



DIOCESAN CANONICAL INSPECTION REPORT

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

Ratcliffe College

Fosse Way, Ratcliffe on the Wreake, Leicester, LE7 4SG

Preparatory School URN:	N/A
Inspection Date:	25 June 2018
Preparatory School Inspectors:	Mrs Anita Blake and Mrs Fionuala Boucher

PREPARATORY
SCHOOL

Overall Effectiveness	Previous Inspection:	N/A	N/A
	This Inspection:	Requires Improvement	3
Catholic Life:		Good	2
Collective Worship:		Requires Improvement	3
Religious Education:		Requires Improvement	3

Senior School URN:	N/A
Inspection Date:	25 June 2018
Senior School Inspectors:	Mr James McGeachie and Mrs Marcella Gillespie

SENIOR
SCHOOL

Overall Effectiveness	Previous Inspection:	N/A	N/A
	This Inspection:	Good	2
Catholic Life:		Good	2
Collective Worship:		Good	2
Religious Education:		Good	2

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS – PREPARATORY SCHOOL

Ratcliffe College Preparatory School is a Catholic school that requires improvement.

- The overall effectiveness of the Preparatory School requires improvement. However, there is a tangible sense of community within the school, where high levels of pastoral care are provided.
- The Catholic Life of the Preparatory School is a clear strength. The head of the Preparatory School and senior staff have developed a warm and caring ethos where all members of the community feel valued. Parents, pupils and staff are fully committed to mission of the school; they are happy and supportive of each other.
- Collective Worship is an area which requires improvement. Pupils understand the Church's liturgical year and participate when worship opportunities are presented. They now need to become more involved in planning, preparing and leading on these occasions.
- Religious Education requires improvement. Leaders and managers are passionate about this subject, but do not yet monitor and evaluate accurately the standards and impact of teaching and learning.

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS – SENIOR SCHOOL

Ratcliffe College Senior School is a good Catholic school.

- The Senior School is a good Catholic school. Under the purposeful leadership of the headteacher and his senior team, the school is very highly regarded by pupils and parents, because of the very strong sense of community and peer support, which runs through the heart of the College. Leaders, including governors, have introduced more rigorous monitoring and evaluation of key elements of the Catholic character of the College and should seek to embed this and ensure that it leads to improvements in provision, where required.
- The Catholic Life of the College is good. A significant strength is the contribution made by pupils from across the College to charitable causes. The pupil chaplaincy group has a very positive impact on the quality of Friday assemblies and also feels empowered to lead on elements of school fundraising projects. Leaders do need to involve more pupils in shaping and evaluating the Catholic Life of the College.
- Collective Worship within the College is good. Pupils speak highly of the assemblies they have three times a week and how they are encouraged to reflect on important issues. They are well planned to be inclusive of pupils from all faith backgrounds and those who have no faith affiliation. Pupils are supported in writing and sharing their own prayers during form periods on Tuesdays and Thursdays. The quality of Collective Worship would be enhanced if more pupils were given more opportunities to plan and deliver assemblies.
- The quality of Religious Education is good. Pupils' examination results at GCSE and A-Level are high. A number of very effective lessons were observed, where the pace of learning and the quality of teachers' questioning were strong. The College should ensure that the quality of feedback is more consistent across all teachers and that it leads directly to improvements in the quality of pupils' work. Assessment processes should set aspirational targets for all pupils and clearly identify the progress that all pupils are making in all year groups towards achieving these targets.

FULL REPORT

INFORMATION ABOUT THE PREPARATORY SCHOOL

- Ratcliffe College Preparatory School is part of Ratcliffe College, an independent Catholic school, founded by the Institute of Charity, known as the Rosminian Order.
- There are currently 247 pupils on roll. 27% of pupils are baptised Catholics; 45% belong to other Christian faiths; 11% identify with other world faiths and 17% have no religious affiliation.
- The Preparatory School has fourteen classes including two Foundation Stage classes. Pupils are admitted into the school at various stages; at Foundation Stage, in Year 3 and in Year 5.
- The school does not identify any pupils with a special educational needs and/or disabilities and does not have pupils on roll who are entitled to Pupil Premium funding, which supports the needs of disadvantaged pupils.

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

■ Catholic Life:

To further develop systems for monitoring the Catholic Life of the school by:

- Analysing findings in order to identify school strengths and areas for development.
- Involving members of the governing body more fully in a range of monitoring activities.

■ Collective Worship:

To develop pupil-led liturgical experiences for all age groups, with staff taking part in training opportunities to:

- Understand how to support pupils to engage with and to take ownership of a range of liturgical celebrations.

To develop a systematic approach to monitoring and evaluation of Collective Worship that includes all stakeholders so that:

- Monitoring activities are evaluated accurately.
- The impact of any new initiatives is assessed in terms of what has worked well and what needs to be improved.

■ Religious Education:

To raise the quality of pupils' written work in Religious Education so that:

- This more closely matches their ability as evidenced by their oral responses.
- Pupils are supported to produce quality pieces of writing, demonstrating the ability to write at length.

To further develop assessment procedures and monitoring systems so that:

- Improvements in the quality of work in Religious Education books can be more accurately measured.
- Assessment data is more accurately aligned with evidence in pupils' books.

**As some aspects of the school's provision have been judged to 'require improvement', the school will receive a monitoring visit within one year of the publication of this report.
It will be re-inspected in three years' time.**

FULL REPORT

INFORMATION ABOUT THE SENIOR SCHOOL

- Ratcliffe College is an independent Catholic school, founded by the Institute of Charity, more commonly known as the Rosminian Order.
- There are 591 pupils on roll.
- 26% of pupils attending the school are baptised Catholics. 50% are from other Christian backgrounds, 10% are from other faith backgrounds and 14% have no religious affiliation.
- The College has a thriving boarding provision.
- There are no pupils who are eligible for the pupil premium.

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

- Catholic Life:
 - Pupils should be given a greater role in leading and shaping the Catholic Life of the College.
 - Continue to improve the systems for evaluating the Catholic Life of the College so that leaders and governors have a more secure understanding of the College's strengths and areas for improvement and that the College responds effectively to the monitoring.
- Collective Worship:
 - Ensure that a wide range of pupils at the College are involved in the planning, resourcing, delivery and evaluation of assemblies and other Acts of Worship.
 - Take every opportunity during the school day to develop the prayer life of pupils; for example reviewing the use of extended registration periods on Tuesdays and Thursdays so that these can link more closely to the Catholic ethos and identity of the College.
 - Develop monitoring systems so that accurate and robust evaluation of provision leads to improvements in the quality of Collective Worship.
- Religious Education:
 - Ensure that aspirational targets are set for all pupils in all year groups, and that the progress pupils make towards these targets is clearly tracked.
 - Build upon the best practice in marking and feedback within the department, to ensure consistency in providing constructive comments that pupils use to make improvements in their learning.

CATHOLIC LIFE

PREPARATORY
SCHOOLSENIOR
SCHOOL

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

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2

- 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 – good

- Pupils are proud of their school and appreciate the warm and positive community to which they belong. Pupils recognise their worth; they are keen to contribute to the school's Catholic Life and benefit from its ethos to 'Live, Love and Learn like Jesus'.
- The behaviour of pupils is good almost all of the time. They show care and concern for others, recognising their calling to support and respond to those in need through charity work, such as raising funds for Lesotho and CAFOD.
- Pupils respond well to opportunities offered to support personal growth and well-being. Meditation and regular sessions focused on Christian living are welcomed by pupils who are happy and confident to strive towards good learning habits in order to 'know what kind of person I want to be'.
- Pupils share their positive thoughts and ideas about the value of spiritual beliefs – in respect of themselves and others. They are interested in learning about world faiths, showing respect and interest. Pupils also show an understanding of the Church's liturgical year and key celebrations.

SENIOR SCHOOL

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

- Pupils of all faiths are proud to attend this Catholic school. They are very positive advocates for the College and highlight the quality of the care and support they receive as well as the academic side of the school.
- The sense of community within the College is a significant strength. This was identified by pupils, staff, parents and governors as being exceptional and is characterised by the College's motto, 'Legis plenitudo caritas' (love is the fulfilment of the law). Pupils make significant contributions to fundraising projects and have a good understanding of how they can support those less fortunate than themselves.
- Pupils show great interest in the religious life of others and there are many opportunities in this multi-faith community for pupils to develop an appreciation for other faiths. A good example of this was seen during the recent month of Ramadan, when Muslim members of the school community (staff and pupils) appreciated the levels of interest and support from large numbers of the school community.
- Pupils within the College, particularly those in the pupil chaplaincy team, feel that their views are listened to and that they are able to influence which charitable causes are supported by the College.
- Pupils, particularly those outside the pupil chaplaincy team, should be given a greater role in shaping the Catholic Life of the school, particularly around developing the school's mission and ethos.

PREPARATORY SCHOOL

The quality of provision for the Catholic Life of the school – good

- All staff are fully committed to the mission and values of the Preparatory School ensuring that Catholic Life remains high profile within the school community. This is supported by the quality of relationships which exist between pupils, colleagues and wider members of the school family.
- Morale is high. This learning community is proud of its Catholic identity and character: it is reflected in the carefully arranged and high quality resources in all areas of the school. Displays are beautiful and enhance the environment and atmosphere.
- Staff pride themselves on high levels of pastoral care for pupils. Programmes to extend this support, such as Relationships and Sex Education (RSE) and Personal, Social, Health and Emotional education (PSHE), are in line with Catholic teaching and principles.
- School staff benefit from pastoral care and consideration. Newly appointed staff are inducted well into the school family; they are supported both personally and in their work, resulting in a close team which is mutually supportive.
- The behaviour policy and code of conduct are all rooted in Gospel values. Personal responsibility is encouraged; learning habits are embedded.

SENIOR SCHOOL

The quality of provision for the Catholic Life of the school – good

- Morale is very high within the College. Staff and students spoke passionately about how supportive College leaders are. Staff in particular felt that their efforts are appreciated by the College.
- Relationships between all members of the community are very strong and are founded upon genuine respect for each other. The pastoral work of the school is clearly pupil centred and effective in ensuring that all pupils feel looked after.
- Pupils who are boarders at the College make a strong contribution to the Catholic Life of the College, through their enthusiastic participation in daily Night Prayer, Sunday Mass and other liturgies which are linked to the Catholic character of the College.
- College policies, such as Relationships and Sex Education (RSE), Personal, Social, Health and Emotional education (PSHE) and behaviour reflect the teachings and principles of the Church and the College regularly communicates high expectations to pupils.
- The College has developed displays around the building so that there are many inspiring examples of how the educational mission of the Church is having a strong impact on provision at the College.

PREPARATORY SCHOOL

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

- The school's leadership team energises the community and is deeply committed to the Church's mission in education. Catholic Life is therefore central to the Preparatory School.
- The provision for the Catholic Life of the school is prioritised by leaders and managers. A range of monitoring activities is in place: governors now need to be more fully part of this process, taking the findings of information gathered to determine future action.
- Staff and pupils have high regard for the Catholic Life of the school. The same is true for parents, who say that there is 'a serene and calm' environment where Catholic Life demonstrates 'kindness and helping people', praising staff who welcome them frequently into school and enable their children to feel 'very happy'.
- Leaders and managers communicate high expectations of the Catholic Life of the school – following the strong example set by the head of the Preparatory School. Governors recognise Catholic Life as a key aspect of their role and prioritise it accordingly.

SENIOR SCHOOL

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

- The headteacher and senior staff are committed to the Church's mission. This is clearly evident in the encouragement leaders, including governors, give to pupils regarding the College's fundraising projects.
- The headteacher shows a passionate commitment to the Catholic Life of the College and allocates resources, including staffing and finances, accordingly.
- The lay chaplain, working with the staff chaplaincy team, is effective in ensuring that pupils in the school take part in liturgical events such as the forthcoming feast of St Peter and St Paul.
- Although there is a strong induction programme for staff who join the College at the start of the year, this should be broadened to include those who join at other points in the academic year.
- The College should develop its self-evaluation cycle so that there is clear monitoring of the activities, which relate to the Catholic Life of the school and should ensure that the outcomes of these monitoring activities are used to inform future developments within the College.

COLLECTIVE WORSHIP

PREPARATORY
SCHOOLSENIOR
SCHOOL

THE QUALITY OF THE COLLECTIVE WORSHIP

3

2

- 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 managers 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 – good

- During Acts of Worship, pupils at the Preparatory School respond with reverence. They pray in a variety of ways, with traditional prayers and through the medium of meditation. They reflect in silence and sing confidently.
- Liturgical worship reflects the diversity of religious backgrounds of the school community. Whilst being mindful of the Catholic nature of the school, the leadership team plan and provide liturgies which are inclusive and sensitive to the whole community. Pupils feel that everyone is included in the prayer life of the school.
- Pupils can explain how they value the prayer life of the school. They feel that the way in which they pray throughout the day makes their school special. The day is punctuated with prayer and pupils particularly appreciate the opportunity to meditate daily after lunch: they see this as a time to calm down, relax and reflect. Although the staff lead this or use recordings to support this aspect of prayer, pupils help to arrange the setting with the use of a range of artefacts.
- The majority of liturgical celebrations are led by adults. Although the head of the Preparatory School and other members of the leadership team are skilled at leading worship, pupils have not had the opportunity to develop their own skills in leading worship. A pupil chaplaincy team has been established this year, but this is in its infancy and its impact has not yet been embedded.
- Too many pupils at the school have a limited understanding of the four aspects of worship (Gather Together - Listen to the Word - Respond to the Word – Go Forth). They are keen to participate in the worship opportunities available to them but currently lack the skills and knowledge to create their own liturgies.

SENIOR SCHOOL

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

- Pupils acted with reverence during the assembly observed as part of the inspection. They would, however, benefit from greater opportunities to be active participants in Acts of Collective Worship.
- Assemblies are sensitively planned so that all members of the school community, regardless of their faith backgrounds feel included and the themes chosen reflect social and academic topics, such as dyslexia and the Holocaust, as well as liturgical themes.
- Pupils in the chaplaincy team are involved in the planning, resourcing and delivery of Friday chaplaincy assemblies and these are well received by staff and pupils, who regarded these assemblies as thought provoking and engaging.
- The members of the school's boarding community respond very positively to opportunities they have to pray together, regardless of their faith backgrounds.
- The College has implemented a cycle of evaluation for assemblies. This would be strengthened, if more opportunities were given to the pupils themselves to be part of this monitoring work. Leaders at the College should also consider how they will respond to the outcomes of their evaluations.

PREPARATORY SCHOOL

The quality of provision for the Collective Worship – requires improvement

- Prayer is valued by all members of the Preparatory School community. Staff pray regularly together at the start of meetings and at a variety of times during their week. They use prayer to provide a focus and a reminder of the Catholic ethos of the school. Adults of all religious backgrounds report that they find the prayer life of the school supportive to them personally and they value the positive impact it has both on themselves and the pupils in their charge.
- The head of the Preparatory School and other leaders have an extremely good understanding of liturgical heritage of the Catholic Church and its liturgical rites. They use their knowledge to support pupils' appreciation of the liturgical year with a range of worship activities including Mass, services of Reconciliation during Lent and Advent, May Processions, Exposition of the Blessed Sacrament, other celebrations and class assemblies.
- Whilst Collective Worship is based on the liturgical traditions of the Church and the Catholic ethos of the school, leaders of the Preparatory School are sensitive to the faith traditions of the diverse community. Pupils feel that the school community helps them to appreciate the faith backgrounds of all and say that all are encouraged to share their own traditions: this supports learning and mutual respect.
- Although the Church's liturgical year is celebrated through Acts of Worship, pupils could not share liturgical experiences that were memorable or inspirational; however, they clearly demonstrate a respectful attitude on these occasions. Worship is a significant part of their school life and they like receiving certificates and sharing their curriculum knowledge with parents at class assemblies. As they are not yet engaged in leading their own liturgies, they do not take full ownership of this aspect of school life.
- The physical environment of the school provides a wealth of excellent resources for the community to use when planning and facilitating Acts of Worship. The chapel and the outdoor environment provide stunning backdrops for liturgies and parents are warmly welcomed to attend many celebrations.

SENIOR SCHOOL

The quality of provision for the Collective Worship – good

- The year group, chaplaincy and headteacher's assemblies are regarded as valuable experiences by the majority of the pupils at the College.
- The staff chaplaincy team is a strong influence on the quality of Collective Worship and they ensure that the assemblies, which occur three times a week, are meaningful and thought provoking experiences.
- Along with other governors, the resident Rosminian priest provides expert guidance on Collective Worship and as a part of the staff chaplaincy team, has a strong influence on Collective Worship.
- Pupils and staff have the opportunity to pray together on a daily basis. Pupils are often given the opportunity to write morning prayers and share them with their peers. Within the boarding community, prayer has a prominent role and is well received by the vast majority of boarders.
- The College should try to enhance the quality of the provision by involving more pupils in the planning, resourcing and delivery of Acts of Worship. It should also consider the focus for the 30 minute form time slots on Tuesday and Thursdays so that they can link more directly to the Catholic character of the College.

PREPARATORY SCHOOL

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

- The head of the Preparatory School has a detailed knowledge of how to plan and deliver Collective Worship. As a priest, he uses his ability to facilitate Acts of Worship that are rich in the heritage of Catholic teachings and traditions. Acts of Worship are embedded in the rites and traditions of the liturgical year and support the pupils' understanding of this. The school year reflects the celebrations of the Church's year, including dedicated attention during Advent, Christmas, Lent and the holy season of Easter.
- The head of the Preparatory School and other senior staff regularly lead Collective Worship and are examples of good practice. They are reverent and respectful; pupils respond well to them. Pupils enjoy being part of celebrations in school and say that the senior staff often prepare celebrations for them – giving them parts to read aloud rather than facilitating the development of the pupils themselves as leaders of liturgy.
- Staff have attended professional development through the diocese but the impact of this to date has been minimal. There remains an over-reliance on adults to lead liturgical worship, limiting the development of pupils in this aspect of school life.
- Senior staff conduct monitoring activities relating to Collective Worship but these focus on pupil responses to Acts of Worship. Whilst these are a valuable insight into what the pupils feel about specific Acts of Worship, they are not sufficiently evaluative to have an impact and generate improvement on future liturgical provision. Pupils' lack of a range of experiences in leading and planning worship results in overly positive feedback given by staff which does not lead to further developments.
- There is a lack of a systematic approach to the monitoring of Collective Worship and this has led to a situation where there is little variety and creativity in Acts of Worship. Where monitoring takes place, it is not drawn together to provide an action plan that results in improvement. For example, pupils reported that they would like more lively hymns on a number of occasions, but there was no note as to what had been done to facilitate this.
- Governors are regular visitors to the school and value the Collect Worship experiences provided; however, their monitoring lacks the challenge that is required to raise standards. Leadership at this level would benefit from diocesan training to inform them of the latest initiatives and expectations in this aspect of school life.

SENIOR SCHOOL

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship - good

- Senior leaders at the College lead by example in their approach to Collective Worship. They all lead assemblies during the year and ensure that they are well planned and resourced. They also participate fully in the liturgies and Masses.
- The lay chaplain provides guidance to the pupil chaplaincy team on how to plan and resource their assemblies. As a result, these assemblies are interesting and engaging and highly regarded by pupils at the College.
- Governors regularly attend liturgies and Masses and give feedback to the rest of the governing body regarding the quality of these experiences.
- College monitoring of the chaplaincy and year assemblies indicates that, currently, the use of scripture is inconsistent in Collective Worship. Collective Worship would be strengthened if Scripture played a more central role in the assemblies.
- The strategic monitoring of Collective Worship, which has been introduced over the last 12 months, should now be embedded into practice and leaders should ensure that they respond to the outcomes of the monitoring to improve further the quality of provision in this area.

RELIGIOUS EDUCATION

PREPARATORY SCHOOL

SENIOR SCHOOL

THE QUALITY OF THE RELIGIOUS EDUCATION	3	2
<ul style="list-style-type: none"> How well pupils achieve and enjoy their learning in Religious Education. 	3	2
<ul style="list-style-type: none"> The quality of teaching and assessment in Religious Education. 	3	2
<ul style="list-style-type: none"> How well leaders and managers promote, monitor and evaluate the provision for Religious Education. 	3	2

PREPARATORY SCHOOL

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

- Pupils speak positively about their lessons in Religious Education. They enjoy being immersed in creative aspects such as drama and making posters to further explore their ideas and understanding. They appreciate opportunities to work collaboratively with their peers.
- Pupils worked steadily in the lessons observed and this pace of learning was also evident in pupils’ books which reflects learning over time. They can talk about their learning in simple terms but were not clear about the learning intention in lessons and how this focus could support the meeting of relevant targets within Religious Education.
- Pupils’ workbooks reflect few opportunities to make progress within lessons and over time. Pupils now need to be encouraged to write at greater length to demonstrate their knowledge and understanding in Religious Education. Although they are developing skills which are appropriate to their age and abilities, they now need to increase their pace of work and stamina during lessons.
- Assessment data for Religious Education suggests that standards are in line with diocesan averages, however, this is not consistently evidenced in books which raises questions about the accuracy of the school’s assessment procedures.
- Pupils have respect for the adults in their classrooms. In the best lessons, they report how adults support them in their learning, for example, through discussion and explanation.

SENIOR SCHOOL

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

- Pupils at the College achieve high GCSE and A-Level examination results, which are above national and diocesan averages. Progress seen in lessons during the inspection was varied and on some occasions the College's internal target setting does not set challenging enough targets. This is usually addressed at the start of Year 11, but pupils would benefit from these more challenging targets earlier in Key Stage 4.
- Pupils expressed enjoyment in their learning in Religious Education and can explain its value. They speak very positively about how their lessons help to make them more aware of social justice, enabling them to learn about, as well as learn from, religious studies. Pupils in the Sixth Form enjoy the range and relevance of the topics they are studying at A-Level.
- Engagement in lessons is strong due to teachers across the department deploying a variety of teaching and learning strategies. Pupils are given opportunities, for example, to discuss and debate a range of topics, take responsibility for peer teaching and learn from a range of media. Pupils articulate precise knowledge and understanding about complex theological concepts. They engage with religious ideas to reflect upon, evaluate and challenge a range of views.
- Evidence from pupils' Religious Education books demonstrates good learning over time. Regular marking is a strength of the department, however there is a lack of consistency in providing constructive feedback and pupils responding to this feedback.
- From the lessons observed, behaviour for learning is good. Pupils work hard in Religious Education lessons and are keen to succeed. They show pride in their learning as evidenced in both the detail of their written work and the considerable care they put into their presentation.

PREPARATORY SCHOOL

The quality of teaching and assessment in Religious Education – requires improvement

- Teachers clearly value the importance of Religious Education, communicating this verbally and through their positivity in lessons. They maintain most pupils' interest in lessons and are keen to be inclusive during activities.
- Teachers manage time well; lessons move on so that pupils have the opportunity to listen, think and respond as well as carry out written or practical tasks. When preparing lessons, teachers include a range of options in the form of mild, spicy and hot activities; however, pupils do not always see the value in challenging themselves with the harder tasks and opportunities are therefore missed to gather evidence of pupils working at a higher level.
- Marking is performed regularly and consistently across the school. Teachers now need to ensure that feedback informs pupils about how to make their work better, leading to improvements in overall standards.
- Teachers are aware of the capabilities of their pupils. There is a growing awareness of assessment procedures, but not all teachers have an accurate picture of pupils' progress and attainment at present.
- Achievement and effort are often celebrated in lessons and within the wider school family. Teachers praise warmly, encouraging contributions from all. Relationships are very well established in classrooms and adults demonstrate their caring natures throughout lessons.

SENIOR SCHOOL

The quality of teaching and assessment in Religious Education – good

- Teachers of Religious Education understand the value and importance of their subject and clearly communicate this to their pupils. Evidence from lesson observations and work scrutiny shows that their subject knowledge is strong.
- This specialist expertise has been used effectively to plan and teach lessons, which promote good learning. This was evident in the depth and range of questioning, good pace in lessons and the challenging tasks set for pupils.
- Teachers deploy a variety of strategies to meet the different needs of their pupils. Providing frameworks for written responses, using targeted questions to assess and extend learning, offering a choice of task according to ability and encouraging high order thinking to stretch and challenge pupils are examples of the quality first teaching methods used.
- Marking is regular and acknowledges pupil achievement and effort. There is evidence of effective assessment and constructive feedback, leading to pupils making improvements. However, this is not yet consistent across the department, and more rigorous monitoring is needed to ensure that pupils respond to the feedback.
- Regular and varied homework tasks are set, which contribute to consolidation of pupils' prior learning as well as developing pupil responsibility for preparation of new topics.
- Teaching and learning are mainly good with examples of outstanding teaching and learning in all key stages. Evidence from lesson observations, pupil interviews and work scrutiny indicates that pupils are secure in their learning and are making good progress in and across lessons.

PREPARATORY SCHOOL

How well leaders and managers promote, monitor and evaluate the provision for Religious Education – requires improvement

- Leaders and managers conduct a range of monitoring exercises relating to provision and outcomes in Religious Education. The analysis of this, however, is not yet finely tuned enough to form accurate judgements for self-evaluation in this subject.
- Good links are forged with other agencies, such as CAFOD, the NSPCC and those working in Lesotho. This enhances provision and ignites the interest of pupils, providing a range of enrichment opportunities to promote and deepen learning.
- The curriculum in Religious Education enables pupils to gain an understanding of the liturgical year within the life of the Catholic Church and also further their knowledge of other communities of faith. A strength of the school is its ability to draw upon those from within the school family to share their beliefs and faith practices. The curriculum incorporates Relationships and Sex Education (RSE) and broadly meets the requirements of the Bishops' Conference of England and Wales, although there are areas of provision which fall short.
- New staff are supported when joining the school; feedback on induction procedures is positive, showing the commitment of leaders and managers to develop the staff team.
- Compared to other curriculum subjects, annual spending on Religious Education is low. However, artefacts, physical resources and the learning environment are of a high quality; displays are thoughtfully and carefully arranged, reflecting positive messages about Religious Education.

SENIOR SCHOOL

How well leaders and managers promote, monitor and evaluate the provision for Religious Education – good

- The head of department and senior leadership team line manager show commitment to ensuring the subject's centrality within the College. They set high expectations of both pupils and staff and have put into place quality assurance measures to monitor teaching, learning and assessment. Through this shared purpose, professional standards and understanding of the importance of Religious Education the department has a prominent profile across the College.
- Leaders have ensured that Religious Education compares favourably with other core subjects in terms of staffing, resources and capitation.
- Leadership is well informed by current developments in Religious Education. The head of department recognises the importance of maintaining links with the diocese and regularly attends diocesan subject leaders for Religious Education training days. As a result, work to monitor, improve and support teaching and encourage staff enthusiasm is having demonstrable effect on learning.
- General Religious Education in the Sixth Form is timetabled once every two weeks and delivered by specialists within the Religious Education department. Although the allocation of curriculum time in Years 7-11 meets the episcopal requirement of 10%, the provision of 2.7% curriculum time in the Sixth Form does not meet the episcopal requirement of 5%. The College needs to look at ways to meet this expectation.
- Due to good quality leadership, staff within the department share a common purpose and make a positive contribution to the moral and spiritual development of pupils.
- Members of the governing body are very supportive of the Religious Education department and its importance within the College. To quality assure provision they have held meetings with the subject leader for Religious Education and other members of the department and carried out visits to lessons. While positive feedback was given to the department following this, further support for the department could be provided through more rigorous monitoring of Religious Education, for example through establishing a dedicated link governor for the department.

SCHOOL DETAILS

School Name	Ratcliffe College (Preparatory School)
Unique Reference Number	N/A
Local Authority	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 12 Religious Education lessons and 2 Acts of Collective Worship.

Meetings were held with the head of the Preparatory School, the subject leaders for Religious Education and a group of governors. 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.

Chair of Governors:	Mr Louis Masserella
Head of Preparatory School:	Rev Christopher Cann
Date of Previous School Inspection:	N/A
Telephone Number:	01509 817000
Email Address:	registrar@ratcliffe.leics.sch.uk

SCHOOL DETAILS

School Name	Ratcliffe College (Senior School)
Unique Reference Number	N/A
Local Authority	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 8 Religious Education lessons and 1 Act of Collective Worship.

Meetings were held with the headteacher, the subject leader for Religious Education, the SLT link to Religious Education, the staff chaplaincy team, members of the governing body and the parish priest. Discussions were also held with the pupil chaplaincy team and a selection of pupils including boarders 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.

Chair of Governors:	Mr Louis Masserella
Headteacher:	Mr Jonathan Reddin
Date of Previous School Inspection:	N/A
Telephone Number:	01509 817000
Email Address:	registrar@ratcliffe.leics.sch.co.uk

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 12 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.

In addition to the information above, if any one aspect of the evaluation schedule is found to 'require improvement', the school will receive a monitoring visit within one year of the publication of the report.