



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST. BEDE'S CATHOLIC INFANT SCHOOL

WIDNES

Inspection Date 4 November 2014
Inspectors Mrs. Maria Eves Mrs. Trish Deus
Unique Reference Number 111372

Inspection carried out under Section 48 of the Education Acts 2005 and 2011

Type of School Catholic Infant
Age range of pupils 5 - 7
Number on roll 222
Chair of Governors Mrs Margaret Rowlands
Headteacher Miss Jackie Coughlan
School address Leigh Avenue
Appleton Village
Widnes
Cheshire WA8 6EL
Telephone number 0151 424 3112
E-mail address head.stbedesinfant@halton.gov.uk
Date of last inspection 16th September 2008

Introduction

This inspection was carried out under Section 48 of the Education Acts 2005 and 2011

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 this school

- St. Bede's school is a large sized Catholic Infant school situated in Widnes, Cheshire serving the parish of St. Bede's.
- There are 222 children on roll of whom 214 are baptised Catholic, 8 come from other Christian denominations.
- There are 10 teachers, including the Headteacher, of whom 9 teach Religious Education and 8 have a suitable qualification in Religious Education. Nine teachers are baptised Catholic.
- Since the last inspection the Senior Leadership has remained the same, however there has been a change of Chair of Governors.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires Improvement
Grade 4	Inadequate

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Further copies of this report are obtainable from the school.

Overall effectiveness:

St. Bede's Catholic Infant School is an outstanding school in providing Catholic Education.

Inspection Judgements

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

- The extent to which the pupils contribute to and benefit from the Catholic life of the school is outstanding.
- There is a clear vision for Catholic Education that is embraced by the whole school community. This is a school where the wellbeing of every child is of paramount importance to all staff. Staff provide a secure, calm, nurturing environment in which all pupils thrive and are well cared for.
- Pupils know and understand the School's Mission Statement and understand the part they play within it. They are actively involved in its evaluation and a beautiful display using their own words depicts their understanding of how they live their mission. Children strive to do this by being 'Happy, Kind, Gentle, Loving, Caring, Trusting, Hardworking, Respectful and Playful'.
- Pupils have a strong sense of belonging to the school community and value and respect others. St. Bede's is a place where worship, faith, education and practice are central to school life.
- Pupil voice is a strength of the school and the school has achieved the Pupil Voice award. Pupils are encouraged to take on many roles of responsibility in the school and wider community. The School Council meets regularly and is actively involved in the life of the school representing the views of pupils, co-ordinating fund raising events and raising the profile of issues such as Eco Systems and Fair Trade and the school has been awarded Fair Trade status. Pupils are enthusiastically involved in biodiversity activities such as energy and water conservation, bug hotel, 350 Climate Change Action and Big Tidy Up. The school has achieved Global Awareness and the International Schools Award both Foundation and Intermediate Level. The school is also the first infant school to have achieved the Unicef RRSA award. Year 2 children act as Lunchtime Buddies and model playtime activities for the younger children in addition to demonstrating appropriate behaviour in the dining room. Class rotas ensure that all children take turns and share responsibility for class jobs. All of this outstanding practice encourages children in their understanding of fairness, respect, tolerance, democracy and service to others.
- Pupils are actively involved in developing the Catholic character of the school by the way they confidently participate in collective worship, lead whole school assemblies and participate in parish and community celebrations with enthusiasm and a sense of togetherness. For example, the parish Jubilee club are invited to join the school community for events such as the Nativity performances where, in addition to the performance, the children are actively involved in welcoming the Jubilee club members and organising refreshments. The very positive feedback received confirms how much the parish appreciates and looks forward to these occasions.
- Behaviour of pupils is outstanding. Pupils have a good sense of right and wrong and apply this in their personal relationships. They take an increasing responsibility for themselves and their actions.
- Education for pastoral care and personal relationships has fostered positive attitudes in pupils.
- Pupils praise and acknowledge the contribution of others. They show a readiness to embrace and celebrate their lived experiences. All pupils take part in an annual 'Awe and

Wonder' week where they are encouraged to recognise, share and celebrate their God given gifts.

- Pupils embrace opportunities to meet their potential in all aspects of school life and they are proud of belonging to St. Bede's school and parish community.
- Pupils display remarkable sensitivity to those less privileged than themselves and demonstrate high levels of personal commitment to working together for the common good. St. Bede's has established strong links with a school in Nepal in addition to supporting numerous local national and global charities, for example CAFOD, Operation Christmas Child, Nugent Care and Widnes food bank. They show respect and understanding of other faiths and religions.

How well pupils achieve and enjoy their learning in Religious Education

- Pupils' achievements and enjoyment in Religious Education is outstanding.
- Their attainment in Religious Education is outstanding.
- They make outstanding progress in relation to their starting points and capabilities.
- On entry to school many children have a limited knowledge and understanding of the Catholic faith.
- There is no difference in performance between pupils of different gender.
- Outcomes for pupils with additional or special needs are outstanding.
- Analysis of assessments undertaken provides evidence of pupils attaining the appropriate level for their age and stage of development in each key stage.
- Pupils are becoming increasingly more religiously literate. Their knowledge, understanding and skills are developing appropriate to their age or capacity. During the inspection pupils of all ages were able to discuss Religious Education with confidence and the level of recall and knowledge demonstrated was outstanding.
- Pupils are developing the skills that enable them to reflect spiritually, think ethically and theologically and are becoming more aware of the demands of religious commitment in everyday life. Evidence in books and conversations with pupils affirm that pupils are given many opportunities to reflect on the links between the life and teachings of Jesus and their own lives. Pupils' achievements are underpinned by resilience and resourcefulness and they demonstrate a tangible thirst for learning.
- Pupils' engagement in and enjoyment of their learning is outstanding as shown by their interest, enthusiasm and outstanding behaviour.
- Pupils are encouraged to work independently and collaboratively.
- Pupils are eager to learn and improve their knowledge, understanding and skills as they become independent learners.

How well pupils respond to and participate in Collective Worship

- Pupils' response to and participation in Collective Worship is outstanding
- They show interest, are fully engaged and make heartfelt responses and actively participate in Collective Worship.
- They act with reverence and are keen to participate in a variety of gatherings.
- Pupils' knowledge of prayer and liturgy is increasing.
- Pupils recognise that St. Bede's Infant School is a prayerful community and its Catholic character is reflected through the high quality displays and artefacts in the school environment. Pupils are familiar with a variety of prayer styles. They appreciate and are open to the Word of God in the scriptures.
- Pupils' enthusiastic singing enriches the prayerful experience. They reflect in silence and join in community prayers appropriately and with confidence.
- Pupils very confidently lead class based and whole school Collective Worship.

The quality of teaching and how purposeful learning is in Religious Education

- The quality of teaching and purposeful learning in Religious Education is outstanding.
- The Religious Education curriculum is rich and creative in its approach.
- It is consistently successful in ensuring that pupils are interested and engaged and make excellent progress. Pupils have very positive attitudes to learning and they appreciate the wide range of teaching strategies employed by staff.
- Teachers display excellent subject knowledge and the outstanding teaching encourages pupils' enjoyment of and enthusiasm for Religious Education.
- Teachers take into account pupils' prior learning and ensure differentiated tasks when planning so that the work consolidates, builds and extends their knowledge and understanding.
- Highly effective questioning motivated, challenged and supported pupils enabling them to make excellent progress. Together with many examples of Talking Partners, role play and challenging extension activities, all teaching observed was outstanding.
- Teaching Assistants were outstanding in the way they sensitively supported encouraged and challenged pupils.
- Pupils are informed of their progress and how to improve both orally and through marking. They are given opportunities to discuss their work and how to improve. Effort and achievement are celebrated.
- The assessment of pupils work in Religious Education is outstanding.
- The school has highly effective assessment strategies which provide accurate and detailed information on the achievement of all the pupils.
- Teachers are able to identify how well pupils are achieving and tackle underachievement.
- Teachers enable pupils to evaluate their own work.

The extent to which the Religious Education Curriculum promotes pupils' learning

- The extent to which the Religious Education Curriculum promotes pupils' learning is outstanding.
- The curriculum is outstanding in meeting pupils' needs.
- The school, using the *Come and See* programme recommended by the Archdiocese, meets the requirements of the Curriculum Directory for Religious Education. Appropriate levels of the programme are being followed in different classes. This ensures complete Religious Education entitlement for each child and meets National and Archdiocesan requirements.
- Of the total curriculum time 10% is allocated to Religious Education. This fulfils the requirements of the Bishops of England and Wales.
- Planning ensures full coverage of the Religious Education programme. Imaginative and well planned strategies are deployed to enrich pupils' learning.
- The school implements new curriculum developments as appropriate.
- Enrichment activities have a positive impact on the curriculum.
The Religious Education curriculum provides outstanding opportunities for pupils' spiritual and moral development and vocation.
- The curriculum is customised to meet the needs of groups and individuals.
- Children have explored the beliefs and values of other faiths and religions. This helps to promote tolerance and respect for those who think differently.

The quality of Collective Worship provided by the school.

- The quality of Collective Worship provided by the school is outstanding. It reflects the Catholic character of the school and takes into account the variety of faith backgrounds among the pupils.
- Collective Worship has a high profile and is central to the life of the school.
- Collective Worship plays a key part in meeting the spiritual needs of the pupils. Opportunities are provided to enable full, active and conscious participation of the whole school community.
- Children are enabled to pray formally and informally using a variety of prayer methods and styles.
- The school provides opportunities for staff to develop the skills in planning, leading and evaluating Collective Worship.
- The teachers provide the necessary resources and opportunities to help children to develop the skills necessary to plan, lead and participate in Collective Worship and to evaluate it effectively.
- Opportunities are provided for parents, carers and the local and wider faith communities to participate in a variety of celebrations of the *Come and See* programme and the Church's liturgical year.

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

- Leaders, governors and managers are outstanding in promoting monitoring and evaluating the provision for the Catholic life of the school. The Headteacher's inspirational and passionate leadership of the Catholic community of St. Bede's is instrumental to the school's success. She is ably supported by the gifted, hard working Co-ordinator and the dedicated governing body. All have high expectations and a shared vision with regard to the Catholic mission and ethos of St. Bede's Infant School in the way they plan and implement improvement to outcomes for pupils.
- This is reflected in the school's own Mission Statement. All who form part of the school community including parents, clergy, governors and children were involved in the development and review of the Mission Statement. Its aims and practical objectives direct and guide every aspect of school life and are a useful tool by which the school evaluates its effectiveness.
- Leaders, governors and managers are outstanding in the way they use monitoring data to evaluate the school's performance, celebrate, and plan future improvements.
- Excellent opportunities are provided for the staff and pupils to play an active part in Catholic life and Mission of the school. They know, own and live out their Mission Statement.
- The Self Evaluation Document provides evidence of the school's monitoring, searching analysis and self challenge and this rigorous analysis provides a basis to celebrate the school's strengths and areas for development.
- Staff are very well supported in their teaching through in-service training and continuous professional development. The school provides excellent induction to enable staff to further understand the Church's Mission in Education and play their unique part in it.
- The quality of Collective Worship is a strength of the school. It is effectively monitored and evaluated by leaders, governors and managers. An up to date policy is in place.
- A range of opportunities for spiritual and moral development are provided for staff and pupils

- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all.
- Prayer, worship and the liturgical life of the school reflects and respects the religious diversity within the school.
- There are positive relationships at every level within the school and this is a strength.
- Parents are consulted regularly and involved in a variety of ways in the life of the school, for example through questionnaires, attendance at assemblies and school celebrations.
- Governors are outstanding in fulfilling their responsibilities. They are incredibly hard working and committed. They regularly visit school and they are well informed. Governors continue to effectively shape the direction of the school through an appropriate level of challenge and support.

How well leaders, governors and managers promote, monitor and evaluate the provision for the Religious Education of the school and plan and implement improvement to outcomes for pupils.

- Leaders, governors and managers are outstanding in promoting, monitoring and evaluating the provision for the Religious Education of the school and in the way they plan and implement improvement to outcomes for pupils.
- Monitoring data is used effectively to evaluate the school's performance and plan for future improvements.
- There is a robust programme for the monitoring and evaluation cycle.
- Teaching and learning is monitored regularly and appropriate feedback and support given as necessary. Good practice is shared and celebrated.
- Continuing professional development opportunities are provided for all.
- Assessment information is collated and tracked by the subject leader and shared with the leadership team, governors and parents.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance.
- The subject leader is outstanding in guiding Religious Education. She demonstrates enthusiasm, determination and great commitment. New initiatives are introduced when appropriate. Good documentation guides and directs all staff in the delivery of the subject. This is updated as necessary.
- The Self Evaluation Document is rigorous in identifying targets, timescales and lines of accountability.
- Curriculum outlines are provided for parents who are consulted on different issues depending on the topic being covered.
- Achievement and effort are celebrated.

What the school needs to do to improve further?

- To further develop the excellent website links across all aspects of the Catholic life of the school, this will support the ongoing evangelisation of the whole school community.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	1
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OUTCOMES FOR PUPILS

How good outcomes are for individuals and groups of pupils	
The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
How well pupils achieve and enjoy their learning in Religious Education	1
How well pupils respond to and participate in the school's Collective Worship	1

PROVISION

How effective the provision is for Catholic Education	
The quality of teaching and how purposeful learning is in Religious Education	1
The extent to which the Religious Education curriculum promotes pupils' learning	1
The quality of Collective Worship provided by the school	1

LEADERS AND MANAGERS

How effective leaders, governors and managers are in developing the Catholic Life of the School	
How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils	1
How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	1

Key to judgements: Grade 1 is outstanding, Grade 2 good, Grade 3 requires improvement and Grade 4 inadequate
