

Archbishop Beck Catholic Sports College

55 Long Lane, Walton, Liverpool, Merseyside L9 7BF

Inspection dates

22–23 November 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
16 to 19 study programmes	Outstanding
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a school that requires improvement

- This is a school which requires improvement because despite better outcomes and teaching for many current pupils, these improvements are not consistent across subjects.
- Pupils' progress in examinations across a broad range of subjects were lower than others nationally in 2016 and 2017.
- Teaching is variable across subjects. Teachers do not make full use of assessment information. They do not routinely set pupils work that matches their starting points. Consequently, pupils, including those who are most-able, do not consistently make the progress that they should.
- Teaching in geography and history has not improved sufficiently since the last inspection.

The school has the following strengths

- New appointments have strengthened the leadership team. Leaders overcome the school's challenging circumstances and have increased pupils' aspirations for the future.
- Leaders, including governors, understand the school's strengths and areas for development accurately. Consequently, their plans to improve the school are precise and beginning to have the impact required.
- Recent appointments in leadership have been expertly planned and executed. They have provided the expertise needed. Accordingly, teaching and outcomes are improving, including in mathematics and science.
- Safeguarding is effective. Pupils say that they are well cared for and they feel safe.
- Leadership of the pupil premium funding is more effective than was the case previously. Consequently, differences between the outcomes of disadvantaged pupils and others nationally are starting to diminish.
- Pupils' attend school regularly. Their conduct in lessons and around the school is good.
- Leaders plan a broad and balanced curriculum for pupils. Pupils are prepared effectively for their next steps in education.
- The sixth form is outstanding. It provides a range of academic and vocational courses. Students' outcomes are significantly better than others nationally. Consequently, many students move on to university courses, including at Russell Group universities.

Full report

What does the school need to do to improve further?

- Embed changes to raise outcomes and ensure that all pupils, especially the disadvantaged, make good progress by:
 - making sure that teachers use assessment information so that they challenge pupils more, especially the most able
 - strengthening teachers' use of questioning so that pupils are routinely challenged to think hard and improve the quality of their answers
 - making sure that teachers routinely spot when pupils misunderstand and help them to improve their work
 - improving leadership and teachers' skill in geography and history.

Inspection judgements

Effectiveness of leadership and management

Good

- Senior leaders promote a clear vision for the schools' pupils, with a focus on care and raising aspirations. Consequently, the school and its leadership are held in high regard by its community and, because of this, many more pupils apply to join than can be accepted each year.
- Senior leaders have a clear understanding of the school's strengths and its priorities for improvement. Accordingly, they plan carefully and strategically. Actions are linked to identified weaker aspects, with clear systems in place to evaluate if they are effective or need adjusting.
- Middle leadership has improved since the last inspection and is effective. In areas where weaknesses were identified previously, such as mathematics and science, senior leaders have made wise appointments. Senior leaders have maintained high expectations throughout the recruitment process and have re-advertised when they felt this was necessary. This has secured strong appointments. Therefore, despite changes in middle leadership being recent, the impact that this is having is already emerging.
- Teachers, including those who are newly or recently qualified, say that leaders have established a culture of professional development across the school and this brought about improvements in the quality of teaching recently. Leaders demonstrated a secure understanding of what effective teaching looks like when meeting with inspectors. Accordingly, their monitoring of teaching identifies the priorities required to improve teaching. Training and support are securing consistency in the quality of teaching, although teachers' use of assessment is not fully embedded.
- The school's use of the additional funding for disadvantaged pupils is more effective than was the case previously, because of strengthened leadership in this area. Plans to ensure the good education of disadvantaged pupils and the actions that support them are precise and their impact is measured and evaluated regularly by governors. Leaders have given great attention to improve the attendance of these pupils. Consequently, the attendance of disadvantage pupils is approaching that of others nationally and the progress that these pupils make is improving.
- School leaders fulfil their performance management duties effectively and these play a part in the improvements in the quality of teaching and leadership. Staff objectives are clearly linked to pupils' outcomes and school priorities. Where staff do not meet their performance management targets, they are not routinely accepted for pay progression.
- Leaders ensure that pupils have access to a broad and balanced range of subjects and learning experiences. Leaders describe it as an aspirational curriculum with pupils' needs at its core. Accordingly, it has a positive impact on the school's improvement. Pupils follow a range of academic, arts, technical and sporting subjects at key stage 3. The choices available to pupils at GCSE are designed to prepare them well for the next stage of their education. A wide range of cultural, creative and sporting experiences further enrich the broad range of activities that take place beyond lessons.
- Leadership of careers education, information, advice and guidance is good. The programme is well planned. It includes strong links with local universities who visit the school regularly and raise pupils' aspirations effectively. Consequently, almost all pupils

move on to education, employment or training.

- Pupils' spiritual, moral, social and cultural development is a strength of the school because it is led effectively. Pupils are prepared well for life in modern Britain, including their rights and responsibilities. Pupils develop a strong sense of community through their learning at the school.
- Leaders have used funding effectively for pupils who have special educational needs (SEN) and/or disabilities. The support for these pupils is closely matched to their specific requirements and it helps them to follow a broad and balanced curriculum. The progress that pupils who have SEN and/or disabilities make is regularly monitored and evaluated. Consequently, the funding is having a positive impact on the outcomes of many of these pupils.
- Leaders plan and evaluate the use of Year 7 catch-up funding effectively. Pupils receive a range of support measures well matched to their literacy and/or numeracy requirements. Accordingly, most of these pupils catch-up with others by the end of Year 7.
- Parents who responded to Ofsted's online survey Parent View were overwhelmingly positive about the school's leadership. This positive picture was matched by the staff who completed the questionnaire at the time of the inspection.

Governance of the school

- Governance embodies the good leadership of the school. Governors recognise the challenging circumstances which the school faces and they overcome them effectively by promoting an aspirational ethos. There is a 'no excuse' culture which insists upon staff having high aspirations for all pupils. Governors share a clear understanding of the school's strengths, the areas where it still requires improvement and how that will be achieved. Consequently, the educational performance of the school is improving.
- Governors monitor the leadership of the school and the performance of its staff effectively. Teachers and leaders are held to account routinely for the outcomes of pupils at the school, which has resulted in pupils' stronger progress recently.
- Governors are effective in their responsibilities regarding keeping pupils safe.
- Governors demonstrate good knowledge and application of financial capability. They have been effective in applying this strategically to improve the quality of pupils' education at the school. For example, they have been instrumental in prioritising appointments recently for leadership of mathematics, science and pupil premium funding. Accordingly, the improvements required in these areas are emerging.

Safeguarding

- The arrangements for safeguarding are effective.
- Staff, including non-teaching staff, are trained effectively and vigilant in identifying potential risks to pupils, such as radicalisation and sexual exploitation. Concerns are identified, reported and acted upon effectively.
- Leaders maintain good-quality safeguarding records. There are systematic procedures for checking the backgrounds of staff when they are appointed. Governors and other

leaders have completed safer recruitment training.

- School leaders work effectively with parents, carers and external agencies and act swiftly when required. Referrals are followed up in a robust manner and record-keeping is good.
- Pupils say that they feel safe and are well looked after. Pupils have a clear understanding of the risks which might affect them and how to keep safe, including in e-safety. School leaders have adopted an internet filtering system, which helps keep pupils secure. Pupils know who to report concerns to and how to do this.

Quality of teaching, learning and assessment

Requires improvement

- Leaders have challenged weaker teaching and as a result it is stronger than was the case previously. Despite this, teaching is not consistently good enough to ensure that all pupils make the progress that they should. Variability remains across subjects and between different year groups. For example, teaching has improved in mathematics and science since the last inspection but requires further improvement in geography and history.
- Teachers do not routinely use the assessment information they have about pupils to plan work at the correct level. Therefore, pupils often complete the same work as their peers, regardless of their starting points or understanding. Pupils with high starting points are too often not provided with the challenge that allows them to make consistently good progress and improve standards. School leaders have accurately identified this as a priority for further improvement and consistency.
- Most teachers plan and use questions in line with expectations of school leaders and the training that they have been given. In some subjects, especially English and sport, teachers ask questions that expect pupils to think and reason deeply, and pupils respond with detail and fluency. At other times, such as in geography and history, pupils with higher starting points require more challenging questioning, so that they can make the progress that they should.
- Regular assessment of pupils' learning is helping leaders monitor and evaluate pupils' progress effectively. Accordingly, leaders identify those pupils who are falling behind more quickly and accurately than was the case previously and take action that is proving successful in supporting them in catching up. These include extra-curricular sessions where required.
- Teachers use different techniques to inform pupils how to improve their work. In some subjects, especially sport, teachers make it clear to pupils what they need to do to improve. This improves progress as pupils make alterations and resolve their misunderstandings. At times, this good practice is less evident, and teachers do not intervene when a pupil misunderstands. This results in pupils being unsure what is needed to make their work better, so they do not make the progress that they should.
- Leaders have provided support to improve teachers' subject knowledge. The impact is clear in mathematics and science. In these areas, teachers regularly provide more effective challenge and support for pupils. Consequently, pupils are learning more quickly and securely in these subjects than was the case previously. Teaching is weaker in geography and history where teachers do not routinely have strong subject

knowledge.

- Leaders, rightly, make the teaching of literacy a high priority at the school, including for pupils who enter the school with mid and high starting points. Consequently, teachers respond by planning work that challenges pupils to speak, read and write at length. Variation remains with the effectiveness of teachers' activities. At its best, pupils speak, read and write with depth and confidence. However, at other times, teachers do not plan opportunities for pupils with high starting points to write with the freedom and innovation that they require.
- Teachers manage behaviour successfully and ensure good standards of behaviour and attitudes to learning. Consequently, pupils usually take care over the presentation of their work, bring the correct equipment and behave well.
- Most pupils and parents say that homework is set regularly and the work that is set is usually of an appropriate standard. However, a minority of pupils who inspectors spoke to during the inspection reported that the homework that they are set is not timetabled effectively so they are overburdened at times.
- School leaders provided inspectors with reports that they send home to parents. These documents contain clear and useful information about pupils' recent outcomes. Most parents who responded to Ofsted's online survey, Parent View, said that they receive valuable information from the school about their child's progress.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Most of the pupils who inspectors met during the inspection spoke positively about their school. They say that they are valued as individuals, are well supported by staff and would recommend the school to others.
- Pupils learn about fundamental British values and other faiths and cultures. Consequently, they respect differences and tolerate views that are different from their own. Pupils say that racism or homophobia has no place at the school.
- Pupils say that bullying is rare at the school. If there is bullying, pupils know how to report it and are confident that it is dealt with by school staff quickly and effectively.
- Leaders plan the transition of pupils from primary to secondary school thoroughly. Staff visit primary schools and use the information provided effectively. They ensure that teachers and other adults are aware of pupils' educational backgrounds and requirements, including those who have SEN and/or disabilities, before pupils start Year 7. Year 7 pupils who spoke to inspectors said that they are happy at the school and they feel safe.
- Pupils know how to identify dangers and remain safe online. They recognise and value the regular reminders that they receive in this area. Pupils are supported by the online safety systems established by school leaders.
- Most pupils say that the school teaches them how to remain mentally and physically healthy. They value the specialist support provided by the school's pupil support

service. The staff in this team pride themselves on seeing every pupil enter the school each day and are vigilant in ensuring that pupils are happy, safe and well cared for.

- The school provides effectively for the personal development and welfare of the very small number of pupils who attend alternative provision.

Behaviour

- The behaviour of pupils is good.
- Pupils' attendance overall is broadly in line with the national average. Systems recently introduced by school leaders have been effective in encouraging a significant number of disadvantaged pupils who have been persistently absent in the past to attend school more regularly. Consequently, the attendance of disadvantaged pupils is improving and getting closer to that of others nationally.
- Most pupils behave well in lessons. Pupils have positive attitudes to learning and take pride in their work where expectations are high. A few lose concentration when teaching is not pitched appropriately or when they do not know what is expected of them.
- Leaders ensure that the school environment is positive and aspirational. It recognises and celebrates pupils' success. Accordingly, pupils treat the school environment with respect and do not leave litter lying around. At break, lunchtime and at the change of lessons, pupils move around the school in an orderly manner and they arrive punctually to lessons.
- School leaders manage effectively the attendance, behaviour and safeguarding of the small number of pupils who attend alternative provision.

Outcomes for pupils

Requires improvement

- Provisional 2017 examination results indicate that pupils' progress across a broad range of subjects, including English and mathematics, although improving, remains below the national average. The numbers of pupils attaining a standard pass in mathematics was higher than in previous years, because of the improvements in leadership and teaching in this area.
- Inspectors' analysis of pupils' current work shows that although progress is not securely good it is improving. More, although not all, pupils are now learning at a faster rate. This is because leaders have eradicated weaker teaching in mathematics and science, and aspirations are consistently higher. School leaders have an accurate picture of where pupils achieve well, where actions to improve outcomes have been effective and the remaining areas where variation remains. Pupils in Years 8, 9 and 10 are making stronger progress than previous groups of pupils and those in Year 11 currently. Pupils' routinely make strong progress in sport, but outcomes in geography and history remain weak.
- Examination results in 2016 and 2017 for disadvantaged pupils were lower than for others nationally. However, assessment records shared by school leaders and work seen by inspectors show that the differences between current pupils and others are now diminishing more rapidly, because the leadership of pupil premium funding is

effective. Disadvantaged pupils are making stronger progress than was the case previously overall, although leaders recognise that inconsistencies remain across and between subjects.

- Provisional 2017 results in English and mathematics show progress lower than the national average. However, information provided by school leaders shows that the number of pupils attaining a standard pass in English and mathematics was broadly in line with the national average. Although variation remains, the work of current pupils shows that more are working at the level expected of their age and making better progress than was the case previously.
- The outcomes of the most able pupils across a range of subjects in 2016 was below that of others nationally and provisional 2017 outcomes indicate variable improvement. Despite stronger outcomes for some of the most able current pupils, especially in key stage 3, their progress remains variable within and between subjects and year groups. This is because teachers do not routinely set the most able pupils work that challenges them.
- Pupils who have SEN and/or disabilities have their individual requirements identified regularly and met effectively by leaders and teachers. They are provided with a good balance of challenge and support. Therefore, although variation remains, their outcomes are improving and generally good across a broad range of subjects and they move on to further education or training successfully.
- Leaders monitor the outcomes effectively of the very small number of pupils who follow alternative provision. Consequently, they generally make good progress.
- More pupils attain standard passes in English and mathematics than was the case previously. Accordingly, the proportion of pupils who progress to further education, employment or training has improved rapidly and is well above the national average.

16 to 19 study programmes

Outstanding

- Leaders' vision of enabling an aspirational future for students is embodied in the schools' sixth form provision. Leadership of the sixth form is excellent, which ensures a standard of education that is better than that of the rest of the school. Leaders are vigilant in ensuring that the excellent outcomes that they have reached are sustained. Accordingly, students benefit from an outstanding education, which supports them to move on to further success when they leave.
- The sixth form has a strong reputation locally, so it is a popular choice with students in the area, with a significant minority of them joining from other schools at the start of Year 12. Students say that the wide range of courses that are provided and the excellent support that they are given mean they are pleased with their decision to join this school.
- Students' outcomes are consistently outstanding. Their A level and level 3 vocational qualification results are significantly and routinely above those of other students nationally over a broad range of subjects. Students from all starting points and from the different schools from which the sixth form draws them make progress well above others nationally. Students' attainment is high, including at grades A*–B at A level, so they are well prepared for their next steps in education or employment.

- Leaders accurately say that the curriculum reflects their vision of a high-quality and inclusive sixth form. Accordingly, the courses that are provided are wide ranging, catering for students with a range of starting points and plans. Students can choose from the many A level courses provided, including university facilitating subjects and varied vocational qualifications. All courses, whether academic or vocational, are taught and led expertly, and prepare students to move on to their next steps effectively.
- Students make outstanding progress because of the consistently high standard of teaching. Teachers deploy their specialist knowledge expertly, to inspire students and push them to high levels of achievement in academic and vocational subjects. Teachers and leaders assess, monitor and evaluate students' learning expertly and regularly and use this information effectively. Students overcome misconceptions or make more rapid learning through activities that are planned in class or as a part of the catch-up programme. As a result, students excel, including the most able.
- School leaders ensure that the students' curriculum is a rich experience and meets all the requirements of the 16 to 19 study programmes. Students' personal development remains at the heart of their curriculum. Accordingly, they speak positively about their high-quality non-qualification activities, including work experience, volunteering and the Duke of Edinburgh's Award.
- Careers guidance is aspirational and effective. For example, leaders have established strong links with local universities that support students throughout the sixth form with impartial advice and guidance. Disadvantaged pupils and those who do not have a family tradition of university education are supported especially effectively. Consequently, in 2017, all students progressed to meaningful and sustained destinations, mostly in higher education both locally and nationally. These include a significant proportion of students attending Russell Group universities.
- Leaders have acted effectively since the last inspection to ensure that students who re-sit GCSE English and/or mathematics make excellent progress. The outcomes of these students in both subjects now significantly exceed those of others nationally.
- Attendance in the sixth form is strong and students' behaviour is excellent. Rates of retention are high, and few students do not complete the courses that they start. This is because of the personalised and high-quality study programmes that students follow.
- Safeguarding is highly effective in the sixth form. Students say that they feel safe and are well prepared for adulthood.
- Students who met with inspectors were extremely positive about all aspects of the sixth form. They spoke with integrity and maturity and represented leaders' vision of aspiration and high standards very credibly.

School details

Unique reference number	104717
Local authority	Liverpool
Inspection number	10036770

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Secondary comprehensive
School category	Voluntary aided
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	1166
Of which, number on roll in 16 to 19 study programmes	267
Appropriate authority	The governing body
Chair	James Arnold
Headteacher	Paul Dickinson
Telephone number	0151 525 6326
Website	www.archbishopbeck.com
Email address	info@beck.uk.com
Date of previous inspection	22 September 2015 and 7 October 2015

Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress by the end of Year 11.
- The proportion of disadvantaged students and those supported by the pupil premium funding is above the national average.
- The number of pupils who have SEN and/or disabilities supported by the school is above the national average. The number of pupils who have a statement of special educational needs or an education, health and care plan is well below the national

average.

- The school uses alternative provision for a small number of pupils at Everton Free School.

Information about this inspection

- Meetings took place with school leaders, teachers, members of the governing body, a local authority representative and a representative of the Archdiocese of Liverpool.
- Discussions were held with pupils and students to gather their views on issues including safeguarding, bullying, behaviour, teaching, careers guidance and the curriculum.
- Inspectors examined a range of supporting documentation such as the school’s self-evaluation, the school’s improvement plan, the school’s assessment information, the school’s pupil premium plan, minutes of governing body meetings, attendance and behaviour records and safeguarding documentation.
- Inspectors considered 23 responses to the Ofsted online pupil questionnaire, 53 responses to the Ofsted online parental questionnaire and 23 responses to the Ofsted online staff questionnaire.
- Inspectors conducted learning walks and lesson observations across a range of subjects and year groups. They were accompanied by school leaders on some of these lesson observations.
- Inspectors scrutinised the work in pupils’ books by undertaking a work analysis with school leaders.

Inspection team

Stephen Ruddy, lead inspector	Ofsted Inspector
Derek Kitchin	Ofsted Inspector
Sue Lomas	Ofsted Inspector
Andrew Shakos	Ofsted Inspector
Sheldon Logue	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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