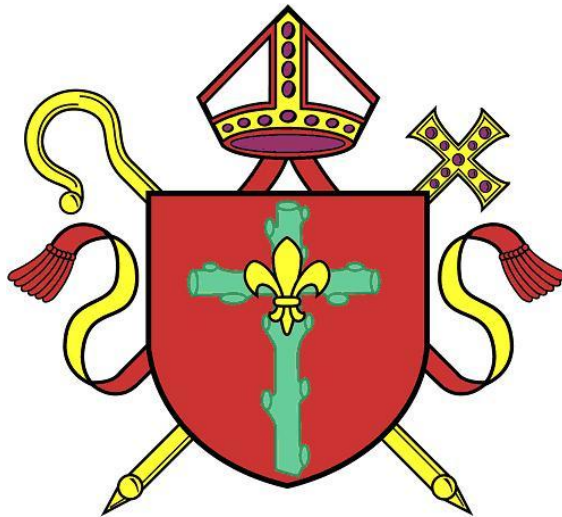


DIOCESE OF NOTTINGHAM INSPECTION SERVICE



SECTION 48 INSPECTION REPORT

(Section 48, Education Act 2005)

St Bede's Catholic School
Collum Avenue
Scunthorpe
DN16 2TF

9th November 2011
(Autumn Term 2011)

SECTION 48 DENOMINATIONAL INSPECTION REPORT

School:	St Bede's Catholic School A Specialist Mathematics and Computing College Collum Avenue Scunthorpe DN16 2TF
Headteacher:	Mrs M Travers
Chair of Governors:	Mr K Coyle
Date of Inspection:	9th November 2011
Inspection Team:	Mr M Groves Mr B Monaghan
URN Number:	118119
DfE Number:	813 4700
Overall Grade Awarded:	1 Outstanding

Description of the school

St Bede's Catholic School is a mixed 11-16 comprehensive school situated in the town of Scunthorpe in North Lincolnshire. There are 667 students on roll which is below average for a secondary school. The school serves the parishes of St Bernadette's Ashby, Holy Souls Scunthorpe, St Mary's Brigg and St Norbert's Crowle. Of the 667 students 50% are baptised Catholic, 31% are from other Christian denominations and 13% from other faith backgrounds. The remaining 6% have not declared any faith. Students' attainment on entry in Year 7 is broadly in line with the national average. In 2011, almost 25% of students were identified as having some specific educational needs.

Common grading scale for all inspection judgements	
Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness

There is much to celebrate in this outstanding school, this is a vibrant Christian community where students are increasingly encouraged to take greater ownership in the school's ongoing development. They appreciate the many opportunities afforded them to become educated young people with an awareness of their responsibilities to help build a more just and caring society. Leaders and managers promote, monitor and evaluate provision for the Catholic life of the school and Religious Education to great effect. Plans to realise the mission of the school are clearly in place and there is secure evidence of the capacity for sustained improvement.

Overall effectiveness	Grade: 1
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What does the school need to do to improve further?

- Maximise the recent investment in the liturgical and spiritual life of the school.
- Consolidate assessment procedures at key stage 3, in order to secure students' understanding of their level of attainment and how to improve.
- Continue to share best practice across the Religious Education Department.

The school's capacity for sustained improvement	Grade: 1
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The headteacher, senior leadership team and other leaders inspire the school community towards meeting an ambitious vision. Since the last inspection, all areas for further improvement have been met with an increasing strategic role at governor and senior leadership level.

<h2 style="text-align: center;">PUPILS</h2>

<h3 style="text-align: center;">How good outcomes are for pupils, taking particular account of variations between different groups</h3>

Inspectors note that there has been a significant improvement in the Summer 2011 GCSE results in Religious Studies. The standards that learners achieve are judged to be high. All students were entered for the examination in Religious Studies and all groups of students performed exceptionally well. At key stage 3, significant advances have been made in implementing the Bishops' Conference document, 'Levels of Attainment in Religious Education in Catholic Schools and Colleges'. The current Year 7 students have a secure and accurate baseline assessment and controlled assessments have been planned for the whole of key stage 3.

Behaviour in all observed lessons was judged to be very good enabling learning to take place. Most groups of students make at least good progress. Where there was a variety of learning activities, delivered with pace, the students applied themselves in a diligent manner showing interest and enthusiasm.

The students are very proud of being part of the St Bede's community, they relish every opportunity to get involved in every aspect of school life. For example, each of the five Houses has a charity which they support including MacMillan nurses, CAFOD, Faith in Families, Lindsey Lodge Hospice and SPANNED – (Special Needs in the Nottingham Diocese).

Inspectors were particularly impressed with student subject leaders and the chaplaincy team. The school's mission to 'Love, Respect and Serve' is clearly lived out on a daily basis. Through the well established House System and vertically grouped pastoral system all students feel secure, have grown in self confidence and look out for one another; younger students appreciate the support and guidance of older students within the school.

The very recent appointment of a Liturgy and Worship Coordinator has stimulated a sense of commitment and enthusiasm amongst the students building on already established firm foundations. In the school's golden jubilee year, a large group of students and staff visited Rome at Eastertime and were placed very close to Pope Benedict during his Weekly Audience. The new school year opened with a three day mission where the whole school community explored what it means to be part of the Catholic community. To close the year of Catholic Education, the school led the drama at the recent diocesan Big Assembly in September.

Students regularly prepare and lead worship with confidence and enthusiasm. On the day of the inspection, a very moving and reflective Act of Worship on the theme of Remembrance was experienced by the students and staff of Vaughan House. This was completely student led and included music and drama with poignant visual images providing an outstanding opportunity for prayer and reflection. In the observed tutor period the students were very responsive to the teacher led reflection, sharing their ideas and then produced a symbolic poppy.

How good outcomes are for pupils, taking account of variations between different groups	Grade: 1
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LEADERS AND MANAGERS

How well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan improvement to outcomes for pupils

The school's leadership is deeply committed to the Church's mission in education. The headteacher and her team are full of energy and are a source of inspiration for the whole community. There is unequivocal and explicit evidence that the Catholic mission of the school is a priority along with the spiritual and moral development of students. Since the 2007 Section 48 Inspection, new appointments strengthening the Catholic life of the school at all levels have been made possible through the vision of the headteacher and the Governing Body.

Community cohesion is an acknowledged strength of the school. Students develop effective skills and show an increasing awareness of living in a diverse society. All students were involved in the multicultural day showcasing a wide range of activities. Such a celebration is now incorporated into the life of the school leading to special days of other faiths being celebrated.

A robust and systematic monitoring and evaluation system is in place as evidenced by a very accurate self-evaluation document. The recent Governing Body working party on monitoring and evaluation has now been enhanced to committee level. This has now become a pivotal group driving forward sustained school improvement.

Governors make a significant contribution to the work and Catholic dimension of the school. They have high levels of expertise and are now well organised and thorough in their approach.

How effective leaders and managers are in developing the Catholic life of the school	Grade: 1
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<p>PROVISION</p> <p>How effective the provision is in promoting Catholic Education</p>
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The overall quality of teaching in Religious Education is good. A total of seven lessons were observed across the two key stages. At key stage 3, all four lessons were judged to be at least good with two being outstanding. At key stage 4, the lessons were at least satisfactory with one judged as outstanding. In the outstanding lessons, students make excellent progress through a wide range of stimulating learning and teaching styles delivered with pace. Where appropriate, targeted support by other adults makes a marked contribution to the quality of student learning. The environment in all Religious Education rooms was conducive to learning. Word walls with key religious terms were clearly visible, as were codes of conduct and the school's Mission Statement. The department has built up resources using modern technology.

The school's detailed and accurate information on students' achievement is used effectively to identify and tackle underachievement so that all students achieve well. Regular peer and self assessment ensures that students know how well they are doing and what they need to do to improve. The school is both creative and effective in its Religious Education curriculum and design. It is evaluated, adapted and enriched so as to meet the needs of groups and the individual. Some Gifted and Talented students have successfully completed a post 16 course in Ethics and Philosophy. One student returns to St Bede's and is now working towards Advanced level.

Collective worship is central to the life of the school and a key part of every school celebration. Prayer opportunities for staff and students are well planned with large numbers attending the voluntary Mass on feast days. Students often lead prayer and together with staff regularly evaluate this crucial aspect of Catholic life.

How effective the provision is in promoting Catholic education	Grade: 1
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Inspection Judgements Summary

Overall effectiveness – How effective the school is in providing Catholic education.	1
How good outcomes are for pupils, taking particular account of variations between different groups.	1
How effective leaders and managers are in developing the Catholic life of the school.	1
How effective the provision is in promoting Catholic education.	1
How good OUTCOMES are for pupils, taking particular account of variations between different groups.	1
How well pupils progress and enjoy their learning in Religious Education.	1
Taking into account:	
<i>pupils' standards of attainment in Religious Education;</i>	1
<i>the quality of pupils' learning and their progress;</i>	2
<i>the quality of learning for pupils with particular learning needs and/or disabilities and their progress.</i>	1
The extent to which pupils contribute to and benefit from the Catholic life of the school.	1
How well pupils respond to and participate in the school's Collective Worship.	1
How effective LEADERS AND MANAGERS are in developing 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 and plan improvement to outcomes for pupils.	1
How effectively leaders and managers promote Community Cohesion.	1
How well leaders and managers at all levels monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for pupils.	1
The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so areas needing development are tackled decisively and statutory and canonical responsibilities met.	1
How effective the PROVISION is in promoting Catholic education.	1
The quality of teaching and how purposeful learning is in Religious Education.	2
The effectiveness of assessment and academic guidance in Religious Education.	2
The extent to which the Religious Education curriculum meets pupils' needs.	1
The quality of Collective Worship provided by the school.	1