



Archdiocese of
Liverpool



Diocese of Liverpool

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

HOPE ACADEMY
A JOINT CATHOLIC AND ANGLICAN ACADEMY

Ashton Road
Newton-le-Willows
WA12 0AQ

Inspection date:	Wednesday & Thursday 25 & 26 April 2018
Date of previous inspection:	Tuesday & Wednesday 9 & 10 July 2013
URN	136421
Inspectors:	Deacon Paul Mannings Mr. David Thorpe

Type of School:	Academy (Non-maintained)
Age range of pupils:	11 – 18 (mixed)
Number on roll:	1,082
Chair of Governors:	Mr. Frank Cogley
Principal:	Mr. Patrick Ferguson
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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

Hope Academy is a joint Catholic and Anglican 11-18 mixed school. The Academy is under the joint sponsorship of the Archdiocese and Diocese of Liverpool. The Academy predominantly serves pupils from some eleven primary schools. Students are predominantly of White British ethnic origin. There are 37 students (3%) for which English is an additional language. The proportion of students eligible for the Pupil Premium is above the national average. The proportion of students with Special Educational Needs and Disabilities (SEND) is 21%. The principal, appointed since the last inspection, has been in post since 2015. Also, in 2015, the new Head of Religious Education was appointed. The Religious Education Department has four staff, two of whom were appointed since the last inspection.

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 Christian Life at the Academy is outstanding.

Governors and leaders have steered Hope Academy's total re-invigoration of its definition and living of Catholic and Anglican Christian Life according to the school's owned and shared mission and values. Local church communities are pro-active within every sphere of the school's Christian Life. Parents and the wider community respond positively to the fact that they too are included and belong. They readily identify with the school's Christian charism. Charitable outreach and support for others is paramount to ensuring the active living of Christian Life. Chaplaincy and its facilitation is at the core of provision.

Grade: 1

The effectiveness of Collective Worship is outstanding.

Collective Worship is well planned, meaningful and inclusive. Staff and pupils can and do participate. There are wide ranging expressions of prayer and worship. It is a vital expression of Christian Life.

Grade: 1

The effectiveness of Religious Education is outstanding.

Religious Education has continued to undergo consistent and strategic development. This has significantly impacted upon standards of achievement and attainment particularly in Key Stage 3 over time and in Key Stage 4 in the current academic year. Stability in staffing has enabled the continued enrichment of teaching, learning and curriculum content. Governors and leadership have maintained the secure position of Religious Education as a core subject.

Grade: 1

Improvement in Religious Education since the last inspection

The last inspection was good. It is now outstanding because each area identified for improvement has been addressed. There has been a significant rise in consistent engagement with local church communities to the point that it is now a strength. Religious Education materials reflect the full breadth of the Anglican and Catholic traditions. Resources are conducive in developing students learning and understanding.

Grade: 1

Capacity to improve

The capacity to maintain present standards and to continue improving are outstanding. The Principal, supported by highly professional and experienced

governors and leadership uses the Section 48 Self Evaluation document as the tool for celebration, challenge and developmental accountability.

Grade: 1

Focus for development

To maintain the successful process for raising students' attainment and achievement in relation to their starting points and capabilities by: -

- Continuing to use the strategies already identified in the Section 48 Self-Evaluation Document

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

Students and staff are valued because of their uniqueness and potential to benefit from and contribute to the Christian Life of their school. Their whole focus on community development is carefully structured to ensure that all members can develop as individuals and uphold the common good. The Christian character of the school underpins its striving to ensure the highest standards of student progress in relation to their starting points. Students respond with pride in their school, because it gives them security, happiness and an overall spirit of belonging. They understand school to be a place where they can do hard-work and be well supported and encouraged. They readily identify with the school's core values of "Respect, Courage and Ambition." These fuel their drive and determination to be successful and to share in their own development as responsible and supportive citizens. This is duly reflected in their self-image, good or outstanding standards of behaviour and responsible understanding of and commitment to their role in the world. The latter is evident through students' high-level interaction with parish, church and wider community relationships, together with extensive charitable and supportive outreach. The same core values drive the school's vision to be outstanding in all that it does. Vision and values underpins the *Hope Inspire Programme*. This is a bespoke process that enables spiritual, moral, social and cultural development to enrich the whole curriculum and pastoral process. It provides a concise context for enabling spiritual reflection and awareness, as well as a solid basis for understanding moral responsibility. Students value the programme's nurturing of their social skills in different settings. They appreciate celebration of diversity and its challenge against any form of social stereotyping. The whole environment of the campus expresses its Christian context particularly through the proximate location and use of the Chapel and by the signs, symbols and statements displayed throughout the school. Religious Education is pivotal to supporting Christian Life because of its focus on the relevance and living of Gospel values, as well as its inclusion of those students who regard themselves as having world rather than religious views. Students speak of the subject's embracing of social and justice issues that go beyond faith and religion. Indeed, they regard the school's commitment to forgiveness and to restorative justice as faith in action.

Grade 1:

The effectiveness of the provision for Collective Worship is outstanding.

Collective Worship is a key component of the school's Christian Life, embedded and delivered within *Hope Inspire*. Provision is an essential combination of prayer expressed through action. There is total focus on inclusion through the remit of the school's Collective Worship policy. Its remit provides for gathering, listening, sharing, challenge and purpose, together with the stimulus for prayer and or personal reflection. During inspection, the tutor group Collective Worship enabled observation of a range of styles practiced in varying locations by various staff to engage students and indeed to witness their contributions to leading worship. Content, creativity and participation was of the highest standard. This was reflected in the more formal year group gatherings in the hall, whereby students showed

equal confidence in joining in discussion, reading publicly, singing (including instrumentalists) with joy, style and meaning that negated any sense of show. There is an exceptionally good system for the advanced planning of the rota and weekly themes. The process for recording, monitoring and evaluation enables staff to contribute personal creativity to the themes and to share best practice and support where necessary. Learning walks have been introduced to ensure consistency in provision and standards. Training and updates are provided for staff. Prayer spaces vary between Chapel, hall area and working spaces, so reinforcing the understanding of Collective Worship as a community celebration in a variety of contexts. Students and staff support Collective Worship because the content is relevant to their needs. Many are keen to be involved practically, whilst others are secure in their wish to be part of the more general worshipping community. Students appreciate the regular call for their involvement and training as appropriate. Collective Worship is consistently and recognizably Christian. The content draws specifically and thoroughly upon its Catholic and Anglican Traditions. Students understand the nature of Christian Collective Worship as prayer focused on *Father, Son and Holy Spirit*. Neither do those students with world views find this exclusive, because they too draw strength from prayer time that invites participation through personal stillness and reflection. The Liturgical Year is understood by students because its seasons link readily to their programmes for community action. Furthermore, the liturgy is shared between guest speakers and the established group of clergy, ministers and representatives of other faiths and religions. The beliefs and cultures of the latter are included within the whole package of provision. The social, moral and cultural breadth of Collective Worship is underpinned by Gospel Values that in turn uphold British Values. Worship at this school is truly Collective in its spirit of invitation and welcome extended to parents and the wider community, so that they too can be part of its prayer life.

Grade: 1

The effectiveness of Religious Education is outstanding.

This judgement is the result of the incisive drive and professional expertise of governors, senior leadership and departmental management to continually drive on standards of development. Together they demonstrate professional and secure commitment to the role of Religious Education at the core of the school's Christian Life. The content of the Section 48 Self- Evaluation Document is a shared and analytically detailed account that is a wholly accurate appraisal of Religious Education. Areas for development are clearly identified and subject to robust monitoring. The department works as a highly proficient and enthusiastic team. Members clearly understand the impact of the subject on the school's Christian Values. Their continued professional development is assured. They are provided with generous levels of accommodation and resources financing. The process for securing achievement and attainment in Religious Education has undergone thorough restructure. In Key Stages 3 and 4 the assessment process is focussed upon diagnosis, therapy and testing to relay knowledge and to ensure its mastery by students. There is an efficient pathway from diagnostic testing that results in practice assessment and continuous tracking and intervention of each student

through personalised learning checklists. This includes formative scrutiny of all written work enriched by diagnostic commentaries, student feedback and proof of completion. The process includes students' oral and written skills. Consequently, they make high rates of progress by the end of Key Stage 3, in relation to their capabilities and starting points. In Key Stage 4 results for GCSE have hitherto required improvement. It is now evident that standards overall have risen significantly in the last academic year due to the impact of Key Stage 3 progression and the overall focus on achievement that has taken place in Years 10 and 11. Continued improvement is enriched by the standards of teaching that are at least good and in the majority of cases are outstanding. Learning objectives are supported by challenging and innovative teaching strategies. There is highly effective time management and balanced rates of independent and collaborative learning. Students readily benefit from peer assessment. Teachers and support staff are well deployed in their monitoring and support of students. The curriculum time requirements meet Archdiocesan and Diocesan recommendations. The content of Key Stage 3 has been significantly renewed to further ensure thorough knowledge and understanding of the Anglican and Catholic traditions, together with those of other world faiths and religions. The curriculum content is highly purposeful and enriched in securing the requirements of the 11-13 phase as well as providing firm progression toward Key Stage 4. It totally compliments the process for assessment and student mastery. All students undertake GCSE, thereby following specifications on Christianity with Judaism as the second religion. The uptake for A Level requires marketing. All post 16 students follow the required Archdiocesan and Diocesan verified course in General Religious Education, which constitutes 5% of the timetable, delivered weekly. Curriculum resources are plentiful and differentiated. High standards of classroom displays ensure stimulating learning environments.

Grade: 1

The effectiveness of the Leadership and Management is outstanding

The Christian vision for the school and its values are inspired by the Mission Statement's expression of "Working together to inspire excellence guided by Christian Values." The re-defining and ownership of mission has been a process exhaustively promoted and steered by the Principal, with the active support of governors, senior leaders, staff and the wider community. Consequently, members can relate to mission, vision and core values in their striving toward securing the best for all. Here too the Section 48 Self Evaluation Document is outstanding in its expression of how Christian Life, Collective Worship and Religious Education can be celebrated, monitored evaluated and continually improved. Levels of governor support and expertise in these areas are to be commended. This ensures that leadership at all levels is committed to evaluating how the whole of school life fulfils its Christian commitment to the development of the 'whole person.' This in turns informs all aspects of school improvement related to its distinctive ethos. The result is relevant and consistent continued professional development in all aspects related to Christian Life. There has been significantly increased parent and community cooperation with the school. Their comments are highly favourable and supportive especially because they know they are welcome to contribute and to be involved.

Chaplaincy is highly successful and essential in its mission of ensuring Christian Life grows from strength to strength. The full-time chaplain coordinates a massive rate of facilitation of works and efforts maintained by staff and student members of both the Student and Staff Chaplaincy teams. The chaplain's role is clearly defined and supported so enabling its living and visibility as a core sign of the school's mission. The Chapel itself is used daily for wider ranging gatherings, reflection and for personal quiet times. As well as the maintained support from active clergy and church communities, there is the inclusion of local hospitals, foodbanks, and global outreach with Africa. There is support for charities clearly associated with Catholic and Anglican projects through the Hope Charity Programme. Students highly rate chaplaincy because they are included. They talk with enthusiasm about pilgrimages to Taize and to Lourdes because this is an example of chaplaincy in action supported by prayer. They rate the growing uptake of the Faith in Action Award for the same reason. Leadership and Management of Christian Life empowers all of these areas and more. They invest in students striving to become ambassadors of school ethos; role models of British Values inspired by their living of authentic Christian Life.

Grade: 1

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in developing its distinctive Christian nature	1
The effectiveness of Collective Worship	1
The effectiveness of Religious Education	1
The school's capacity for sustained improvement	1

OUTCOMES FOR PUPILS

How good are outcomes for individuals and groups of pupils?	
How well pupils achieve and make progress in Religious Education	1
How well pupils attain in Religious Education	1
The extent to which pupils contribute to and benefit from the Christian life of the school	1
How well pupils respond to and participate in the school's Collective Worship	1

PROVISION

How effective is the Religious Education?	
The quality of teaching and purposeful learning in Religious Education	1
The effectiveness of assessment in Religious Education	1
The extent to which the Religious Education curriculum meets pupils' needs	1
How effective is the provision for Collective Worship?	
How well Collective Worship supports spiritual and moral development	1

LEADERS AND MANAGERS

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.	1
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.	1
How effectively leaders and managers promote community cohesion	1

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