



DIOCESAN CANONICAL INSPECTION REPORT

THE CATHOLIC LIFE OF THE SCHOOL, RELIGIOUS EDUCATION AND COLLECTIVE WORSHIP

Loughborough Amherst School

Gray Street, Loughborough, Leicestershire, LE11 2DZ

School URN: 120317
Inspection Date: 24 May 2022
Preparatory School Inspectors: Mr M Fitzwilliam and Mrs A Greaves

			PREPARATORY SCHOOL
Overall Effectiveness	Previous Inspection:	Inadequate	4
	This Inspection:	Requires Improvement	3
Catholic Life:		Requires Improvement	3
Religious Education:		Good	2
Collective Worship:		Requires Improvement	3

School URN: 120317
Inspection Date: 24 May 2022
Senior School Inspectors: Mr C Maher and Mrs M Dales

			SENIOR SCHOOL
Overall Effectiveness	Previous Inspection:	Requires Improvement	3
	This Inspection:	Requires Improvement	3
Catholic Life:		Requires Improvement	3
Religious Education:		Good	2
Collective Worship:		Requires Improvement	3

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS – PREPARATORY SCHOOL

Loughborough Amherst Preparatory School Requires Improvement as a Catholic school.

- Loughborough Amherst Preparatory School is not yet a good Catholic school. Pupils and staff value the sense of community in the school. They have positive relationships with each other. Pupils have a strong set of Christian values; however, these are not always intrinsically Catholic. The Foundation takes the lead, in terms of overall responsibility for the school, rather than the governors.
- Religious Education is good in the preparatory school. A more creative approach to lesson activities is in its infancy: this is having a positive impact on pupils' enjoyment and engagement. The majority of teachers are passionate about Religious Education. The preparatory school meets the episcopal requirements for 10% curriculum time for Religious Education. Leaders and governors now need to improve systems for monitoring and evaluating Religious Education.
- Leaders and governors do not yet see Catholic Life and Collective Worship as the most important priorities in the school. There does not exist within the governance structure a mechanism for the governors to take a lead role on setting the vision or for challenging the school leadership on improving Catholic Life, or Collective Worship, in the preparatory school.
- Collective Worship is not yet good. While there have been some developments in Collective Worship, these improvements have not yet been fully embedded. There is a chaplaincy group within the preparatory school and pupils are beginning to increase their engagement with and participation in Collective Worship. Leaders do not yet monitor or evaluate Collective Worship adequately; this is a key area for development.

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS – SENIOR SCHOOL

Loughborough Amherst Senior School Requires Improvement as a Catholic school.

- Loughborough Amherst Senior School is not yet a good Catholic school. Pupils and staff value the sense of community within the school. They have positive relationships with each other. Pupils have a strong set of Christian values, though these are not always intrinsically Catholic. The Foundation takes the lead, in terms of overall responsibility for the school, rather than the governors.
- Religious Education is good. Pupils enjoy lessons and approach learning with interest. The department has specialist teachers who are passionate about their subject. Religious Education is regarded by pupils as an important subject. A more creative approach to lesson activities would greatly improve pupils' enjoyment and engagement. The senior school does not meet the episcopal requirement for 10% curriculum time for Religious Education.
- Leaders and governors do not yet see Catholic Life and Collective Worship as the most important priorities in the school. There does not exist within the governance structure a mechanism for the governors to take a lead role on setting the vision or for challenging the school leadership on improving Catholic Life, or Collective Worship, in the senior school.
- Collective Worship is not yet good. While there have been some developments in Collective Worship since the last inspection, these improvements are not yet embedded. There has been a shift from a pupil chaplaincy group in the senior school to a pupil chaplaincy group in the preparatory department. As a result of this change, pupils in the senior school do not fully engage with Collective Worship and there is no system for monitoring and evaluating Collective Worship in the senior school.

FULL REPORT

INFORMATION ABOUT THE PREPARATORY SCHOOL

- Amherst school is a 3 to 18 independent school which includes a preparatory department and senior school. Amherst became a co-educational school in September 2019.
- Amherst school was formally known as Our Lady's Convent School.
- The Amherst school was part of the Rosminian Collegiate but is now part of the Loughborough Endowed Schools Foundation.
- The preparatory school has 81 pupils. 12% of pupils are baptised Catholics; 15% of pupils are from other Christian denominations; 6% of pupils are from other faith backgrounds; 67% of pupils have no religious affiliation.
- 23% of pupils in the preparatory school have 'school support' for their special educational needs or disabilities. 4.9% of pupils have an educational, health and care plan to address specific additional needs.

WHAT DOES THE PREPARATORY SCHOOL NEED TO DO TO IMPROVE FURTHER?

■ Catholic Life:

- Provide a governance structure which ensures that the Catholic Life of the preparatory school is at the forefront of all decisions and is thus prioritised. Increasing the size of the governing body, and including a greater number of foundation governors, would assist with achieving this target.
- In order to make sustained improvements, governors need to
 - monitor and evaluate the Catholic Life of the preparatory school effectively;
 - provide challenge to leaders of the preparatory school;
 - enable leaders to broaden their experience by visiting other Catholic primary schools and re-establish links.
- Establish a stronger link, and work in partnership with, the local parishes.

■ Religious Education:

- Continue to embed recent positive changes, enabling all pupils to view Religious Education as a core subject and, as a result, take pride in their work.
- Place a stronger emphasis on monitoring the quality of Religious Education to ensure that pupils make expected, or better, progress over time.
- Ensure that all teaching in the preparatory school is at least good or better, providing less experienced and/or less confident staff with the necessary support.
- Provide for pupils the opportunity to write at length, and more independently, thus allowing them to more explicitly share their knowledge and make appropriate links within their work.

■ Collective Worship:

- Whilst pupil led liturgy is embedding in the preparatory school, there now needs to be a broader range of opportunities for pupils and the wider community to pray together in order to further strengthen Collective Worship.
- Ensure that the newly established chaplaincy group at the preparatory school continues to develop and involve a wider range of pupils so that pupil leadership of worship can grow and improve.
- Provide a systematic approach to the monitoring and evaluating of Collective Worship, involving pupils, leaders, governors and parents.

Due to the fact that the overall effectiveness of Loughborough Amherst Preparatory School requires improvement, the school will receive a monitoring visit within 18 months and a further inspection within 3 years.

FULL REPORT

INFORMATION ABOUT THE SENIOR SCHOOL

- Amherst school is a 3 to 18 independent school which includes a preparatory department and senior school. Amherst became a co-educational school in September 2019.
- Amherst school was formally known as Our Lady's Convent School.
- The Amherst school was part of the Rosminian Collegiate but is now part of the Loughborough Endowed schools Foundation.
- The senior school has 239 pupils. 6% of pupils are baptised Catholics; 29% of pupils are from other Christian denominations; 6% of pupils are from other faith backgrounds; 59% of pupils have no religious affiliation.
- 10% of pupils in the senior school receive 'school support' for their special educational needs or disabilities. 3.8% of pupils have an educational, health and care plan to address specific additional needs.

WHAT DOES THE SENIOR SCHOOL NEED TO DO TO IMPROVE FURTHER?

■ Catholic Life:

- Provide a governance structure which ensures that the Catholic Life of the school is at the forefront of all decisions and is thus prioritised. Increasing the size of the governing body, and including a greater number of foundation governors, would assist with achieving this target.
- In order to make sustained improvements, governors need to
 - monitor and evaluate the Catholic Life of the school effectively;
 - provide challenge to leaders of the senior school;
 - enable leaders to broaden their experience by visiting other Catholic Schools.
- Establish a stronger link, and work in partnership with, the local parishes.

■ Religious Education:

- Meet the episcopal requirement for 10% curriculum time for Religious Education, in every year group.
- Re-develop the Key Stage 3 curriculum and ensure that this meets the requirements of the Curriculum Directory for Religious Education.
- Develop a more creative approach in the Religious Education curriculum in order to improve pupils' enjoyment of and increase standards in Religious Education across the school.

■ Collective Worship:

- Provide Collective Worship which is:
 - more engaging for pupils;
 - consistently planned, led and evaluated by pupils;
 - supported by a designated pupil chaplaincy group.
- Devise a systematic approach to the monitoring and evaluating of Collective Worship, involving pupils, leaders and governors.

Due to the fact that the overall effectiveness of Loughborough Amherst Senior School requires improvement, the school will receive a monitoring visit within 18 months and a further inspection within 3 years.

CATHOLIC LIFE

PREPARATORY
SCHOOLSENIOR
SCHOOL

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

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- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- The quality of provision for the Catholic Life of the school.
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

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PREPARATORY SCHOOL

The extent to which pupils contribute to and benefit from the Catholic Life of the school – requires improvement

- Pupils in the preparatory school say that they are happy and content. They feel part of a school community and understand the importance of consistent politeness.
- The majority of pupils do not have a clear understanding of the Catholic mission of the school. They have not been given enough opportunity to discuss or evaluate the ethos of the school so that most pupils understand what it means to be part of a Catholic faith community.
- Opportunities to build and promote links with the local parishes have been limited. Partnership opportunities with the parishes, including those with the local priest, are not planned well enough. As a consequence, pupils and staff are not given the opportunity to connect with the wider community through the parishes.
- Pupils benefit from being given the opportunity to raise money for different charities. Most recognise that they are members of a global community and that some of this community have greater disadvantages than they do. Some pupils say that raising money for charities helps them to appreciate what they have, whilst trying to improve the lives of those who may have less.
- Parents speak positively about the school and the provision that is provided for them. However, they are unaware of the distinctive mission of the Catholic school which their children attend.

SENIOR SCHOOL

The extent to which pupils contribute to and benefit from the Catholic Life of the school – requires improvement

- There is a strong sense of community in the senior school. Pupils are happy and they feel well supported in their education by staff in the school. They demonstrate a sense of respect for each other and for the school.
- Some pupils value the caring, supportive culture in the school, but they are unable to articulate how this links to Catholic ethos or mission of the school. Pupils are not provided with opportunities to participate in activities which promote the Catholic Life of the school.
- A minority of pupils were involved in shaping the mission of the school. Although the mission statement is displayed in the reception area and main building, it is not an integral part of the school ethos. The school's external display of the mission, and its nature as a Catholic school, is limited. Amherst now needs to visibly celebrate its Catholic nature and share this widely.
- The behaviour of pupils is good almost all the time. Pupils are respectful, polite and articulate; they respond well to the support provided by the school. Pupils respect the school's rewards system and have excellent relationships with each other and staff.
- Pupils in the senior school do not currently participate in the pupil chaplaincy team; this is an aspect for development. Some pupils understand what a vocation is, but do not connect it with their own lives. They enjoy being part of the school community and have a strong set of values which leads them to raise money for charities such as *Hope Against Cancer*, where they have raised over £6,000.
- There is a limited connection between the local parishes and the school; an area of development for the school is to increase its connections with these parishes.

PREPARATORY SCHOOL

The quality of provision for the Catholic Life of the school – requires improvement

- The school's mission statement reflects its Catholic foundation, but provides a lack of clarity for how the school will support and develop pupils' understanding of living an enriched Catholic Life.
- Staff are supportive of the Catholic ethos of the school but have not been provided with the training or support to ensure that all aspects of the school curriculum fully reflect the Catholic Life of the school.
- The behaviour of most pupils is consistently good. In most classes, teachers clearly articulate the expectations pupils must maintain so that they can complete their work quickly and cooperate with each other sensibly. Pupils say that bullying is very rare and they are confident to approach a member of staff if they are ever concerned.
- The preparatory school has introduced a relationship and sex education curriculum which is distinctively Catholic and fit for purpose.

SENIOR SCHOOL

The quality of provision for the Catholic Life of the school – requires improvement

- The school's mission statement expresses the educational mission of the Church, but it is not well thought through; its expression lacks depth. It is visible in the school, but not on the school website. The school needs to consider how it fully identifies itself as a Catholic school and celebrate this more explicitly.
- Staff understand the mission statement: they are able to explain what it means to them; they are proud of the Catholic heritage of the school. However, the school's mission is not expressed fully through the school's curriculum in terms of Catholic social teaching.
- There is a sense of community and staff have high expectations of behaviour. The school does not however provide enough opportunities for the spiritual development of staff and pupils.
- The school environment reflects the Catholic identity; the improvements in the reception area and prayer boards in classrooms have developed since the previous inspection. However, academic standards and promoting the school externally take priority and, because of this approach, the Catholic character sometimes fades into the background.
- Chaplaincy support is provided by the the Foundation's Chaplain and the local Catholic priest who are extremely passionate about the school's Christian heritage and leads both pastoral and spiritual support for staff and pupils, recognising that this is a Catholic school. The senior school now needs to provide more opportunities for the Catholic priest to be involved in the life of the school.
- There is a programme in place for personal, social and health education and also for relationships and sex education, though these are not distinctively Catholic. The school needs to review its programmes to ensure that there are strong Catholic themes and teachings in place throughout the curricula for personal development.

PREPARATORY SCHOOL

How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school – inadequate

- Parents of pupils in the preparatory school speak with great praise for the school and how members of staff support their children. They are confident that, if they speak with a school leader, they will be listened to and their concern will be addressed.
- Leaders have not embedded a structure to monitor the Catholic Life of the school; they have not measured the impact of work already carried out and are therefore unsure of what they should prioritise next to ensure that the Catholic Life of the school is part of an evaluative and improving cycle.
- The headteacher and head of the preparatory school are both ambitious to develop Catholic Life further. However, other leaders within the Foundation do not share the same aspirations or recognize the importance of Catholic Life to improve life outcomes for pupils.
- Leaders do not engage meaningfully with the diocese or other Catholic schools, including those in the local area. Opportunities for pupils to work in partnership with pupils in other Catholic schools are lacking.

SENIOR SCHOOL

How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school – inadequate

- Parents are extremely positive about the school; the school is working hard to provide a positive academic and extra-curricular experience for pupils at this school.
- The structure of the Foundation does not result in any challenge in terms of Catholic Life in the senior school. Although governors are supportive of the school and its Catholic identity, there is no evidence of challenge in any of the local board meetings or from the Foundation board.
- The governance structure does not provide defined challenge for the Catholic Life of the school. There is a very small local governing body that, although supportive of the school, does not have the remit to provide adequate challenge to the school leadership. As a result, Catholic Life is not the highest priority in the school.
- The headteacher is passionate about the Catholic identity of the school; however, except for the headteacher of preparatory school, the rest of the leadership team do not identify as Catholic. There is little evidence in terms of succession planning.
- School leaders and governors do not monitor and evaluate the Catholic Life of the school in a systematic way. Therefore, any improvements in the Catholic Life of the senior school have not been rapid or sustained.
- The school is not actively involved in the diocese and would greatly benefit from going to other Catholic schools to look at the excellent practice taking place.

RELIGIOUS EDUCATION

PREPARATORY
SCHOOLSENIOR
SCHOOL

THE QUALITY OF RELIGIOUS EDUCATION

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- How well pupils achieve and enjoy their learning in Religious Education.
- The quality of teaching, learning and assessment in Religious Education.
- How well leaders and governors promote, monitor and evaluate the provision for Religious Education.

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PREPARATORY SCHOOL

How well pupils achieve and enjoy their learning in Religious Education – good

- There have been significant changes made in this area since the last inspection. The preparatory school now follows the diocesan recommended syllabus and, as a result, pupils now enjoy and benefit from their Religious Education lessons.
- Leaders have accessed training led by the diocesan education service and disseminated the key points to staff in school. This has enabled leaders to ensure a consistent approach to the teaching and learning of Religious Education across the school. The impact of this is not yet seen in pupil outcomes due to the recent mobility of new pupils, but leaders are aware of this and have plans in place to address the issue.
- In most lessons, pupils are engaged and enjoy their Religious Education lessons. Pupils explain that they enjoy the opportunities to be creative within their learning tasks and benefit from visits made by the local priest and the religious sisters.
- Leaders have introduced an assessment tracker, which is updated termly by staff and monitored through pupil progress meetings. Leaders are beginning to respond more strategically to issues raised as a result of these meetings: for example, a new programme to support mid-year admissions is being planned for September, which will give new pupils a focused and firmer foundation for the curriculum, ensuring that pupils are able to access the age-appropriate curriculum.

SENIOR SCHOOL

How well pupils achieve and enjoy their learning in Religious Education – good

- Most pupils are actively engaged in the classroom environment and are committed to improving their knowledge. Pupils enjoy Religious Education and they value the subject as an academic qualification. Pupils make good progress from their various starting points; their attainment in Religious Education is in line with the diocesan average.
- Pupils concentrate well; they have a good understanding of how well they are doing and what they need to do to improve their work. To develop their understanding further, pupils need to develop their theological literacy. Where there are extended pieces of writing in books, the quality of content is good and the work is sometimes challenging.
- Pupils approach their lessons with interest and respond well to opportunities to extend their learning; however, there is a strong emphasis on exam technique which results in less creative activities taking place. Creative activities in the Religious Education curriculum would greatly improve outcomes and pupils' enjoyment.
- Pupils with special educational needs and/or disabilities are also making good progress and are well supported in the classroom. Pupils are aware of religious commitment in everyday life.

PREPARATORY SCHOOL

The quality of teaching, learning and assessment in Religious Education – good

- Most teachers deliver the Religious Education curriculum with confidence and creativity, incorporating a range of sources to support pupils' knowledge and understanding. Leaders need to ensure that there is a consistent approach, ensuring any weaknesses in teaching are identified and rectified swiftly.
- Leaders have developed a consistent approach to feedback; pupils talk positively about the opportunity to respond to feedback at the beginning of each lesson. The introduction of graphic and knowledge organisers to support the learning of pupils is beneficial.
- In some lessons, pupils are challenged in their thinking. More focus is required in the planning of activities which cater for the more able pupils and those who have special education needs and/or disabilities in order to improve, for all pupils, the access to good quality Religious Education lessons.
- Leaders in the preparatory school are beginning to utilise the knowledge of the local priest and religious sisters to support the teaching of key sacramental and theological aspects, such as baptism, reconciliation, the anointing of the sick and vocations.

SENIOR SCHOOL

The quality of teaching, learning and assessment in Religious Education – good

- The head of Religious Education introduced the new GCSE syllabus last year and has worked hard to ensure pupils are well placed for taking exams. Interest in the A' level course has doubled for the academic year 2022-23, showing the impact of the curriculum at GCSE level. Teachers ensure that most pupils are involved in the evaluation of how well they are achieving, and this successfully helps them to edit and expand GSCE practice questions. However, lessons are very 'test-focused' and pupils would benefit from a more creative approach to learning.
- Teachers are confident in their subject knowledge and have a good understanding of how pupils learn. Members of staff from the Religious Education department work well together and have developed a team ethic which ensures that there is a structured approach across all the year groups.
- Teachers communicate their expectations about Religious Education through a systematic feedback system; subsequently pupils respond positively. This systematic approach enables pupils to confidently improve their work which they do independently.
- Written work in books matches the sequence of learning in the curriculum intent; however, the head of Religious Education is aware that there are some sequencing issues and is currently in the process of reviewing and re-sequencing the curriculum for the next academic year. A clearer approach to the curriculum will enable pupils to know and remember more over time.

PREPARATORY SCHOOL**The extent to which leaders and governors promote, monitor and evaluate the provision for Religious Education – requires improvement**

- Since the previous inspection, leaders now ensure sufficient time is dedicated to cover the programme of study in Religious Education. As a result, pupils now speak positively and enthusiastically about their Religious Education lessons.
- Leaders in the preparatory school now plan a monitoring cycle for Religious Education and involve staff within the tasks, as appropriate. Actions from a recent book scrutiny have been shared with staff and improved the provision of Religious Education in the preparatory school.
- Parents say that their children benefit from the varied Religious Education programme provided by the school. They say that the curriculum helps their children to develop a clearer understanding of the difference between what is right and wrong and the differences or similarities between people living within the community.

SENIOR SCHOOL**The extent to which leaders and governors promote, monitor and evaluate the provision for Religious Education – requires improvement**

- Leaders and governors do not ensure that the required amount of curriculum time is given to Religious Education at Key Stage 3. Leaders and governors need to ensure that Religious Education meets the 10% curriculum time in each year group so that other core subjects and wider curriculum areas do not take precedence over Religious Education in the senior school.
- The head of Religious Education has a clear vision for leading and developing teaching and learning. There is a recognition that there needs to be a strategic approach to raising standards which is not reliant on exam-based testing, but is more focused on improvement within the curriculum content and experience at Key Stage 3.
- Governors' monitoring of Religious Education requires improvement. There needs to be a systematic approach to the monitoring of Religious Education, leading to governors being able to provide challenge at meetings when holding senior school leaders to account.
- Leaders ensure that the curriculum meets the needs of all pupils, particularly those from vulnerable groups. Governors are aware that leaders monitor Religious Education but are not aware of how Religious Education meets the needs of all pupils.
- The Religious Education department works with other diocesan schools in relation to its curriculum; it should continue to do this in relation to the implementation of the new curriculum directory for Religious Education.
- Leaders are particularly passionate about ensuring that Religious Education is a part of the Key Stage 5 offer for A' level subjects.

COLLECTIVE WORSHIP

PREPARATORY
SCHOOLSENIOR
SCHOOL

THE QUALITY OF COLLECTIVE WORSHIP

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3

- How well pupils respond to and participate in the school's Collective Worship.
- The quality of provision for the Collective Worship.
- How well leaders and governors promote, monitor and evaluate the provision for Collective Worship.

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PREPARATORY SCHOOL

How well pupils respond to and participate in the school's Collective Worship – requires improvement

- Leaders have responded to the action point from the previous inspection in relation to ensuring that worship is pupil led. Although this is not yet good overall, it is now becoming further embedded within the preparatory school. Both staff and pupils talk positively about the opportunities to lead regular worship.
- When leading acts of worship, either in dedicated worship time or Religious Education lessons, pupils in the preparatory school think carefully about the ways in which they encourage others to respond to the scripture. Pupils talk enthusiastically about the variety of ways to respond to the scripture and take pride in leading these for each other. Pupils enjoy reading prayers which they have prepared themselves, but can be limited in the variety of ways they are able to be involved during acts of worship, as these times can return to being adult led.
- The pupil lay chaplains in the preparatory school take their responsibilities very seriously; they take pride in their role and enjoy the opportunity to lead worship for others. One pupil lay chaplain said, 'I want to be more like Jesus and our acts of worship help others become closer to God'.

SENIOR SCHOOL

How well pupils respond to and participate in the school's Collective Worship – requires improvement

- Pupils take part in the prayer life of the school, though in the senior school this is not always readily or with enthusiasm. They are not all engaged during prayer or communal singing.
- Pupils in the senior school do not have enough regular opportunities to prepare or lead worship across all form groups; the main leadership of worship takes place in the preparatory school. This opportunity now needs to be extended into the senior school: because Collective Worship is not consistently led by senior pupils, it does not engage them. As a result, senior school pupils have a limited understanding of the Church's liturgical year and Collective Worship is over-reliant on adult support. The improvement in the preparatory school's Collective Worship practices have not yet filtered through into the senior school.
- There is a clear theme to Collective Worship using the '*word of the week*' and following the approach of the '*gather, word, response and mission*'. Pupils have only a basic knowledge of prayer and, when asked to talk about spiritual experiences, they are unable to give meaningful examples.
- Pupils pray during form time and the prayer boards in classrooms are consistent with the given '*word of the week*'. On some prayer boards, there is evidence of pupils writing their own prayers.
- Pupils find it difficult to explain how the prayer life in the senior school impacts on their personal development. Although they value the prayer boards and the opportunity to pray, they struggle to provide examples of when they have led times of prayer.

PREPARATORY SCHOOL

The quality of provision for Collective Worship – requires improvement

- Pupils in the preparatory school are more familiar with the liturgical seasons of the Church and choose appropriate themes when preparing and planning worship. Pupils need to continue developing their theological literacy, enabling them to make links between pupil led worship and Mass.
- Parents report that prayer remained a priority throughout the COVID-19 period and they have started joining school events. Leaders are keen to develop this further, with plans to introduce family Masses next academic year. Pupils would appreciate more opportunities to share their acts of worship with parents on a more regular basis.
- There are limited opportunities for pupils to evaluate the quality of Collective Worship in the preparatory school. This aspect needs urgent attention and therefore requires improvement.

SENIOR SCHOOL

The quality of provision for Collective Worship – requires improvement

- Collective Worship is themed, but the message is sometimes lost; pupils are not able to articulate possible responses to the mission provided in the liturgy. The school has made improvements since the last inspection in terms of training and following the *Ordo* to provide a theme: this ensures that worship is less of a performance and a more personal experience.
- Little time is spent encouraging the senior school pupils to take a lead role in Collective Worship; as a result, Collective Worship for senior school pupils appears to be routine and they lack interest in it.
- Staff feel that their spiritual needs are supported by the school. Adults associated with the school are invited to attend and some respond. Consideration should be given to separating some of the acts of worship so that they can be age-appropriate and therefore more engaging to the make-up of the congregation gathered.
- Mass takes place three times a year. Pupils do not have the opportunity to attend Mass on all feast days. Collective Worship is mainly led by the Foundation's Anglican Chaplain, who is extremely passionate about ensuring the Collective Worship follows a set theme and links to the 'word of the week'.
- Collective Worship takes place in the chapel, which is a beautiful place in which to worship. Pupils are very well behaved in the chapel, acting with reverence and respect. Good links are made between Jesus as a servant king and the Queen's qualities in relation to her Platinum Jubilee celebrations. Little opportunity is made to link worship to particular feasts, such as the Ascension of Our Lord. Collective Worship needs to reflect more closely links to the Church's liturgical year.
- The senior school needs to relaunch a pupil chaplaincy group comprising representatives from all year groups and take the opportunity of using its established 'house system' to provide more opportunities for Mass and liturgical events.

PREPARATORY SCHOOL

How well leaders and governors promote, monitor and evaluate the provision for Collective Worship – Inadequate

- Leaders have taken positive steps to upskill the staff in the provision of Collective Worship, which is having a positive impact on pupils' engagement and enjoyment of worship in the preparatory school.
- The structure of worship recommended by the diocesan education service (NRCDES), and supported by diocesan youth service (NCDYS), is embedded within the preparatory school and, as a result, pupils engage joyfully and appreciate the time to 'develop in our faith'.
- Whilst Collective Worship has improved since the last inspection and is far more accessible to pupils, leaders, including governors, need to ensure a more rigorous process for monitoring and evaluation which includes the wide range of stakeholders and further develops the quality of worship in and across the preparatory school.

SENIOR SCHOOL

How well leaders and governors promote, monitor and evaluate the provision for Collective Worship – inadequate

- Leaders understand how to plan and deliver Collective Worship. Leaders' delivery of Collective Worship is of variable quality and pupils do not always understand the messages conveyed.
- Leaders in the senior school do not promote pupil led planning and delivery of Collective Worship well enough. Leaders have engaged with the diocesan youth service (NDCYS) approach to Collective Worship and have had some training. Leaders are attempting to model good practice in acts of worship; this now needs to filter into authentic pupil leadership of liturgy.
- Leaders and governors do not have a good understanding of what strong liturgies look like and therefore scope for improvement is limited to what they see within their own Foundation of schools. Leaders, and those responsible for enabling pupil leadership of Collective Worship, need to visit other schools to see and learn from the excellent practice taking place.
- There is no system of formal monitoring and evaluation of Collective Worship in the senior school. There is no evidence of evaluation forms or examples of when evaluation and monitoring has led to improvement. The senior school needs to develop a system of monitoring Collective Worship.
- Governors have checked that Collective Worship is taking place and asked about the scripture and prayers used; however, this level of monitoring is superficial and there is not yet enough challenge to ensure that prayer and worship are given the highest priority. Governors need to work closely with governors from other schools to implement some good practice on how to promote, monitor and evaluate the provision for Collective Worship.

SCHOOL DETAILS

School Name	Loughborough Amherst Preparatory School
Unique Reference Number	120317
CMAT	N/A

The inspection of this school was carried out on behalf of the Bishop of Nottingham under Canon 806 of Canon Law in accordance with the *evaluation schedule* for diocesan canonical inspections in the Diocese of Nottingham. The inspection reviews and evaluates how effective the school is in providing Catholic education. The process begins with the school's own self-evaluation and the inspection schedule is in line with the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA).

During the inspection, the inspectors observed 6 Religious Education lessons and 1 Act of Collective Worship.

Meetings were held with the headteacher and the subject leader for Religious Education. Discussions were also held with pupils and parents.

The inspectors scrutinised a range of documents including action plans, the school development plan, monitoring forms, assessment information and parental response forms. Inspectors also examined the work in pupils' Religious Education books.

Loughborough Schools Foundation Chair:	Mr Andrew Harris
Chair of Amherst School Board:	Mrs Anna Murphy
Head of Preparatory School:	Miss Elizabeth Winton
Date of Previous School Inspection:	21 June 2018
Telephone Number:	01509 263901
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SCHOOL DETAILS

School Name	Loughborough Amherst Senior School
Unique Reference Number	120317
CMAT	N/A

The inspection of this school was carried out on behalf of the Bishop of Nottingham under Canon 806 of Canon Law in accordance with the *evaluation schedule* for diocesan canonical inspections in the Diocese of Nottingham. The inspection reviews and evaluates how effective the school is in providing Catholic education. The process begins with the school's own self-evaluation and the inspection schedule is in line with the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA).

During the inspection, the inspectors observed 3 Religious Education lessons and 1 Act of Collective Worship.

Meetings were held with the headteacher, the subject leader for Religious Education, the Foundation's Anglican Chaplain and governor. Discussions were also held with pupils and parents.

The inspectors scrutinised a range of documents including reports of the governing body, action plans, the school development plan, monitoring forms, assessment information and parental response forms. Inspectors also examined the work in pupils' Religious Education books.

Loughborough Schools Foundation Chair:	Mr Andrew Harris
Chair of Amherst School Board:	Mrs Anna Murphy
Headteacher:	Dr Julian Murphy
Date of Previous School Inspection:	21 June 2018
Telephone Number:	01509 263901
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WHAT INSPECTION JUDGEMENTS MEAN

Within the report, the following grades are used:

Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires Improvement
Grade 4	Inadequate

In the context of the whole school, the overall effectiveness grades have the following meaning:

Grade 1	Outstanding	The school is a highly effective Catholic school. Pupils' needs are exceptionally well met.
Grade 2	Good	The school is an effective Catholic school. Pupils' needs are met well.
Grade 3	Requires Improvement	The school is not yet a good Catholic school, it is not inadequate however, and there are aspects that require improvement. There will be a monitoring visit within the next 18 months and the school will be re-inspected within 3 years.
Grade 4	Inadequate	There are features in need of urgent and immediate attention. The school is not meeting the basic minimum requirement for adequacy as a Catholic school. The school will receive an annual monitoring visit and will be re-inspected within 3 years.