



St. Bede's Peer Review Notes of Visit – 17th October

<p>Context:</p> <p>St Bede's is currently judged as a "Good" school by OFSTED and was last inspected in June 2017. Since this time there has been a shared collective ambition and commitment to furthered improve. GL assessments data shows strong progress and high levels of attainment from entry to exit. SATs results have improved significantly and leaders' self-evaluation is clear, evidenced based and accurate. Senior leaders know the context of their school and are focusing of improving standards. The schools current judgement is "Good with Outstanding features."</p>
<p>Current outcomes and progress - MR</p> <ul style="list-style-type: none"> ➤ Clear overview of outcomes and progress ➤ Leadership teams effective in understanding the strengths and areas for development ➤ Leadership is effective on analysing the impact of interventions and changes in teaching and learning ➤ Clear evidence of how Maths, Reading and Writing have improved over successive years ➤ The current picture for progress and attainment is outstanding across the school due to the further emphasis which the school has placed on improving the quality of teaching and learning
<p>Lesson 1 – part 1 learning walk</p> <p>English Y8:</p> <ul style="list-style-type: none"> ➤ Pupils well engaged ➤ High level of pupil independence ➤ Highly effective questioning to stretch and challenge the most able ➤ Excellent use of praise to encourage ➤ Progress over time evident in books, pupils well aware of their target
<p>Lesson 1 – part 2 learning walk</p> <p>English Y8:</p> <ul style="list-style-type: none"> ➤ Targeted questioned used effectively to ensure that no pupils could "opt-out" of their learning ➤ Effective use of thinking time to challenge pupils that we unsure of any questions ➤ Pupils well engaged and all on task ➤ Excellent classroom management and use of praise to encourage and enthuse ➤ Pupils working independently with success
<p>Lesson 1 – part 3 learning walk</p> <p>RE Y7:</p> <ul style="list-style-type: none"> ➤ Risks taken with the learning to engage pupils in a challenging topic



- Innovative and creative teaching strategies used
- Excellent evidence of progress over time in books
- Exceptional marking in books with a range of marking strategies adopted (Peer, Self, Teacher)
- Excellent relationships and classroom management of a mixed ability class

Lesson 2 – part 1 learning walk

Maths Y6:

- Teacher subject knowledge very good
- Modelling used well to support explanation
- Pupils well engaged
- Effective deployment of TA to support PHA pupil
- Progress over time evident in books, range of teaching strategies, pupils were clear on targets
- Use a wider range of questioning to ensure challenge for all

Lesson 2 – part 2 learning walk

English Y5:

- Pupils were highly motivated and understand the purpose of their learning
- Imaginative and creative teaching strategies used to engage
- High levels of independence, supported by pupil leaders
- Effective deployment of TA – who had clear impact on standards
- In some lessons the questioning needs to be used to develop higher level thinking skills

Lesson 2 – part 3 learning walk

Dance Y8:

- High participation levels
- Robust assessment in foundation, pupil and peer assessment
- Culturally diverse
- Pupil leadership evident as normal classroom practice

Lesson 3 – part 1 learning walk

Computing Y7:

- Teacher subject knowledge excellent which was used effectively to challenge pupils
- Effective questioning
- Teacher gave the big picture
- High expectations of all pupils
- Pupils use challenging vocabulary as the teacher both welcomes and expects subject specific language to be used



English Foundation group:

- Highly specialised provision
- High expectations
- Teacher had excellent empathy with the learners
- Good use of multi-sensory learning
- Technology used effectively to motivate pupils
- Pupils actively involved in their learning

Lesson 3 – part 2 learning walk

Geography Y7:

- Literacy and numeracy across the curriculum
- Well planned with a range of resources available
- TA was proactive in supporting pupils in their learning
- Opportunity for pupil talk and collaborative work
- Presentation and marking was in line with school policy
- A shift in questioning would facilitate deeper and greater understanding

Science Y8:

- Strong subject knowledge
- Learners were engaged in the lesson
- Positive learning environment
- Not all opportunities to increase pace and depth of learning were taken
- Allow the pupils to direct the learning – develop independence
- Vary questioning techniques to develop challenge

Meeting with Heads of faculty / SMT

There is a clear understanding of the shared vision of the school. Middle leaders are empowered to drive change within school. The school is quick to respond to challenges when they arise with relevant initiatives to continue to drive standards up. There is robust and frequent monitoring of pupil outcomes to inform strategic planning and subsequent intervention. Staff feel there is tailored support through a structured programme including CPD, coaching, mentoring and staff appraisal.

Areas of Strength:

- Behaviour of all pupils is exemplary.
- The Catholic faith pervades all that is done throughout school, there is an atmosphere of mutual respect and appreciation
- Quality of teaching and learning in both key stages is typically good and in a significant number of lessons are better
- All attainment and progress measures, which are externally validated, demonstrate that pupils achieve strong outcomes
- Leadership and management is extremely effective. They have high expectations and an accurate understanding of areas for development
- The depth, breadth and relevance of the curriculum enthralls pupils and prepares them well for the next stage of their education



Things to consider:

- In mathematics to further improve outcomes for all pupils at key stage 2 with particular focus on PHA at KS1
- In literacy to further improve greater depth writing to reflect the outcomes in GPS
- Further embed progress which has been made in teaching and learning in order to ensure greater consistency in pupil independence, challenge and opportunities to work at greater depth