



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 (JOINT CATHOLIC AND ANGLICAN SCHOOL)

Horrocks Avenue,  
Liverpool,  
L19 5PF.

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Inspection date:	Tuesday 11 <sup>th</sup> December 2012
Date of previous inspection:	N/A
URN	136119
Inspectors:	Miss Elizabeth Collins Rev. Deacon Paul Mannings

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Type of School:	Academy
Age range of pupils:	11 – 18 (mixed)
Number on roll:	974
Chair of Governors:	Mr. M. Sunderland
Principal:	Mr. J. Pendlebury
Telephone number:	0151 294 3150
E-mail address:	enquiries@esla.org.uk

## 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

The Enterprise South Liverpool Joint Catholic and Anglican Academy was opened in September 2010. It is about average in size and boys account for about two thirds of the intake. Students' eligible for the pupil premium is well above average as is the number with disabilities or special educational needs. The majority are of White British heritage. There were considerable staffing changes in the summer term. The academy moves into new accommodation in September 2013.

## Key for inspection grades

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 Joint Catholic/Anglican school as a Christian school are satisfactory**

The Academy has successfully laid some clear Christian foundations following a difficult period of bringing together two very different communities. Specific Christian values are being accepted by students as the hallmark of school life and the framework for relationships. This is seen clearly in their appreciation of the place of Collective Worship in daily life and the outcome already evident in their academic and personal development.

**Grade: 3**

### **Improvement since the last inspection**

Not applicable.

**Grade N/A**

### **Capacity to improve**

There is good capacity for improvement. The Principal and his newly formed extended management team have a shared understanding of the Christian vision created for the school. They understand how this can impact on the outcomes for learning and personal development of the students and are very committed to its success.

**Grade: 2**

### **Focus for development**

To undertake a curriculum review for Religious Education in Key Stage 3 by ensuring:-

- the Religious Education contribution to Creating Futures (Year 7) and Enterprising Minds (Year 8) complements the learning students experience in their designated Religious Education lessons in terms of specialist vocabulary and concepts;
- the designated Religious Education content for the programme of study shows clear continuity and progression.

For leaders and managers, including governors to be responsive for monitoring and evaluating the Academy's Christian life particularly by ensuring:-

- the time provision for Religious Education fulfils the expectations of the respective sponsoring dioceses;
- the school policy for Religious Education reflects that of the school's trust deed and sponsor's requirements;
- the Collective Worship policy makes clear the aims and objectives for worship within the context of the school's foundation.

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

The Christian values, especially those of respect, compassion and justice are identified through worship and the Academy Prayer. These are reflected in relationships and in how sensitive issues are dealt with. Children identified before entry to Year 7 as vulnerable are offered individual support and an opportunity to settle into the new school in a designated secure environment. Very good use is made of a local church facility for others who are likely to be permanently excluded. Consequently in the last two years attendance has risen; exclusions reduced; standards and progress have improved significantly and the majority of students and staff feel valued and special. Behaviour around the school by and large demonstrates respect for others. Relationships in lessons are good. Students work well collaboratively and show understanding and compassion for others. This is seen in the way many give their time generously to support local community events. Different worship events give good opportunities for developing spiritual and moral awareness within a Christian context. A student delighted in the opportunity of a "new" tradition for the school in having a Christmas carol service in a local church. Others agreed with him that this was an opportunity for their Christian community to be seen in a public venue. Extra-curricular provision raises students' awareness of their own community and how they can contribute. Year 7 students are returning to local primary schools to help the chaplain lead worship. The newly formed chaplaincy team brings into the school members of a wide range of traditions thus extending student perception of the Christian Church. Through Religious Education they are also introduced to members of other faith and religious communities. Students spoke with confidence about the beliefs and practises of others. There is limited opportunity to create quiet reflective spaces in either building however, but in the lower school site a designated "faith space" has been created. This is used effectively for the Creating Futures and Enterprising Minds courses.

### **Grade 2:**

## **The effectiveness of the provision for Collective Worship is good**

Students have a very positive attitude to Collective Worship and appreciate the time given to it. The weekly theme is used flexibly so form and year group worship can be tailored to individual needs. Sixth form students' welcome the opportunities to reflect on approaches they have chosen for themselves. Year 8 students considered thoughtfully the question of how long consumable aspects of Christmas last. They understood clearly that these 'trimmings' are short lived, but 'Jesus is for life and not just Christmas'. Good use was made of prayer, inclusive discussion, interaction and empathy in a Year 7 class worship. Considerable effort has gone into producing the programme for worship. It has been embraced successfully by the majority of form staff. This provides consistent provision for Collective Worship across the Academy. Students are beginning to have the confidence to make their own contribution in class as well as participating in year group gatherings. The shared traditions of the two church sponsors are woven into content naturally. Students understood clearly the focus of the Advent Wreath and how they could use the season for their own spiritual wellbeing. The well-constructed Academy prayer is used

effectively. Students recognise its implications for every-day-life. The worship themes have also prompted some to become involved in charitable projects like the South Liverpool Foodbank and Nugent Care. A student referred to a petition from the school prayer when talking about involvement in local charity work.

**Grade: 2**

### **The effectiveness of Religious Education is satisfactory**

All students follow externally accredited courses in Key Stage 4. Standards of attainment for the majority of students are well within expectations and, for two thirds of the 2012 cohort taking the GCSE short course above expectations. All but two of the remaining third of the cohort sat an Entry Level course and were successful. Scrutiny of students' books overall, show inconsistent standards however, and few in Key Stage 3 reach levels beyond expectations. Achievement in this Key Stage is no better than that found in other curriculum areas and many students do not make expected progress from previous starting points. The department is working to address this, although outcome to-date is inconsistent. Students enjoy Religious Education, especially when given opportunities to contribute their own views and opinions. They formulate thoughtful answers to questions of faith and belief and are fluent and clear in their thinking. They obviously feel safe to express their own responses and feel confident to speak about personal experiences. Opportunities for this level of achievement in written work, is however often lost by undemanding tasks. Religious Education provision in the majority of year groups is currently inadequate. The expectation is that this will be addressed in Years 7, 8 and 9 in February 2013 and in Years 10, 11 and 13 in September 2013. There is no indication, however, as to what provision will be made for Entry Level pupils in Years 10 and 11. The curriculum offered currently in Years 7 and 8 follows two strands. Future development should give continuity and progression in religious learning and thinking to give a comprehensive framework for learning in Key Stage 3. The appointment of a new curriculum leader is already having an impact in certain areas of the department. There is a clear vision for the future. Effective monitoring and evaluation strategies are in place and beginning to take effect. Diagnostic marking is now evident in students' books although not as yet used consistently.

**Grade: 3**

### **The effectiveness of the Leadership and Management of the Christian Life of the school is satisfactory**

The Academy Mission Statement was created by the sponsors and makes no direct reference to the school's Christian affiliation. As such it has little influence on the Christian life of the school. The Principal with the support of senior colleagues has created a clear Christian vision for the school. This identifies Christian values which are reflected through Collective Worship and pastoral provision. The senior leadership team and their associate teams play a major role in embedding the values and promoting the Christian life in action and attitudes. Students entering the school since its opening have happily

embraced the ethos the vision has created. Those from the respective predecessor high schools have gradually taken it on board and now feel comfortable in the overall ethos. One sixth form student expressed pride in the fact that the new build would be at the centre of the local community. Effective pastoral and spiritual links with the parishes are being established by the chaplain. This has produced a good range of personnel from the community to support pastoral, spiritual and religious needs for adults and students within the school. Governors have taken some responsibility for the school's ethos as members of the Ethos Committee. Some monitoring and evaluating processes are in place but there is little evidence of the governors having a realistic view of the school's needs in this area. The policies for Collective Worship and Religious Education fail to reflect the joint Catholic and Anglican foundation of the school and the time requirements for Religious Education have not been fulfilled.

**Grade: 3**

## INSPECTION JUDGEMENTS

### **OVERALL EFFECTIVENESS**

How effective the school is in developing its distinctive Christian nature	3
The school's capacity for sustained improvement	2

### **OUTCOMES FOR PUPILS**

<b>How good are outcomes for individuals and groups of pupils?</b>	
How well pupils achieve and make progress in Religious Education	3
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	2

### **PROVISION**

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

### **LEADERS AND MANAGERS**

<b>How effective is the leadership and management of the Christian life of the school?</b>	
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.	3
How effectively leaders and managers promote community cohesion	2

<b>Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 satisfactory and grade 4 inadequate</b>	<b>Grades</b>
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