

Inspection of Archbishop Beck Catholic College

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

Inspection dates: 3 and 4 November 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Sixth-form provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Archbishop Beck is a welcoming and supportive community. Leaders have high aspirations for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils and students rise to leaders' and teachers' high expectations. They are polite and respectful towards each other and adults. Most pupils are keen to learn in lessons. Students in the sixth form make a positive contribution to school by supporting younger pupils.

Pupils enjoy coming to school and are happy here. They participate in a wide range of activities which help to develop their confidence, independence and resilience. Pupils relish playing sports, such as netball and badminton. They spoke with enthusiasm about school clubs, such as public speaking, performing arts, music and robotics.

Pupils and students benefit from the 'Dream Big programme' which raises their aspirations about future careers. Almost all move on to education, training or employment, including apprenticeships.

Pupils who spoke with inspectors said that they are cared for well and that they feel safe. They are confident that staff will deal with any bullying incidents quickly and fairly.

The overwhelming majority of parents and carers are very positive about the school. Almost all would recommend the school to others.

What does the school do well and what does it need to do better?

Leaders and governors are ambitious for all pupils and students. Together, and working closely with the staff, they have improved the quality of education. Leaders provide a broad and rich curriculum. More pupils are choosing to study modern foreign languages in key stage 4 than in the past. In the sixth form, students are able to choose from a very wide range of academic and vocational subjects, including physical education, business studies, media and fashion. Teachers have strong subject knowledge. They use this effectively to deepen pupils' understanding. Most teachers use strategies well to check what pupils and students know and remember. They then adapt their curriculum to cover any gaps in pupils' knowledge. Pupils and students in the sixth form achieve well.

Since the previous inspection, leaders have reviewed all subject curriculums. The majority of subject curriculums are well planned. Pupils and students learn content in a logical order. Teachers provide opportunities for pupils and students to revisit their learning. This helps them to build on their previous knowledge. However, in a small number of subjects, leaders have not identified the precise knowledge that they want pupils and students to gain. This leads to gaps in their learning.

Pupils with SEND access the same curriculum as other pupils. Leaders identify the needs of these pupils promptly. They ensure that teachers and teaching assistants receive information and regular training on how to meet the needs of pupils with SEND in the classroom. Pupils with SEND are well supported and achieve well. They thrive personally and socially.

Leaders have made reading a high priority in the school. Subject curriculums place a strong emphasis on developing pupils' subject-specific vocabulary and comprehension skills. Pupils who struggle to read receive effective support with their phonics knowledge from well-trained staff. They have carefully selected reading books that help pupils to practise the sounds that they have learned. This helps pupils to develop their fluency and accuracy in reading.

The school is a calm and orderly environment. This means that teachers can teach and pupils can learn, with few interruptions. Most pupils behave well. During breaktimes, pupils socialise well together. In lessons, they are attentive and support each other.

Most aspects of the personal development curriculum are well planned and are delivered effectively. Leaders place a strong focus on supporting pupils' mental health. Pupils enjoy raising money for charities. They learn to respect differences between people and treat everyone equally. However, in key stage 4 and in the sixth form, some small aspects of healthy relationships are not taught in sufficient detail. In part, this is due to the disruption caused by the COVID-19 pandemic to leaders' plans to improve this area.

Pupils and students receive high-quality careers information, advice and guidance. They spoke positively about the range of links with employers, hospitals and universities. These help them to make more informed decisions about their future.

Staff are proud to work at the school. They feel that leaders consider their workload and well-being. Governors know the school extremely well. They challenge and support leaders in equal measure.

Safeguarding

The arrangements for safeguarding are effective.

There is a culture of vigilance in the school. Staff and governors receive training in safeguarding. Staff know how to recognise and report signs of abuse. Leaders follow up any concerns swiftly. They work well with external agencies, including the police, to make sure that pupils and students get effective support. Pupils learn about risks, such as knife crime, sexual harassment and sexual violence, through assemblies, lessons and drop-down-days. They know how to stay safe when working online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, curriculum plans lack detail about the knowledge that pupils and students should gain. This leads to gaps in their knowledge. Subject leaders should refine the plans for these few subjects to ensure that teachers know exactly what knowledge pupils and students must learn. This will help pupils and students to know more and remember more.
- Pupils in key stage 4 and students in the sixth form are not given the opportunity to study some aspects of healthy relationships in sufficient detail. This limits how well they are prepared for their future lives. Leaders should ensure that they develop this aspect of pupils' personal development.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	104717
Local authority	Liverpool
Inspection number	10200781
Type of school	Secondary comprehensive
School category	Voluntary aided
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1213
Of which, number on roll in the sixth form	304
Appropriate authority	The governing body
Chair of governing body	James Arnold
Headteacher	Paul Dickinson
Website	www.archbishopbeck.com
Date of previous inspection	3 July 2019, under section 8 of the Education Act 2005

Information about this school

- The school has a Catholic ethos. The most recent section 48 inspection took place in March 2017.
- The school uses four alternative providers for a very small number of pupils.
- The school meets the requirements of the Baker Clause. This means that pupils in Years 8 to 13 receive information about the full range of education and training options open to them. This includes opportunities for a range of education and training providers to speak to pupils about technical education qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors spoke with the headteacher, other senior leaders, subject leaders, staff, three members of the governing body and a representative of the Archdiocese of Liverpool. An inspector held a telephone call with a representative of the local authority.
- Inspectors spoke to many pupils and students about their experience of school and their views on behaviour and bullying. Inspectors also observed their behaviour during lessons and at breaktimes.
- Inspectors checked the school's safeguarding policies and procedures and the school's single central record. Inspectors met with leaders, staff, pupils and students to check how effective safeguarding is in the school. An inspector held telephone calls with representatives of two alternative providers.
- Inspectors reviewed a wide range of evidence, including the school's self-evaluation document, improvement plans and records of pupils' behaviour and attendance.
- Inspectors carried out deep dives in English, geography, mathematics, modern foreign languages and science. Inspectors met with staff, visited lessons, looked at pupils' and students' work and spoke with them about their learning.
- Inspectors reviewed leaders' curriculum plans and pupils' and students' work in a range of other subjects. Inspectors spoke with subject leaders in some of these subjects.
- Inspectors considered the responses to the Ofsted Parent View online questionnaire and the responses to the pupil and staff surveys.

Inspection team

Ahmed Marikar, lead inspector	Her Majesty's Inspector
Gary Kelly	Ofsted Inspector
Anne Murphy	Ofsted Inspector
Julie Yarwood	Ofsted Inspector
David Roberts	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021