



# ARCHDIOCESE OF LIVERPOOL

## INSPECTION REPORT

## ST. JULIE'S CATHOLIC HIGH SCHOOL

### LIVERPOOL

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Inspection Date Thursday 23 February 2012  
Inspectors Dcn. Paul Mannings Mrs. Elizabeth Dolan  
Unique Reference Number 104712  
Inspection carried out under Section 48 of the Education Act 2005

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Type of School Catholic voluntary-aided, girls  
comprehensive (with boys in Sixth Form)

Age range of pupils 11-18

Number on roll 1,204

Chair of Governors Ms. Maggie McDaid

Headteacher Mr. Tim Alderman

School address Speke Road  
Liverpool,  
L25 7TN

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E-mail address reception@st-julies.liverpool.sch.uk

Date of last inspection 10 June 2009

# Introduction

This inspection was carried out under Section 48 of the Education Act 2005.

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

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

## Information about the school

St. Julie's is a Catholic voluntary-aided, girls' comprehensive (with boys in the Sixth Form). The school is under the trusteeship of the Sisters of Notre Dame de Namur and situated in the Liverpool Authority. There are 1,204 pupils on roll, drawn in the main from feeder schools in the local pastoral area. Baptised Catholics account for 82.6% of the roll, with 14% from other Christian denominations, and 2.4% from other world faiths or religious traditions. There are 76 teachers of whom 30% are Catholic. The Religious Education department has five full-time and one part time member. All are qualified in Religious Education. The headteacher has been in post since February 2010.

### Key for inspection grades

|         |              |
|---------|--------------|
| Grade 1 | Outstanding  |
| Grade 2 | Good         |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate   |

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# Inspection Judgements

**Overall effectiveness:**

**How effective the school is in providing Catholic Education**

2

**The school's capacity for sustained improvement**

1

## **Main Findings:-**

St. Julie's is a good Catholic high school with many outstanding features. It is well on course to becoming outstanding overall. Inspired by its Notre Dame charism, the school aims to live its mission, 'to be a Catholic learning community which respects and embraces the diversity of all God's people ...'

Outcomes for individuals and groups of pupils are good with outstanding features. This is evident in achievement and attainment in Religious Education. It is also reflected in the quality of pupils work and progress. The extent to which they contribute to the Catholic Life of the school is outstanding. Their response to and participation in Collective Worship is good with outstanding features.

Provision for Catholic Education is good with outstanding features. This is clear from the quality of teaching and purposeful learning and in the continued development of assessment. The extent to which the curriculum meets pupils' needs is outstanding. The quality of Collective Worship is good with outstanding features.

There is outstanding leadership and management of the development of the Catholic Life. Leadership and management of Religious Education is outstanding. The contribution made by governors is outstanding. Promotion of community cohesion is outstanding.

The school's capacity for sustained improvement is outstanding. The Section 48 Self Evaluation is detailed and strategic in its planned development. Continued improvement since the last inspection together with commitment by senior and departmental leadership provides confident direction for continued success. Parents, carers and pupils have outstanding confidence in the school.

## **What the school needs to do to improve further**

- Continue to develop the outstanding and good practices already evident in Catholic Life and Religious Education through:
  - Regular monitoring and review of the S48 Self Evaluation.
- Provide Collective Worship with a structured, straightforward process for continued monitoring of quality through:
  - Membership of the co-ordinating team sharing prayer and worship with different form groups on two occasions each week;

- gauging effectiveness in deployment of resources and the participation of pupils;
- provision of on-the-spot support as necessary,
- a programme of practical training for delivery to form tutors of year groups.

## **How good outcomes are for individuals and groups of pupils**

Pupils' achievement in Religious Education is good with outstanding features. In Key Stage 3 achievement and attainment is good overall by the end of Year 9. This judgement takes account of baseline performance at the start of Year 7 and the continued development of assessment and rigorous tracking which enables pupils to gradually progress in accordance with their age and stage. Progress is more rapid in Key Stage 4. In 2011 pupils achieved 74% A\*-C which remains slightly above the national average and indicates significant progress from 66% by the same pupils in Year 10. Results for Year 10 in 2011 were outstanding with 77% achieving A\*-C. Overall, results are consistent with the last three years, which reached a peak of 80.1% A\*-C for Year 11 in 2010. In the Sixth Form, achievement at AS-A2 is at least good with 100% pass rate and some outstanding performance at grades A-C. General Religious Education indicates good to outstanding performance at Levels 2 and 3. Pupils' behaviour in class together with their enjoyment of Religious Education makes a significant contribution to achievement.

The quality of pupils' learning and their progress in Religious Education is good with outstanding features. This is achieved in class through the development of pupils' ownership of progress by their inclusion in managing and monitoring personal targets. They follow progression routes through independent and group learning. Pupils are kept well on task with only a minority requiring additional stimulus. They benefit from continued development of differentiation focused on study pathways, linked to individual pace and progress.

The extent to which pupils contribute to and benefit from the Catholic Life of the School is outstanding. They share ownership of the Mission Statement and can articulate its aims through their own personal involvement in school activities. Pupils are clear about the contribution made by Religious Education to Catholic Life. Pupils are encouraged to study the teachings of the Church and to apply these to their contemporary lives. Through Religious Education they acquire the skills to pass on the deposit of faith and to safeguard the beliefs and values of others. They are confident in expressing their own beliefs and world views. They regard faith informed values as relevant to their own development.

Pupils' response to and participation in Collective Worship is good with outstanding features. There has been considerable improvement since the last inspection specifically through opportunities for more active involvement of pupils. They regard prayer and worship as stimulating and can express its outstanding contribution to their own spiritual development.

| <b>How good outcomes are for individuals and groups of pupils</b>   |   |
|---|---|
| How well pupils achieve in Religious Education  | 2 |
| <ul style="list-style-type: none"> <li>pupils' standards of attainment in Religious Education</li> </ul>                    | 2 |
| <ul style="list-style-type: none"> <li>the quality of pupils' learning and their progress in Religious Education</li> </ul> | 2 |
| The extent to which pupils contribute to and benefit from the Catholic Life of the school                                   | 1 |
| How well pupils respond to and participate in the school's Collective Worship   | 2 |

## **How effective the provision is for Catholic Education**

The quality of teaching and purposeful learning in Religious Education is good with outstanding features. Outstanding lessons include detailed and careful planning, delivery and active participation of pupils at every stage in lessons. This is also evident in varying degrees in good lessons, which aim to include all pupils and apply effective rigour and challenge. Satisfactory elements require more in-depth commentary in the use of resources and deliberate inclusion of all pupils. Teaching is confident and creative. The teachers' skills complement pupils' learning and achievement.

Assessment in Religious Education is good with outstanding features. There is evidence of consistently high levels of marking and assessment which can be shared. The department is undertaking a rigorous process of audit and improvement. There is robust use of Religious Education levels of attainment both in formative and end of task assessments. This too is contributing to achievement, particularly in Key Stage 3. Pupils' written work contains formative and diagnostic marking and annotation. End of task assessments are scrutinised thoroughly. They are annotated and levelled to enable pupils to complete review sheets and set their own targets for progress. This will benefit from a consistent approach from all staff.

The extent to which the Religious Education curriculum meets pupils' needs is outstanding. The Key Stage 3 programme of study is rooted in Icons. The process of research, revelation and response is embedded into the content. In Key Stage 4 the GCSE specification is highly successful and undertaken by all pupils. In the Sixth Form there is a high and continually rising uptake for AS and A2. Pupils see this as the result of overall popularity of Religious Education. The accredited course in general Religious Education is highly effective in terms of management and delivery. The department continues to develop excellent resources which are increasingly shared amongst members. The curriculum makes an outstanding contribution to pupils' spiritual and moral development.

The quality of Collective Worship provided by the school is good with outstanding features. Co-ordination has ensured a whole-scale development of resources that include weekly Collective Worship bulletins supported by themes and resources. There is support in place for the further training of staff and pupils. This too is being increased to include all form teachers. There are a full range of services and celebrations throughout the Liturgical Year. This innovative progress should now include a structured, straightforward process for continued monitoring of quality and assessment of training needs.

| <b>How effective the provision is for Catholic Education</b>               |   |
|--|---|
| The quality of teaching and purposeful learning in Religious Education     | 2 |
| The effectiveness of assessment in Religious Education                     | 2 |
| The extent to which the Religious Education curriculum meets pupils' needs | 1 |
| The quality of Collective Worship provided by the school                   | 2 |

## **How effective leaders and managers are in developing the Catholic Life of the school**

Leaders and managers provide outstanding promotion, monitoring and evaluation of the provision for the Catholic Life of the school, together with good planning and implementation of improvement to outcomes for pupils. A thorough review of the Mission Statement has been undertaken since the last inspection. The content is supported by clear aims expressed as strands. The content is known, owned and implemented by the school community. Senior leadership continues to tangibly realise the Catholic Life of the school. This is specifically evident in the relatively recent appointment of a full time lay chaplain to build upon spiritual development provided by previous post-holders. This position is directly line managed by the headteacher. Already the role has been given high profile not least through the chaplaincy newsletter. The lay chaplain is clear about how the role will continue to develop and further stimulate community faith through action. Senior leadership contributes incisively to the Section 48 Self Review and is closely involved in the monitoring of Catholic Life that is inclusive of those of other faiths, religions and world views.

Senior leaders and managers provide outstanding monitoring and evaluation of the provision for Religious Education. Leadership and management of the department is outstanding. This can remain outstanding through achievement in all areas identified for strategic improvement in the Section 48 Self Review. This is a successful department of committed staff well led, managed and enabled to express their own professional commitment.

Governors provide outstanding challenge and support for the Catholic Life and for Religious Education. Through the Section 48 Self-Review areas requiring challenge are strategically managed. Governors direct overall management not least through inclusion within the global and national network of Notre Dame schools. They articulate the shared Catholic vision. Together with the headteacher, governors are committed to ensuring Religious Education remains at the core of the curriculum both pastorally and academically.

Leaders and managers provide outstanding promotion of community cohesion. This is evident within the overall provision for community outreach, social interaction and wide ranging projects to support the needs of others. The school also seeks to contribute to local business and commercial enterprise. The schools promotion of gospel values through Catholic Life and Religious Education is witness to its pursuit of the common good. Religious Education programmes provide knowledge, understanding and celebration of other world

faiths and religions. Themes and resources in Collective Worship are inclusive. Staff and pupils are encouraged to express personal spirituality through celebration of their own skills. This is particularly evident within the art, craft and photography that pays testimony to community action.

| <b>How effective leaders and managers are in developing the Catholic Life of the School</b>   |   |
|---|---|
| How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan and implement improvement to outcomes for pupils                                 | 1 |
| How well leaders and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils  | 1 |
| The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so areas needing development are addressed decisively and responsibilities met | 1 |
| How effectively leaders and managers promote community cohesion   | 1 |