
**The Diocese of
Hallam
Section 48 Report**

**The Catholic Life of
the School and
Religious Education**

Diocese of Hallam



SECTION 48 INSPECTION REPORT

THE CATHOLIC LIFE OF THE SCHOOL AND RELIGIOUS EDUCATION

**St Bede's Catholic Primary School
Rotherham**

School URN	106945
Name of Chair of Governors	Martin McDonagh
Name of Head teacher	Amanda Wassell
Date of inspection	8 th November 2016
Section 48 Inspector	Michael D'Rozario

“ An enthusiasm for the things of God”

Introduction

The Inspection of St Bede's Catholic Primary School has been carried out under the requirements of the Education Act 2005, and in accordance with the Diocese of Hallam Framework and Schedule for Section 48 Inspections as approved by the Bishop of Hallam.

The process of inspection in the Diocese of Hallam has been developed as an activity of the Church to support schools in further deepening the quality of Catholic education provided.

Description of the School

St Bede's Catholic Primary School is a larger than average-sized primary school within the Diocese of Hallam. There are eleven classes, Foundation Stage through to Year 6. It is a Voluntary Aided Catholic Academy situated in the village of Kimberworth, Rotherham and the school serves the parishes of St Bede's and Forty Martyrs.

St Bede's converted to Academy status on 1st July 2013 and is part of the Holy Spirit Umbrella Trust with St Bernard's High School, St Joseph's (Dinnington), St Mary's (Maltby), St Gerard's and St Mary's (Herringthorpe).

The current Headteacher has been in post since September 2011, the Deputy joined the school in September 2016 and the school was judged Good by OfSTED in April 2016.

The vast majority of pupils are white British and the percentage of pupils who speak English as an additional language and those identified as SEN(D) are all below the national figure.

Type of School	Catholic Primary Voluntary academy
Age profile of students	3 to 11
Number on roll	332
Number of students on Special Needs and Disabilities Register	65
Number of students with a Statement of Special Educational Needs	2
Number of Catholics on roll	162
Number of Other Christian Denominations	97
Number of other Faiths No religious affiliation	2
School Address	Wortley Road Kimberworth Rotherham South Yorkshire S61 1PD
Telephone Number	01709 740101
Fax Number	
Email	st.bedesrcjunior-infant@rotherham.gov.uk
School Website	www.stbedescatholicprimary.co.uk

SUMMARY JUDGEMENTS

OUTCOMES FOR PUPILS

1

THE PROVISION FOR CATHOLIC EDUCATION

1

LEADERS AND MANAGERS

1

OVERALL EFFECTIVENESS:

How effective the school is in providing Catholic Education.

1

The overall effectiveness judgement is based on all the evidence available.

- Outcomes for pupils,
- The provision for Catholic Education
- Leaders and Managers

Inspection Grades: 1 is Outstanding, 2 is Good, 3 requires improvement in order to be good, 4 is Inadequate

OUTCOMES FOR PUPILS

How good outcomes are for pupils, taking into account variations between groups.

The extent to which pupils contribute to and benefit from the Catholic life of the school.	1
How well pupils achieve and enjoy their learning in Religious Education.	2
How well pupils respond to and participate in the schools' Collective Worship	1

The extent to which pupils contribute to and benefit from the Catholic life of the school is OUTSTANDING

- The recently revised Mission Statement provides a definition of how the school is distinctive and sets a framework as to how this community, including the children, may fulfil its role in promoting the Catholic life of the school.
- Children are proud of their school and have participated in evaluating its Catholic life through their response to questionnaires and the pupil voice represented by the School Council and recently appointed Worship Leaders.
- There are numerous opportunities for children to take a lead in the Catholic life of the school, such as the Worship Leaders who address school matters and who lead fundraising activities throughout the academic year.
- School liturgies take place throughout the liturgical year, such as All Saints, Lent, Advent, Harvest and class assemblies. Parents comment on how much they appreciate the opportunity to attend these acts of worship and participate in the Catholic life of the school and that they are always made welcome.
- Children can empathise with and appreciate the circumstances of those less fortunate than themselves and the Human Rights Group spoke of the activities they had organised to raise funds and support CAFOD, Mission Together, The Good Shepherd and a local children's hospice, as well as many other charitable causes.
- The school has been given the prestigious Rotherham International Global Award for its strong links with schools in South Africa and in recognition of its work on Community Cohesion, giving children a sense of the wider world and an opportunity to discuss moral and ethical issues.

- Parents comment that the children not only embrace the Catholic life of the school but promote it by developing useful skills and positive attitudes for life in school and beyond. They can see their child growing in confidence and self-esteem and believe that this will help them face future challenges.
- The Parish Priest witnesses the Catholic life of the school on his regular visits to classes where he works alongside children and school staff, not only in Religious Education lessons but other aspects of the curriculum also. Children and school staff appreciate his significant contribution to the school.
- The Rainbows programme is successfully embedded to support the well-being of pupils.
- The School Council and Worship Leaders, representing the pupil voice, speak highly of their chosen Key Workers who they look to for advice and guidance for a range of school and other matters.
- The school works closely with the Parish Priest in considering and implementing changes to sacramental preparation programme.

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

- The school has implemented the Come and See RE programme and plans for a range of interesting activities to engage children and support them in accessing classwork such as visitors to school, cross curricular themes that include creativity and the expressive arts.
- Classwork and school displays demonstrate pupils' achievements in RE and show progression over time and across the age and ability range. Most groups of pupils make at least good progress with some making outstanding progress. This is evident in samples of classwork from the Come and See topics, photographs of associated events and appropriate cross-curricular links to deepen pupils' understanding.
- The marking and feedback policy has been applied to pupils' work in RE and is having an impact in informing children as to the next steps in their learning and providing opportunities for them to correct misconceptions or mistakes.
- Children are religiously literate and are developing knowledge and understanding appropriate to their age and ability. In some instances, individual children demonstrate knowledge of scripture beyond that which would be expected of them such as when discussing the life of Saint Peter when undertaking the topic on Vocations.
- Assessment of RE is supported through in-school and external moderation which in turn informs the school's judgements. The school speaks of the benefit of working collaboratively on assessment with other Catholic schools within the Local Authority
- Lesson observations record that most pupils concentrate well and are seldom off task. Differentiated activities support access to RE lessons for a wide range of learners, and teachers are introducing cross curricular themes, including music, art, dance and role play in order to make these even more interesting. In good or better lessons, children are actively involved and enjoy

discussing in depth some of the issues raised in class. Children are encouraged to become more independent and to think for themselves as they engage in the topics within Come and See.

- Worship Leaders and School Council spoke of some of the RE lessons and themes that they found most interesting and of the liturgies they led both in school and in church.

How well pupils respond to and participate in the schools' Collective Worship is

OUTSTANDING

- Children demonstrate reverence and respect during Collective Worship, such as in the Key Stage 1 assembly on The Holy Year of Mercy and during prayer times throughout the school day.
- Worship leaders say they are given numerous opportunities to prepare, lead and participate in acts of Collective Worship in school or in church. Each class in Key Stage 2 has the opportunity to visit church at some stage throughout the liturgical year and to lead the liturgy. This is most welcomed by parents and parishioners.
- The school choir is invited to sing at the Sunday Mass and the Parish Priest values these opportunities for children, their families and the community to come together.
- Pupils are developing a good awareness of a variety of styles and forms of prayer and their liturgical formation is also developing well. The Prayer Garden, situated outside, mirrors the liturgical cycle and children gather with their own petitions and intentions during informal prayer and reflection.
- The prayer life of the school is contributing to pupils' spiritual and moral development and their respect and behaviour at all liturgical celebrations is outstanding.

PROVISION

How effective the provision is for Catholic Education

The quality of teaching and how purposeful learning is in Religious Education.	2
The extent to which the Religious Education curriculum promotes pupils' learning.	1
The quality of Collective Worship provided by the school.	1

The Quality of teaching and how purposeful learning is in Religious Education is GOOD.

- Teachers are aware of pupils' capabilities and are adapting lessons to make them more interesting and accessible to the children. In good or better lessons, children are interested and engaged and this leads to motivated pupils and purposeful learning. In some cases, teachers may alter an aspect of the lesson to follow the initiative of the children, such as when a pupil suggested it would be interesting to 'smell the oil of chrism as well as seeing it', when studying the topic of Signs and Symbols.

- As a result of good assessment and moderation procedures, teachers plan well to meet the needs of all pupils enabling them to make good progress as learners.
- Good quality resources, including artefacts and first hand experiences sustain pupils' concentration and they enjoy their work. This can support them in meeting challenging expectations.
- In good or outstanding lessons, children have access to and are introduced to scripture through a variety of forms, including the use of new technologies.
- Teacher subject knowledge is continually being strengthened through good quality continuing professional development and peer support provided by the RE Co-ordinator and with the aid of Diocesan resources and organised topic days. The RE Co-ordinator is in the process of designing and making further resources and organising events to support classwork.
- The positive relationship between adults and children is a strength of the school and supports collaborative learning and engagement through mutual respect. This is having a positive effect during RE lessons.
- In good or better lessons, other adults are used effectively, are empowered to make a positive contribution to the lesson and support learners well by modelling tasks and reviewing the learning objectives for the lesson.
- Teachers frequently affirm pupils and give them confidence when responding to questions or completing classwork. In good or outstanding lessons, time is given for pupils to respond fully and verbalise their thoughts.

The extent to which the Religious Education Curriculum promotes pupils' learning is OUTSTANDING

- The Religious Education curriculum, through the Come and See programme, meets the needs of pupils through differentiated activities and quality resources.
- Partnerships such as the Catholic Learning Community of the Umbrella Trust and expertise within and beyond the school is sought to enrich the curriculum and provide experiences that are memorable. The school makes use of the other faith traditions, such as Judaism, as this is an aspect of the Come and See programme.
- There are opportunities for children to deepen their thinking and empathy for issues and themes raised in RE lessons and some of these are further discussed by the Human Rights Group as they explore the wider world. School's strong links with South African schools only strengthens this.
- The school meets the requirements of the Bishops' Conference in allocating at least 10% curriculum time to the teaching of Religious Education.
- Religious Education builds upon pupils' own experiences and allows them to relate directly with the themes covered in lessons, with some teachers sharing their personal experiences in order to illustrate a point raised in class.

- The many cross curricular themes and activities established in school provide enjoyment and enthusiasm and promote further interest. This often provides a relevance for the themes covered in class, such as Harvest and Fair Trade.
- The Religious Education curriculum provides further opportunities for spiritual, moral, and vocation development through themes covered within Come and See.
- When speaking with Worship Leaders, one pupil stated that, ‘Everyone is fair and ready to make friends and that all are made welcome’.

The quality of Collective Worship provided by the school is OUTSTANDING

- Acts of Collective Worship are given a high profile and are well resourced and include drama, music and visual aids that relate to scripture. They reflect the strong Catholic character of the school.
- Opportunities are provided for children to pray in a formal setting within school and church and informally when expressing their private intentions such as in the prayer garden.
- Worship Leaders state that children take pride in leading worship such as class and school assemblies and during Advent, Easter and Pentecost.
- The RE co-ordinator takes a lead in guiding children in their planning for worship and benefits from attending locally arranged chaplaincy meetings.
- The Parish Priest states that strong links are maintained with the local parishes and that liturgies and mass are celebrated at both school and church. This is strengthened through his frequent visits to school.
- Parents appreciate the welcome they receive when they attend and participate in acts of Collective Worship and comment on the spiritual nature of these. They are impressed by the children’s understanding of the timings and features of the liturgical cycle and how they celebrate assemblies and feast days through acts of Collective Worship.

LEADERS AND MANAGERS

How effective leaders, governors and managers are in developing the Catholic life of the school

How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan and implement improvement to outcomes for pupils.	1
How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement for improvement to outcomes for pupils.	1

How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan and implement improvement to outcomes for pupils is OUTSTANDING..

- School leaders and governors promote the Catholic life of the school through their involvement in governance and fulfilment of the legal requirements.
- The RE co-ordinator is monitoring provision and school leaders are engaged in the process of evaluating outcomes.
- School leaders and governors strongly support the Catholic life of the school and parents say they are invited to respond by way of questionnaires on a range of aspects.
- The school continues to make good use of CPD opportunities provided by the Diocese, such as teaching resources and attendance at topic days.
- School leaders and governors are continually monitoring and evaluating the impact of actions identified within the School Self-Evaluation Document.
- Pupils and school staff understand the importance of making a positive contribution to the community and to the Catholic life of the school and have been awarded the Rotherham International Global Award. They also engage in a number of fundraising activities and charitable causes.
- Staff and pupils demonstrate a high regard for the Catholic life of the school.

How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement for improvement to outcomes for pupils is OUTSTANDING.

- School leaders and governors have undertaken a review of the Mission Statement and have consulted stakeholders. As a result, staff and pupils' understanding of the school's mission is outstanding.
- Self-review, when compiling the school's Self-Evaluation Document, has identified appropriate targets and strategic action. Impact statements, when actions have been completed, will make explicit the progress made in meeting these targets and how it promotes positive outcomes for pupils.
- Governors are informed of Religious Education and the Catholic life of the school through the Headteacher's Report.
- The school is reviewing its systems for monitoring and evaluating the impact of teaching and learning. These are becoming more robust with the guidance and support of the headteacher.
- Pupils generally make at least good progress, with some outstanding, as evidenced in samples of classwork and their engagement in planned activities in class.

- Spiritual and moral development is promoted well as school leaders are committed to the Catholic values at the heart of the school's Mission Statement.
- The RE Co-ordinator is effective in leading the improvement of provision.
- Governors discharge their canonical and statutory duties effectively and formal and informal monitoring of the Catholic life of the school results in priorities for improvement being identified and acted upon.

This final section draws together all the evidence and judgements made in the preceding sections.

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	1
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The overall effectiveness of St Bede's Catholic Primary School is OUTSTANDING

- The school lives out its Mission Statement as evidenced by the high quality care and strong relationships within the school and parents speak highly of their school.
- Children are eager to please and have a real understanding of the Catholic faith, its traditions and the liturgical cycle.
- The headteacher has worked hard to successfully support the 'Come and See' programme and this has been taken up by the recently appointed RE Co-ordinator.
- Collective Worship is a strength of the school with children having opportunities to plan and lead liturgies and assemblies in school and in church.
- The quality of teaching and learning is improving with the support and guidance of the headteacher and RE Co-ordinator.
- Teachers have good subject knowledge and are supported well in this by the RE Co-ordinator and access to Diocesan topic days.
- School leaders and governors strive to improve provision and have accurately identified strengths and areas for development.

Recommendations:

- To create opportunities for coaching and modelling in Religious Education so that outstanding practice can be shared with all colleagues.
- To continue to monitor and evaluate the school marking policy and ensure that it is fully embedded so that all children know how they can further improve their work.
- To be judged as outstanding in the quality of teaching, learning and the assessment of Religious Education, the school needs to share outstanding practice.