



## DIOCESAN CANONICAL INSPECTION REPORT

THE CATHOLIC LIFE OF THE SCHOOL, COLLECTIVE WORSHIP AND RELIGIOUS EDUCATION

### The Becket School, a Catholic Voluntary Academy

The Becket Way, Wilford Lane, West Bridgford, Nottingham, NG2 7QY

<b>School URN:</b>	8914617
<b>Inspection Date:</b>	12 December 2017
<b>Inspectors:</b>	Mr Sean McClafferty and Miss Caroline McGrath

<b>Overall Effectiveness</b>	Previous Inspection:	Outstanding	1
	<b>This Inspection:</b>	<b>Outstanding</b>	<b>1</b>
<b>Catholic Life:</b>		Outstanding	1
<b>Collective Worship:</b>		Outstanding	1
<b>Religious Education:</b>		Outstanding	1

### SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

#### The Becket School is an outstanding Catholic school.

- The overall effectiveness of the school is outstanding. Strong, purposeful leadership ensures that the mission of the school is lived out each day. Pupils enjoy their experience in an atmosphere of mutual respect and their lives are enriched through prayer.
- The Catholic Life of the school is outstanding. Pupils are at the heart of this Catholic school. They recognise the distinctive nature of their school and feel respected and involved in their community. The Catholic Life of the school is promoted at all levels; there is an exceptional contribution from chaplaincy to support this. The monitoring of the Catholic Life of the school is embedded both at senior leadership and governors' level, who act as critical friends to school leaders.
- Collective Worship is outstanding. Prayer and worship are central to the life of the school. Pupils respond positively to Collective Worship and feel they benefit from it. Senior Leadership involvement in Collective Worship is strong and resources are of a high quality. Liturgies and Masses are prepared to a very high standard and are stimulating. Careful monitoring is undertaken and training is made available to staff in order to continually enhance the provision and quality of Collective Worship in the school.
- The quality of Religious Education is outstanding. Pupils enjoy Religious Education and achieve very well in all key stages. Teachers have high expectations of pupils and behaviour is exemplary. The leadership of Religious Education is strong.

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

- The Becket School is a larger than average school and is part of the South Nottingham Catholic Academy Trust.
- There are 1,119 pupils on roll; 90% are baptised Catholic; 6% are from other Christian denominations, 2% from other faith backgrounds and 2% with no religious affiliation.
- The following parishes are served by the school: Holy Spirit Parish, West Bridgford; Our Lady and St Patrick, The Meadows; Corpus Christi, Clifton; Our Lady and St Edward, Thorneywood; St Anne's, Ratcliffe on Trent and the Church of the Assumption, Beeston.
- 3% of pupils are at 'school support' stage of the special educational needs and/or disability record.
- 0.3% of pupils have an EHCP (education health care plan) or a statement of special educational needs and/or disability.
- 16.4% of pupils are eligible for the pupil premium.

### WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

#### ■ Catholic Life:

- To increase the number of pupils considering a vocation by ensuring a broad range of people representing different vocations are invited into the school to discuss their work.
- To continue to ensure that the school has a pivotal role in sharing throughout the diocese its outstanding practice in Catholic Life which currently exists within their own school and family of schools.

#### ■ Collective Worship:

- To continue to play a pivotal role in sharing throughout the diocese its outstanding practice in Collective Worship which currently exists within their own school and family of schools.

#### ■ Religious Education:

- Ensure that all pupils are clear as to what they should do to improve the quality of their work by improving the consistency of written feedback to pupils.
- Ensure that all colleagues within the department are consistently complying with the vision for feedback as laid out by the head of department.
- Ensuring that the school meets the episcopal requirement of 10% Religious Education taught curriculum time in Key Stages 3 and 4.

## CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL	<b>1</b>
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<ul style="list-style-type: none"> <li>• The extent to which pupils contribute to and benefit from the Catholic Life of the school.</li> </ul>	1
<ul style="list-style-type: none"> <li>• The quality of provision for the Catholic Life of the school.</li> </ul>	1
<ul style="list-style-type: none"> <li>• How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.</li> </ul>	1

### **The extent to which pupils contribute to and benefit from the Catholic Life of the school – outstanding**

- Pupils are very much at the centre of shaping the school’s mission and ethos. They take a lead and are responsible for shaping activities with a religious character in the school and the wider community. An example of this is the ‘parish ambassadors’ who are a committed group of pupils who speak regularly in parishes about the work of their school.
- There are chaplaincy teams across all year groups; these pupils support pupils and staff with a range of liturgical activities, as demonstrated in various Acts of Worship, video resources and fundraising efforts. Pupil leadership is a strong feature of the school and pupils are confident and secure in talking about their faith and spirituality.
- Governors, staff and pupils articulate with enthusiasm the benefits of belonging to their school, which they unanimously hold in the highest regard. Pupils value the excellent Catholic education they receive and are resolute in their conviction that The Becket School offers them opportunities which may not exist elsewhere.
- The exemplary behaviour of pupils is underpinned by a strong ethos and set of values. Pupils demonstrated a strong social conscience and a desire to help those less fortunate, (they are currently fundraising with their partner primary schools to build a school in northern Ghana) but equally spoke of the care, love and compassion which they show to one another.
- There are a number of non-Catholic pupils who attend and they fully participate in the Catholic Life of the school. Young people of different faith and no faith get fully involved in the many opportunities provided by the school.

### **The quality of provision for the Catholic Life of the school – outstanding**

- The school's mission statement is lived out on a daily basis by pupils and staff and this is evidenced throughout the school. Excellent relationships exist across the school and are underpinned by a behaviour system rooted in Gospel values.
- The provision for the Catholic Life of the school has the highest priority. The learning environment reflects the school's mission, it is attractive, well ordered and clearly of a Catholic nature.
- High quality pastoral care is a positive feature of the school; all pupils spoken to, feel that they have someone they can talk to if they need to. The highest standards of moral and ethical behaviour are promoted through the school's expectations.
- In school, retreats take place for every year group and every department has their own Saint and departmental prayer; this provides further evidence of the all-encompassing inclusive nature of this outstanding Catholic school.
- The Lay Chaplains are vibrant and so creative in developing different approaches to the Catholic Life of the school and how it engages with the young people. They provide support and pastoral care for both staff and pupils alike. This provision is quite exceptional and ensures that emotional and spiritual wellbeing are catered for equally.
- The Religious Education department is fully compliant with the diocesan Relationships and Sex Education (RSE) policy.

### **How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school – outstanding**

- The school's leadership and governing body are deeply committed to the Church's mission, placing Christ at the centre of all they do. The headteacher leads by example in his witness to Gospel teachings and is an inspirational figure in that respect within the school to both pupils and staff. He has ensured that the Catholic Life of the school is the first priority and has resourced it accordingly.
- The headteacher is very ably supported by two exceptional Lay Chaplains. There is unequivocal and explicit evidence that the Catholic mission of the school is a priority along with the spiritual and moral development of pupils. This mission forms the bedrock of the principles which govern this school.
- Governors are committed to their role and, as a result, they are actively involved in the monitoring and evaluation of the Catholic Life of the school. Thanks to the work of the 'pupil and ethos' group, they have a very good understanding of how the Catholic Life of the school is developing, its strengths and areas for development.
- The school has developed strong strategies for engaging with parents. Through parental surveys, parental support for the Catholic Life of the school is evidenced.
- Young people are encouraged not simply to be involved but to take ownership of the liturgical life of the school; they care about what they do and this approach is encouraged by chaplaincy starting in the primary schools. The school annually complete the 'Faith in Action' award and has led training on this for the diocese.
- The school has a thorough and bespoke approach to inducting new staff (teaching and support staff) and governors. A distributed leadership structure ensures that colleagues are offered every opportunity to develop, so much so that senior colleagues have been successful in gaining promoted positions.

## COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP	<b>1</b>
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- How well pupils respond to and participate in the school’s Collective Worship.
- The quality of provision for the 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 – outstanding**

- Acts of Worship engage all pupils’ interest and inspire in them deep thought and heartfelt response. They show respect and behave impeccably during the wide range of provision offered to them.
- Pupils regularly prepare and lead worship with confidence and enthusiasm, in a variety of gatherings from when they first arrive at the school.
- Collective Worship contributes significantly to the spiritual and moral development of pupils. During one observed Act of Worship, pupils had planned and delivered through video a liturgy on the subject of peace; the video showed pupils who were watching in form rooms how to meditate and asked them what they wanted to say to God. This was an incredibly powerful piece of the reflection, moving some to tears.
- The ‘Be Inspirational’ website is an outstanding resource used both within school and across the diocese to empower staff and young people to lead engaging and effective Collective Worship.
- Pupils have an excellent understanding of the liturgical year as it is reinforced in the prayer themes every week. This is evidenced in the bespoke school planners which provide a ‘Word of the Week’ for every week of the year that links with the liturgical focus.

### **The quality of provision for Collective Worship – outstanding**

- Collective Worship is central to the life of the school and a key part of every school celebration. The school Lay Chaplains continue to play a major role in ensuring that Collective Worship is rich and varied. Their philosophy is one of empowerment, with staff and pupils encouraged not only to participate, but to lead.
- Prayer opportunities for staff and pupils are planned in a manner that attracts and facilitates attendance by adults and parents associated with the school, for example weekly voluntary Mass is attended by parents.
- Pupils' liturgical formation is well planned, appropriate to their faith backgrounds and shows progression. Pupils with different religious beliefs are assisted and supported in their prayer rituals.
- There are regular opportunities for Collective Worship every day within form time and year groups. Key Stage and House liturgies are celebrated. Staff pray together twice a week in the chapel, this is well attended and led by the school's lay chaplains.
- Staff spirituality has been a focus of the Trust INSET programme over the last 5 years. This has showcased good practice as well as formation and training on the use of scripture on Catholic tradition, on meditation and different forms of prayer and worship.

### **How well leaders and managers promote, monitor and evaluate the provision for Collective Worship – outstanding**

- In this prayerful community, the headteacher and senior staff regularly lead and make significant contribution to Collective Worship. They skillfully support other staff and pupils in ensuring that all within the school are provided with an outstanding provision across a variety of gatherings.
- School leaders value the importance of reflection and, as a result, provide opportunities for both pupils and staff to take part in regular retreat programmes, thus ensuring a diversity of experience in relation to prayer and reflection.
- Collective Worship is recognised as being an integral part of school life and it is continually enhanced by the high quality of training on offer. Staff training is well mapped out and ensures that all staff are given the relevant support with respect to their role within a Catholic school. This training is coordinated by the Lay Chaplains not just within its own school but across the diocese.
- The monitoring and evaluation of Collective Worship is undertaken frequently and rigorously by key personnel to ensure that planning is continuously working towards maintaining and improving on already high standards.
- The school has a pivotal role in sharing throughout the diocese its outstanding practice in Collective Worship which currently exists within their own school and family of schools.

## RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION	1
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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 – outstanding**

- Pupils at The Becket School have outcomes in Religious Education which far exceed the diocesan averages and demonstrate high levels of enjoyment and interest in the subject. In 2017, 85.5% of students achieved A\*- C grades at GCSE and in 2016, 84.2% achieved this standard. Pupils find value in their study of Religious Education and can find links between what they learn in class and Church practice, as well as how the moral values being taught through the example of Jesus translate into action in the modern world.
- Pupils are very focused in lessons and demonstrate curiosity through the questions they ask. They are presented with a diverse range of tasks and are encouraged to take pride in their work through the 'beautiful book' idea.
- There is strong engagement with alternative points of view, particularly at Key Stages 4 and 5. General Religious Education offers a wide scope of options from which the students choose to study and this keeps levels of engagement high. Similarly, in Key Stage 4 the GCSE course chosen by the department offers challenge through the study of another world faith and humanist points of view. This was appreciated by pupils who felt able to engage meaningfully with religious and ethical questions.
- Behaviour in Religious Education is excellent and pupils remain on task through careful planning and delivery of subject material. There are clear behavioural expectations which form part of the whole school policy and the Religious Education department displays and follows the rewards and sanctions of the school which follow Gospel values.
- Progress is good for all groups of pupils and outstanding in many. Progress against FFT 20 targets is +0.26, which indicates that significant progress is being made. Additionally, progress for pupil premium students is +0.22, which is a significant level of progress for disadvantaged students. The department works closely with the special needs department to ensure that all needs are met and disadvantaged pupils are closely monitored to ensure their progress is strong. Interventions such as extra sessions and revision resources are clearly made available for those who are in need of additional support.

### **The quality of teaching and assessment in Religious Education – outstanding**

- Teachers deliver their lessons with confidence and expertise. In the lessons observed, there was evidence of a wide variety of imaginative and carefully constructed resources being used to meet learners' needs. Time is used effectively to keep pupils 'on task' and pupils expect to work to the full extent of their ability in Religious Education.
- The department has a wide range of teaching proficiency and presents adequate challenge through the whole range of key stages.
- Performance expectations are very high, with members of staff encouraging academic rigour and attention to detail in what they do. They plan carefully to meet the needs of all pupils.
- The Religious Education department effectively demonstrates how to achieve in Religious Education and makes frequent and regular use of assessment descriptors, so that pupils understand how examiners award marks. Peer and self- assessment have been used very effectively to ensure that pupils are truly engaging with these descriptors and can use them to improve their own performance.
- A 'Target, Question, Response' approach to written feedback has been introduced as part of the vision of the head of Religious Education and this is in the early stages of being implemented by the department as a whole.

### **The extent to which leaders and managers promote, monitor and evaluate the provision for Religious Education – outstanding**

- The Religious Education department is very well resourced with capitation, physical resources and staffing favourably comparing with other core subjects within the school. This reflects the school's commitment to ensuring that Religious Education is a priority subject.
- The headteacher is the senior link for the Religious Education department, indicating the esteem with which the department is held. Regular fortnightly meetings ensure that department and school priorities are shared and discussed and that actions arising might be addressed in a timely and effective manner.
- The head of Religious Education makes thorough and efficient use of the school's monitoring systems and carefully analyses progress over time. Outcomes over time are testament to the efficacy of these interventions.
- The curriculum chosen is well-matched to the needs to the pupils and the head of department is well-informed of current best practice, as well as being an active participant and contributor to diocesan level meetings which moderate pupils' work and discuss resources.
- Leadership within the department demonstrates a high level of expertise in terms of subject knowledge and there is a clear vision for how the department can continue to improve.
- The school currently needs to meet the episcopal requirements for 10% Religious Education curriculum time. At present, it is 9.3% and this will increase after this academic year as part of the Key Stage 3 review.

## SCHOOL DETAILS

<b>School Name</b>	The Becket School, a Catholic Voluntary Academy
<b>Unique Reference Number</b>	8914617
<b>Local Authority</b>	Nottinghamshire

The inspection of this school was carried out on behalf of the Bishop of Nottingham under Canon 806 of Canon Law in accordance with the *evaluation schedule* for diocesan canonical inspections in the Diocese of Nottingham. The inspection reviews and evaluates how effective the school is in providing Catholic education. The process begins with the school's own self-evaluation and the inspection schedule is in line with the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA).

During the inspection, the inspectors observed 10 Religious Education lessons and 2 Acts of Collective Worship.

Meetings were held with the headteacher, the subject leader for Religious Education, the chair of governors, the Lay Chaplains and the parish priest. Discussions were also held with pupils.

The inspectors scrutinised a range of documents including reports of the governing body, action plans, the school development plan, monitoring forms, assessment information and parental response forms. Inspectors also examined the work in pupils' Religious Education books.

<b>Chair of Governors:</b>	Mr Les Sullivan
<b>Headteacher:</b>	Mr James M <sup>c</sup> Geachie
<b>Date of Previous School Inspection:</b>	5 December 2012
<b>Telephone Number:</b>	0115 982 4280
<b>Email Address:</b>	j.mcgeachie@becketonline.co.uk

## WHAT INSPECTION JUDGEMENTS MEAN

Within the report, the following grades are used:

<b>Grade 1</b>	Outstanding
<b>Grade 2</b>	Good
<b>Grade 3</b>	Requires Improvement
<b>Grade 4</b>	Inadequate

In the context of the whole school, the overall effectiveness grades have the following meaning:

<b>Grade 1</b>	Outstanding	The school is a highly effective Catholic school. Pupils' needs are exceptionally well met.
<b>Grade 2</b>	Good	The school is an effective Catholic school. Pupils' needs are met well.
<b>Grade 3</b>	Requires Improvement	The school is not yet a good Catholic school, it is not inadequate however, and there are aspects that require improvement. There will be a monitoring visit within the next 12 months and the school will be re-inspected within 3 years.
<b>Grade 4</b>	Inadequate	There are features in need of urgent and immediate attention. The school is not meeting the basic minimum requirement for adequacy as a Catholic school. The school will receive an annual monitoring visit and will be re-inspected within 3 years.

In addition to the information above, if any one aspect of the evaluation schedule is found to 'require improvement', the school will receive a monitoring visit within one year of the publication of the report.