



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

THE DE LA SALLE ACADEMY

LIVERPOOL

Inspection Date Tuesday 25 June 2013

Inspectors Deacon Paul Mannings Mrs. Barbara Melia

Unique Reference Number 136409

Inspection carried out under Section 48 of the Education Acts 2005 and 2011

Type of School Catholic, boys' comprehensive

Age range of pupils 11-18

Number on roll 396

Chair of Governors Brother Thomas Campbell F.S.C.

Headteacher Mr. Patrick Ferguson

School address Carr Lane East
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Date of last inspection Tuesday 3 March 2009

Introduction

This inspection was carried out under Section 48 of the Education Acts 2005 and 2011

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

The inspectors are members of the Christian Education Department and their associates approved by the Archbishop of Liverpool for this purpose.

Information about this school

- The De La Salle Academy is a Catholic, 11-18, boys' comprehensive.
- The school is under the trusteeship of the Brothers of the Christian Schools (De La Salle Brothers).
- The school became an Academy in January 2011.
- There are 396 pupils on roll of whom 304 are baptised Catholic, with 41 from other Christian denominations and 24 from other faith or religious traditions.
- The majority of pupils are drawn from associated Catholic primary schools in two pastoral areas.
- There are 42 teachers of whom 24 are Catholic.
- The Religious Education department has three members: two full – time and one who also teaches another subject. Two are qualified in Religious Education.

Key for inspection grades

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

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Overall effectiveness:

The De La Salle Academy provides good Catholic Education.

Inspection Judgements

The extent to which the pupils contribute to and benefit from the Catholic Life of the school.

- The extent to which pupils contribute to and benefit from the Catholic Life of the school is outstanding.
- Pupils clearly describe their understanding of the school's La Sallian ethos. They provide examples of what this means to them in daily life through their wide ranging work in assisting others in the local community.
- Pupils appreciate their belonging to the De La Salle global network of schools. They keenly appreciate involvement through receiving overseas pupil visitors who are resident on-site.
- Pupils speak with appreciation about the school's vision, mission and core values incorporated into their daily school life. They know the values underpin the levels of care and education they receive. Pupils respect the staff. They are confident the school is dedicated to their personal and academic progress.
- Pupils are enabled to have a strong sense of personal worth. They are proud of their background and the community to which they belong.
- Pupils speak with equal pride about their school and not least the links with the wider local church.
- Pupils feel secure in expressing their religious beliefs. They are clear about the place of Religious Education in their lives.
- Catholic Life generates pupils' spiritual and moral development. They are encouraged to reflect and to take personal responsibility for their own development and actions.

How well pupils achieve and enjoy their learning in Religious Education

- Pupils show good levels of achievement and attainment in Religious Education.
- They are set challenging personal targets.
- At the end of Key Stage 3 progress in attainment and achievement is a departmental strength. Above average numbers are secure at Level 5 and show significant progress into Level 6.
- In Key Stage 4 numbers of pupils achieving GCSE grades A* - C rose considerably from 42% in 2009 to 62% in 2010. In 2011 this figure was 52% and in 2012 was 50%, with 25% of this cohort achieving A* - A, which was outstanding.
- The department is focusing on raising GCSE grades to reflect overall performance at the end of Key Stage 3.
- In Key Stage 5 accredited standards are good with 72% of students achieving Level 3.
- In each Key Stage most pupils are making at least good progress and some are making outstanding progress.
- Pupils are motivated to achieve by standards of learning and teaching. Their behaviour in lessons and around the school is outstanding.

How well pupils respond to and participate in Collective Worship

- Pupils' response to and participation in Collective Worship is good.
- In year group Collective Worship outstanding elements include pupils' willingness to lead and to pray. They are secure in publicly stating beliefs and airing personal reflections.
- Pupils agree that prayer takes place in form groups. There are some occasions when they are invited to lead the prayer. There are occasions when prayer opportunities are shared reflectively. On the whole they regard form time prayer as more routine.
- Pupils are reverent in prayer. During periods of silence there is an appropriate atmosphere for personal reflection.
- Pupils regard Collective Worship as a valuable part of school life. It enables them to focus on their own needs and the petitions of others.
- Pupils value the school chapel. Several regard it as a homely base where they can simply gather their own thoughts and plan the day. For others it is an essential place of prayer.

The quality of teaching and how purposeful learning is in Religious Education

- The quality of teaching and purposeful learning in Religious Education is good.
- Outstanding features include maximum use of prior learning. There is rigorous use of assessment for learning. Independent study pathways are innovative and challenging.
- Teaching is organised. Its delivery is exciting. Rapport between teachers and pupils is conducive to progress.
- End of task assessment is good. Marking and annotation is appropriate. It is positive and encouraging. The existing good process should now include consistent use of Levels of Attainment. This will ensure pupils are able to identify levels they are working at and toward.
- There is good differentiation through structured tasks that challenge all levels of ability. There are variable times for completion. Pupils are well used to supporting each other. Styles of teaching have the flexibility to ensure on-task monitoring and encouragement.
- Pupils are confident to share their learning.
- Teachers are keen to congratulate and develop pupil potential.

The extent to which the Religious Education Curriculum promotes pupils learning

- The extent to which the Religious Education curriculum promotes pupils' learning is outstanding.
- Key Stage 3 has been developed to sharpen the focus on Research, Revelation and Response. The programme is innovative and rigorous. It is exciting and well resourced.
- The GCSE specification is appropriate to the needs and aspirations of the whole cohort. Its content too is well resourced.
- In Key Stage 5 GCE AS and A2 is available for a relatively small group of students. All students undertake the accredited general course in Religious Education. Its process and content is subject to annual external verification. In each scrutiny provision has been judged to be highly effective.

- The time allocation in Key Stages 3 and 4 is 8%, the equivalent of two periods out of 25. Provision should not fall below this percentage. In the event of a 30 period timetable, provision should be increased to the required 10%. For AS and A2 there is 20%. For the Post 16 general course there is 4%, the equivalent of the one required lesson per week.
- The curriculum content is a first – class expression of the Catholic Faith. This nurtures the values of the pupils, which they are encouraged to express in everyday life.
- The curriculum is inclusive of other world faiths and traditions.
- The curriculum makes a major contribution to pupils’ spiritual and moral development.
- The content robustly fulfils the requirements of the Religious Education Curriculum Directory for Catholic Schools and Colleges in England and Wales – 2012.

The quality of Collective Worship provided by the school

- The quality of Collective Worship provided by the school is good.
- Themes and many of the resources produced by the planning team are outstanding. They express the Liturgical Year.
- Planning includes opportunities for various presentations within seasonal services and retreat programmes.
- Other world faiths and traditions are included and celebrated.
- Pupils regard provision as inclusive because of its coverage of everyday successes, problems and challenges.
- Daily Collective Worship for year groups and staff is given high profile.
- There should be more regular monitoring of the quality of its provision in form groups. This should be used to identify good practice which can be shared. Noted areas for development can inform in–service training needs.

How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan and implement improvement to outcomes for pupils.

- Leaders, governors and managers are outstanding in promoting and developing the Catholic Life of the school and show good understanding of and commitment to the Mission of the Church.
- This is driven by the La Sallian ethos which directs the school’s Catholic Life both locally and internationally.
- The shared vision is to make a difference by enabling the whole community to strive for the common good. This vision is supported by the mission to challenge minds through the living expression of the school’s core values namely, faith, courage, respect resilience and independence.
- The result is a clearly shared commitment to living the gospel, owned and expressed by staff and pupils.
- The vision is used to directed and monitor all school policies.
- The Section 48 Self Evaluation document specifically identifies the school’s Catholic Life and plans its realistic development.
- Lay-chaplaincy is integral to the Catholic Life. The role is closely associated with co-ordinating Collective Worship. It is well linked to Religious Education. Equally the role is all embracing in terms of the lay–chaplains sharing of time and support for all staff and pupils. It includes diocesan works and links with pastoral area projects. The latter promotes the school’s outreach.

How well leaders, governors and managers promote, monitor and evaluate the provision for the Religious Education of the school and plan and implement improvement to outcomes for pupils.

- Leaders, governors and managers provide outstanding monitoring and evaluation of Religious Education. Together they plan and implement improvement to outcomes for pupils.
- This is clearly expressed within the Section 48 Self–Evaluation document.
- The school has continued to improve since the last inspection and is well on route to reaching outstanding overall.
- The subject leader provides outstanding leadership and management. This role has developed incisively due to clear direction from governors and senior leadership. It is carried out with confidence and professionalism both underpinned by a living faith.
- This direction is celebrated by teachers in the department. Together they are a strong team of high calibre practitioners.
- Governors, senior and subject leadership remain committed to diocesan projects, which they generously support with time and personal expertise.

What the school needs to do to improve further:

- Continue to enrich Collective Worship by:
 - More regular monitoring of the quality of form group worship;
 - in–service training for staff to share good practice and address areas for development;
 - maximising the usage of resources provided by the co-ordination team.
- Further development of good standards of attainment and achievement by:
 - Continuing to raise GCSE performance that reflects levels of progress made by all pupils at the end of Key Stage 3.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	2
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OUTCOMES FOR PUPILS

How good outcomes are for individuals and groups of pupils	
The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
How well pupils achieve and enjoy their learning in Religious Education	2
How well pupils respond to and participate in the school's Collective Worship	2

PROVISION

How effective the provision is for Catholic Education	
The quality of teaching and how purposeful learning is in Religious Education	2
The extent to which the Religious Education curriculum promotes pupils' learning	1
The quality of Collective Worship provided by the school	2

LEADERS AND MANAGERS

How effective leaders, governors and managers are in developing the Catholic Life of the School	
How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan and implement improvement to outcomes for pupils	1
How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	1

Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 requires improvement and grade 4 inadequate
