



Archdiocese of
Liverpool



Diocese of Liverpool

Report on the Denominational Inspection
carried out under Section 48 of the Education Act 2005 of

**ENTERPRISE SOUTH LIVERPOOL ACADEMY
A JOINT CATHOLIC AND CHURCH OF ENGLAND
ACADEMY**

51 Horrocks Avenue
Liverpool
L19 5NY

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| Inspection date: | Tuesday/Wednesday 9 th /10 th July 2016 |
| Date of previous inspection: | Tuesday 11 December 2012 |
| URN | 136119 |
| Inspectors: | Deacon Paul Mannings Mr. David Thorpe |

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| Type of School: | Academy (Non-maintained) |
| Age range of pupils: | 11 – 18 (mixed) |
| Number on roll: | 854 |
| Chair of Governors: | Mr. Keith Sexton |
| Executive Head: | Mrs. Anne Pontifex |
| Head of School: | Ms. Linda Foley |
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Introduction

This inspection was carried out under Section 48 of the Education Act 2005.

The report of the inspection is produced for the Anglican Diocese and the Archbishop of Liverpool (Code of Canon Law 804 and 806) and for the governors of the school.

Description of the school

Enterprise South Liverpool Academy (ESLA) is a Catholic and Anglican 11-18 school. The Academy is under the joint trusteeship of the Archdiocese and Diocese of Liverpool. It is a constituent member of a joint faith Multi - Academy Trust (MAT). The school moved to its present, newly constructed, single-site campus in September 2013. It predominantly serves pupils from areas of south Liverpool with smaller numbers drawn from city centre communities. The current intake is lower than the Pupil Admission Number. Pupils are predominantly White British with 68% eligible for Pupil Premium. Since the last inspection new senior leadership has been appointed; the Executive Head in September 2015, and the Head of School in February 2016. In September 2015 the new Head of Religious Education was appointed to lead a core department of three that has now reduced to two. A number of staff teach Religious Education in addition to other subject specialisms.

Key for inspection grades

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| Grade 1 | Outstanding |
| Grade 2 | Good |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate |

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The distinctiveness and effectiveness of Enterprise South Liverpool Academy as a Christian school are good.

Following considerable challenges, the Academy is a rapidly improving community that has clearly established its Christian mission and vision to direct success in every sphere. There is a tangibly growing commitment to the common good, increasingly shared by ESLA and the community it serves.

Grade: 2

Improvement since the last inspection

The Key Stage 3 curriculum has been thoroughly reviewed and developed in terms of content, specialist vocabulary and concepts. The time provision for Key Stages 3 and 4 fulfils the expectations of both dioceses. The policy for Religious Education reflects diocesan requirements. The Collective Worship policy makes clear the aims and objectives for worship within the context of the joint denominational status.

Grade: 2

Capacity to improve

The capacity to maintain and improve on what has already been achieved is at least good. This is the result of major improvement within a very brief timeframe due to the professional expertise and wide experiences of both the Executive Head, who is a National Leader of Education and Head of School. There are secure plans for the future.

Grade: 2

Focus for development

To further improve Collective Worship by: -

- Establishing a process for monitoring provision and quality in form groups;
- Further training for staff in maximising their usage of existing themes and resources.

To continue the successful process for raising pupils' attainment and achievement by: -

- Remaining focused on the strategies already in place;
- Ensuring staff continue to be fully supported by diocesan training, particularly for GCSE;
- The restoration of A Level when the removal of current constraints makes that possible;
- Working in conjunction with diocesan advisers in providing a new programme for Sixth Form General Religious Education, beginning in September 2016.
- Requiring that all pupils in the Sixth Form attend and participate in weekly General Religious Education, beginning in September 2016.

The development of the school's distinctive Christian nature is good at meeting the needs of all learners.

The Academy's online prospectus clearly expresses its mission to develop confident, independent responsible members of the community, who are spiritually strong, welcoming of all faiths and cultures and committed to environmental stewardship. This is underpinned by identified Gospel values that determine daily life and assist what is identified as the 'ESLA Trinity', namely the realisation of best possible pupil support through high quality teaching, the right curriculum for each pupil and the foundations of lifetime learning. Pupils confidently speak of a new and growing sense of purpose and realise that their curriculum is relevant and focused on enabling them to reach their full potential. They can relate each Gospel value to their own progress both in class and through growing awareness of the needs of others. This has considerably impacted upon positive interaction with the local and wider community. Through Religious Education they gain the impetus to support wide ranging and growing numbers of community projects for the common good of others. They are particularly proud of the Embrace Group which seeks to eradicate all forms of prejudice and discrimination. They identify pockets of bad behaviour and more importantly the fact that the pastoral system ensures zero tolerance of all negativity and rightly prioritises care, welfare and overall justice. It is clear that relationships have improved considerably and there is growing collaboration. The Chaplain encourages pupils in their perception of Christian life not least through his total availability and instilling of how the love of God can be expressed through the actions of all in the routine and busyness of the everyday. Pupils speak about the Chaplain's insistence upon learning from mistakes, forgiveness and moving on. Pupils regard this as Christianity in action.

Grade 2:

The effectiveness of the provision for Collective Worship is satisfactory.

There are a number of good features. Collective Worship has a clear policy for delivery. Provision broadly fulfils the legal requirements and those of the trustees in terms of strong year group delivery. However, in form groups provision ranges from consistent to seriously ad hoc. A significant number of pupils speak of their willingness to become more actively involved in leadership and presentation. There is a broad range of whole school prayer and worship experiences. There is effective planning through creative themes that are clearly linked to mission and values and consequently reflects the Christian context and further enrichment of spiritual, moral, social and cultural development. Content is inclusive of other world faiths and traditions that are presented meaningfully and thoroughly. This serves to reinforce many pupils' knowledge, understanding and celebration of religious diversity. Where pupils benefit from Collective Worship, it is because there is support of their Christian vision through highlighting what is positive behaviour and how they can be of service to the community. They appreciate the range of prayer experiences that engage them, namely those times for stillness and reflection. They appreciate too the coverage of local and world events that reinforce their growing sense of duty and care. Others are entirely passive because they are

disengaged by poor and or limited presentation. There are instances in form groups when this results in behavior that is less than respectful. There are strong links with a number of other church communities that result in regular and qualitative exchanges of personnel to lead worship. Similarly, pupils too are invited to share with others their experiences of serving locally and globally, not least through Youth Mission.

Grade: 3

The effectiveness of Religious Education is good

There is a prioritised, swift and incisive drive to increase pupils' attainment from an inherited position of mixed satisfactory and inadequate performance outcomes in Key Stages 3 and 4 up to 2015. In Key Stage 5 outcomes have been good for small numbers undertaking AS and A Level. Overall improvement in achievement is now good in relation to pupils' abilities and starting points. This is the result of notably raised standards in teaching and learning that is making a massive impact upon pupils' confidence in their capabilities. Evidence of individual pupil performance has a way to go before reaching nationally accredited standards for attainment yet classroom standards are high. Challenging targets are being set. Pupils are achieving good levels of knowledge, understanding, skills and concepts. They show an increasingly positive attitude towards Religious Education that has fired their motivation and minimised the effects of minimal disruption, which is well and productively managed. Teaching is at least good. Teachers plan effectively. Differentiation is abundant. A particular strength is the success and productivity of the smaller learning communities. Content is challenging. Pupils are encouraged to share and to celebrate achievement. Most apply themselves well. They are encouraged to ask questions and at all times apply their knowledge to everyday life. The curriculum is well planned in Key Stages 3 and 4 and entirely appropriate to the Anglican and Catholic Tradition, together with strong inclusion of other world faiths and religions. All pupils now have access to GCSE Religious Studies. In Key Stage 5 the curriculum is satisfactory for General Religious Education. The required time allocation is now entirely in place in Key Stages 3 and 4. Assessment procedures ensure effective intervention and pupil progression. Marking and annotation of pupils written work is consistent, standardised, diagnostic and inclusive of progress dialogue between teachers and pupils. High levels of successful and practical support from senior leadership has provided direction for the Head of Department to manage with confidence and in turn to benefit from the support of enthusiastic and professionally gifted staff. Together they share good practice.

Grade: 2

The effectiveness of the Leadership and Management is good

Trustees, governors and leadership together promote the distinctive Christian vision. The Ethos Committee steers the whole process of monitoring through their own secure knowledge, understanding and realisation of what it means

to be a joint denominational community. Evidence is gained from departmental reports which inform both both the Section 48 Self Evaluation document and the Academy Improvement Plan. This has provided the scaffolding for effective levels of challenge. In turn staff receive good levels of support for improvement. This is evident in the improvement in the quality of provision for Religious Education. Departmental staff have been directed to benefit from continued diocesan training and support from practitioners in centres of best practice. Consequently, standards continue to improve considerably. Leaders and managers at all levels ensure the Mission and Vision is understood, owned and lived. They ensure that pupils have a voice in improvement and a secure sense of belonging. Leaders provide the impetus for successful interaction with local parishes, churches, ministers of different denominations and religious groups who in turn have now established a firm relationship with the Academy. Together they work for the living of British Values within a Christian context that continually enriches the standing and status of ESLA in the local community. Leadership has empowered the Chaplain to be pivotal in this process and enrich his spiritual facilitation through continued development and facilitation of the chaplaincy team. There has been considerable effort in providing tangible signs and symbols of Christian life. The Chapel is a key expression owing to its location and free accessibility for all, based at the heart of the campus. There is an increased global dimension through encouragement of pupils to gain practical experience in missionary projects. Consequently, the Christian life continues to grow and amplify a community that is committed to its mission.

Grade: 2

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

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| How effective the school is in developing its distinctive Christian nature | 2 |
| The school's capacity for sustained improvement | 2 |

OUTCOMES FOR PUPILS

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| How good are outcomes for individuals and groups of pupils? | |
| How well pupils achieve and make progress in Religious Education | 2 |
| How well pupils attain in Religious Education | 3 |
| The extent to which pupils contribute to and benefit from the Christian life of the school | 2 |
| How well pupils respond to and participate in the school's Collective Worship | 3 |

PROVISION

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| How effective is the Religious Education? | |
| The quality of teaching and purposeful learning in Religious Education | 2 |
| The effectiveness of assessment in Religious Education | 2 |
| The extent to which the Religious Education curriculum meets pupils' needs | 2 |
| How effective is the provision for Collective Worship? | |
| How well Collective Worship supports spiritual and moral development | 3 |

LEADERS AND MANAGERS

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| How effective is the leadership and management of the Christian life of the school? | |
| How well leaders and managers use the Mission Statement to promote, a distinctive Christian vision for the school. | 2 |
| The extent to which the governing body provides effective challenge and support for all aspects of its distinctive Christian nature so areas needing development are tackled decisively and responsibilities met. | 2 |
| How effectively leaders and managers promote community cohesion | 2 |

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| Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 satisfactory and grade 4 inadequate | Grades |
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