



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ARCHBISHOP BECK CATHOLIC SPORTS COLLEGE

LIVERPOOL

Inspection Date Tuesday 14 March 2017

Inspectors Deacon Paul Mannings and Mrs Elizabeth Dolan

Unique Reference Number 104717

Inspection carried out under Section 48 of the Education Acts 2005 and 2011

Type of School Catholic voluntary-aided, mixed comprehensive

Age range of pupils 11-18

Number on roll 1,135

Chair of Governors Mr. James Arnold

Headteacher Mr. Paul Dickinson

School address 55 Long Lane
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Date of last inspection Thursday 15 March 2012

Introduction

This inspection was carried out under Section 48 of the Education Acts 2005 and 2011

The report of the inspection is produced for the Archbishop of Liverpool (Code of Canon Law 804 and 806) and for the governors of the school.

The inspectors are members of the Christian Education Department and their associates approved by the Archbishop of Liverpool for this purpose.

Information about this school

- Archbishop Beck is a voluntary-aided, 11-18, mixed comprehensive, under the trusteeship of the Archdiocese of Liverpool and situated within the Liverpool Authority.
- The college has moved to its new campus since the last inspection.
- The Chair of Governors and Head of Religious Education have been appointed since the last inspection.
- There are 1, 135 pupils on roll of whom 80.4% are baptised Catholics, with 10.2% from other Christian denominations, 1.4% from other world faith or religious traditions and a further 2% who express no faith or religious affiliation.
- Pupils are mainly drawn from associated Catholic primary schools in the local pastoral areas.
- The college has 78 teaching staff, 73% of whom are Catholic.
- The Religious Education department has six members. Four are full time and qualified in Religious Education.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires Improvement
Grade 4	Inadequate

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Overall effectiveness:

Archbishop Beck provides good Catholic Education.

Inspection Judgements

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

- The extent to which pupils contribute to and benefit from the Catholic Life of the college is outstanding.
- *Only the best will do* are the words of the Mission Statement lived out practically by the pupils.
- Pupil interaction with the community continues to grow. Locally and nationally they maintain their generous support of a wide range of charities. Within the archdiocese their musical talents are shared and so too is their artistic creativity. Some forty pupils annually pay their own way as helpers on the College Lourdes Pilgrimage.
- Pupils responsibility to care is demonstrated within college by support of the Enrichment Project whereby students in the Sixth Form assist pupils in Key Stage 3.
- There is a culture of role modelling examples of right behaviour.
- Pupils are aware that a spiritual dimension extend beyond the bounds of Religious Education. For example, a range of their craft and artistic skills are exhibited in the atrium. They understand the importance of striving for the best to enrich their own lives and to make contributions to society.
- Pupils are confident that their views and opinions count. This is particularly well expressed through their involvement in the college Mission Day. They contribute to Student Voice. They have a clear sense of belonging and they are proud because this is a place where achievement is pursued and celebrated.
- They know how school chaplaincy facilitates their response to Catholic Life in every dimension. They understand too the contribution made by Religious Education in living values informed by faith practice in the contemporary world.

How well pupils achieve and enjoy their learning in Religious Education

- Pupils show good levels of achievement and attainment in Religious Education.
- There is an evidenced trend of continued improvement. In Key Stage 3 pupils are making levels of progress that is commensurate with their starting points, age and stage.
- In Key Stage 4 there has been a steady rate of improvement at GCSE, which remains below the national average yet in the main reflects individual pupils' rates of progress.
- In Key Stage 5 the general course demonstrates progression and structure that enables performance broadly approaching the standard that is required for advanced study.
- Achievement and attainment is being carefully underpinned by departmental improvement particularly in the significantly raised standards of teaching and learning.
- Most pupils are provided with routes for personal progress. These are all clearly linked to Religious Education AT1 and AT2 Levels of Attainment across Key Stages 3 and 4, the latter also supported by GCSE performance indicators.
- Monitoring of progress in class is carried out efficiently. Pupils are practised in seeking help when required. They are constantly encouraged to move to their next stage of learning.

- Formative and practical assessment activities in class clearly identify rates of progress. Pupil tracking and intervention contributes to pupil engagement and challenge. There is some strong evidence of marking and annotation that supports their progress. However, this is an area for consistent and structured development within the department.
- Pupils are helped to understand that attainment requires constant practice and enrichment to enable significant rates of future achievement. Furthermore, they are on the whole rising to the challenge.

How well pupils respond to and participate in Collective Worship

- Pupils' response to and participation in Collective Worship is good.
- There are some outstanding features. During inspection, the year group Collective Worship was an occasion whereby staff and pupils gathered to express prayer through music, personal creativity, readings and reflection. The emphasis was upon prayer rather than any perception of performance. Personal skills were shared with confidence and ease. There was a sense of purpose and a call to make a difference to society. Pupils valued this time together because it gave them a sense of community and time to think and pray. Evidence clarifies that such practice is the norm.
- Pupils connect the various expression of prayer experienced during retreats and Archdiocesan events. They are helped to understand that prayer and worship styles vary according to need and to location.
- Daily prayer during form group time has good structure and on the day of inspection pupils creatively shared in feedback, reflection and discussion. According to pupils some other form groups would benefit from an enrichment of practice.
- The pupils value the themes as having good levels of challenge. They are motivated to action either in their community projects or in personal life.
- Collective Worship has a useful focus in bringing alive pupils Catholic Life and Mission in an everyday context so as to enrich their personal spirituality.
- Pupils value the time to reflect either together or personally.
- They feel that Collective Worship is as much about giving personal focus time as exploring themes.
- During Collective Worship pupils are at ease with each other. They listen to and respect contributions made.

The quality of teaching and how purposeful learning is in Religious Education

- On the day of inspection, the quality of teaching and purposeful learning was outstanding.
- Pupils were kept focussed upon learning outcomes and objectives that directed their efficient productivity and progress.
- Recall of prior learning set the scene for development, challenge and progression.
- Lessons were well organised and creative with wide ranging activities that sustained engagement and motivation.
- There was effective balance between teaching and pupils practical learning.
- Pupils are well practised in collaborative learning and on the day showed impressive levels of constructive team work and productivity. Independent learning was effective in its structure and rigour which absorbed pupils and enabled them to work within realistic timescales.
- Differentiation was embedded within study tasks which contained extension activities. Pupils were in fact personally driven to work toward extension tasks because of a sense of fulfilment and completion. This drive also indicated their personal confidence to do their best.

- Plenary activities both exposed rates of progress made and set the scene for the next lesson.
- Teaching and learning was undertaken in a business-like style with every minute counting. All timescales for tasks were realistic. All study materials were to hand.
- There was first class rapport between teachers and pupils which contributed to a classroom atmosphere with the right level of formality, interaction and productive rigour.
- Pupils wanted to learn because they were motivated and confident. Consequently, there was good or better behaviour in lessons.
- Some pupils interviewed in class spoke about how their learning in Religious Education gives them a sense of purpose because they are encouraged to think and to apply it in their own lives.
- Teachers were extremely positive in their affirmation of genuine progress. They were entirely realistic, clear and supportive of pupils work that required development.

The extent to which the Religious Education Curriculum promotes pupils learning

- The extent to which the Religious Education curriculum content promotes pupils learning is good.
- In Key Stage 3 curriculum time for Years 7 and 8 falls one lesson below the Bishops requirement of 10%. This percentage is met in Years 9-11. In Years 12 and 13 there is at least the required one lesson delivered each week, with the possibility of an extra lesson dependent upon the nature and delivery of the specific unit of study.
- *People of God – Called to Serve* is being steadily phased into Years 7-9. The content is well supported by the department's existing programme of study. There is inclusion of other world faiths and religions, with a focus on the study of Islam.
- The new GCSE specification for first examination in 2018 has been introduced in Year 10. The two units are the required Catholic Christianity and Judaism.
- For Key Stage 5 General Religious Education the programme is approved and subject to annual Archdiocesan verification.
- The contents of all programmes are clearly expressed and meet the requirements of the Bishops *Religious Education Curriculum Directory*.
- There is regular use of Scripture in lessons. This is meaningfully expressed through Gospel values applied to pupils' faith informed lives in the contemporary world. Consequently, the curriculum offers a firm and relevant foundation to the college's living of British Values.
- The curriculum includes regular use of evaluation techniques. There is time for pupils' personal reflection.
- Resource continue to be developed. There is a sharing of expertise. Catholic Social Teaching is well embedded.
- Classrooms are very well appointed as conducive learning bases. There are attractive and informative displays.

The quality of Collective Worship provided by the school

- The quality of Collective Worship provided by the school is good.
- The lay chaplain collaborates in preparing themes and resources as well as facilitating provision for daily form time and once weekly year groups gatherings.
- There is a process for monitoring provision that will benefit from further refinement.
- There is outstanding provision for worship within the local and Archdiocesan community specifically through the college's musical tradition.
- The Chapel is well used by pupils and staff for either quiet reflection or shared prayer.
- Masses and services continue to be celebrated throughout the Liturgical Year.

- There is meaningful inclusion of other world faiths, religions and world views.
- There is a growing understanding amongst staff that resources are shared to be adapted according to need. This is leading to their greater personal confidence, creativity and involvement.
- Training is provided periodically. This does include pupils particularly in their preparation for key celebrations.
- Provision for Collective Worship in all its forms is increasing the knowledge and understanding of all involved that prayer is at its core; that prayer can be expressed in many different styles and in widely varying locations.
- Governors and school leadership understands that Collective Worship is a vital component of a lived Catholic Life. They are involved, supportive and open to any process that further enriches provision. They are equally clear about its essential contribution to the spiritual and moral development of the community.
- Certainly, the college's drive toward more active parish, pupil and parent participation has continued to develop and remains its priority.

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.

- Leaders, governors and managers are outstanding in promoting and developing the Catholic Life of the college and show the same degree of understanding of and commitment to the Mission of the Church.
- They are proactive in maintaining the college's shared expression of the Mission Statement, "Through the promotion of traditional Christian values in a safe and secure environment for the young people in (their) care." This results in high standards of behaviour, mutual respect and a community in which everyone is valued and therefore safe, secure and happy.
- Leadership at all levels provide pastoral guidance to amplify their genuine care. This is particularly evident in provision for Pupil Premium and Looked After Children.
- The role of the full time Lay Chaplain is imperative to Catholic Life, through secure, known and appreciated availability for everyone. The Lay Chaplain has well established links between Archdiocese, home, college, other local schools and parishes. This ministry is based upon Catholic Christian enrichment. The Faith in Action Award has been introduced to facilitate and encourage pupils to live Catholic Life in action throughout the whole community.
- Members of the local clergy strongly support college and parish interaction.
- Inspired thought and planning has resulted in the campus providing a tangible Christian expression particularly evident in the Chapel and prayer spaces within the college grounds.
- Catholic Life is monitored through regular departmental reporting from each department which directs challenging improvement reviews.
- The college is intent upon promoting the spiritual, moral, social and cultural development of all its members.

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

- Leaders, governors and line managers provide good monitoring and evaluation of Religious Education. Together they plan and implement improvement to outcomes for pupils. The subject is firmly secured in its core position as a major contributor to Catholic Life.

- There is good leadership and management of the Religious Education department.
- The Section 48 Self Evaluation Document is a realistic and concise starting point for departmental development.
- There is an outstanding level of departmental cohesiveness expressed through commitment to share best practice. This has enabled the quality of teaching and learning to reach its current level of strength.
- Members meet regularly. Departmental administration is structured and carefully documented.
- The departmental process for assessment is in place. This includes dialogue between pupils and teachers through the *Green Pen Correction Exercise*. Where used, it is diagnostic and formative in its nature, enabling pupils to know where they are at in their learning journey and what they must do to move forward and make progress. The *Progress Tracker* is completed by the pupil after each assessment task. Pupils comment on their work and set themselves targets for improvement. The whole process for assessment requires continued development to ensure that standards of attainment and achievement continue to rise.
- The department has used outcomes of the previous inspection and monitoring reports to ensure good to outstanding rates of improvement. Members benefit from a comprehensive programme for continued professional development.
- Religious Education at Archbishop Beck is entirely focussed on ensuring that pupils are open to receiving the Deposit of Faith to nurture their full development and mature as responsible citizens inspired by the Gospel.

What the school needs to do to improve further:

- Continued development of the departmental process for assessment by:
 - ensuring its consistent application across the department to facilitate appropriate teacher-assisted target setting;
 - target setting with much sharper focus commentary;
 - departmental monitoring and evaluation of completed pupils' progress tracker sheets.
- Fulfil the Bishops requirements for Curriculum Religious Education by:
 - providing 10% curriculum time in Years 7 and 8.
- Improve further the provision for Collective Worship by:
 - increasing the number of personnel involved in monitoring and reviewing its consistency and quality in form groups.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	2
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OUTCOMES FOR PUPILS

How good outcomes are for individuals and groups of pupils	
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 school's Collective Worship	2

PROVISION

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

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 improvement to outcomes for pupils	2

Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 requires improvement and grade 4 inadequate