

**Inspection Report**

**On**

**The Denominational Education**

**At**

**St. Bernadette's Catholic School  
Bristol**

**In the Diocese of Clifton**

**Date of Inspection: 15<sup>th</sup>-17<sup>th</sup> November 2004**

**Diocesan Inspector: Mr Brendan Wall**

## **REPORT CONTENTS**

<b>Main Findings</b>	<b>Page Number</b>
What the School does well	3
What the School needs to do to improve further	3
Evaluation of improvements made since the last inspection	3
Standards achieved by the pupils and the quality of teaching in Religious education	4
Aspects of the School as a Catholic Community	4
The parents' views of the School	4
<b>Introduction and characteristics of the school</b>	5-6
<b>Part A: Aspects of the school as a Catholic community</b>	<b>Paragraph</b>
Mission of the School	1-7
Collective Worship	8-10
Spiritual Development	11-16
Moral Development	17-21
<b>Part B Curriculum Religious Education</b>	
Attainment and Progress	22-24
Attitudes to Learning	25-26
Teaching	27-28
Religious Education, curriculum and assessment	29-32
Leadership and Management	33-35
Staffing, accommodation and learning resources	36-40
<b>Part C: Inspection Data</b>	
Summary of inspection evidence	
Data and Indicators	

## WHAT THE SCHOOL DOES WELL

- **The Chaplaincy provision is a strength of the School;**
- **The quality of personal relationships is very good;**
- **The leadership provided by the Governors, Headteacher and other key members of staff promote the distinctively Catholic nature of the School;**
- **The quality of teaching in Religious Education is predominantly good and on occasion is very good**

## WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

- **To review the R.E. section of the School Development Plan so that it becomes more focused using success criteria;**
- **The School should monitor and evaluate the quality of collective worship in the school;**
- **For the R.E. department to share good practice regarding teaching and learning;**

The areas for improvement will form the basis of the Governors' action plan.

## HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION

Four key issues were identified in the last diocesan inspection in December 1998.

These were:-

- 1. Continue the good practice of collaborating with other Catholic schools to develop aspects of successful R.E. teaching and learning.**

This has been achieved through the Catholic Collegiate which enables all subjects to network with other Catholic Secondary Schools in Bristol as well as the Sixth Form, St. Brendan's College. It has aided joint projects, the sharing of good practice and the emphasis on the Christian Mission of the Schools. A joint Carol Service has been held for all the Bristol secondary schools. The R.E. department has been an important part of this collaboration.

- 2. Monitor at a senior management level the process of implementing the R.E. Curriculum Directory.**

The schemes of work in R.E. reflect the content of the Curriculum Directory and the Head has monitored the self-evaluation of the R.E. department through a review in 2003/04.

- 3. Assess the R.E. section of the library for its relevance to the R.E. curriculum and restock.**

The assessment of the R.E. section of the library has occurred and the books in the section are relevant to the R.E. curriculum.

- 4. Produce guidelines to assist all departments to make explicit in their subject handbooks where opportunities for planned spiritual and moral development will occur.**

Regular opportunities for staff at staff meetings and inset days to discuss together the nature of the schemes of work to address spiritual and moral development has occurred. It is recognised that support is needed to continue the development of spirituality across subject areas.

## STANDARDS ACHIEVED BY THE PUPILS

- By the end of Key Stage 3, many pupils attain in line with expectations for their age;
- By the end of Key Stage 4., the attainment of the majority of pupils is improving and in line with the national average;
- At all key stages, there could be greater challenge for the more able student whilst the removal of low level disruption in some lessons would improve the achievement of all pupils

## THE QUALITY OF TEACHING IN RELIGIOUS EDUCATION

- **The quality of teaching is predominantly good and on occasion very good**
- **Teaching is hindered by low level disruption by a small minority in some classes**

## ASPECTS OF THE SCHOOL AS A CATHOLIC COMMUNITY

ASPECT	COMMENT
As a Catholic School	Good.
Collective Worship	Satisfactory. Liturgical worship in the School is Good.
Spiritual Development	Good. Chaplaincy provision in the School is very good.
Moral Development	Good

## THE PARENTS' VIEWS OF THE SCHOOL

### What the parents liked about the school

The School is oversubscribed and the parental views reflect the high esteem in which the School is held by the Catholic community. Parental comments included- 'my daughter gained a lot from the Sion Community's visit'; 'I feel my child is receiving a good religious education and seems to flourish with the work and the teacher'; 'everything we have experienced so far i.e. the visit from the Mission team, making shoe boxes for children less fortunate, etc. has had a positive impact on our family'; 'she enjoys her R.E. lessons'; 'the school sets a good example to my children of tolerance and understanding/respect for all religions'.

### What are the parents' concerns?

The parental concerns were focused on the issue of the links with the parishes and the School had tried to address these concerns through its Parish/School Working Party. Once the reorganisation of the Clergy and the appointment of a School Chaplain are made by the Bishop, a strategy for promoting the partnership can occur.

The governing body is responsible for drawing up an action plan within forty days of receiving the report, showing what the School is going to do about the issues for improvement. The plan will be sent to all parents or guardians of pupils at the school.

## **Introduction**

The inspection is part of a national programme of school inspection held under the terms of the School Inspections Act 1996. It reports on religious education, worship, the School as a Catholic community, and spiritual and moral development. This fulfils the statutory requirement on the school governors to arrange an inspection on these aspects within a prescribed period, which is currently six years. The inspection is held at the request of the Bishop of Clifton, who has the right under canon law to inspect Catholic schools within his diocese. The report fulfils the function of such a 'canonical inspection', in that it evaluates worship, religious education and the work of the school as a Catholic community.

The secular work of the school is also subject to inspection by OFSTED, under Section 10 of the above Act. Although by law the two inspections lead to separate reports, they complement each other in the areas they cover. The inspector would like to thank the governors, head teacher, staff, pupils and parents for their co-operation over the conduct of the inspection.

### **Characteristics of the school**

St. Bernadette School is a Roman Catholic Special Agreement School for pupils aged 11-16 years. There is a close relationship with St. Brendan's College, Brislington, for those wishing to pursue post-16 years education. The Catholic faith and Christian teaching is at the heart of the curriculum and all activities attempt to place gospel values at the centre of all that is done. The governors welcome into the school significant numbers of children from other Christian denominations. The pupils travel from the city centre to the very edge of the city in South Bristol. More than 20 different schools are partners with about 60% of the new intake coming from the five Catholic partner schools. Some parts of this area suffer from high rates of unemployment and other social disadvantages such as poor housing. There are high numbers of single parent families. There are not large numbers of ethnic minority children in South Bristol but the school welcomes every opportunity to offer places to such children. The school is oversubscribed above its published admission number and takes 150 pupils on entry. In the event of oversubscription, families must show an active attachment to a Christian Church.

Changes which have taken place since the last inspection include the appointment of a new headteacher who had previously been deputy headteacher since 1998 within the school. There were three deputy headteachers at the last inspection but this has been reduced to one at the time of inspection with an additional deputy appointed, who is a specialist R.E. teacher and commences in January 2005. There is a significant proportion among the remaining staff who are practising members of other Christian denominations and positive in promoting the mission of the school. In the senior management team, only the Head and deputy are Catholic and much of the catholicity of the school rests with them although the other members of the senior management team are supportive of the Catholic ethos and growing in their understanding of their role within the catholic school.

Since September 2004, the School has become a specialist college in Mathematics and Computing. Preparations have been underway since it was known in early 2004 with the Head of Mathematics joining the management team in charge of the specialist status and a new Head of Mathematics has been appointed and joins the school after Easter 2005.

St. Bernadette is a school which values its pupils and its relationships between staff and pupils. It attempts to promote care and support where the pupils feel secure and have opportunities to grow morally and spiritually. The personal growth of the pupils are viewed as being of importance.

In the 2003 PANDA report, St. Bernadette is described as smaller than the average size secondary school with 89% being of White British or Irish origin. The number of free school meals is 11% and the number of pupils with statements of Special Educational Needs is 3.3%, which is higher than the national average. Both factors affect the band which determines the schools with which St. Bernadette's is compared. In 2003, the capped G.C.S.E. scores were graded A\*, the top grade, based on prior attainment. In the period 2001-03, the number of pupils gaining 5+ grades A\*-C and 5+ grades A\*-G were close to the national average.

## **PART A: ASPECTS OF THE SCHOOL AS A CATHOLIC COMMUNITY**

### **MISSION OF THE SCHOOL**

1. The governors and headteacher promote a distinctively Catholic School identity. The mission statement which can be found in the pupil planner and the attractive school prospectus attach importance to religious faith, the individual as a unique person and the school's welcome to people of other Christian denominations
2. The headteacher plays an important part in the promotion of the catholic ethos supported by her deputy head. She leads prayers at assemblies, staff meetings, is a member of the Chaplaincy team and is a Eucharistic Minister as well as teaching R.E. The Deputy Head has played a significant role in ensuring the timetable places R.E. groupings as a priority which has positively affected the upward trend in examination results. The staff are supportive of the mission of the school and are aware of its importance to the parents who support the school. Some staff who are practising Christians actively support the work through their involvement in the chaplaincy team. The governing body shape the catholic identity and vision of the school. The Chair of Governors shares the same Catholic vision of the Head and supports her implementation of that vision. The annual report to parents and the prospectus place religious education as an important area to inform developments.
3. The home-school-parish partnership is an area that is recognised as being in need of improvement. Several changes have occurred recently including the movement of the former chaplain which has meant that a need exists to re-establish links. Some links exist for the celebration of the sacrament of Confirmation. Parents are positive towards the school's religious life. A small number of pupils are active in their local parishes beyond simple mass attendance for Sunday worship. In 2001, a Parish-School working party was set up to develop 'living' links between parishes and the School. A number of initiatives had resulted from the working group including year 11 pupils becoming Eucharistic Ministers in the School.
4. There are signs of the Catholic aspect of the School with its statue of St. Bernadette in the garden approach to the main entrance of the school; the altar which has the word of God, candles and a book of reflections. Two statues of Jesus and Mary were placed on the altar. A chaplaincy board was situated in the main entrance. The admission policy is administered in line with the school criteria and there are a significant percentage of

pupils from other Christian denominations. There are crucifixes in classrooms and the mission statement placed on the walls. Feedback from questionnaires shows that parents and pupils value the School as a caring place to learn. The pastoral system supports this aim. Relationships are very good between teachers and pupils inside and outside the classroom.

5. The formation of the Catholic Collegiate with Bristol and Bath Catholic secondary schools allows the pupils to form relationships which often bear fruit when the students transfer to St. Brendan's 6<sup>th</sup> Form College. These relationships are developed through events such as the joint Carol Service.
6. The aims, objectives and the policy statements reflect the mission statement that gospel values pervade the whole enterprise of the school. The School Development Plan addresses the issue of spiritual matters as its first priority.
7. The Chaplaincy arrangements with Fr. Tom Finnegan as the school chaplain supported by Caroline Price enhanced the mission of the school and the innovation of the LAMB [LaSallian Mission in Bristol] team in September 2004 has further enhanced the work of the school. A Mission was led by the Sion Community from Brentwood, a group of young people involved in peer ministry, and this was a successful highlight in October 2004 for the religious life of the School.

#### **COLLECTIVE WORSHIP**

8. The act of worship is satisfactory. Prayers were said in assemblies but the relationship of the prayer to the main theme was unclear. Pupils were engaged in the assemblies observed. In tutor groups, a reflection occurs in some groups but it is not universal. A book of prayer resources is available for staff use. A need for In-Service Training in collective acts of worship for all staff would enhance the religious life of the school.
9. Pupils participate regularly in the chaplaincy through meditation, prayer, creative activities which are enjoyed by those using the chaplaincy on a voluntary basis. There had been regular voluntary masses as well as School liturgies on Holydays led by Fr. Tom Finnegan until his recent departure and the school is awaiting the appointment of a new school chaplain to assist in developing the work of LAMB and the organised activities of the chaplaincy group.
10. Liturgies occur according to the liturgical cycle. Year 7 pupils have been offered an evening mass for parents and family at the beginning of their school career. On the last day of the Christmas term, an opportunity for prayer in the Chapel to reflect on Christmas occurs in timetabled R.E. An annual Christmas Carol Concert is co-ordinated with the other Catholic Schools in Bristol and co-ordinated by the R.E. staff member responsible for Chaplaincy organisation. There is an Ash Wednesday Service and Easter Service in Lent as well as the celebration of Mass on Holydays of Obligation. A Service celebrates the contribution of year 11 pupils to the School when they leave.

## **SPIRITUAL AND MORAL DEVELOPMENT**

### **Spiritual Development**

11. The chaplaincy is a strength of the school. The Chaplaincy team involves members of the R.E.team, the Headteacher and Senior Management members and other members of Staff. The appointment of a new Deputy Head from January 2005 with relevant qualifications in R.E. will further enhance the spirituality across the School. Residential retreats are offered to Kintbury with other Catholic schools in the country. Residential retreats to Nympsfield, Dulverton and Ammerdown occur. These have been offered to students and the response by pupils was very good. Penitential services occur at Advent and Lent. Staff prayer occurs weekly and the Head takes a lead with a variety of other staff members. Retreats provide good opportunities for spiritual reflection and the former use of the Mormon Church for year group reflection days was good and a need to re-establish reflection days, possibly using local churches, would aid spirituality. The retreat programme is supported by non-Catholic staff.
12. The LAMB chaplaincy provision occurs weekly. This innovative pilot has already been successful in following up the School's successful Mission Week of October 2004. Banners are being produced in response to those displayed at the Mission Week mass. The Head of R.E. and the teacher with responsibility for Chaplaincy provision suggests ways in which the LAMB community can contribute for the week ahead. Four people offer a variety of creative activities inside and outside the classroom experience such as painting stones in a year 11 class, meditation at lunchtime, counselling at various times.
13. The Mission led by the Sion Mission with its active liturgy of prayer, drama, mime and hymns of praise inspired pupils in the week in which it occurred and the chaplaincy team are building on the enthusiasm generated. The Mission was spoken of highly by staff and pupils to both sets of Inspectors.
14. Youth 2000 has visited the School annually and a Fair Trade Theatre group recently visited as part of Citizenship studies.
15. The 'Wild Garden' beyond the St. Joseph block has formed the basis for developing the theme of respect for Creation.
16. The R.E. schemes of work and the ways of delivering it make a contribution to the spiritual life of the school.

### **Moral Development**

17. The relationships education programme is built into the R.E. schemes of work which effectively encourages regard for moral considerations and the Church's teaching. Pupils are encouraged to reflect on their actions although consequences of behaviour could be further explored.
18. Pupils are polite and respect their surroundings and some take on additional responsibilities such as chaplain assistants, prefects, schools council membership. The code of behaviour is present in pupil planners. Expectations in terms of personal conduct, rights and responsibilities are set out and the majority of pupils behave although instances

of misbehaviour were seen in corridors. Bullying incidents do occur but pupils at both key stages felt that it was dealt with effectively by Staff.

19. The emphasis on giving to those who are less fortunate is evident in the Christmas box collection for the poor in Eastern Europe and the amounts raised for fundraising. In 2003, almost £4,000 was raised for a variety of charities. CAFOD Fast days operate to aid the less fortunate in the Developing World.
20. The Schools Council, the prefect system and a wide range of extra-curricular activities provide opportunities for pupils to take responsibility, to learn about themselves and to grow into good citizens knowing right from wrong.
21. There are many multicultural links made in coursework assignments, such as in Art where masks are explored in the South American and African traditions. There are references to famous painters [e.g. Picasso] and educational trips to galleries. Social issues are addressed throughout the subject areas of the curriculum.

## **PART B:**

## **CURRICULUM RELIGIOUS EDUCATION**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Attainment and Progress**

22. By the end of key stage 3, many pupils attain with expectations for their age. Pupils demonstrated an ability to find their way around the Bible. Pupils were aware of God's relationship with His people in both the Old and New Testaments. In the best lessons, pupils with special educational needs received differentiated questions to their peers or different work although differentiation was usually by outcome. Pupils with special educational needs were supported in one lesson to very good effect on modern prophetic figures using I.C.T. Pupils were able to read gospel passages and understood what Jesus taught and that He was God's Son and a Human. Students were able to explain Jesus as a leader. Learning was helped when the exercise books received constructive comments and were marked up to date. A greater use of the rewards system would aid motivation and encourage progress.

23. At Key Stage 4, attainment is improving and in 2004 is in line with national averages following some years of poor G.C.S.E. results. The value added score was 100.4 in 2004 and credit must go to the R.E. staff and pupils in increasing the attainment by almost 100%. Pupils were able to demonstrate a good knowledge of the Sacrament of the Sick. An understanding of awe and wonder was shown through the effective use of I.C.T. Pupils demonstrated a good understanding of Mary's role in the Church. A creative lesson by the Chaplaincy team produced total success by the pupils in painting stones as part of a class reflection. Pupils were able to view the attributes of God through the use of modern media.

24. At both key stages, the majority of pupils are making satisfactory to good progress. However, the low level of disruption by a small number of pupils in each key stage hinders progress. Strategies to improve standards in R.E. include formative use of summative assessment, use of prior attainment to inform planning, monitoring of exercise books, marking, assessments, Senior Leadership line management of the department.

#### **Attitudes to Learning**

25. The pupils' attitude to learning is good. It varies from enthusiastic pupils who respond well to the teaching to the few pupils who interrupt the flow of some lessons at Key Stage 3. Most pupils remain focused on the tasks set and in the best lessons were willing to respond positively to lines of questioning. The majority of year 9 pupils in one group responded positively and were effective in researching the CAFOD website on Oscar Romero. Pupils were able to discover the different parts of the Old and New Testaments in year 7. In year 8, the exploration of vocation enabled the pupils to reflect on their talents. Many pupils were able to understand and demonstrate knowledge of abbreviating gospel chapters and verses. Listening to others is a skill that needs some development. Pupils have good relationships with the R.E. teachers.

26. Pupils' response to lessons in Key Stage 4 is good. In the best lessons, the pupils responded well and were motivated by creative activities and very good use of I.C.T. Where the response was unsatisfactory, some pupils lacked motivation and low levels of disruption occur. Some tasks were not challenging for the more able. Pupils responded well verbally to questioning about special places of awe and wonder. Pupils gained a very good understanding of the sacrament of the Sick in year 10. In the best lessons, pupils work productively as

individuals and as a group. They listened to instructions and completed the tasks set. Pupils have good relationships with the R.E. teachers and the Chaplaincy team.

## **QUALITY OF RELIGIOUS EDUCATION PROVIDED**

### **Teaching**

27. At Key Stage 3, the teaching is good and on occasion very good. Teaching is based on sound knowledge, careful planning with good delivery. Pupils are known by name and affirmed in their successes although a greater use of the rewards system would encourage progress. The depth of questioning occurs which draws out responses from the pupils who produce good verbal responses in the study of the Sacrament of Baptism. In the best lessons, thinking skills are developed through this questioning. Teachers challenge pupils when they do not meet expectations. The use of WALT [We are learning to] and WILF [What I am looking for] were objectives that were written on the board throughout all lessons. Starters and the main parts of lessons were good although more time is needed at the end of lessons to ensure an effective plenary.

28. At Key Stage 4, the teaching is good and on occasion very good. As in Key Stage 3, WALT and WILT were used to place objectives on the board in all lessons. In the best lessons, high expectations of pupils' behaviour and feedback to students were immediate to the work of pupils. Teachers supported students during the lesson by keeping them on task and when Teaching Assistants were used they were effective in supporting a number of pupils with special educational needs. Pupils were able to forward their opinions and defend them in the best lessons. Deep questioning brought out some pupils' ability to relate gospel stories to real life. Catholic teaching was very good on issues of abortion and on specific religious concepts [e.g. the Immaculate Conception, the Assumption]. Appropriate use of the scriptures occurred. The use of I.C.T. was effective in the teaching of the Sacrament of the Sick and in the investigation of religious experience. There was clear evidence of the National Strategy moving into Key Stage 4. Plenaries were often shorter than expected due to shortage of time but starters and the main parts of the lesson were effectively delivered. The use of a card game for plenaries was good practice and excellently delivered by two teachers in different lessons. Pupils are known by name and praised for their responses.

### **Religious Education Curriculum and Assessment**

29. The teaching time for R.E. is in line with the national guidelines at both key stages and meets the recommendations of the Bishops.

30. The R.E. curriculum adequately provides for able pupils and for those with special educational needs. In the best lessons, differentiation was planned rather than by outcome. The introduction of a short course at G.C.S.E. in addition to the full G.C.S.E. course has been effective and appropriate for the pupils.

31. The Department has spent a great deal of time in adapting the Icons scheme into their schemes of work. The R.E. policy, handbook and schemes of work clearly represent the Catholic faith, teaching and traditions whilst offering some knowledge and understanding of other religions. The R.E. content is chosen and presented for its content and how it relates to the experience and lives of pupils. The depth and breadth of Relationships education at Key Stage 3 was identified as an area for development to occur.

32. There is a new assessment and marking policy in line with the recent in-service training in assessment for learning. In the best books, comments are constructive, questions are posed to aid the pupil to improve their work, they are regularly marked and ensure that homework is focused on thinking skills and research. An in-service training session to share good assessment and marking practice would improve the work of the department. Once each term pupils receive an assignment that is marked and levelled by the department although only the best work had constructive comments.

## **THE MANAGEMENT OF RELIGIOUS EDUCATION**

### **Leadership and Management**

33. The Head of the R.E. department is a very good teacher who provides clear educational direction and is a very good role model as a leader by word and example. She has been instrumental in placing a sharper focus on raising the standards of attainment in the department which resulted in improved G.C.S.E. results. She is supported by a good team, potentially a very good team, of two specialist R.E. teachers, one non-specialist teacher and the Headteacher-all of whom are committed and dedicated to the work in the department.

34. There is good delegation in R.E. to involve staff and use their appropriate skills. One staff member has responsibility for developing the I.C.T. within the department and another member of staff has responsibility for the organisation of chaplaincy provision. The Head of department actively monitors quality and standards. Staff teaching R.E. uphold the Catholic values and vision. They make a significant contribution to the development of the Catholic ethos of the school.

35. R.E. is the first priority in the School Development Plan. Monitoring and self-evaluation is in its early stages and the Headteacher has monitored the self-evaluation of the R.E. department in 2003. However, the School Development Plan including the R.E. section lacks success criteria and pupil outcomes on which monitoring and evaluation can be based.

### **Staffing, Accommodation and Learning Resources**

36. The department is staffed by five R.E. teachers including two part-time teachers. There are three teachers of R.E. with relevant qualifications. Two learning support assistants are well deployed in helping to meet the needs of less able pupils.

37. The department is collaborating well with other Catholic Schools in the Diocese to develop common areas of R.E. teaching and learning.

38. The Accommodation in the St. Francis' block is good. Two of the classrooms used and a small office are adjacent to each other. The display of pupils' work on themes of parables, respect, leaders, Jesus, moral and natural evil, attributes of God and other appropriate visual material helped to create a stimulating learning environment. There were a video and TV in each room with a fixed data projector in one room. A suite of computers are available in the Head of Department's room for use by about 15 pupils. At the earliest opportunity, the second R.E. room would benefit from a data projector/interactive whiteboard in order to increase the potential use of I.C.T. by the R.E. specialist with responsibility for developing this area in R.E.

39. The space used for chaplaincy provision needs reviewing in the light of the increased number of assistant chaplains of the LAMB community and the space required for four people to operate. Some structural changes to the Chaplaincy office are recommended to open the space and a larger space for the Chapel is needed.

40. There were sufficient resources of good quality in the new Learning Zone to support R.E. teaching. Christianity and other world religions are well represented with the availability of additional computer use available to pupils.

**PART C****INSPECTION DATA****SUMMARY OF INSPECTION EVIDENCE**

Date of Inspection	November 1 <sup>st</sup> , 15 <sup>th</sup> -17 <sup>th</sup> 2004
Diocesan Inspector	Brendan J. Wall
Number of Inspection days	4
Number of lessons observed	9
Number of Assemblies and liturgies observed	4
Number of interviews with staff and governors	9
Number of interviews with groups of pupils	3
Number of questionnaires issued to parents	750
Number of questionnaires returned	180 [24%]
Other evidence:	reports from Ofsted section 10 team members; documents made Available by the school; discussions with LAMB community Members

**DATA AND INDICATORS**

	<b>No of pupils</b>	<b>No. of Catholics</b>	<b>% of Catholics</b>
year 7	152	109	72%
year 8	153	87	57%
year 9	150	87	58%
year 10	151	91	60%
year 11	151	79	52%
<b>Total</b>	<b>757</b>	<b>453</b>	<b>60%</b>
No. of Catholics			453
No. of pupils from other Christian denominations			304
No. of pupils having a statement of Special Educational Needs			33

Standard Admission Number 135 pupils

Pupils on roll in year 7 transferred from 24 primary schools.

Main Catholic Feeder Primary schools:

1. St. Bernadette's, Whitchurch
2. St. Pius X, Withywood
3. Holy Cross, Bedminster
4. Christ the King, Hartcliff
5. St. Patrick's, Redcliffe

### TEACHERS AND CLASSES

Number of full-time and Part-time R.E. teachers	5
Percentage of Catholic Teachers in the School	34%
Average Teaching group size by Key stage 3	30 pupils
Key stage 4	25 pupils

### TEACHING TIME

Total teaching time per week at each key stage 25 hours

Total R.E. teaching time per timetable cycle at each key stage

Key Stage 3

Key Stage 4

### THE RESULTS OF PUBLIC EXAMINATIONS

#### G.C.S.E. Results in Religious Education Percentage of A\*-C

	2003	2004
St. Bernadette's	34.4%	63.3%

### FINANCIAL EXPENDITURE

#### Capitation 2004-05

Subject	Previous year	This year	Two year average
Religious Education	£3672	£3179	£3425-50 [includes chaplaincy]
English Language And literature	£5841	£4667	£5254 [2 subjects]
Mathematics	£4318	£3398	£3858

### Parents Questionnaire

	I agree Strongly	I agree Moderately	I disagree Moderately	I disagree Strongly	Neither
1 I am happy with the programme of RE provided by the school.	60	38	0	0	2
2 I am well informed about the work my child is doing in RE.	51	44	2	1	2
3 I am happy with the opportunities for prayer provided by the school.	68	29	1	0	2
4 I am satisfied with the opportunities for the celebration of liturgy in school.	62	33	0	0	5
5 I am satisfied with the school's efforts to promote the moral development of pupils.	62	35	1	0	2
6 I am happy with the programme of Relationship Education provided by the school.	65	31	1	0	3
7 I am happy with the standards of behaviour promoted by the school.	60	35	3	0	2
8 I think the school adequately promotes links with the home.	53	46	2	0	2
9 I think the school adequately promotes links with the wider church community.	53	41	2	1	3
10 I am satisfied that the school promotes concern for those who are poor or in need at home and abroad.	61	46	0	0	3