



**Statutory Inspection of Anglican Schools**  
**Under Section 48 of the Education Act 2006**

# **DIOCESE OF LEICESTER**

LEICESTERSHIRE LOCAL AUTHORITY

Lutterworth College  
Bitteswell Road  
Lutterworth  
Leics  
LE17 4EW

**Inspection Date: 2<sup>nd</sup> December 2008**

**Section 48 Inspector: Dr David Gentle (No: 209)**



## SIAS Report Form

<b>Name and address of school:</b>	Lutterworth College Bitteswell Road Lutterworth Leicestershire LE17 4EW
<b>Type of school</b>	Secondary
<b>Status:</b>	Voluntary Controlled
<b>Diocese:</b>	Leicester
<b>Local Authority:</b>	Leicestershire
<b>Dates of inspection:</b>	2 <sup>nd</sup> December 2008
<b>Date of last inspection:</b>	20 <sup>th</sup> February 2006
<b>School's Unique Ref. No:</b>	120300
<b>Name of Head teacher;</b>	Mr Eddie de Middelaer
<b>Inspector's name (with N.S. No):</b>	Dr David Gentle (No. 209)

  

<b>Context</b>
<p>Lutterworth College is a large 14 -18 school with 2055 students and pre-school provision. Students travel from a wide area. Just over one-third of the intake is from the only feeder high school that has a Christian foundation although approximately two-thirds of the students come from families that state they are Christian. The school is a specialist technology college and gained a second specialism in applied learning in April 2008. The school has achieved an extensive range of additional awards.</p>

  

<b>Summary Judgement</b>
<b>The distinctiveness and effectiveness of Lutterworth College as a Church of England school are satisfactory.</b>
<p>There is a very good learning environment within which students are able to develop well. Relationships are good and built upon sound and strong moral principles. However, the links between students' good development and the Christian distinctiveness of the school, whilst present to some degree, are not sufficiently robust.</p>

  

<b>Established strengths</b>
<ul style="list-style-type: none"><li>• The principal has brought about improvements and has a strong commitment and clear vision regarding the future of the school as a Christian establishment.</li><li>• The social and moral development of students is very strong.</li></ul>

  

<b>Focus for development</b>
<ul style="list-style-type: none"><li>• Strengthen and broaden the drive to promote the school as a church school, including the involvement of more stakeholders in evaluation and development.</li><li>• Ensure that the Christian foundation of the school is promoted overtly to students, parents and staff.</li><li>• Improve the consistency and impact of collective worship, particularly during mentor time, by increasing student participation and providing more opportunities for reflection and prayer.</li><li>• Extend opportunities for spiritual engagement and prayer through strategies such as improved church links, provision of a prayer room and more frequent reference to Christian beliefs.</li></ul>

**The school, through its distinctive Christian character, is good at meeting the needs of all learners**

The school provides a strong framework for moral and social development with very good relationships that contribute to a good learning environment. Students speak of how they get on well with teachers and with each other. Students are frequently encouraged and motivated as groups and give examples of how they have been helped to develop individual skills such as in sport, dance, drama and public speaking. Students with special-needs are integrated very well into lessons. Behaviour of students is observed to be excellent. Students are mature, friendly, articulate and respectful. Most of the students are aware of the frequent availability of church youth workers where interaction tends to be of a social nature. Students speak of good contribution to charity work, particularly citing successful fundraising events. Displays around the school recognise achievement well, strongly promote moral values and challenge students to do their best, for instance through the current 'dare to' themes that are extensively and effectively promoted. Religious education (RE) contributes strongly to the effective promotion of moral and social themes and has strongly promoted the spiritual curriculum, an issue from the previous inspection. This is partly through RE lessons, where students are seen to respond thoughtfully to well-presented material on issues such as prejudice and discrimination, and partly through the well-structured moral and spiritual input of RE to the curriculum. The Christian Union consists of a small group of enthusiastic students who are committed to their strong Christian vision. They have their own base and have initiated excellent but limited schemes for the promotion of prayer. Across the whole school, there is little overt evidence of the centrality of the Christian faith. This is particularly so in relation to school publications and the environment, an issue from the previous inspection that shows limited improvement.

**The impact of collective worship on the school community is satisfactory**

Collective worship is regarded as important by the school, particularly in relation to the promotion of social and moral responsibility. Students behave respectfully and, for the most part, attentively in a venue that presents considerable difficulties. Moral issues are presented well through excellent references to contemporary examples that engage students in reflective thought. References to the principal's own Christian faith and to quotations about God from well-known sporting characters have particularly strong and lasting impact. Students have good recollection of collective worship that involves the occasional visitor. Whilst there is good use of rhetorical questioning, there is limited direct involvement of students. There is little use of music and artefacts, such as cross and lit candle, and few opportunities to engage in deep reflection or prayer. Most opportunities for collective worship are in mentor time during which the thought for the day is always read out. However, development from this is variable. Impact is greatest on the occasions when the thought is developed through discussion. Allocated time for reflection is rare, as are opportunities for prayer. Students demonstrate satisfactory knowledge of Anglican faith and practice, mainly through RE provision.

**The effectiveness of the leadership and management of the school as a church school is satisfactory**

The principal and foundation governors are committed to the values as a church school and have brought about significant improvement. They recognise that, in order to develop its distinctiveness, the school must become more overt with regard to its Christian foundation and seek support from the diocese in achieving this. There are potentially effective plans to establish stronger links with the high schools in order to promote the schools' distinctiveness. At present, whilst many students respect and derive inspiration from the principal's own Christian beliefs and benefit from the positive school ethos, very few can articulate the school's Christian foundation. There is a particularly strong vision to direct the school's distinctiveness towards supporting vulnerable people. This will significantly add to the existing good strategies, such as investment in a family worker and pre-school provision, that contribute to community cohesion. Monitoring and curriculum provision for the spiritual dimension has strengthened through the efforts of the RE department. Monitoring of collective worship is developing but monitoring and improvement strategies in relation to the school's distinctiveness are insufficiently structured and do not have full governor involvement. Links with the local churches have improved, an issue from the previous inspection, and are currently satisfactory but would benefit from an increased spiritual dimension. Students speak of how the College Councils and sixth form committee give them an opportunity to become involved in the development of the school. The appointment of a student governor significantly enhances the importance and impact of student voice.

