



## ARCHDIOCESE OF LIVERPOOL

### INSPECTION REPORT

### ST. JEROME'S CATHOLIC PRIMARY SCHOOL

#### FORMBY

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Inspection Date 5 February 2014

Inspectors Rev D Melly Mrs A Williams

Unique Reference Number 104938

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

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Type of School Catholic Primary

Age range of pupils 5-11

Number on roll 214

Chair of Governors Mrs C Henderson

Headteacher Mrs K Monaghan

School address Greenloons Drive  
Formby  
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Date of last inspection 3 July 2007

## 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 and mainly serving the parish of St Jerome.
- There are 214 children on roll of whom 212 are baptised Catholic, 2 come from other Christian denominations.
- There are 10 teachers of whom 7 teach Religious Education and 4 have a suitable qualification in Religious Education. Six teachers are baptised Catholic.
- Since the last inspection a new headteacher has been appointed. A new deputy has also been appointed who is now the Religious Education co-ordinator.

### Key for inspection grades

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

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Further copies of this report are obtainable from the school.

## **Overall effectiveness:**

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

## **Inspection Judgements**

### **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 know and understand the school's Mission Statement and understand the part they play within it. They are involved in its evaluation every year.
- Pupils have an outstanding sense of belonging to the school community and value and respect others.
- Pupils are encouraged to take on roles of responsibility in the school and wider community. They are peer mentors and reading buddies. They serve in the dinner hall and help look after the younger children. They are members of three councils. They help set up for Collective Worship and lead it on occasions.
- Pupils are actively involved in developing the Catholic character of the school by the way they live out the Mission Statement and especially by valuing one another. They are also very involved in Collective Worship.
- Pupils benefit from participation in away days and retreat activities in Crosby Hall, Robin Wood and Castlerigg Manor where prayer and worship gives meaning to all they do.
- Pupils have a very good sense of right and wrong and apply this in their personal relationships. They take an increasing responsibility for themselves and their actions.
- Education for pastoral care and personal relationships has fostered positive attitudes in pupils.
- They praise and acknowledge the contribution of others. They show a readiness to embrace and celebrate their lived experiences.
- Pupils embrace opportunities to meet their potential in all aspects of school life.
- Pupils are involved in service to the local faith and religious communities by their involvement in the life of the local schools, their local parish and in the work of Churches Together. They are involved in the Christmas Nativity and the Easter Pageant in the local Village. The choir is also in demand. They show respect and understanding of other faiths and religions.

### **How well pupils achieve and enjoy their learning in Religious Education**

- Pupils' achievements and enjoyment in Religious Education is outstanding.
- Their attainment in Religious Education is outstanding.
- They make outstanding progress in relation to their starting points and capabilities.
- On entry to school many children have an average knowledge and understanding of the Catholic faith.
- There is no difference in performance between pupils of different gender.
- Outcomes for pupils with additional or special needs are very good.
- Analysis of assessments undertaken provides evidence of pupils generally attaining appropriate level for their age and stage of development in each key stage.
- Pupils are becoming increasingly more religiously literate. Their knowledge, understanding and skills are developing appropriate to their age or capacity.

- They are developing the skills that enable them to reflect spiritually, think ethically and theologically and are becoming more aware of the demands of religious commitment in everyday life.
- Pupils' engagement in and enjoyment of their learning is outstanding as shown by their interest, enthusiasm and behaviour.
- Pupils are encouraged to work independently and collaboratively.
- Pupils are anxious to learn and improve their knowledge, understanding and skills as they become independent learners.

### **How well pupils respond to and participate in Collective Worship**

- Pupils' response to and participation in Collective Worship is outstanding.
- They show interest, respond well and actively participate in Collective Worship.
- They act with reverence and are keen to participate in a variety of gatherings.
- Pupils' knowledge of prayer and liturgy is increasing.
- They are becoming familiar with a variety of prayer styles.
- They sing prayerfully, reflect in silence and join in community prayers appropriately and with confidence.
- They are becoming increasingly more confident in preparing and leading worship from their earliest years.

### **The quality of teaching and how purposeful learning is in Religious Education**

- The quality of teaching and purposeful learning in Religious Education is outstanding.
- It is consistently effective in ensuring that pupils are interested and engaged and make outstanding progress.
- Teachers display excellent subject knowledge and deploy a range of teaching styles to motivate and inspire pupils.
- Teaching encourages pupils' enjoyment of and enthusiasm of Religious Education.
- Teachers take into account pupils' prior learning and ensure differentiated tasks when planning so that the work consolidates, builds on and extends their knowledge and understanding. Some excellent use was made of the Driver Words during the inspection.
- Teachers provide opportunities for pupils to work independently and collaboratively. Outstanding use is made of time and resources including other adults, Information, Communication Technology including the interactive whiteboards, visualizers, flip cams and lap tops. Excellent use is also made of the space available especially the Winter gardens. All of these help to maximise learning.
- Pupils are informed of their progress and how to improve both orally and through marking. Challenging marking needs to be further developed throughout the school. Effort and achievement are celebrated.
- The assessment of pupils work in Religious Education is outstanding.
- The school has outstanding assessment strategies which provide accurate and detailed information on the achievement of all the pupils.
- Teachers are able to identify how well pupils are achieving and tackle underachievement.
- Teachers enable pupils to evaluate their own work.

### **The extent to which the Religious Education Curriculum promotes pupils' learning**

- The extent to which the Religious Education Curriculum promotes pupils' learning is outstanding.
- The curriculum is outstanding in meeting pupils' needs.

- The school, using the *Come and See* programme recommended by the Archdiocese, meets the requirements of the Curriculum Directory for Religious Education. Appropriate levels of the programme are being followed in different classes. This ensures complete Religious Education entitlement for each child and meets National and Archdiocesan requirements.
- Of the total curriculum time 10% is allocated to Religious Education. This fulfils the requirements of the Bishops of England and Wales.
- Planning ensures full coverage of the Religious Education programme. Imaginative and well planned strategies are deployed to enrich pupils' learning.
- The school implements new curriculum developments as appropriate.
- Enrichment activities such as Residential Visits, the learning of musical instruments and the singing, the many school clubs, the beach school, the three councils and all the fundraising have a positive impact on the curriculum.
- The Religious Education curriculum provides outstanding opportunities for pupils' spiritual and moral development and vocation.
- The curriculum is customised to meet the needs of groups and individuals.
- Children have explored the beliefs and values of other faiths and religions – Judaism, Islam, Hinduism and Sikhism. This helps to promote tolerance and respect for those who think differently. People are invited into school to share their faith with the children and adults of the school and visits to other places of worship have been organised.

### **The quality of Collective Worship provided by the school.**

- The quality of Collective Worship provided by the school is outstanding. It reflects the Catholic character of the school.
- Collective Worship has a high profile and is central to the life of the school.
- Collective Worship plays a key part in meeting the spiritual needs of the pupils. Opportunities are provided to enable full, active and conscious participation of the whole school community.
- Children are enabled to pray formally and informally using a variety of prayer methods and styles.
- The school has provided opportunities for staff to develop their skills in planning, leading and evaluating Collective Worship.
- The teachers provide the necessary resources and opportunities to help children to develop the skills necessary to plan, lead and participate in Collective Worship and to evaluate it effectively.
- Opportunities are provided for parents, carers and the local and wider faith communities to participate in a variety of celebrations of the *Come and See* programme and the Church's liturgical year.

### **How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils.**

- Leaders, governors and managers are outstanding in promoting monitoring and evaluating the provision for the Catholic life of the school and in the way they plan and implement improvement to outcomes for pupils.
- This is reflected in the school's own Mission Statement which is lived out by all concerned. The need is now seen to review the Mission Statement and involve the whole school community in the process.
- Leaders, governors and managers are outstanding in the way they use monitoring data to evaluate the schools' performance and to celebrate, and plan future improvements.

- Excellent opportunities are provided for the staff and pupils to play an active part in Catholic life and Mission of the school. They live out the values of the Gospel in the everyday life of the school especially in the way they treat each other.
- The Self Evaluation Document provides evidence of the schools monitoring, searching analysis and self challenge.
- Their analysis provides a basis to celebrate the school's strengths and outline areas for development. The Self Evaluation Document is very comprehensive and practical. A great deal of care has been taken with it and this obviously has a great impact on the Catholic life of the school.
- The school ensures that all staff avails of very good induction and in-service training to enable them to further understand the Church's Mission in Education and play their unique part in it. Here use is usually made of the in-service provided in LACE.
- The quality of Collective Worship is a priority for the school. It is effectively monitored and evaluated by leaders, governors and managers. An up to date and very good policy is in place.
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all.
- Prayer, worship and the liturgical life of the school reflects and respects the religious diversity within the school.
- There are very positive relationships at every level within the school.
- Parents are consulted regularly and involved in a variety of ways in the life of the school especially by their attendance at assemblies and Masses.
- Governors are outstanding in fulfilling their responsibilities. They have effectively helped to shape the direction of the school especially in their efforts to improve communications between the school and the governing body. They have also been instrumental in developing the relationship between the school and the parish.

**How well leaders, governors and managers promote, monitor and evaluate the provision for the Religious Education of the school and plan and implement improvement to outcomes for pupils.**

- Leaders, governors and managers are outstanding in promoting monitoring and evaluating the provision for the Religious Education of the school and in the way they plan and implement improvement to outcomes for pupils.
- Monitoring data is used effectively to evaluate the schools performance and plan for future improvements.
- There is a robust programme for the monitoring and evaluation cycle.
- Teaching and learning is monitored regularly and appropriate feedback and support given as necessary. Good practice is shared and celebrated.
- Continuing professional development opportunities are provided for all.
- Assessment information is collated and tracked by the subject leader and shared with the leadership team, governors and parents.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance.
- The subject leader is a member of the leadership team and is outstanding in guiding Religious Education. She shows great enthusiasm and commitment and introduces new initiatives when appropriate. Outstanding documentation guides and directs all staff in the delivery of the subject. This is regularly updated.
- The Self Evaluation Document is very rigorous in identifying targets, timescales and lines of accountability.
- Curriculum outlines are provided for parents who are consulted on different issues depending on the topic being covered.
- Achievement and effort are celebrated.

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

- Enhance the provision for curriculum Religious Education by:
  - developing a consistent challenging approach to marking across the school.
- Further develop the Catholic life of the school by:
  - implementing the planned revision of the Mission Statement.
- Enhance the provision for Collective Worship by:
  - implementing the plans to develop the work already begun which helps pupils plan and lead Collective Worship.

# INSPECTION JUDGEMENTS

## ***OVERALL EFFECTIVENESS***

How effective the school is in providing Catholic Education	1
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## ***OUTCOMES FOR PUPILS***

<b>How good outcomes are for individuals and groups of pupils</b>	
The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
How well pupils achieve and enjoy their learning in Religious Education	1
How well pupils respond to and participate in the school's Collective Worship	1

## ***PROVISION***

<b>How effective the provision is for Catholic Education</b>	
The quality of teaching and how purposeful learning is in Religious Education	1
The extent to which the Religious Education curriculum promotes pupils' learning	1
The quality of Collective Worship provided by the school	1

## ***LEADERS AND MANAGERS***

<b>How effective leaders, governors and managers are in developing the Catholic Life of the School</b>	
How well leaders, governors 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, governors and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	1

***Key to judgements: Grade 1 is outstanding, Grade 2 good, Grade 3 requires improvement and Grade 4 inadequate***