

# DIOCESE OF LEEDS



## DIOCESAN BOARD FOR INSPECTIONS

### **CANON LAW 806 FINAL INSPECTION REPORT INCORPORATING SECTION 48**

THE CATHOLIC LIFE OF THE SCHOOL  
AND RELIGIOUS EDUCATION  
St Bede's and St Joseph's Catholic College  
Highgate, Heaton, BD94BQ

School URN	140569
Date of Inspection and OE grade	June 27 & 28 2017 Grade: 2 Good
E-mail address	<a href="mailto:admin@sbsj.co.uk">admin@sbsj.co.uk</a>
Chair of Governors	Mr Peter May
Headteacher	Mr Lawrence Bentley
RE Subject Leader	Mrs Claire Brown
Date and grade of last S48 inspection	N/A
Section 48 Inspector/s	Mrs Meg Baines & Miss Mary Mollicone

# INSPECTION JUDGEMENTS

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

**OVERALL EFFECTIVENESS:** how effective the school is in providing Catholic Education.

2

The above judgement on overall effectiveness is based on all the available evidence following the evaluation of:

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

**OUTCOMES FOR PUPILS**

2

**THE PROVISION FOR CATHOLIC EDUCATION**

2

**LEADERS AND MANAGERS**

1

## Summary of key findings:

### **This is a good Catholic school.**

- Leadership is outstanding. There is a dedicated and effective leadership team with a strong vision for the school's future.
- The school sees itself in a positive light and the self-evaluation grades are mostly accurate.
- There is a strong welcoming ethos and a sense of community is very apparent.
- Clergy are frequent visitors to the school and maintain excellent links between school and the parishes.
- Morale in school is high. Governors support the school effectively helping to bring about cohesion and challenge in what was originally three separate schools.
- Religious Education (RE) teaching is good with some outstanding teaching seen.
- Collective Worship (CW) plays a central part of daily life in school. Pupils and students take a proactive role and frequently lead CW. Worship opportunities provided by the school especially in a highly multicultural setting, are outstanding with pupils of all faiths or none showing respect and taking an active role.
- The majority of pupils join the school having made below average progress. Individuals and groups make at least good progress by the end of key stages and in Key Stage 5 they excel. Outcomes for girls is greater than for boys across the school and especially in groups. The school has implemented strategies to improve outcomes for boys and there is some evidence of a positive impact.
- Pupils are generally polite and well behaved. Pockets of poor behaviour in and outside the classroom were observed during the inspection.
- Pupils enjoy their RE lessons and are outstanding in their contribution to the Catholic Life of the school.
- Parents and Carers are highly complimentary about the school, stating that they believe their children feel safe and happy. Parents commented on the strong and effective methods of communication between school and parents.

- This is the first Section 48 inspection of the school since its inception and therefore there are no key issues from previous reports.
- All canonical and statutory requirements are met.

### **What the school needs to do to improve further.**

- Reduce the gap in outcomes between boys, girls and vulnerable groups by;-
  - Improving the behaviour for learning through consistently embedding the behaviour policy across the whole school.
  - Developing further the mentoring scheme.
- Reinstate general RE at Key Stage 5
- Encourage pupils' contribution to, and participation in, CW
- Revitalise the outward signs of Catholicity on both sites by;-
  - Utilising pupil art work.
  - Engaging the whole school in creating pieces of religious art for display.

### **Information about this inspection**

The Inspection of St Bede's and St Joseph's Heaton was carried out under the requirements of the Education Act 2005, and in accordance with the Leeds Diocesan Framework and Schedule for Section 48 Inspections approved by the Diocesan Administrator of Leeds. The inspection reviews and evaluates how effective the school is in providing Catholic Education. This process begins with the school's own self-evaluation and the inspection schedule follows the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA 2012).

The inspector reviewed in detail the following aspects:

- The extent to which pupils contribute to and benefit from the Catholic Life of the school
- How well pupils enjoy and perform in Religious Education (RE)
- How well pupils and students respond to and participate in the Collective Worship (CW)
- The quality of teaching in RE and how purposeful learning is
- The extent to which the RE curriculum promotes pupils' progress and learning
- The quality of CW provide by the school
- The accuracy of the school's self-evaluation system
- How well leaders, governors and managers promote, monitor and evaluate provision and plan for improvement
- The school's partnerships with home and parish

This inspection was carried out over two days by two inspectors and a shadow inspector. A sample of 12 Religious Education lessons and five acts of CW, including a Mass for the pupils due to go to Lourdes, were observed. Meetings were held with the headteacher and chair of governors who is also the RE link governor. Meetings were also held with senior leaders, progress leaders, RE subject leader and faculty heads as well as middle leaders, parents, the lay chaplain and parish priest. A comprehensive range of RE documentation

was scrutinised including RE plans and schemes of work, governor minutes, newsletter, moderated RE portfolios and pupil workbooks. Progress leaders talked about tracking and monitoring CW and the schools extensive behaviour policy all of which was scrutinised. In addition a number of learning walks and informal discussions with pupils took place.

### Information about this school

- St Bede’s and St Joseph’s Catholic College is the only Catholic secondary school in Bradford. There are 1,965 pupils including 412 in the sixth form. The college serves 15 feeder primaries. The published admission number is 290 (ten form entry).
- The college is the product of a merger in 2014 of boys from St Bede’s Catholic Grammar School and the girls from St Joseph’s Catholic College into one co-ed establishment operating over two sites now renamed: Ardor (formally St Bede’s) and Ignis (formally St Joseph’s) The sites are approximately one mile apart.
- The transition is still in process. On the Ignis site there are three co-ed groups, Years 7, 8 and 9 with Year 10 and Year 11 single sex girl classes. The Ardor site houses single sex Year 10 and 11 boys and a mixed sixth form. Eventually it is planned that key stage 3 classes will be taught at Ignis and key stage 4 and 5 at Ardor. Staff move between the sites.
- Since the merger of the schools an increase in the number of Catholic pupils has been seen.
- There are 9 teachers in the RE department including some part time teachers based in other departments. In total there are 9 teachers with the Catholic Certificate of Religious Studies (CCRS). There have been a number of staffing issues and challenges within the department. The department has coped well adapting staffing and groups effectively.
- The average class size in key stage 3 is 26 and in key stage 4 is 19 .
- In 2016 30% of pupils were eligible for free school meals, 58% were from ethnic minority groups and 38% have a first language believed not to be English. All year groups have a lower average point score (APS) on entry than the national average.
- Outstanding results from the sixth form last year are noted.

### Full report - inspection judgements

#### Outcomes for individuals and groups of pupils are

The extent to which pupils contribute to and benefit from the Catholic Life of the school.	<b>1</b>
How well pupils achieve and enjoy their learning in Religious Education.	<b>2</b>
How well pupils respond to and participate in the school’s Collective Worship.	<b>2</b>

- Pupils are proud of their college and take seriously their role in helping develop the Catholic Life and character of the college. There is an atmosphere of tolerance and respect for all. This is evident especially in their participation in CW and in daily prayers.

- Pupils are aware of their cultural differences and are respectful of each other. They know the value and meaning of forgiveness.
- Pupils are supported on their faith journey by excellent local deanery priests, the Franciscan Friars of the Renewal and two college lay chaplains. All combine to empower the pupils to actions of faith in a wide variety of ways. Examples include weekly Masses, the Batley Torchlight Procession, retreats, membership of the Ecclesia Team, charitable activities and fundraising, pilgrimages to Rome and, this year, two trips to Lourdes, as well as local fundraising events. There is a Youth St Vincent de Paul (SVP) group and the college will next year pilot the new Faith in Action Awards.
- Pupils are supported well by staff who act out Gospel values themselves.
- The Grace Group was established to support younger pupils who need support with friendship issues and feelings of isolation. Pupils spoke warmly of this group and how their teachers help them.
- The standards pupils achieve in Religious Education (RE) in KS3 and KS5 are mostly above average and GCSE results are showing an upward trend since 2014.
- Of the 2016 cohort, the ALPS score for A-level was 3, with a 100% pass rate at A2 over the last three years.
- End of KS3 attainment is good; 64% of the pupils achieved Level 6 and 25% level 7 last year.
- At GCSE in 2016, 66 % of the cohort achieved A\* - C; girls attained well with 79% achieving A\* - C, and 32% at A\* - A, but the attainment of boys was below average with 52% achieving A\* - C and 12% A\* - A.
- Some improvement in boys' performance has been achieved through the implementation of the school's tracking and intervention systems.
- A number of Sixth Form students said their RE teachers at GCSE had inspired them to study A-Level and although they were finding the course challenging they were confident that their teachers would do everything possible to help them to achieve good grades.
- Pupils' response to CW is good.
- The college day begins and ends with the school prayer. Those who do not participate sit respectfully in silence.
- Staff and pupils participate in a range of activities which are born out of their school motto; Christus Lumen Genitum and their school prayer which is 'writ large' around the school. It is a community rooted in prayer and worship both historically and presently.
- The college's 'Upper Room' offers a space for reflection and prayer is open all day and is used by pupils.
- Most classes have a crucifix or religious focal point. When not worshipping in whole group acts of CW, pupils have class assemblies. Two were observed and a rota and plans for these were also seen. In these sessions the pupils responded well and participated well. Pupils use prayer preparation booklets to plan assemblies.
- Pupils are given the opportunity to prepare and take an active role in CW. They largely do. Preparation books were seen in which pupils had planned and written prayers. This part of Catholic Life is monitored by the school through regular checks and reports to governors.
- The local deanery priests play a key role in the CW. They are well known to pupils and staff who respond well to their leadership. In the lunchtime Mass the Year 10 pupils sang beautifully, read the Prayer of the Faithful with reverence and celebrated Mass joyfully.

## The provision for Catholic Education is good

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

- The teaching in RE is mainly good, some aspects are outstanding but none is inadequate; seven of the nine RE teachers were observed.
- Schemes of Work are detailed and good lesson planning by most teachers successfully translates the schemes into meaningful learning experiences for the pupils.
- In the majority of lessons teachers demonstrated good subject knowledge and a clear understanding of how students learn. Differentiated materials were used to support the learning of different groups of pupils. Questioning was skilful and layered, promoting progress for all groups of learners.
- In the best lessons learning objectives were clearly differentiated and mini-plenaries were used to measure progress throughout the lesson.
- On the whole, pupils were keen to learn and their behaviour was mainly good.
- The quality of marking was inconsistent, with some teachers giving detailed learning targets which were followed up by some pupils and others teachers not guiding their pupils as much. Very little evidence was seen of teachers responding to pupils' corrected work. Some peer assessment was evident in pupils' books.
- The curriculum is carefully planned and in line with guidelines set out by the Bishops' Conference of England and Wales, with detailed and effective Scheme of Work in place for all Key Stages.
- At Key Stage 3, pupils follow an innovative programme, devised by staff, based on the Curriculum Directory with effective assessment and good shared resources. The faculty has produced impressive descriptors for each topic in Year 7 so that progress can be accurately measured without levels.
- Teachers have produced quality differentiated resources and assessment materials for the new Eduqas GCSE, which gives guidance to pupils about the knowledge, understanding and skills being tested and how to achieve the different grades.
- The RE faculty has responded very well as the curriculum in Years 7, 10, and 12 has been rearranged to reflect national and local changes.
- Some elements of the Relationships and Sex Education Schemes are taught by the RE faculty.
- On the Ignis site the 'Upper Room' offers a space for reflection and prayer and is open all day. There are chapels on both sites which provide space for larger group Masses and liturgies.
- There are Stations of the Cross on the walls in both chapels. During Lent these spaces are used for Lenten liturgies.
- The college celebrates Mass on Holy Days and Feast Days throughout the year. There are end of term services organised by the Chaplaincy Team. Hymn practice has been scheduled weekly.
- Most classes have a religious focal point. When not worshipping in whole group acts of CW pupils have class assemblies. Two were observed and a rota and plans for these were also seen. Collective Worship is seen as a priority by leaders and is therefore monitored through regular checks and reports are presented to governors.
- College leaders, chaplains and priests provide outstanding opportunities for prayer and worship within the school and look for opportunities to extend the prayerful experiences of the pupils within the community and Diocese. Evidence was seen of

dignified and prayerful worship in classroom assembly and during the Lourdes' Mass.

## The Leadership and Management are outstanding

<b>How well leaders, governors and managers promote, monitor and evaluate the provision for Catholic Education and plan and implement improvement to outcomes for pupils.</b>	<b>1</b>
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- Leaders and managers are inspirational in their love of their faith and provide outstanding leadership. The strong relationship that exists amongst the leadership team has enabled the college to have made the progress it has in such a short period of time. The Leaders are all committed to the Church's mission in education and live out their faith daily.
- Through strong leadership the College's motto of 'Ignite, Illuminate and Shine' is 'bought into' by the whole community. It underpins the many new initiatives developed by the leadership team, for example: Radiate Behaviour Policy, Welfare Team, Diploma, Lighthouse provision, Shine Days.
- Since the challenges of merging what was originally three schools is now well underway, the headteacher and his teams have a positive view of the future for their college and its community which is tangible.
- A key indicator of success is the number of Catholic pupils which is rising.
- The successful appointment of key personnel in key roles has been critical to the raising of standards of outcomes and behaviour. For example, the Welfare Team, who work closely with all areas supporting the vulnerable and other groups in the college.
- The RE faculty and subject leads are excellent and a real strength of the college. Their strong leadership is driving up standards in provision and of teaching and learning.
- The college has a robust system for self-evaluation and monitoring which is proving successful in driving up standards across the school, in particular targeting vulnerable and SEN groups.
- Governors lead and challenge the headteacher and senior leadership team. Reports to governors outline progress as well as areas for improvement.
- The Catholic Life and Worship are two areas which are closely monitored by the headteacher and governors through book scrutiny, classroom observations, discussions with key staff and analysis of pupil performance and behaviour records.
- RE is prominent in the College's development planning. A robust school improvement plan (SIP) is in place and issues arising have already been actioned, for example the Year 7 Diploma and the formalising of the evaluation process for CW, which is currently happening in form time.
- The Chair of Governors is the RE link governor and is a well-known face in the college. Staff spoken to said that they felt both supported and challenged by him.
- St Bede's and St Joseph's is a very good and exciting Catholic community college in the heart of Bradford. Outstanding leaders are driven to raise standards and aim for excellence in all aspects of college life both for their pupils and the staff in their care. Together with the support of the governing body the college strives to provide the best Catholic education for all.