



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST. JEROME'S CATHOLIC PRIMARY SCHOOL

FORMBY

Inspection Date Tuesday 30th January 2019

Inspectors Mrs Julie Rourke Mr John Riley

Unique Reference Number 104938

Inspection carried out under Section 48 of the Education Acts 2005 and 2011

Type of School Catholic Primary

Age range of pupils 4 - 11

Number on roll 209

Chair of Governors Mrs Clare Henderson

Headteacher Mrs Kathryn Monaghan

School address Greenloons Drive
Formby
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Date of last inspection 5th February 2014

Introduction

This inspection was carried out under Section 48 of the Education Acts 2005 and 2011

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 this school

- St. Jerome's school is an average sized Catholic Primary School situated in Formby, mainly serving the parish of St. Jerome's.
- There are 209 children on roll of whom 199 are baptised Catholic, 3 come from other Christian denominations and 2 are from other faith or religious traditions. Five children have no religious affiliation.
- There are 12 teachers at the school, including the headteacher, of whom 6 are baptised Catholic. Five teachers have a suitable qualification in Religious Education.
- Since the last inspection, a new Religious Education co-ordinator has been appointed.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires Improvement
Grade 4	Inadequate

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OVERALL EFFECTIVENESS

St. Jerome's Catholic Primary school is an outstanding school in providing Catholic Education.

CATHOLIC LIFE

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

- The extent to which the pupils contribute to and benefit from the Catholic Life of the school is outstanding.
- Pupils proudly live out their mission, 'Growing in God's Love.' They appreciate, value and actively participate in the Catholic Life and mission of the school. On the day of inspection, children expressed that their mission, 'Helps them to know how to act in school.'
- They contribute to the school's evaluation of its Catholic Life and mission and take a lead in planning improvements to it. The children take part in an annual mission week to explore Gospel values in their lives.
- Pupils show a deep respect for themselves and others as made in the image and likeness of God. The behaviour of pupils is exemplary. In proportion to their years they show an ability to listen, to give thanks, to forgive and be forgiven. They are quick to congratulate others.
- Pupils value and respect the Catholic tradition of the school and its links with the parish community. They invite and entertain local parishioners at an annual school Christmas party. The school choir sings at regular parish and community events.
- Pupils are enthusiastic in their involvement with regular parish celebrations. They are confident in expressing pride in their own religious and cultural identity and beliefs. Pupils attend a variety of liturgical masses throughout the year and take part in the local Churches Together Nativity and enjoy sharing their faith with others.
- Pupils enthusiastically embrace the demands that membership of a Catholic school entails. They fully accept their responsibilities and as a result they take a leading role to become, for example, part of the School Council, Eco Council, Bike It Council, lunch servers and peer mentoring.
- On the day of inspection, children spoke well about their responsibilities and clearly recognised the importance of using their gifts in the service of others. They are alert to the needs of others and seek justice for all within and beyond the school community. Pupils support numerous causes such as, *Trussell Trust Foodbank*, *Nugent*, *CAFOD*, Genes for Jeans and Castlerigg Manor in the Lake District.
- They live out their Catholic mission through a variety of opportunities. Pupils are proactive in contributing to the *SMILE* challenge which enables them to spread joy on visits to local residential homes, pre-school groups, and generosity in providing flowers and cakes for their local community. There is a great attendance for after school clubs, such as, cookery, football, netball and craft clubs.
- Children enjoy residential throughout Key Stage Two, including time at Castlerigg Manor, which they regularly support through fundraising. This promotes their team building, their learning and personal development.
- Pupils enjoy learning about other faiths and religions. They are encouraged to promote acceptance and tolerance within their school community.

- They take full advantage of the opportunities the school provides for their personal support and development, benefitting from a nurture club and Rainbows, supporting children who have experienced loss. As a result, they are happy, confident and secure in their own stage of physical, emotional and spiritual growth.

The quality of provision for the Catholic Life of the school

- The quality of provision for the Catholic Life of the school is outstanding.
- The school Mission Statement is a clear and inspiring expression of the educational mission of the Church, 'But be always growing in the grace and knowledge of our Lord.' The pupil's motto comes from this overarching mission.
- The school environment reflects its mission and identity through concrete and effective signs of the school's Catholic character. The large, bright reception area is filled with a beautiful depiction of the schools' mission. This welcomes the school family and visitors to its strong Catholic identity. There is a calm and inviting prayer and reflection space with quality resources and artefacts which is regularly used by the children.
- St. Jerome's has a strong sense of community at all levels, evident in the quality of relationships and the centrality of prayer. The school is a supportive and joyful community. The schools' parish priest expressed, 'There is an exceptional spirit in the school. Children absorb all that they are given. There is a strength of faith.'
- The school has a high regard for the pastoral needs of staff and members' needs are understood and catered for. The school regularly looks to ensure there is empathy and fully supported with their workload. The staff are regularly thanked for their hard work. There are regular worship and reflection opportunities for staff throughout the school year.
- Staff promote high standards of behaviour and are outstanding role models of mutual respect and forgiveness for pupils. All staff are fully committed to the Catholic Life and mission of the school, across the curriculum and the whole of school life. On the day of inspection, a staff member explained, 'The school is a thriving, faithful community, where we all do our best to live the Gospel values and to support each other in faith and spiritual growth.'
- Pastoral programmes and Personal, Social and Health Education, are planned well and reflect Catholic teachings and principles. The school uses the Social and Emotional Aspects of Learning, SEAL programme which is embedded into the curriculum.
- Staff enthusiastically participate in school activities, such as, Beach Clean Up, Pages of the Sea WW1 celebration and the National Trust. There is a strong commitment to caring for their common home and stewardship of the Earth. The staff provide a focus on environmental issues, such as, reducing plastic pollution and waste, *Eco* and *Bike It Council*.
- Clear policies and structures are in place, which provide high levels of pastoral care to pupils, and there is an explicit and concrete commitment to the most vulnerable and needy in both policy and practice. The school employs a Parent Support Adviser and they are a Rainbows school, supporting children with loss and bereavement.
- Several interventions are used to support pupils and families. Amongst the many is a Nurture group, a children's Listening Box, use of therapeutic services and families are signposted to organisations for further support.
- The parish priest fully supports and promotes the Catholic Life of the school. He is regularly invited and welcomed into school. He works closely with the headteacher to support families and children in their Sacramental preparation. Classes for families are run within the school in close partnership with the parish.
- The school provides parents with a wealth of information regarding the Catholic Life of the school. The website displays the variety of opportunities provided for the children and its successes and celebrations. A parent shared, 'The staff nurture the children in a safe and loving environment.'

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

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for the Catholic Life of the school.
- The headteacher, senior leaders and governors are deeply committed to the Church's mission in education. They are energised by the task and are a source of inspiration for the whole community.
- The provision for the Catholic Life of the school is given the highest possible priority by leaders. This is reflected in the school's self-evaluation which reflects rigorous monitoring, searching analysis and self-challenge and is clearly focused on the Catholic Life of the school.
- Continuous Professional Development focusing on the Catholic Life of the school occurs frequently and is effective. As a result, the staff have an outstanding understanding of the school's mission. They share its purpose and are keenly and actively involved in shaping and supporting it.
- The school has strategies for engaging with parents/carers to the obvious benefit of pupils. Parents/carers understand the school's mission. They are invited to school masses, services, Sacramental preparation and a variety of fundraising and school events. Parent questionnaires reflect the positive support they receive and their commitment to the school.
- The governing body is highly ambitious for the Catholic Life of the school and leads by example in the way it consistently emphasises this as a school improvement priority. There are planned improvements to further enhance the Catholic Life of the school. The school's newly revised mission statement is an excellent reflection of their daily practices.
- The governors celebrate regularly with the school through, for example, in worship, for fundraising events and attendance at a variety of assemblies.
- All policies relating to the Catholic life of the school are up to date and ratified by the governors.
- The school responds well to Archdiocesan policies and initiatives and actively promotes them throughout the school, including, Archdiocesan subject leader Religious Education training, headteacher spirituality retreats and newly qualified teacher training and reflection.
- The Relationships and Sex Education programme, *Journey in Love*, recommended by the Archdiocese, has begun to be implemented. The programme aims to enable all pupils, appropriate to their age and capability to have an understanding of loving relationships and sexual development within the context of a Christian understanding of the purpose of sexual love.
- To continue to develop Relationships and Sex Education, the school can now map the provision for the programme, identifying links with Religious Education, Science and Personal, Social and Health Education across the school year and embedded *Journey in Love* across all year groups.

RELIGIOUS EDUCATION

How well pupils achieve and enjoy their learning in Religious Education

- The extent to which pupils achieve and enjoy their learning in Religious Education is outstanding.
- Pupils, from their varied starting points, make very good progress in each key stage, with many achieving outstanding progress.

- Pupils, relative to their age and capacity, are religiously literate and engaged young people; they use their knowledge, understanding and skills effectively, to reflect spiritually, and to think ethically and theologically. As a consequence, they are fully aware of the demands of religious commitment in everyday life.
- On the day of inspection, pupils concentrated well, were engaged in lessons and were committed to improving their knowledge, understanding and skills, in order to further develop as competent learners.
- Pupils approach their lessons with interest and enthusiasm. Pupils enjoy their activities and respond enthusiastically to opportunities which extend their learning.
- Behaviour in lessons is outstanding because pupils enjoy Religious Education. They are rarely off task even in extended periods without direction from an adult. On the day of inspection, children spoke about their how they enjoy their lessons that their teachers provide for them.
- Pupils workbooks are well presented, depict a variety of activities and progress is evident across the year groups. Their achievements are celebrated with affirming feedback from their teachers.
- Outstanding workbooks contain rich content, challenges and driver words. By sharing this good practice, teachers can continue to enrich the content in pupils' workbooks and use the driver words to mark against differentiated learning outcomes.
- The school has class tracking in place across the school. This enables teachers to use this data in their planning. The school can now continue to use this data to develop how Religious Education is affecting different groups of children, for example, children with specific needs, boys and girls which will support differentiated planning and teaching and learning.

The quality of teaching, learning and assessment in Religious Education

- The quality of teaching, learning and assessment in Religious Education is good. On the day of inspection some of the lessons observed were outstanding.
- Teachers plan good and outstanding lessons, are confident in their subject expertise and understand how pupils learn in Religious Education. They share informal assessments through detailed evaluations. As a consequence, pupils apply themselves well and make good progress in lessons and in some lessons observed, outstanding progress.
- Teaching assistants are carefully planned for to optimise learning for pupils. They show great understanding and consideration of the specific needs of pupils in their care and encourage progress.
- Teachers can continue to improve their planning by using further details from their tracking to plan for Religious Education groups and continue to support differentiation.
- Teachers are developing ways to include driver words to differentiate and challenge pupils. This will enable teachers to strengthen their high expectations for pupils in Religious Education.
- On the day of inspection, teachers planned a variety of creative activities to engage the pupils. Teachers questioned skilfully and made excellent use of pupils prior learning. Topics taught were linked well to real life situations. Pupils took part in individual, paired and group discussions and enjoyed any challenges they were given. In outstanding plenaries observed, children were challenged which extended and widened their knowledge and understanding.
- On the day of inspection, older children explored St. Paul's letters. The teacher led children with confidence in discussing prior learning and making links to Scripture. Questions were skilfully used, and children were consistently challenged throughout the lesson. This outstanding lesson enabled children to apply their skills, to progress their understanding and link faith to life experiences in the plenary.
- Sharing the outstanding practises within school, will enable and develop further consistency in Religious Education lessons.

- Achievement and effort are celebrated well in lessons leading to high levels of motivation from the pupils.

How well leaders and governors promote, monitor and evaluate the provision for Religious Education

- Leaders and governors are good in promoting, monitoring and evaluating the provision for Religious Education.
- Leaders and governors ensure that the Religious Education curriculum meets the requirements of the Bishops' Conference in every respect and in each key stage.
- Leaders and governors ensure that the required amount of curriculum time is given to Religious Education in each key stage.
- Leaders and governors ensure that Religious Education is comparable to other core curriculum subjects, in terms of professional development, resourcing, staffing and accommodation.
- Any additional requirements and policies of the Archdiocese regarding the Religious Education curriculum are fully implemented.
- Leaders' and governors' self-evaluation of Religious Education is a good reflection of frequent assessment, tracking, monitoring, analysis and self-challenge which is informed by current best practice in Religious Education. This results in strategic action taken by the school which leads to at least good outcomes in Religious Education.
- Governors are fully aware of Religious Education standards. The parish priest, who is also the Religious Education governor, supports the *Come and See* programme and regularly visits the teachers and children. The subject leader provides updates for governor meetings and meets regularly with the parish priest to discuss, share and agree further action planning.
- There is good evidence through monitoring that leaders and governors are ensuring that Religious Education is planned to meet the needs of different groups of pupils. Planning shows some differentiation using the driver words. This now needs to be consistent across all planning, teaching and learning to match the tracking of pupils' progress across the School. The curriculum leader for Religious Education has worked hard to ensure any new initiatives are in place and staff are supported with those changes. She understands her role, plans effectively and attends a local cluster group to share best practice. She can now continue to share her subject knowledge and outstanding practices to continue to develop and inspire those around her.

COLLECTIVE WORSHIP

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

- Pupils response to and participation in the school's Collective Worship is outstanding.
- Pupils value and regularly participate voluntarily in liturgy and prayer. They display confidence using a variety of traditional and contemporary approaches to prayer, scripture, religious artefacts and liturgical music.
- Pupils have an excellent understanding of the Church's liturgical year, seasons and feasts. Appropriate to their age and ability, they are able to prepare acts of Collective Worship, which fully reflects this understanding.

- Pupils are enthusiastic about preparing and leading worship. They are creative and resourceful in their planning of liturgy and want it to be the best it can be. Other pupils are engaged by the worship opportunities planned by their peers. On the day of inspection, pupils explained, 'We choose our own reading sometimes, we set up a table, we think about the response,' 'It's nice to see other people's ideas.'
- There is a genuine enthusiasm for Collective Worship, reflected in the quality of resources and planning, in the quality of prayerful silence and the depth of reverent participation in communal prayer.
- Acts of Collective Worship engage all pupils' interest and inspire in them deep thought and heartfelt response. On the day of inspection, children used cut out hands as a sign to remind themselves how to use them for the good of others. Children were given time with God, prayed together, shared their own thoughts, listen to music and were provided with purposeful go forth messages.
- Children are invited to prayer which is inclusive to all. The quality of kindness, caring relationships and prayerful partnerships between the children and staff are palpable. This is a real strength of the school enabling daily prayer in a safe and loving environment.
- The experience of living and working in an inclusive, faithful, praying community has a profound and visible effect on the spiritual and moral development of all pupils, irrespective of ability.

The quality of Collective Worship provided by the school

- The quality of Collective Worship provided by the school is outstanding.
- Collective Worship is central to the life of the school and forms the heart of every school celebration. Praying together is part of the daily experience for pupils and staff.
- Collective Worship has a clear purpose, message and direction. The themes chosen for worship reflect a deep understanding of the liturgical seasons and the Church's mission in education.
- Collective Worship is given the highest possible priority in terms of planning, evaluating and resourcing. As a result, experiences of Collective Worship are of a high quality, cherished by every member of the community.
- Relevant staff have an excellent understanding of the Church's liturgical year, seasons and feasts, and ensure pupils have high quality experiences throughout the year.
- The parish priest is fully active in the prayer life of the school. On the day of inspection, the parish priest expressed his focus on worship with the children and whole school community. He regularly leads staff and governors in prayer.
- The parish priest celebrates a variety of liturgical events for the school community for example, Advent and Lent services, feast days and school Masses.
- Staff are highly skilled in helping pupils to plan and deliver quality worship, when appropriate. They have a thorough and comprehensive understanding of the purpose of Collective Worship and a wide variety of methods and styles of prayer.
- St. Jerome's takes every opportunity to attract and facilitate attendance by parents/carers associated with the pupils. They plan Stay and Pray sessions and Las Posadas, travelling crib prayer bags for children to worship at home. The school has also begun a Toddler Group to encourage and welcome more parents/carers from the community to be a part of their welcoming and prayerful environment.

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

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for Collective Worship.
- Leaders have expert knowledge of how to provide policies and guidelines to ensure quality planning and delivery of Collective Worship.
- They have an extensive understanding of the Church's liturgical year, seasons and feasts and they are able to make these accessible to the pupils in a contemporary context.
- There are visible leaders of Collective Worship within the school. They are models of outstanding practice for staff and pupils.
- Leaders place the highest priority on the professional development of staff incorporating liturgical formation and the planning of Collective Worship.
- They extensively promote pupils' planning and leading Collective Worship in a variety of contexts.
- Leaders and governors place the highest priority on the school's self-evaluation of Collective Worship with regular and robust reviews of school performance.
- Governors, the parish priest and parishioners are fully immersed and support the prayer life of the school and regularly attend liturgies throughout the school year. They are in a true partnership with the school community and its families, ensuring a welcoming and inviting prayerful environment.

What the school needs to do to improve further

- Further develop the work being undertaken in the Catholic Life of the school by:
 - developing a curriculum map for Relationships and Sex Education;
 - embedding *Journey in Love* across all year groups to support Relationships and Sex Education.
- Continue to develop the standards in Religious Education by:
 - using data to inform differentiation in planning and teaching and learning;
 - sharing outstanding practices of children's work with rich content, challenges and use of the driver words.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	1
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CATHOLIC LIFE

The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
The quality of provision for the Catholic Life of the school	1
How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school	1

RELIGIOUS EDUCATION

How well pupils achieve and enjoy their learning in Religious Education	1
The quality of teaching, learning and assessment in Religious Education	2
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	2

COLLECTIVE WORSHIP

How well pupils respond to and participate in the school's Collective Worship	1
The quality of Collective Worship provided by the school	1
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship	1

Key to judgements: Grade 1 is Outstanding, Grade 2 Good, Grade 3 Requires Improvement and Grade 4 Inadequate