



DIOCESAN CANONICAL INSPECTION REPORT

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

De Lisle College, a Catholic Voluntary Academy

Thorpe Hill, Loughborough, Leicestershire, LE11 4SQ

School URN:	138298
Inspection Date:	12 December 2018
Inspectors:	Mr James McGeachie and Mr Chris Maher

Overall Effectiveness	Previous Inspection:	Outstanding	1
	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

De Lisle College, a Catholic Voluntary Academy is a Catholic school that requires improvement.

- The recently appointed headteacher has a clear vision for the college, which is founded on his own strong faith and a commitment to providing the best Catholic education possible for all pupils. His plans for developing all areas of the college's work and in particular the Catholic Life of the college and the quality of Collective Worship across the college are accurate and will address areas in need of improvement. However, they are embryonic and have not yet had the chance to have the impact needed.
- The Catholic Life of the school requires improvement. This is an area that school leaders recognise needs improvement and they have planned a number of developments, including in-school retreats for all year groups which will increase the opportunities for young people to develop their relationship with God and make greater contributions to the school and wider community. The college should develop key spaces in the school so that they clearly reflect the Catholic character of the college.
- The quality of Religious Education is good. The subject leader for Religious Education is an excellent practitioner and strong leader. College leaders prioritise Religious Education as a core subject and it has a high standing within the college community. Staff teaching in the department have very good subject knowledge and use a range of approaches to ensure good progress. Lessons are generally well-planned and most pupils make good progress. Systems for monitoring the quality of Religious Education should be strengthened and reviewed by the local governing body.
- Collective Worship requires improvement. The lay chaplain is both inclusive and committed. She has the respect of staff and pupils. However, her work in developing the quality of Acts of Worship and form time worship is in the early stages and is yet to become established. The college's work on Collective Worship must be supported by greater strategic leadership from the senior leadership team and a robust process for evaluating its quality and effectiveness, which can then lead to improvement activities to develop it further.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

- De Lisle College is a larger than average secondary school with 1285 pupils on roll.
- On 1 September 2018, De Lisle College joined the recently formed St Thomas Aquinas Catholic Multi-Academy Trust, having previously been part of the Blessed Cyprian Tansi Catholic Academy Trust.
- The college serves the parishes of St Mary's, Loughborough; Sacred Heart, Loughborough; Holy Cross, Whitwick; The Divine Infant of Prague, Syston; St Gregory's, Sileby; Our Lady of Lourdes, Ashby; St Charles, Measham; Church of the Risen Lord, Castle Donington; Our Lady of Mercy, Melbourne; St John the Baptist, Melton; St Peter's, Melton; St Theresa's, Birstall; Sacred Heart, Rothley and Our Lady of the Angels, East Leake.
- 47% of pupils attending the college are baptised Catholics. 28% are from another Christian background, 10% from other faith backgrounds and 15% have no religious affiliation.
- The percentage of pupils who are eligible for the pupil premium (13%) is in line with the national average; 10% of pupils are at the 'school support' stage of the special educational needs and/or disabilities register.
- The recently appointed headteacher took up post on 1 September 2018.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Catholic Life:
 - Involve pupils, staff, parents and governors in creating a new college mission statement which should then become the cornerstone of college life.
 - Provide more opportunities for a greater number of pupils to reflect on their faith and the teachings of Jesus Christ by offering more visits and implementing a programme of in-college retreats.
 - Develop the college's physical environment so that it clearly reflects its mission and identity through concrete and effective signs of the college's Catholic character.
 - Ensure that all members of the college community, including pupils, parents, staff and governors contribute to leaders' evaluation and development of the Catholic Life of the college.
- Religious Education:
 - Develop and embed strategies to improve progress for boys, disadvantaged and SEND pupils so that their progress is at least in line with other pupils.
 - Improve the quality and consistency of feedback and associated pupil response to enable all pupils to make better progress in Religious Education.
 - Leaders and local governors should improve systems to monitor the quality of Religious Education to ensure that areas for development are accurately identified and that work to address these areas is carefully evaluated. Local governors need to be secure that improvement priorities have been acted upon and are having an impact on improving outcomes..
- Collective Worship:
 - Build on the recently overhauled programme of Collective Worship by increasing the variety of worship so that it does not always follow the same format.
 - Ensure that a greater number of pupils are more actively involved in the planning, resourcing, delivery and evaluation of form time worship, acts of worship and whole college liturgies and Masses.
 - Establish greater strategic leadership of Collective Worship at senior leader level through more rigorous and effective planning, monitoring and evaluation, which should be reviewed regularly by the local governing body.
 - Work closely with effective Catholic schools within the St Thomas Aquinas CMAT and the wider diocesan community to learn from outstanding practice around the key areas of Catholic Life and Collective Worship.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL	3
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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 governors promote, monitor and evaluate the provision for 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 – requires improvement

- The new headteacher is an inspirational Catholic leader with a strong commitment to the educational mission of the Church. His vision and determination to reinvigorate the Catholic Life of the college have been well received by all members of the college community.
- Supported by an able and enthusiastic senior leadership team, the headteacher must now press ahead with plans to provide more opportunities for pupils to encounter Jesus on a daily basis at the college.
- Pupils are proud of their college and generally conduct themselves in a very positive manner. This is particularly evident in lessons, with only a small number of pupils not meeting the college's expectations for behaviour during lessons or the lunch break.
- The new pupil chaplaincy team is a strong group and is made up of pupils from a range of backgrounds, ages and faiths. They are strong advocates for the Catholic Life of the college, but their work has yet to have an impact on the wider pupil body.
- The process of creating a new mission statement must be prioritised and must ensure that all members of the community and especially pupils, have the opportunity to shape it.

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

- There is a strong sense of community within the college which was consistently recognised and described as a strength of the college by pupils, staff and local governors. Pupils of all faith backgrounds feel part of the community.
- The pastoral care offered to pupils and staff is a strength. This was highlighted by a pupil who had recently joined the college and benefited from supportive staff and fellow pupils. Pupils, who spoke to the inspectors, were unanimous in stating that the college deals very effectively with any bullying which may take place.
- The staff induction programme provides valuable guidance to those joining the college, particularly if they are new to Catholic education.
- Although work has begun on upgrading the college Chapel and reception area, this is not yet complete and must be accompanied by a commitment to ensuring that all areas of the college have obvious and consistent signs of the Catholic character of the college.
- The lay chaplain has begun work on developing opportunities for supporting and promoting the Catholic Life of the college, but this has only recently begun and needs more time to have the desired impact.

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

- Leaders and local governors demonstrate a strong commitment to Catholic education and the mission of the Church; they are well respected by the college community. The headteacher demonstrates this commitment by allocating staffing, time and financial resources accordingly.
- This strong commitment to the Catholic Life of the college must now inform the strategic leadership of this key area of the college, so that it develops to fully meet the needs of the entire college community.
- College leaders, including local governors, should develop a more robust and regular system for monitoring the effectiveness of the Catholic Life of the college and act swiftly upon the recommendations from this monitoring.
- College leaders would benefit from experiencing and harnessing the best practice seen in other Trust or diocesan schools.
- Leaders must ensure that the college's programme for Relationships and Sex Education (RSE) reflects Catholic teachings and principles in a more overt way and that it is compatible with the Catholic Education Service model policy.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION	2
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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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How well pupils achieve and enjoy their learning in Religious Education – good

- Attainment in Religious Education is broadly in line with the diocesan average for the last three years. In 2016, the GCSE attainment at grades A*-C was 70%, in 2017 it was 76.4% and in 2018 attainment at grades 4-9 was 57.8%. The average point score from FFT Aspire was -0.13 in 2016, +0.26 in 2017 and +0.06 in 2018 (where a positive score indicates good progress in Religious Education against a national benchmark).
- The attainment and progress of some pupil groups, such as disadvantaged pupils, boys and pupils with special educational needs and/or a disability remain areas for improvement. This was a target from the previous diocesan canonical inspection and must remain a focus area across the college.
- Most pupils approach lessons with interest and are engaged during activities. For example, the Year 7 lessons observed showed pupils to be particularly engaged in their learning due to the high level of challenge and the use of complex texts which resulted in pupils using advanced terminology to explain who Jesus was.
- Most pupils, relative to their age, displayed good religious knowledge and language. The Religious Education department has developed knowledge organisers to help improve pupils' factual knowledge. This is part of a whole college approach to improving pupil knowledge.
- In lessons where pupils enjoyed learning, the teacher facilitated discussions in an incisive and exciting way through the use of open questioning thereby requiring pupils to respond with a greater level of knowledge and depth. In less successful lessons, teachers employed a more limited range of questioning strategies. As a consequence, pupils were not always able to demonstrate that they had achieved the desired objective of the lesson and there were incidences of off-task behaviour. Therefore, behaviour for learning is varied across the department.
- The quality of most pupils' current work is good, however, for some pupils, particularly boys, presentation requires improvement and teachers need to check that they are completing classwork at regular intervals.
- Some of the learning areas and displays where Religious Education is taught need improvement so that they become more stimulating and engaging environments for learning.

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

- During most lessons, pupils were engaged and the quality of teaching over time is good. However, when teaching was not engaging and lacked pace, some pupils, particularly boys, displayed some low level disruption and as a consequence, had a negative impact on other pupils' progress. This is due to some teachers not having consistently high expectations of pupils' behaviour. There was a marked difference in some pupils' behaviour for learning in the afternoon compared to the morning session.
- The Religious Education department has detailed schemes of work to support teachers' planning. The department has a collegiate approach to planning and the sharing of resources.
- Teachers are confident in their subject expertise and they deploy a range of teaching strategies to engage pupils. For example, in one Sixth Form lesson, pupils discussed some case studies and applied ethical theories on Natural Law and Situation Ethics.
- Pupils are very positive about their Religious Education lessons and the department is working hard to address the decline in the numbers of pupils studying Religious Education in the Sixth Form.
- There are examples of effective feedback and marking within the Religious Education department using the 'What Went Well', 'Now I Must' and 'Action Taken' approach. However, whilst there is a conscientious approach to the first two steps of this process, in a large number of cases, the 'Action Taken' box is not consistently completed by pupils and as a result, the response to feedback is not yet having the desired impact on progress.
- Assessments are structured and focus in both Key Stages 3 and 4 on developing skills to answer GCSE exam questions. The department has adopted an approach of dedicating time for pupils to reflect on and respond to improvement targets. However, this is inconsistent across the department.

The extent to which leaders and governors promote, monitor and evaluate the provision for Religious Education – good

- Leaders and local governors share a common purpose and understanding of the importance of Religious Education. It holds a place of significance within the college and is seen by all as a core and leading subject. The head of department for Religious Education has a clear vision and high expectations of both staff and pupils, which result in Religious Education having a high profile in the life of the college.
- This vision and high expectation is fully supported and encouraged by the headteacher and senior leader who has recently taken over the line management of Religious Education. The subject meets the Episcopal requirement for 10% Religious Education curriculum time. In Key Stage 3, the curriculum time is above this requirement.
- The quality assurance faculty evaluation programme has been extended by college leaders to now include two reviews a year. College leaders need to ensure that this monitoring is accurate, systematic and that it identifies the correct priorities for the Religious Education department to enable it to move forward in the right direction.
- Leaders and local governors ensure that Religious Education is comparable with other core subjects in terms of resourcing, staffing, professional development and accommodation.
- The local governing body should ensure that its monitoring of standards in Religious Education becomes more regular and systematic and that they hold college leaders to account over the quality of provision and outcomes.
- Leaders and local governors need to continue to focus on pupil groups to ensure that they make progress which is at least in line with other pupil groups in the college from their starting points.

COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP	3
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- 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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How well pupils respond to and participate in the school's Collective Worship – requires improvement

- The lay chaplain has initiated a new approach to Collective Worship, which has mainly focused on Acts of Worship for year groups and within form groups; this now requires on-going support from college leaders to ensure it is consistent across the college and has the intended impact.
- The Sixth Form Act of Worship observed by inspectors was a good example of Collective Worship and involved group singing, prayer and reference to scripture. It was planned and led, with support from the lay chaplain, by pupils.
- Form time worship was inconsistent. Inspectors observed a form, where dedications and thoughts were written on paper to become the straw in the nativity display. However, in other form times, activities and pupil participation were inconsistent and not in line with college expectations. It is important that there is an insistence from senior leaders that all members of college staff are expected to support the prayer life of the school in an active way. This must be monitored in a rigorous way.
- The pupil chaplaincy team has started to take a lead in generating ideas for worship and prayer, but should be encouraged to be more creative in the style and form of prayer and worship.
- Collective Worship is carefully planned so that pupils of other faiths, or no faith, feel included and are confident to participate fully.

The quality of provision for Collective Worship – requires improvement

- There are regular opportunities for pupils and staff to pray together. Staff regard prayer as an important element of the college community. Pupils are encouraged to write and share their own prayers in form time and feel comfortable and confident in doing so. However, this is not yet consistent across the majority for forms.
- The pupil chaplaincy team has started to take a lead in generating ideas for worship and prayer, but should be encouraged to be more creative in the style and form of prayer and worship.
- The quality of worship would improve if there was a greater focus on reflection time, to spend in silent prayer, and mission, to be active disciples of Christ in the college community.
- Although space is limited within this large secondary school, leaders, are starting to adopt creative approaches to ensure a full programme of worship. Recently, for All Saints' day, Years 7 and 8 walked to a local parish church for the celebration of Mass.
- The lay chaplain supports staff with training, advice and guidance on how to lead worship. College leaders have started to identify, though informal monitoring, where staff are not able to meet their expectations in leading worship and should now seek to support them.

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

- College leaders lead by example in planning, resourcing and delivering Acts of Worship. They participate fully in liturgies and Masses. The headteacher is passionate about improving the quality and consistency of Collective Worship.
- The lay chaplain has very creative ideas about developing the role of staff and the pupil chaplaincy teams, but needs greater opportunities, through training sessions, to achieve her vision.
- A recent movement of the line management of the lay chaplain to a member of the senior leadership team has meant that the whole college planning of Collective Worship is becoming more strategic.
- Local governors regularly attend liturgical events in the college and should now be more consistent in their monitoring and evaluation of this to college leaders and the rest of the local governing body.
- The strategic monitoring of Collective Worship should be developed to ensure that senior leaders and local governors have a clear picture of the consistency and effectiveness of Collective Worship and then monitor any actions arising from the evaluation.

SCHOOL DETAILS

School Name	De Lisle College, a Catholic Voluntary Academy
Unique Reference Number	138298
CMAT	St Thomas Aquinas Catholic Multi-Academy Trust

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 (September 2018)* 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 9 Religious Education lessons, 1 Act of Collective Worship and 4 form periods. The majority of observations were conducted jointly with members of the college's senior leadership team and the lead inspector carried out a learning walk with the headteacher.

Meetings were held with the headteacher, the subject leader for Religious Education, the senior leader overseeing chaplaincy and Collective Worship, the lay chaplain, the Trust CEO, 3 local governors including the co-chairs of the local governing body and one parish priest. Discussions were also held with pupils from all key stages and the pupil chaplaincy team.

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

Chair of Governors:	Mrs Eileen Smith and Mrs Maria Jane
Headteacher:	Dr John Pye
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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.