



St Bede's RC Primary School

Claypath Lane, South Shields, Tyne and Wear, NE33 4PG

School Unique Reference Number: **108715**

Inspection dates:	20 – 21 March 2018
Inspector:	Mary Frain

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Catholic Life:		Outstanding	1
Collective Worship:		Outstanding	1
Religious Education:		Outstanding	1

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Bede's RC Primary School is an outstanding Catholic school because:

- St Bede's is a very warm, welcoming school where everyone shares the headteacher's clear vision. The mission and ethos of Catholic education radiates throughout the whole school community.
- The Catholic Life of the school is outstanding because the well-being, spiritual and personal development of pupils and staff underpin all that the school does. Pupils enthusiastically embrace all of the many opportunities provided to contribute to the Catholic Life of the school and benefit greatly from them.
- The quality of Collective Worship is outstanding. Worship is central to the life of the school. Pupils, guided by skilled staff, demonstrate the skills necessary to deliver high quality acts of worship.
- The quality of Religious Education is outstanding. It is given the highest priority in school and most pupils make outstanding progress over time. Teachers have excellent subject knowledge and are highly skilled at using questioning which has led to the outstanding progress and outcomes evident across the school.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

- St Bede's is an average sized primary school with a nursery, serving the parish of St Bede's in South Shields.
- The proportion of pupils known to be eligible for pupil premium is below average.
- The proportion of pupils with special educational needs and/or disabilities is broadly average.
- The school is becoming increasingly diverse, and the percentage of pupils whose first language is not believed to be English is at the national average of 21%.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- To further develop the provision for Collective Worship by:
 - providing further opportunities for staff prayer and reflection, and increase voluntary prayer opportunities for children.

CATHOLIC LIFE

THE QUALITY OF 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.
- 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 is outstanding.

- Pupils make an outstanding contribution to the Catholic Life of the school, from their time in nursery through to year six. They appreciate the outstanding personal support and care shown by the staff and they are given a superb foundation of knowing who they are in Christ.
- The mission of the school is lived out by the whole school community. Staff and pupils show genuine respect for each other.
- Pupils' enthusiasm for school and parish projects to help others is palpable. There are numerous opportunities and activities across the school year for pupils to become involved. The whole school community is involved in the First Holy Communion celebration through making prayer cards or decorating the hall. A member of staff described it as always being, 'a day to treasure'.
- Pupils of other faiths are very much a part of the Catholic Life of the school and have opportunities to share their faith. Some pupils of other faiths get involved in parish activities and attend The Event with their school friends, which is a monthly evening celebration of praise and worship for pupils in year six, year seven and year eight.
- Behaviour throughout the school is exemplary. The school house system and buddies in year two foster an atmosphere of care and safety. Reconciliation is a key message of the behaviour policy. Pupils say that giving thanks for what they have is important to them.

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

- The school mission is lived out and cherished by all; staff, governors, pupils and parents. Supporting each other to achieve with God's love at the centre is evident in words and actions. The house system which operates from reception class onwards has a powerful impact on fostering strong relationships across year groups and it supports the exemplary behaviour.
- The learning environment reflects the school's mission. Focal points within classrooms are reflective of the liturgical season, used by the pupils, and resourced with artefacts of a high quality.

- Pastoral care is tailored to the needs of pupils and their families, including interventions delivered by the family support officer. There is also a breakfast club targeted at pupils with homework and/or attendance issues, funded by pupil premium.
- Pastoral programmes, including sex and relationships education (SRE), are carefully planned and well delivered across the school.
- Staff care for one another and clearly work together as a supportive team.

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

- The headteacher has a clear and passionate vision for the pupils and staff in the school. She has an unwavering determination for all children to know their worth, to achieve their full potential, and to be filled with a heart of compassion and justice. The governors and Religious Education coordinator share this vision and show outstanding leadership of the Catholic Life of the school.
- The Religious Education coordinator is ably supported by another key teacher in the work of the Mini Vinnies, which has increased capacity for the work with the parish and the many projects that the Mini Vinnies are involved in.
- The provision for the Catholic Life of the school is given the highest possible priority by leaders. This is evident in the level of support and challenge provided by the governing body, with termly updates and regular visits to school with Catholic Life as a focus.
- Well targeted planned improvements, such as the development of a team of staff to support Catholic Life has meant that many members of the community have a thorough understanding of the school's mission and are highly supportive of it.

COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP

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- 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.

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

- Acts of worship are enthusiastically responded to, from the very start of a pupil's journey in nursery. The themes chosen for worship reflect a deep understanding of the liturgical season. There are a range of worship opportunities, such as liturgical dance, contemporary music, communal and choral singing, and prayerful silences. When a pupil sang a solo during worship, many pupils were visibly uplifted.
- Pupils take the initiative in planning the liturgy from the very youngest ages, and they plan and lead with confidence and enthusiasm. They are encouraged to give feedback on the experience, which they do with increasing skill and thoughtfulness. The mission is often taken out beyond the classroom into their families. An example of this was with each child being given a palm cross to take home, and as they presented it they were to share the scripture reading that they had heard in Collective Worship.
- Worship is inclusive of other faiths. Children of other faiths and no faith often attend parish celebrations and are embraced within all school celebrations.
- Parents are invited to join in acts of worship regularly throughout the year. Parent feedback indicates that many parents highly value these opportunities.

The quality of provision for Collective Worship is outstanding.

- Praying is central to the life of the school and is part of the daily experience for pupils and staff. Staff prayer is responded to with authenticity.
- There is a well-established programme for Collective Worship which places the Sunday Gospel readings, the liturgical year and feast days at its centre.
- Resources such as the travelling crib and Lenten bags are received enthusiastically by pupils and families. Each class has access to high quality resources to support class Collective Worship. Pupils choose appropriate artefacts, symbols and music to support their worship.
- Senior leaders model high quality and inspirational acts of Collective Worship to the benefit of staff and pupils. Professional development for leaders and staff is accessed and ideas are shared. This has meant that teachers and many of the teaching assistants are skilled in planning and delivering quality worship.

- The opportunities for parents and parishioners to attend liturgical events and termly Masses are planned carefully and the open invitation facilitates an excellent response. Governors give attendance at such celebrations a high priority.

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

- School leaders have expert knowledge of how to plan and deliver quality experiences of Collective Worship. They lead the school in a deepening appreciation of the Church's liturgical year in a way that is relevant to pupils in a contemporary context. As a result, pupil response to this provision is outstanding.
- Quality time is devoted to liturgical and spiritual development for the senior leaders. Leaders also ensure that all staff in the school receive formation in the development of spiritual and liturgical understanding. The school aims to develop this further through the continued growth of a Religious Education team of skilled staff.
- Leaders are highly visible as leaders of Collective Worship and are models of outstanding practice.
- Leaders seek the views of parents and visitors regarding the quality and significance of Collective Worship in school in a variety of ways, such as responding to the use of Lenten bags, and a visitor comments book to complete after liturgies. The responses show a deep appreciation of the work and a strong feeling of welcome and inclusivity.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

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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 is outstanding.

- Pupils thoroughly enjoy the teaching and learning in Religious Education. They say that their teachers make the lessons interesting and fun. All pupils observed were on task throughout the lessons: pupils with additional learning needs were skilfully supported by staff.
- Through creative and meticulously planned activities, pupils look forward to their Religious Education lessons. From exploring breaking bread and drinking wine in nursery, to role play of the entry into Jerusalem and the raising of Lazarus, pupil response and outcomes are outstanding.
- Pupils are clear as to how well they have done and what they need to do to improve. The majority of pupils are making progress in Religious Education within lessons and over time. There are no significant variations between groups.
- Pupils develop and apply a wide range of skills to great effect. Pupils in years five and six were observed to be analysing scripture at a higher level than age related expectations.
- Outcomes for pupils are outstanding. They are consistently well above diocesan averages at the end of key stage one, year four and year six.

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

- Teaching is outstanding. It is highly effective in enthusing pupils and, as a result, almost all pupils are making rapid and sustained progress. Skilful questioning is a key strength of the teaching; teachers have a high level of confidence and expertise and will adapt questioning to ensure detailed and accurate responses to ensure that children make clear links.
- High quality resources are used imaginatively. As a result, progress in lessons and over time is outstanding. Pupils appreciate the priority teachers place on this subject.
- The differentiation system of gold, silver and bronze targets has quickly become embedded since its introduction in September 2017. This tiered approach is used to give pupils the opportunity to attempt more challenging tasks from the outset. This clear, manageable system is resulting in very accurate marking and assessment and is a superb way of challenging all pupils to achieve their potential.
- Marking and feedback are frequent and of a consistently high quality. Pupils are given the opportunity to respond to feedback and are using this to very good effect. Self-assessment is used consistently throughout the school.

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

- The school's self-evaluation is accurate, clear and informed by a rigorous monitoring cycle. There is a highly effective action plan, which leads to outstanding outcomes in Religious Education.
- Leadership of Religious Education is outstanding. The Religious Education coordinator is rightly proud of what has been achieved in recent years. When taking up the role she quickly identified the need for professional development centred on planning and marking using the driver words such as 'make links' and 'give reasons'. She skilfully delivered training and through careful monitoring and support, and further training for any new staff, there has been sustained improvement and consistency in effective marking and assessment.
- Staff new to the school are given thorough and specialist support, which has resulted in outstanding teaching and outcomes.
- Leaders ensure that pupils have access to outstanding sacramental preparation. Diocesan guidelines are followed closely. It is fully embedded in the Religious Education curriculum.
- Governors give the same importance to outcomes in Religious Education as they do for English and maths. They offer outstanding support and challenge in their questioning in governing body meetings and in link governor termly meetings.

SUMMARY OF INSPECTION JUDGEMENTS

HOW EFFECTIVE THE SCHOOL IS IN PROVIDING CATHOLIC EDUCATION:**1****CATHOLIC LIFE:****1**

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

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

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

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COLLECTIVE WORSHIP:**1**

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

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The quality of provision for Collective Worship.

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

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RELIGIOUS EDUCATION:**1**

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

1

The quality of teaching and assessment in Religious Education.

1

How well leaders and managers monitor and evaluate the provision for Religious Education.

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SCHOOL DETAILS

School name	St Bede's RC Primary School
Unique reference number	108715
Local authority	South Tyneside
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	Mrs Margaret Meling
Head teacher	Mrs Nicole Park
Date of previous school inspection	June 2013
Telephone number	0191 4560108
Email address	info@st-bedes.s-tyneside.sch.uk