



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ARCHBISHOP BECK CATHOLIC SPORTS COLLEGE

LIVERPOOL

Inspection Date Thursday 15 March 2012
Inspectors Dcn. Paul Mannings Mrs. Elizabeth Dolan
Unique Reference Number 104717
Inspection carried out under Section 48 of the Education Act 2005

Type of School Catholic voluntary-aided, mixed comprehensive
Age range of pupils 11-18
Number on roll 1,160
Chair of Governors Mr. J. Southern
Headteacher Mr. Paul Dickinson
School address Cedar Road,
Liverpool,
L9 9AF
Telephone number 0151 525 6326
E-mail address info@beck.uk.com
Date of last inspection 2 February 2009

Introduction

This inspection was carried out under Section 48 of the Education Act 2005.

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 the school

Archbishop Beck is a Catholic voluntary-aided, mixed comprehensive college in the Liverpool Authority. There are 1,160 pupils on roll, of whom 68% are drawn from feeder schools in two pastoral areas together with a significant number from other schools in the wider region. Baptized Catholics account for 79% of the roll, with 11% from other Christian denominations, and 10% from other world faith or religious traditions. There are 82 teachers of whom 70% are Catholic. The Religious Education department has four full-time and one part-time member. Four are qualified in Religious Education.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

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Further copies of this report are obtainable from the school.

Inspection Judgements

Overall effectiveness:

How effective the school is in providing Catholic Education

2

The school's capacity for sustained improvement

1

Main Findings:-

Archbishop Beck is a good Catholic college with a number of outstanding features. It's Mission Statement to build the Kingdom of God through love and the pursuit of personal best permeates the Catholic Life of the community.

Outcomes for individuals and groups of pupils are good. There is outstanding pupil response to and participation in Collective Worship. Pupils' achievement and attainment in Religious Education is good and so too is their learning and progress. The extent to which they contribute to and benefit from the Catholic Life of the college is good.

Provision for Catholic Education is good overall. There is outstanding provision for Collective Worship. The quality of teaching and purposeful learning is good. The quality of the curriculum is good. The effectiveness of assessment is satisfactory with some good features and so requires significant development.

There is good leadership and management of the development of the Catholic Life. There are a number of outstanding features namely the strategic vision of the headteacher and the role of the lay-chaplain. Leadership and management of Religious Education is good. Governors provide good effective challenge and support for Catholic Life and for Religious Education. There is good promotion of community cohesion.

Outstanding capacity for sustained improvement is evident in the continued rate of improvement since the last inspection. There is incisive correlation between the Section 48 Self-Evaluation and the College Improvement Plan. Consequently senior and middle leadership is well placed to direct robust continued development in Religious Education.

What the school needs to do to improve further

- Continue to develop Religious Education through:
 - Regular review and update of the Section 48 Self - Evaluation.
- Provision of quality and rigour in assessment through:
 - consistency in the departmental approach to delivery;
 - providing pupils with detailed feedback on how to improve and make progress;
 - combining feedback with Religious Education levels of attainment in Key Stage 3 and GCSE grades in Key Stage 4;
 - development and implementation of pupils' self-evaluation, target setting and review.

How good outcomes are for individuals and groups of pupils

Pupils' achievement in Religious Education is good. By the end of Key Stage 3 78% of pupils attain Level 5+ with an overall percentage of 38% working within or slightly beyond Level 6. In Key Stage 4 results for GCSE have continued to rise significantly with the 2011 cohort in Year 11 attaining 68% A*-C. In the Sixth Form 75% attained Levels 1-3 in the general course. Achievement and attainment is supported by good teaching and progress in learning. It is further supported by pupils' good enjoyment of Religious Education and outstanding behaviour in class. Overall performance will be further enriched by developments in assessment.

The quality of pupils' learning and their progress in Religious Education is good. In class pupils show good attitudes to learning. They are competent in the use of independent study pathways. Use of peer assessment is effective and demonstrates pupils' confidence to take responsibility for sustained improvement. They are also confident in seeking help and in assisting others to make progress. They demonstrate good use of religious vocabulary. There is effective use of prior learning. They question constructively. Good differentiation enables progress well pitched to their age and stage.

The extent to which pupils contribute to and benefit from the Catholic Life of the college is good. Through written feedback, discussion and reflection they relate the content of Religious Education to their own lives. They show good understanding of the teachings of the Church. They are encouraged to positively question their faith and to make decisions about how best to live by faith informed values. They respond by expressing their beliefs with confidence and considering the beliefs and world views of others. Pupil's personal development in Catholic Life will be further supported by their involvement in the forthcoming review of the Mission Statement.

Pupils' responses to and participation in Collective Worship is outstanding. This is a major development since the last inspection. Pupils value involvement through personal and group participation. They make full use of opportunities for private prayer and reflection. Many are keen to contribute to public prayer by using their own skills in music, drama and reading. Others are equally as keen to participate as members of the wider group. Pupils value the content and resources offered for Collective Worship. They regard the themes as relevant to their own personal development.

How good outcomes are for individuals and groups of pupils	
How well pupils achieve in Religious Education	2
<ul style="list-style-type: none">pupils' standards of attainment in Religious Education	2
<ul style="list-style-type: none">the quality of pupils' learning and their progress in Religious Education	2
The extent to which pupils contribute to and benefit from the Catholic Life of the school	2
How well pupils respond to and participate in the school's Collective Worship	1

How effective the provision is for Catholic Education

The quality of teaching and purposeful learning in Religious Education was good on the day of inspection. Set in context, three full lessons were observed. One member of staff was on leave and another not scheduled to teach. Good teaching demonstrated organisation that sustained pupils pace and progress. There were effective teacher and pupils relationships. Differentiation was evident though measured tasks that ensured access to learning. There was constant monitoring of work and progress. The few satisfactory elements included a pedestrian presentation of learning due to a lack of thorough planning. Consequently the compliant and well behaved pupils were not offered the depth and rigour to excite further motivation. Continued development will be ensured through the proven effective process for performance management already provided by the college. Development will also be supported by shared observation of outstanding practices identified in college lesson observations.

Assessment in Religious Education is satisfactory with some good features. This is a key area for development that will support the continued raising of standards in achievement, attainment, teaching and learning. Examples of good practice showed that pupils work is marked consistently but with varying degrees of thoroughness. There was evidence of diagnostic and formative assessment linked with levels of attainment at Key Stage 3 and with examination grades at Key Stage 4. There were some good examples of end of task assessments. There was some evidence of target setting. The department should now work towards quality and rigour of assessment that is consistent. It should provide pupils with detailed feedback on how to improve.

The extent to which the Religious Education curriculum meets pupils' needs is good. In Key Stage 3 Icons is supported by relevant programmes of study. The department reports that since the last inspection, delivery of Religious Education is through distinctive lessons in Year 7. For 13-16 the GCSE full course is the main study pathway. A minority undertake the short course over two years. Some twenty pupils pursuing the work related curriculum do not follow the accredited route. The college is considering the use of Entry Level for some pupils. In the Sixth Form accredited General Religious Education is available for all students. The course was well commended in the most recent external review in 2011. Overall curriculum provision makes a good contribution to pupils' spiritual and moral development.

The quality of Collective Worship provided by the college is outstanding. This was exemplified by exemplary prayer and worship on the day of inspection. Weekly year group and daily form time prayer is well supported by themes and resources. The college prayer book is a major contribution. There are a range of strategies for staff and pupil involvement on a regular basis. The Eucharist is frequently celebrated on a voluntary basis as are other services at appropriate times in the Liturgical Year. Senior leadership monitors the quality of provision. Appropriate training is provided for staff. Collective Worship makes a major contribution to pupils' spiritual and moral development.

How effective the provision is for Catholic Education	
The quality of teaching and purposeful learning in Religious Education	2
The effectiveness of assessment in Religious Education	3
The extent to which the Religious Education curriculum meets pupils' needs	2
The quality of Collective Worship provided by the school	1

How effective leaders and managers are in developing the Catholic Life of the school

Leaders and managers provide good promotion, monitoring and evaluation of the provision for the Catholic Life of the college, together with good planning and implementation of improvement to outcomes for pupils. There are a number of outstanding features, namely the practical vision of the headteacher and the role of the lay chaplain. The headteacher has planned a review of the Mission Statement, beginning next term. This will include reflection on the existing content created three years ago. The headteacher has amplified Catholic Ethos within the College Improvement Plan. All areas for development are inclusive, concise and well supported by success criteria. The role of lay-chaplain already well supported in the last six years, has developed to embrace significantly greater involvement with parents staff and pupils. Chaplaincy is well networked with two feeder primary schools, each for a half day on a weekly basis. Consequently both outstanding elements serve as benchmarks for continued development of Catholic Life.

Leaders and managers provide good monitoring and evaluation of the provision for Religious Education. This includes committed and effective line management of the department. Consequently the subject leader remains well supported by senior leadership and so enabled to provide good leadership and management of the department. Departmental staff are in turn benefitting from what is now long term stability. They are confident to express their own talents. This is not least evident through their provision of GCSE extra-curricular study time. They are clear about areas for development and how to realise progress.

Governors provide good challenge and support for the Catholic dimension of the college so areas needing development are addressed decisively and effectively challenged. Membership includes long-standing commitment to the college. Practically they are encouraged by the head to be part of the Catholic vision. In recent years governors have been especially charged to restore Religious Education to the core of provision for Catholic Life. Governors articulate their role with confidence.

Leaders and managers provide good promotion of community cohesion. Progress to outstanding will be assisted when the Mission Statement has been reviewed and includes contributions from all stakeholders. Current promotion is evident through pride in the college expressed by parents, staff and pupils. There is an overall commitment to the common good. This is clear from wide ranging community involvement and charitable outreach. A key example is the college support of the annual diocesan pilgrimage to Lourdes. Promotion of citizenship is expressed through gospel values in Religious Education programmes of study. Content includes knowledge, understanding and

appropriate celebration of other world faiths and religions. Collective Worship is inclusive through its embracing of social issues that challenge pupils to respond with both sensitivity and care.

How effective leaders and managers are in developing the Catholic Life of the School	
How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan and implement improvement to outcomes for pupils	2
How well leaders and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	2
The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so areas needing development are addressed decisively and responsibilities met	2
How effectively leaders and managers promote community cohesion	2