



St Bede's RC Primary School

Hampshire Place, Washington, Tyne and Wear, NE37 2NP

School Unique Reference Number: **108852**

Inspection dates: 30 – 31 January 2018

Lead inspector: Mary Tate

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 RC Primary School is a good Catholic school because:

- It is an inclusive and very welcoming community where everyone is valued. The mission statement is at the heart of the school community.
- The Catholic Life of the school is outstanding because the well-being and personal and spiritual development of each pupil is at the heart of the school's vision. The staff and governors are united in implementing this within all areas of school life.
- The quality of Collective Worship is good because it is central to the life of the school and all pupils from a very young age are reverent and respectful during worship.
- 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.

It is not yet outstanding because:

- Collective Worship is not yet outstanding as pupils are not yet given sufficient opportunities to plan and lead Collective Worship independently.
- The accuracy of assessment is inconsistent across the school. Pupils are not provided with specific guidance to help them improve their work on a regular basis.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

- St Bede's is an average sized primary school serving the parish of St John XXIII.
- The proportion of pupils with special educational needs is below the national average.
- The proportion pupils known to be eligible for support through pupil premium funding is below the national average.
- The majority of pupils are white British and there are a low number of pupils with English as an additional language.
- The school provides a breakfast club each morning.
- St Bede's has a forest school within its grounds.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Improve the quality of Collective Worship by:
 - Offering more opportunities for pupils to plan, prepare and lead Collective Worship independently throughout the school and in a wide variety of contexts.
- Improve the quality of teaching and assessment in Religious Education by:
 - Ensuring that marking and feedback provides clear guidance to pupils on how to improve their work and pupils are given the time they need to respond to feedback.
 - Ensuring that the best practice in assessment is implemented across the school so that teachers develop confidence with levelling pupils' work.

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.
- The mission statement, 'developing mind, body, spirit and community,' is central to the life of the school and is understood and embraced by all pupils in their daily school life.
- Pupils, staff and governors, are rightly proud of their school and have a deep sense of belonging to their school family. Parents speak about the importance of this inclusive and nurturing environment where pupils thrive.
- Pupils are alert to and respond willingly to the needs of those who are less fortunate than themselves. They speak proudly about their charitable work such as supporting the local foodbank, Hebburn Helps and raising funds for a hospital in El Salvador. They enjoy taking part in community events such as the Remembrance ceremony in the town.
- The school has a close relationship with the local special school and year five pupils visit their friends each week or welcome them into the St Bede's family.
- Pupils demonstrate an excellent understanding of the liturgical calendar and speak confidently of the school's Catholic identity and what this means.
- Pupils behave exceptionally well, they respect and care for each other and they feel safe and cared for. They are quick to forgive and to praise each other.

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

- The provision for the Catholic Life of the school is a high priority where the mission of the school is understood and embraced by all staff and pupils. The Catholic character is highly visible in the school through the beautiful displays, prayer stations and artefacts in classrooms and around the school, which are all well used.
- There is a tangible sense of family and community in all aspects of school life which is evident in the quality of relationships that exists between stakeholders. Parents are supportive of the school and speak about the closeness of this inclusive community where pupils know each other so well.
- Governors are committed to seeing the school thrive and see Catholic Life as the core of the school's mission.

- A full time, experienced, pastoral and well-being leader, supports pupils and their families across the school. She knows families very well and is a valuable member of school staff. Pupils are supported through daily check-ins, nurture club and through the family support arena.
- The school has a part time children's ministry coordinator who works with pupils across partner schools to develop and strengthen parish links. She organises retreats for pupils and the school recently enjoyed a Youth Ministry Team retreat, held across the parish partnership. Year four and year five pupils enjoyed taking part in school/parish retreats last year and a parish mission is planned for later this year.
- Clear policies and procedures are in place, which are rooted in Gospel values. They provide high levels of support for pupils, staff and the wider community. There is regular fundraising for a number of charitable organisations with an emphasis on helping the most vulnerable and needy.
- Relationships and sex education (RSE) is taught throughout the school at age appropriate levels and it is in line with the teachings of the Catholic faith.

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

- The headteacher and senior leaders are deeply committed to the Church's mission in education. They have a clear understanding of the vision of Catholic education and share a clear vision to make the Catholic Life of the school the best it can be.
- Leaders see the monitoring and evaluation of the Catholic Life of the school as a continual process and seek to ever improve and extend the experiences offered to pupils at St Bede's.
- Self-evaluation is accurate and has led to well targeted and planned developments and improvements.
- The school engages very well with parents and carers who describe how well the school promotes the Catholic Life of the school through effective communication using newsletters, social media and the website. They support the school's mission and believe the Catholic ethos is very powerful. One parent described how children embrace school values and they are proud that their child comes to St Bede's.
- Governors are ambitious for, and make, a good contribution to the Catholic Life of the school. They discharge their duties effectively and appreciate the need to offer challenge, as well as support, to all stakeholders.
- The parish priest, who is new to post, is supportive of the school's mission in education and works closely with the headteacher.

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

1

1

How well pupils respond to and participate in the school's Collective Worship is good.

- St Bede's is a very prayerful community. Collective Worship engages the interest of all pupils and they respond enthusiastically.
- All pupils from nursery to year six participate with reverence and respect; joining in prayers happily and with confidence.
- Pupils know what constitutes the various elements of Collective Worship and are able to prepare and lead class worship with increasing confidence. However, pupils are not given sufficient opportunities to plan and lead worship independently in a range of contexts.
- The calm and positive atmosphere which is evident all around school is particularly evident during Collective Worship where pupils listen attentively to each other as they read or act in dramatisations.
- Pupils have an excellent understanding of the churches liturgical year, seasons and feasts.
- Collective Worship contributes positively to the spiritual and moral development of all pupils. Meditation is planned into the timetable for all classes each day and pupils' response is positive and respectful.
- Pupils speak with confidence about other religions and are respectful of other faiths. They are at ease sharing prayer experiences with those of different faiths and none, making Collective Worship inclusive.

The quality of provision for Collective Worship is outstanding.

- Prayer and acts of Collective Worship are given the highest priority and are a key part of every day and every school celebration.
- There is a clear policy for Collective Worship at St Bede's which ensures that it has a clear sense of purpose and message which reflects the Catholic character of the school. It is frequent, regular and inclusive.
- Pupils are confident in their contributions and respond well to the opportunities the school provides for them to participate in Collective Worship.
- Adults model high quality liturgies for pupils which contribute significantly to the spiritual and moral development of the pupils.

- The school has created a Peace Garden, where staff and pupils can visit throughout the week for prayer, worship and reflection.
- Each day is punctuated by prayer, meditation and reflection, with staff and pupils praying together as part of the daily routine and in response to pupils needs, local or global events.
- The children's ministry coordinator works in school with pupils to prepare retreats, partnership events between schools and parish Masses. She is the visible link between school and parish worship.
- Parents, parishioners and governors are given opportunities to share in the spiritual life of the school through assemblies and liturgies, seasonal celebrations and Mass in the parish church.

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

- Leaders and managers have a well-developed knowledge of Collective Worship and set a high standard in school with well-planned liturgical experiences. They are excellent role models and have expert knowledge of the church's liturgical seasons, rites and traditions. The headteacher is highly visible in this role and always leads whole school worship.
- Collective Worship is central to the life of the school and at the heart of every school celebration. There is a clear policy for Collective Worship where the themes chosen, reflect the liturgical year and follow the nurturing human wholeness programme. The school have recently embraced the theme of Oscar Romero and the Year of Mary into their worship calendar.
- The professional development needs of leaders and staff are identified and supported through a well-planned programme of professional development.
- Staff work together to show a shared vision and are receptive and keen to move forward together. They have a shared sense of direction and understanding of what is required to bring about further improvement.
- Leaders and managers regularly seek the views of parents and staff. The responses are highly valued and lead to further developments. Governors and staff spoke proudly about seeing the school community as constantly evolving and building on existing strengths and practices.
- Parents appreciate the welcoming and family community the school offers when they are invited to join in acts of worship in school and in church.
- Sacramental preparation follows diocesan guidelines and the school works closely with the parish to give pupils all the support they can.

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

2

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

- Pupils enjoy and understand the value of Religious Education, demonstrating commitment in their learning. Behaviour in lessons is good with the majority of pupils concentrating well and displaying positive attitudes to their learning.
- The majority of pupils are making progress in Religious Education within lessons and over time. They are developing well in their knowledge and understanding. Overall, outcomes are good and improving. Pupils enter school with knowledge and skills which are below what is expected for their age. The school's data shows that pupils make good progress over time through early years foundation stage and key stage one and key stage two, although there are some areas of inconsistency.
- Pupils identified as having a special educational need make good progress because their needs are accurately identified and they are well supported by highly skilled teaching assistants.
- Through evidence in pupils work and in conversations they are able to demonstrate effective use of prior knowledge when making links between religious ideas and using scriptural references accurately. Books evidence a good standard of work, with an interesting variety of activities. However, tasks are not sufficiently differentiated to allow more able pupils to access and achieve higher levels of attainment.

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

- Overall, teaching is good as teachers are knowledgeable and use appropriate resources well. There is a good level of expertise and a willingness to share good practice. Teachers have a clear understanding of the value of Religious Education, evident in the quantity and quality of work in children's books. The creative approach to Religious Education is a real strength of the school.
- In the best lessons, pupils are set challenging tasks which are well matched to their learning needs and which successfully engage all pupils. Teachers demonstrate high expectations of behaviour and engagement; as a result, pupils concentrate well.
- In some lessons, tasks are not always sufficiently well matched to the learning objective to promote good learning, particularly for more able pupils. Activities are not always sufficiently well matched to pupils' abilities to engage all groups of learners or to enable them to work independently.

- The standard of marking and feedback varies. There are some excellent examples of focused marking, however, written comments by teachers on steps to improve learning are not used consistently throughout the school. Where they do exist, pupils are not given sufficient opportunities to respond to teacher comments to enhance learning.
- Relationships between staff and pupils are very positive and are a real strength of the school. Support staff are used effectively to reinforce learning and to support and extend pupils of different abilities.
- Effective assessment procedures are embedded into Religious Education which inform the teacher of the level at which pupils are working. These are not always accurate and staff need a more secure idea of attainment at each level.

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

- The headteacher demonstrates and shares his vision for the school and for what every pupil and teacher can achieve. He has the respect and support of the whole school community.
- Leaders ensure that their vision for Religious Education is shared through staff meetings, briefings and staff attendance at diocesan training events.
- The curriculum, based on Come and See, enables pupils to gain first hand quality experiences of the liturgical life of the Catholic church. It has a high profile in the school and is well planned to provide a range of interesting activities for pupils. The curriculum meets the requirements of the Bishops' Conference.
- All aspects of Religious Education are evaluated regularly and all staff are kept very well informed about the priorities in Religious Education. Leaders and managers use their findings effectively to promote improvement. The recently appointed Religious Education coordinator has a clear view of strategies to support improvements in teaching.
- The school has strong links with the parish and works closely with other Catholic schools in the cluster on joint moderation of standards in Religious Education.
- Governors are regular and frequent visitors to the school and are kept informed of developments in Religious Education within the school. They are extremely supportive but also confident in their ability to challenge. They discharge their statutory and canonical duties well.
- Sacramental preparation is delivered well and in accordance with diocesan policy.

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.

1

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

1

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.

2

SCHOOL DETAILS

School name	St Bede's RC Primary School
Unique reference number	108852
Local authority	Sunderland
This Inspection Report is produced for the Rt. Reverend Séamus Cunningham the Bishop of Hexham and Newcastle Diocese under canon 806 of Canon Law. For voluntary aided schools it also fulfils the responsibility the Governing Body has to inspect the school under s48 of the Education Act 2005.	
Chair of governors	Steve Hill
Choose School Leadership Type	Dominic Curran
Date of previous school inspection	September 2012
Telephone number	0191 4165858
Email address	office@stbedeswashington.org.uk