



## DIOCESAN CANONICAL INSPECTION REPORT

THE CATHOLIC LIFE OF THE SCHOOL, COLLECTIVE WORSHIP AND RELIGIOUS EDUCATION

# St Bede's Catholic Voluntary Academy

Collum Avenue, Scunthorpe, DN16 2TF

<b>School URN:</b>	138018
<b>Inspection Date:</b>	30 January 2017
<b>Inspectors:</b>	Mr Sean McClafferty and Mrs Sarah Lockyer

<b>Overall Effectiveness</b>	Previous Inspection:	Outstanding	1
	<b>This Inspection:</b>	<b>Outstanding</b>	<b>1</b>
<b>Catholic Life:</b>		Outstanding	1
<b>Collective Worship:</b>		Outstanding	1
<b>Religious Education:</b>		Outstanding	1

## SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

**St Bede's Catholic Voluntary Academy is an outstanding Catholic school.**

- The overall effectiveness of the school is outstanding. Strong, purposeful and inspirational leadership provided by the headteacher supported by a very able leadership group and governing body ensures that the Catholic values of the school permeate every aspect of the school community. The school's mission statement is visible and lived out in the actions of the school community on a daily basis. At St Bede's, each and every individual is cherished and valued.
- Prayer and worship underpin the Catholic Life of the school ensuring that pupils' spiritual, moral and social development is outstanding. Thanks to the leadership and management of the liturgical life of the school, pupils are empowered and take a leading role in planning liturgies, assemblies, reflections and Masses. They do this with enthusiasm and zeal. The chaplaincy group is at the heart of much of this work.
- Strong teaching and learning is underpinned by excellent feedback and assessment within the Religious Education department. This has helped raise standards across the key stages and ensure that all pupils make outstanding progress in line with their potential. Systems for Quality Assurance are excellent and well embedded within the school.
- St Bede's Catholic Voluntary Academy is an outstanding example of a school which is wholly inclusive; where all pupils, no matter of faith, culture, race or ability are valued for who they are and what they bring to the school community. Relationships are particularly strong.

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

- St Bede's is a smaller than average 11-16 secondary school with 677 on roll. In April 2012, the school became part of the North Lincolnshire Catholic Academy Trust.
- The school serves the parishes of St Bernadette's Ashby, Holy Souls' Scunthorpe, St Norbert's Crowle and St Mary's, Brigg.
- Of the 677 pupils who attend the school, 42% of pupils are baptised Catholic, 34% are from other Christian denominations and 11% are from other faith backgrounds. The remaining 13% have not declared a faith group.
- The proportion of pupils with special educational needs and/or disability, including those who have a statement of educational need or an education, health and care plan, is also slightly above average at 11%.
- The proportion of disadvantaged pupils for whom the Pupil Premium provides support is below the national average at 25%. Pupil Premium funding is provided to support pupils who are known to be eligible for free school meals and those who are looked after by the local authority.

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

- Catholic Life
  - Provide opportunities for parents to become more involved in the Catholic Life of the school, for example by inviting them to visit/participate in the many activities which takes place around the spiritual life of the school, such as the celebration of the Eucharist.
  - Investigate the use of social media to reach out to some of the more hard to reach parents.
- Collective Worship
  - Explore opportunities for the staff and pupils to attend/participate in the life of the parishes and wider communities.
  - Further develop content and use of the Acts of Worship website in order to attract more community users.
- Religious Education
  - Ensure that the demands of the new curriculum still meet the RSE and Curriculum Directory requirements, whilst maintaining their high levels of attainment and progress.
  - Continue to share best practice across the department so that pace in all lessons challenges pupil learning at all times.

## CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL	1
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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 - outstanding**

- Pupils are friendly, warm, and welcoming to visitors and supportive and caring to one another. There is a genuine sense of community, which comes from the Mission Statement's three pillars of love, respect and service being clearly understood and lived out by all. Pupils are proud of their backgrounds and beliefs and have a strong sense of community and personal worth.
- Pupils at St Bede's make an outstanding contribution to the Catholic Life of the school. Pupils enjoy opportunities they have to be involved and participation in all aspects of Catholic Life is exceptionally high, as seen by attendance at voluntary Masses and retreats. This positive ethos permeates all aspects of school life.
- Pupil leadership is a strong feature of the school and very popular as evidenced by the number of pupils in the chaplaincy team, worship team and charity team. As a result, they are happy, confident and secure in their own stage of spiritual and emotional growth. During the last academic year, three students were baptised as a result of their spiritual development at St Bede's.
- Pupils are proud to be involved in the various community activities and are happy to offer their gifts in the service of others; as can be seen when working with residents of a nearby care home, Christmas caroling, House charity events and collections for the Forge drop-in centre for the homeless.
- The chaplaincy team spend a full day being trained for their role and have been training chaplaincy teams from the feeder schools in Years 5 and 6. This helps to promote the school's ethos in the wider community. They also extend this relationship through their work with a local special school, 'The Aegir School'.
- Pupils value the high quality pastoral support offered to them. They appreciate the calm atmosphere that permeates both classrooms and corridors and believe that this demonstration of mutual respect and tolerance of individual difference allows them to both succeed academically and to grow spiritually.

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

- Through the many charitable events which the pupils are involved in, for example each House supporting its own charity, pupils have developed a strong social conscience and are clearly inspired by the school's Mission Statement which is strong expression of the mission of the Church.
- An effective House system supports the growth and development of pupils. High quality pastoral care is a positive feature of the school. All pupils interviewed were confident that there was always someone to talk to if they needed help. The Mission Statement is embedded in all aspects of school life; it is used as a prayer on a daily basis highlighting its centrality to the school and is frequently referred to by staff and pupils.
- The school's behaviour policy was reviewed in September 2016 and has added a further clarity and a level of analysis. Behaviour inside and outside of the classroom is exemplary; consequently the atmosphere created allows pupils to develop in a safe and harmonious environment. Pupils treat one another with respect and are acutely aware that their behaviour has consequences.
- The Relationships and Sex Education (RSE) policy is currently being updated in accordance with diocesan guidelines. The new curriculum demands will impact on this delivery and the school is aware that this will need careful monitoring. RSE is currently delivered through Religious Education and Science with some input from 'Big Talk' and the local authority team.
- The assistant headteacher for spiritual direction also has responsibility for the staff induction programme for all staff which ensures that everyone is clear about expectations of them as members of a Catholic community. The school recognises the importance of training; staff, pupils and governors speak warmly of a sense of belonging.
- The school's Mission Statement is in evidence throughout the school and symbols such as crucifixes and religious posters are displayed as a witness to the ethos of the school and to its core purpose.

### **How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school – outstanding**

- Leaders, governors and managers are clearly deeply committed to the Church's mission. Staff induction is strong and this includes training on the Catholic ethos of the school. Everyone is made to feel welcome and part of the St Bede's family as soon as they join the school. Future leaders within school are identified and mentored/supported.
- The governing body is passionate about the role it plays and, as a result, takes a key role in holding the school to account by asking questions about academic performance. They respond positively to reports presented to them on Catholic Life and evidence exists of them asking probing questions. Governors are also fully involved in the monitoring and evaluation of the school improvement plan. They have a very good understanding of the strengths and areas for development of the school. The governor audit carried out recently highlighted Catholic ethos as a particular strength of the governing body.
- The headteacher directly line manages the Religious Education department and all members of the leadership team are involved in the monitoring and evaluation of worship and the prayer life of the school. New priorities are set within the school development plan which clearly acknowledges the importance of the school's Catholic identity.

- Induction arrangements for new foundation governors are effective and well established. Staff INSET days have been used effectively to increase participation and confidence of staff in leading prayer and liturgies.
- Leaders and the governing body have addressed all the areas for improvement in the previous diocesan canonical inspection in 2011. They are highly ambitious for the school's continued success and resolute in their determination to ensure that the Catholic mission remains as its core purpose.

## COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP	<b>1</b>
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<ul style="list-style-type: none"> <li>• How well pupils respond to and participate in the school's Collective Worship.</li> </ul>	1
<ul style="list-style-type: none"> <li>• The quality of provision for the Collective Worship.</li> </ul>	1
<ul style="list-style-type: none"> <li>• How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.</li> </ul>	1

### **How well pupils respond to and participate in the school's Collective Worship - outstanding**

- Vertical tutor grouping supports the development of a sense of 'family' which is clearly felt by the pupils. They lead, participate and enjoy the variety of opportunities for Collective Worship. Pupils respond positively to these opportunities. They are able to articulate with clarity the ways in which they are supported and encouraged to take part in daily Acts of Collective Worship both at the beginning and end of the day.
- Collective Worship in its varying forms is central to the daily life of the school. The exceptional quality of Collective Worship has a profound impact on the pupils. It is a real strength and is the result of careful planning and a lot of hard work.
- Whole-school liturgies and Masses are led and prepared by members of the chaplaincy team. Pupils are very willing to be involved in the preparation and delivery of these liturgies and Masses. Mass is celebrated on a regular basis and the attendance at voluntary Masses is very high.
- Pupils value the opportunity to lead, listen to and participate in prayer and particularly like the opportunities to pray for those around them who may be in particular need. Pupils are involved in the writing and reading of bidding prayers as well as being encouraged to celebrate their gifts as singers or musicians.
- There is a deep sense of respect for different faiths and this is reflected in the inclusive manner in which pupils prepare liturgies and participate in the prayer life of the school.

### **The quality of provision for Collective Worship - outstanding**

- Acts of worship are well planned and central to the life of the school. The diverse pupil body participates fully in the opportunities provided within this worship. Collective Worship is rich and varied including whole-school, House Masses, liturgies and opportunities for individual and group prayer. The school has a prayer room for non-Christian pupils as well as a chapel.
- The 'walking, talking Mass' allows pupils to understand the significance of the different parts of the Mass. Considering the rich and diverse community the school serves, this quite unique initiative supports all the young people with their understanding.

- The school website is updated regularly and provides for all members of the community daily reflections, prayers and ideas for worship.
- Assemblies/liturgies and Masses are either pupil led or have a great level of pupil participation. Pupils engage in all aspects of worship with a high degree of enthusiasm and joy. Praying together is part of the daily experience for all pupils and staff.
- Staff are very knowledgeable and show a strong commitment to the Church's mission. Relationships between staff and pupils are outstanding and this leads to positive attitudes to learning. Resources are excellent as is departmental planning.

**How well leaders and managers promote, monitor and evaluate the provision for Collective Worship - outstanding**

- The promotion, monitoring and evaluating of Collective Worship is a particularly strong feature of the school. All leaders and governors understand the importance of this role and hence this drives to a constant desire to self-improvement.
- The governing body provides a high level of challenge to the headteacher and senior leaders as was witnessed and minuted in meetings.
- The rigorous monitoring and analysis carried by the head of department has contributed greatly to the raising of standards within the Religious Education department.
- Catholic ethos is a priority within the school Improvement plan with objectives been regularly monitored and evaluated on a termly basis by the leadership team.
- In this prayerful community, the headteacher and senior leaders are highly visible as leaders of Collective Worship. They are seen as models of outstanding practice for staff and pupils.
- Staff at all levels embrace and promote spiritual formation and any training is well received. The involvement and commitment of the clergy is a testament to the centrality of this school in the local Catholic community.

## RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION	<b>1</b>
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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 – outstanding

- Pupils are challenged theologically, ethically and spiritually to become aware of the challenges faced by Catholics every day as seen in the discussions around 'the importance of the 10 Commandments'.
- Pupils demonstrate a great deal of confidence and understanding of issues when discussing with one another and sharing with the class their views on issues such as the 'Stewardship of the Earth' and the 'Covenant with Moses'.
- Evidence from pupils' books demonstrates good learning across lessons. The good assessment procedures in place mean that teachers build upon pupils' prior learning. Marking and constructive feedback are used well and pupils respond appropriately.
- Behaviour for learning is outstanding with pupils displaying positive attitudes in lessons which support outstanding progress.
- Results over time show that all groups of students are meeting or exceeding their targets and over 50% of Year 11 (2015-16) made 4 levels of progress in Religious Education which is well above the national average.
- The Religious Education department has rightly identified that its focus should now be with pupil premium students to ensure that they too are achieving the same standards – predictions for GCSE results this year show that interventions are having a positive impact.

### **The quality of teaching and assessment in Religious Education – outstanding**

- Excellent level of feedback and assessment helps to motivate pupils and identify next steps in their learning.
- All teaching within the Religious Education department is good or better. Standards within the department have improved since the previous inspection thanks to strong leadership and management and the implementation of robust Quality Assurance systems.
- Teachers communicate high expectations, passion and enthusiasm for the subject to the pupils which in turn leads to pupils' enjoyment and improved motivation.
- Pupils were able to articulate their target levels (in line with diocesan policy) and knew how to improve their work.

### **The extent to which leaders and managers promote, monitor and evaluate the provision for Religious Education – outstanding**

- The head of the Religious Education department leads by example and has introduced systems for monitoring and evaluating the standards within the department, analysing where improvements can be made and sharing the good practice within the department.
- The head of department has a clear vision and inspires confidence amongst staff and pupils- this results in Religious Education securing a high profile in the life of the school. This is fully supported and encouraged by the headteacher and senior leadership team who rigorously challenge the subject area so that it continues to have a significant impact on the spiritual and moral development of pupils.
- The curriculum is well-planned and is being adapted to meet the new three year Key Stage 4 and the demands of the new GCSE. It matches the full range of abilities and provides clear opportunities to ensure that pupils become religiously literate.
- A key focus area for the department is provision for pupil premium pupils and this is being addressed by a member of staff coordinating focused intervention strategies for such pupils – this is leading to a narrowing of the gap with non-pupil premium pupils.
- The school meets the Episcopal requirements in terms of curriculum time for Religious Education and the headteacher has also prioritised 'additional' time to be used in order to deliver the new GCSE specifications.

## SCHOOL DETAILS

<b>School Name</b>	St Bede's Catholic Voluntary Academy
<b>Unique Reference Number</b>	138018
<b>Local Authority</b>	North Lincolnshire

The inspection of this school was carried out on behalf of the Bishop of Nottingham under Canon 806 of Canon Law in accordance with the *evaluation schedule* for diocesan canonical inspections in the Diocese of Nottingham. The inspection reviews and evaluates how effective the school is in providing Catholic education. The process begins with the school's own self-evaluation and the inspection schedule is in line with the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA).

During the inspection, the inspectors observed 10 Religious Education lessons and 2 Acts of Collective Worship.

Meetings were held with the headteacher, the head of the Religious Education department, two governors and the parish priest. Discussions were also held with pupils and parents.

The inspectors scrutinised a range of documents including reports of the governing body, action plans, the school development plan, monitoring forms, assessment data, tracking and parental response forms. The inspectors also examined the work in pupils' Religious Education books.

<b>Chair of Governors:</b>	Mr Kevin Coyle
<b>Headteacher:</b>	Mrs Michelle Travers
<b>Date of Previous School Inspection:</b>	09 November 2011
<b>Telephone Number:</b>	01724 861 371
<b>Email Address:</b>	admin@stbedesscunthorpe.org.uk

## WHAT INSPECTION JUDGEMENTS MEAN

Within the report, the following grades are used:

<b>Grade 1</b>	Outstanding
<b>Grade 2</b>	Good
<b>Grade 3</b>	Requires Improvement
<b>Grade 4</b>	Inadequate

In the context of the whole school, the overall effectiveness grades have the following meaning:

<b>Grade 1</b>	Outstanding	The school is a highly effective Catholic school. Pupils' needs are exceptionally well met.
<b>Grade 2</b>	Good	The school is an effective Catholic school. Pupils' needs are met well.
<b>Grade 3</b>	Requires Improvement	The school is not yet a good Catholic school, it is not inadequate however, and there are aspects that require improvement. There will be a monitoring visit within the next 12 months and the school will be re-inspected within 3 years.
<b>Grade 4</b>	Inadequate	There are features in need of urgent and immediate attention. The school is not meeting the basic minimum requirement for adequacy as a Catholic school. The school will receive an annual monitoring visit and will be re-inspected within 3 years.