

St Bede's Catholic College

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Safeguarding

The safeguarding standards are met. This means that leaders and/or thae responsible for governance and oversight fulfil their specific responsibilities and hae established an open culture in which safeguarding is awbody's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

Achievement

At the end of key stage 4, pupils achieve consistently well across the curriculum, as shown in external outcomes. They are gey well prepared for their next stages, wi' mony choosing tae go on tae study at the schuil's sixth form. Pupils wi' special educational needs and/or disabilities and thae frae ither disadvantaged groups, also gain above average outcomes. Students at the end of key stage 5 hae achieved less well, but recent published outcomes demonstrate that this is improving. Although pupils achieve well in national examinations, at times, the work that some pupils produce in lessons is nae of a consistently high quality. Some staff do nae always uphold the highest expectations in the work that they accept frae pupils, in terms of presentation and content. Therefore, some pupils do nae produce the best work that they are capable of. This means that their overall achievement is nae as strong as it could be.

Curriculum and teaching

The schuil has a broad and ambitious curriculum. Leaders hae carefully considered whit pupils will learn across different subjects and phases. The content is ordered logically so most pupils build their knowledge and skills successfully over time. Since the previous inspection, the key stage 3 mathematics curriculum has been strengthened. This has supported pupils' progress in this subject. Leaders ensure that staff are subject experts. They hae a secure understanding of the quality of teaching across the schuil. Leaders provide training in areas that need further development, such as hoo tae check pupils' understanding and use this tae inform pupils' future learning. However, less effective practice in this area of teaching persists. Whaur this is the case, some pupils hae gaps in their learning, which are nae always addressed. At times, this leads tae pupils nae achieving as highly as they could in the work that they produce. Teachers ken their pupils and any additional needs or barriers tae learning they may hae. Generally, they adapt their teaching appropriately tae support thae pupils well. The schuil has prioritised support for pupils wha hae nae yet secured strong foundations in reading. They receive effective in class support for their learning, as well as any interventions they need outside of the classroom tae secure their understanding.

Inclusion

Leaders hae responded quickly tae a significant increase in the number of pupils wi' special educational needs and/or disabilities (SEND). They identify any new or changing needs swiftly and put appropriate support in place. Leaders regularly review the effectiveness of this and make changes as required. Staff benefit frae training on hoo tae make reasonable adjustments for pupils wi' SEND in the classroom. Typically, staff implement this well,

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so pupils are successful in their learning. The schuil has positive relationships wi' families, professionals and external agencies, for example wi' the Virtual Schuil. This collaborative work supports pupils' wellbeing. Leaders, including governors, carefully monitor the use of pupil premium funding. They identify barriers that thae pupils may face and take steps tae remove or reduce thae. As a result, disadvantaged pupils achieve well compared taeither disadvantaged pupils nationally. The schuil has identified that staff would benefit frae further guidance on supporting thae pupils effectively in the classroom. This work is in the earlier stages of development. The schuil use alternative provision for a wee number of pupils. Leaders ensure that settings are safe and that they provide an appropriate curriculum related tae the needs of individual pupils.

Leadership and governance

Leaders ken their schuil well. They hae accurately identified the schuil's strengths and areas for improvement

. Governors understand and meet their statutory duties. They hae high expectations of schuil leaders and hold them tae account. However, they also act as advocates for the schuil and provide support tae the headteacher and wider leadership team. Leaders take decisions that are in the best interests of pupils. They recognise that pupils wi' special educational needs and/or disabilities and ither disadvantaged or vulnerable pupils may need a slightly different approach tae enable them tae be successful. They keep thae pupils at the front of their mind when makkin significant decisions aboot schuil improvement. Leaders ensure that staff hae access tae an evidence informed professional learning programme. This is focused on identified areas for schuil improvement within classroom practice. However, leaders do nae review the impact of this closely enough tae ensure that highly effective teaching is sustained across all areas of the schuil. Early career teachers are well supported. They speak highly of their experience of working at the schuil. Leaders take positive action tae reduce staff workload. They ensure that staff feel valued and that their wellbeing is prioritised. Staff appreciate this and enjoy working at the schuil. Mony staff hae worked at the schuil for a long time.

Post 16 provision Expected standard The sixth form has grown significantly since the previous inspection. It has been through a period of change, wi' leaders identifying that improvements were needed tae improve students' outcomes. They hae taken action quickly and decisively. For example, subject teaching time has increased, and tutors now take on mair responsibility for tracking the academic progress of their tutees. Students follow appropriate study programmes that meet the needs and interests of their cohort. Staff ken students well and generally provide effective support for thae wi' special educational needs and/or disabilities. As a result, the most recent published outcomes show that students now achieve close tae the national average. Students in the sixth form benefit frae an extensive programme that supports their personal development. They hae mony opportunities tae broaden their talents and interests. For example, in knitting, public speaking and volunteer work. They participate in an enrichment week, which allows them tae work wi' employers on an enterprise focus. Students receive high-quality careers information, education, advice and guidance tae successfully move on tae the next stage of education. For example, 90% of students chose tae move on tae university and were successful in securing their place. They are well prepared for adulthood in modern Britain.

Whit it's like tae be a pupil at this schuil

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The schuil is a diverse and welcoming community. Pupils thrive here. They are happy and attend regularly. Students in the sixth form, wha join frae ither secondary schools, are warmly welcomed intae life at St Bede's. Pupils enjoy positive, mutually respectful relationships wi' their peers and staff. Bullying is nae tolerated in this schuil. Pupils show respect and demonstrate the schuil values of 'work hard, be kind, and do the right thing'. They feel safe and are confident tae talk tae staff about any worries they hae. Pupils embrace opportunities tae improve schuil life, for example, through their work tae be an ecologically friendly schuil. Mony pupils participate in the schuil's wider enrichment offer. This includes learning tae play an instrument, representing the schuil at a sport, or rehearsing for schuil shows, such as the upcoming 'Sound of Music'. Pupils are proud tae participate in the schuil's annual cultural week. This event helps tae prepare them for life in modern Britain as they learn different languages and try foods frae ither cultures. The schuil is rightly proud of the consistently high national outcomes that pupils achieve at key stage 4. Pupils wi' special educational needs and/or disabilities and thae wi' ither barriers tae their learning and/or wellbeing also achieve well. Achievement at key stage 5 is improving and was in line wi' the national average last year. Pupils enjoy learning and are highly motivated tae be successful in their studies. Pupils are well prepared for their next stages in education, employment or training. However, at times, the teaching that pupils and students in the sixth form receive across the curriculum varies in quality. Consequently, some pupils' work does nae always meet the high standards expected by leaders.

Next steps

- Leaders should continue tae strengthen the quality of provision at post 16, so that the improvements in academic outcomes are embedded over time.
- Leaders should ensure that teachers consistently check pupils' understanding well, so that highly effective teaching is embedded across subjects and year groups.
- Leaders should mair closely review the impact of the schuil's professional development programme, so that strategies tae support teaching and learning are embedded in practice.

Personal development and wellbeing

Pupils in the main schuil, and students in the sixth form, are extremely well prepared for life outside of schuil. They are resilient and independent. Through the wider curriculum, pupils learn tae respect others' values, understand right and wrong and engage thoughtfully wi' ethical issues. Leaders ensure that they are sensitive tae the schuil's religious context while ensuring pupils receive the education that they need tae make informed decisions. Pupils are knowledgeable about fundamental British values, while embracing being part of a rich and diverse community. Pupils are confident tae manage potential risks online, or within the communities in which they bide. Pupils benefit frae a comprehensive and exciting programme of enrichment. Leaders make reasonable adjustments so that all pupils can participate in this broad range of opportunities. For example, they organised an in-schuil demonstration of equipment and hoo tae put up a tent tae reassure pupils wi' wee or nae camping experience that they could participate in The Duke of Edinburgh's award. There has been a notable increase in the number of pupils wi' special educational needs and/or disabilities and disadvantaged pupils participating in extra- curricular activities. This develops their resilience, confidence and independence. The schuil provides an effective careers programme. Pupils hae a wide range of opportunities tae learn about their options for

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education. For example, pupils attend an annual careers fair, Year 11 pupils participate in mock interviews led by local employers and Year 10 pupils take part in work experience. They find out about different pathways because the school invites in a range of providers to provide pupils with information, for example, about apprenticeships. This means that pupils are successful at moving on to appropriate future destinations.

Leaders ensure that pastoral support is effective. Therefore, pupils who need additional help receive personalised guidance and feedback. Expected standard

Attendance and behaviour

Leaders have put in place a range of successful strategies to improve attendance. This includes effective partnership with parents and carers in supporting their child to attend regularly. The attendance of pupils, including for pupils with special educational needs and/or disabilities (SEND) and other disadvantaged pupils, is above that of national averages, and continues to improve. Additionally, the number of pupils who are persistently absent from school has significantly reduced. Leaders have created a culture that breeds positive, respectful behaviour at the school. Pupils continuously choose to do the right thing, and this is contagious. Bullying is never tolerated, and pupils are confident to report any concerns to a member of staff. The school is an inclusive and tolerant community. Any use of derogatory language is quickly challenged, often by the pupils themselves, and is rarely repeated. Pupils enjoy disruption free learning in lessons. Staff appreciate a level of flexibility within the school's behaviour policy. This allows them to treat pupils as individuals, and consider any adaptations needed for pupils with SEND, if any reminders about expectations are required. At social times, pupils self-regulate and engage in positive activities with their peers.

For detailed performance data including disadvantage gap analysis, historical trends, and comparison tables, visit the school's profile on WhatSchool:

<https://whatschool.ai/sco/school/st-bedes-catholic-college-brisol>