 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 attainment or progress.

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

- Teaching is consistently good with outstanding teaching observed in upper key stage two.
- The 'Come and See' programme is being used effectively. Teachers use diocesan plans and guidance to good effect and teacher subject knowledge is good.
- Teachers have high expectations; they plan interesting and imaginative lessons and use a good range of high quality resources. A wide variety of teaching strategies, good questioning skills, clear explanations and well-paced lessons ensure that pupils enjoy their learning and make good progress.
- Teachers ensure they check pupils learning throughout lessons and adapt their teaching ensuring all pupils have good quality learning opportunities.
- There are some excellent examples of differentiation by task however this is not consistent throughout the school. Consequently not all pupils are able to experience the best activities for learning.

- There is evidence in some classes of good practice in self-assessment and of pupils using 'I can' statements; however this is not embedded or consistent across the school.
- The standard of marking and feedback is variable, in some classes insufficient direction is given to pupils. Marking is supportive but teachers do not provide sufficient improvement prompts and guidance as to the next steps in learning. Nor are pupils given sufficient further opportunities to respond to feedback and improve pieces of work.

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

- The commitment and leadership of the Religious Education coordinator, ably supported by the leadership team, has had an impact on raising standards in Religious Education.
- The coordinator has attended training and worked conscientiously to implement all advice and guidance from the diocese.
- Leaders carry out regular monitoring and analysis of teaching and learning and the school improvement plan identifies clear steps for ongoing improvement. There is a focus on promoting high standards of teaching which ensures a high quality of teaching and learning.
- Effective assessment systems are in place and the school now has an accurate picture of pupil achievement. Pupil progress is tracked; however the school's systems are not yet sufficiently refined to ensure groups of pupils are monitored frequently and consistently enough.
- Religious Education has a very high profile in the life of the school. Governors are regular visitors to the school and are actively involved in the school community. They have a good understanding of the schools performance in Religious Education and are regularly involved in monitoring and evaluation activities. They are supportive of leaders and staff but also confident and questioning in their approach.

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

1

SCHOOL DETAILS

School name	St Bede's RCVA Primary School
Unique reference number	108505
Local authority	Newcastle
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.	
Chair of governors	Mr D McShane
Head teacher	Mr M Scurr
Date of previous school inspection	November 2008
Telephone number	0191 2743430
Email address	admin@stbedes.newcastle.sch.uk