

The Becket School, a Catholic Voluntary Academy

URN: 137409

Catholic Schools Inspectorate report on behalf of the Bishop of Nottingham

16–17 October 2024

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission

Religious education (p.5)

The quality of curriculum religious education

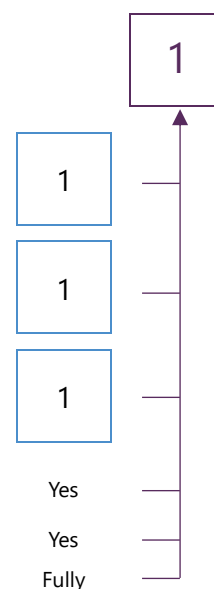
Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school

The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference

The school is fully compliant with any additional requirements of the diocesan bishop

The school has responded to the areas for improvement from the last inspection



Compliance statement

- The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference.
- The school is fully compliant with the additional requirements of the diocesan bishop.
- The school is fully compliant with regard to its previously identified areas for development, having addressed the targets set from the previous inspection.

What the school does well

- The energy and drive of the headteacher and the assistant headteacher for Catholic life inspire all within The Becket School. Their commitment ensures that Catholic life and mission is vibrant and relevant for all members of the school community.
- Students' ability to articulate how the Catholic mission of the school impacts on their lives is impressive. All students strive to live an authentic Catholic life.
- The religious education department's effective planning and preparation ensures that students experience outstanding teaching and achieve outstanding outcomes.
- Pastoral care is outstanding, with the school placing a particular focus on supporting the most vulnerable within their community.
- The time and resourcing given to prayer and liturgy by leaders and governors ensures that collective worship is a focal point of school life, benefitting all students.

What the school needs to improve

- Embed Catholic social teaching principles into all aspects of the whole school curriculum, to ensure that students access a fuller Catholic social teaching experience.
- Involve parents and carers fully in the wider life of the school.
- Focus on enrichment opportunities to enhance learning in religious education.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade

Pupil outcomes

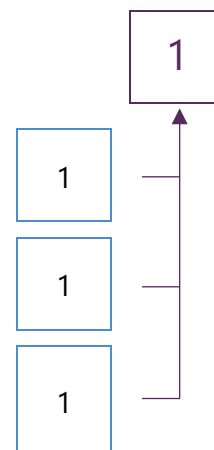
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

Provision

The quality of provision for the Catholic life and mission of the school

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school



Students benefit greatly from the commitment shown by all staff in their mission to provide a Christ-centred experience at The Becket School. All students understand that they are made in the image of God, commenting that staff are helping them to follow Christ's example. Students and staff fully understand the school's mission statement and they speak knowledgeably about this. They talk eloquently about the impact of 'The Becket Way' and its values on their everyday lives, both in and out of the classroom. As one student commented, 'the simplicity of the ethos is so effective; our school actions stem from this'. They feel happy and safe in school, and behaviour is outstanding. Students of all ages understand and can articulate Catholic social teaching values, talking eloquently about their obligation to treat others with dignity, serving the most vulnerable in society and their commitment to our common home. This is highlighted through their work with charities such as the Emmanuel House Support Centre, Refugee Roots and Cafod. High quality display in school is testimony to the centrality of Catholic life and mission. The school's lay chaplains are extremely well regarded by students, with their vocation and personalities being cited as a source of strength and influence. Their work, with strong support from the Our Lady of Lourdes Catholic Multi-Academy Trust, builds the community and creates opportunities for staff and students to grow spiritually. As a consequence, participation in prayer and liturgy is outstanding.

Staff are resolute in their shared vision, and ensure that the school's mission has an impact on all aspects of school life. Pastoral care is outstanding, with staff at all levels going above and beyond to ensure that students, their families and the wider community are supported, both materially and spiritually. The school is wholly inclusive; it offers a range of opportunities that cater for the spiritual needs of those of other faiths. Catholic social teaching values are woven

into every aspect of school life, with all staff and students responding to these. These values are underpinned by the school's relentless commitment to 'The Becket Way', which provides all members of the school community with a moral steer and ensures a calm and purposeful environment where all flourish. Strong chaplaincy is central to all that the school does and the chaplaincy team, ably led by the assistant headteacher for Catholic life, is committed to the principle that every member of the school community has something to give to others. This has had a profound impact on the actions of staff and students in all areas of school, and wider community life. Provision for relationships, sex and health education is outstanding, being suitably tailored to the needs of the students.

The headteacher is an inspirational Catholic leader, who is expertly supported by his leadership team. This is recognised by students and staff and encourages them to play an active part in leading Catholic life and mission. Governors have a strong skill set and know their school well. This expertise is effectively used to ensure incisive monitoring and evaluation when assessing the school's offer. Consultation with all stakeholders helps to refine the Catholic life experience and further improve provision. Staff induction is outstanding and continued training is strong, being tailored to the needs of the individual. Surveys show all staff appreciate the support they receive from leaders in school; they feel valued and respected. Links with local parishes are a strength, with the school welcoming the wider community for Mass and students visiting the parish church to actively participate in Mass, which is highly valued by parishioners.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

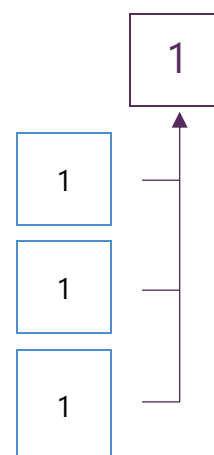
How well pupils achieve and enjoy their learning in religious education

Provision

The quality of teaching, learning, and assessment in religious education

Leadership

How well leaders and governors promote, monitor and evaluate the provision for religious education



Students enjoy religious education and have formed strong relationships with their subject teachers. Consequently, behaviour and concentration in lessons is excellent; students attend classes ready and equipped to learn. They are accustomed to the learning requirements of their classrooms due to the consistency of materials and processes. This means their knowledge and understanding, as required by the Religious Education Directory, develops at pace. Lessons are well structured and challenging, with outstanding academic attainment and progress being testimony to this. Students comment that their teachers explain well and are patient in re-explaining to ensure understanding. The explicit teaching of key words and cross-referencing during lessons means that students' religious literacy is excellent. During conversations outside lessons, they confidently use religious terms to describe their progress in learning and comment that teachers ensure that they know what to do to improve. Students expect to work hard, engaging fully in lessons, and this is a strength of the department. Students produce high quality work and this is notable in workbooks for all students.

Teachers' subject knowledge is strong, allowing them to make links to prior learning and student experiences. The department has collaborated effectively to produce workbooks and learning resources. This sharing of expertise ensures that all elements of effective teaching are offered to all students consistently. When used to their full advantage, workbooks allow teachers to skilfully adapt their teaching to suit the needs of the individual. Occasionally, the demands of the workbook determine the pace of the lesson, with some students needing more time to complete their work. The department has recently begun to focus on building in more opportunities for reflection and a greater variety of presentation into lessons: students say that they appreciate this. When class discussion takes place, students are articulate and confident. Teachers are skilled at questioning but, on occasion, opportunities for deeper questioning and further student

discussion are missed. Praise is used to good effect, with 'The Becket Way' being embedded in all aspects of lessons, such that teachers naturally and regularly link the content of lessons with actions in the school community and beyond. This allows students to not only thrive academically, but also to develop morally and spiritually. Learning booklets have been carefully structured and sequenced so that content is introduced and revisited extremely effectively and consistently. The curriculum is substantially enhanced through creative activities and visits. For example, a departmental trip to Rome allowed students to experience curriculum-related art, photos of which were then displayed in the department.

The subject leader for religious education has a high level of expertise which she has used to ensure consistency of delivery, high quality resources and incisive self-evaluation. She knows her department well and has a clear strategy for ongoing development and further improvement. Senior leaders and governors respect her decisions, facilitating her in providing timely and appropriate training for her department. Her dynamism is recognised by other senior leaders; they understand her impact on the department. She is working with other middle leaders to ensure that religious education is present in all aspects of the school curriculum. Leaders and governors have ensured that religious education is well resourced and has parity with other subjects. The curriculum is a faithful expression of the Religious Education Directory. Leaders' and governors' self-evaluation is honest, striving for constant improvement. They have unfailingly high standards which focus on the development of the religious education offer, and reinforce the department's role in preparing students spiritually and as citizens in a diverse society.

Collective worship

The quality and range of liturgy and prayer provided by the school

Collective worship key judgement grade

Pupil outcomes

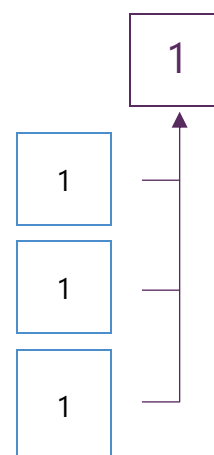
How well pupils participate in and respond to the school's collective worship

Provision

The quality of collective worship provided by the school

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship



Prayer and liturgy are integral parts of The Becket school day and students are involved in planning it to a significant degree. During form time and celebrations of the word, the vast majority of students participate fully and engage deeply with the activities that take place. Students appreciate the many opportunities for quiet contemplation and prayer. They talk eloquently about how prayer inspires them to action and creates a sense of belonging. Liturgical content is grounded in scripture, relevant to and appreciated by students, who readily make the link between daily prayer and their own lives. It is a strength of the school that many students undertake liturgical ministries with confidence: even more embrace the opportunity to be part of the chaplaincy team. In this ministry, they are ably led and trained by the lay chaplains. When preparing prayer and liturgy, students draw upon their experience of a variety of ways to pray, including music, silence, symbols and symbolic actions, traditional and spontaneous prayers. They link these appropriately to the liturgical year. Weekly use of prayer journals allows students to personally reflect on daily prayer and its impact on their lives. All students readily discuss the normality of prayer at The Becket and how this makes a positive difference to the whole school community.

The chapel is at the heart of school and is used daily for liturgies, prayer and religious education lessons. Routines for prayer are well established and all aspects of prayer are faithfully Catholic. Staff, particularly lay chaplains, are adept at making celebrations of the word accessible to students of all faiths and none. They model activities and make skilful use of resources that empower students to plan and prepare involving scripture, reflection and meditation. This is delivered through the use of 'Be Inspirational', a programme developed by the school which has now been adopted by the other schools across the Our Lady of Lourdes Catholic Multi-Academy Trust. This gives students the confidence to explore and develop their own understanding of

prayer. The creative use of space affords the opportunity for all members of the community to access prayer and liturgy. The local parish priest visits the school regularly to celebrate the Eucharist and all students access this throughout the school year, sometimes with the wider community. The chaplaincy team also works closely with the parish to prepare students for the Sacrament of Confirmation. Reconciliation is offered to all at key points in the school year and students welcome these opportunities.

The clear articulation of strategy and policy is a strength of The Becket School: for example, the school's collective worship policy explicitly defines roles and responsibilities and, as a consequence, provision flows effectively from this. Ample time and resourcing are dedicated to prayer and liturgy. This is because leaders and governors care deeply about the spiritual formation of all members of the community. Their vision for prayer and liturgy is rooted in the school's development planning, which is regularly monitored and reviewed by senior leaders and lay chaplains to ensure that provision remains vibrant, relevant and has impact. Governors visit the school regularly and play a key role in the robust and thought-provoking monitoring and evaluation process. This informs the future development of prayer and liturgy and any associated training opportunities. Particular care is given to the induction of new staff. A comprehensive programme ensures that all staff gain the confidence to authentically lead students in prayer. Staff acknowledge and welcome the time given to training. Leaders and governors at The Becket are passionate in ensuring that students experience high quality prayerful encounters.

Information about the school

Full name of school	The Becket School, a Catholic Voluntary Academy
School unique reference number (URN)	137409
School DfE Number (LAESTAB)	8914617
Full postal address of the school	The Becket School, a Catholic Voluntary Academy, The Becket Way, Wilford Lane, West Bridgford, NG2 7QY
School phone number	001159824280
Headteacher	Paul Greig
Chair of local governing body	Sharon Smith
School Website	http://www.becketonline.co.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Our Lady Of Lourdes Catholic Multi-Academy Trust
Phase	Secondary
Type of school	Academy
Admissions policy	Choose an item.
Age-range of pupils	11-18
Gender of pupils	Mixed
Date of last denominational inspection	12 December 2017
Previous denominational inspection grade	1

The inspection team

Mark Taylor	Lead
Catherine Danaher	Team
Sarah Lockyer	Team

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Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement

