



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST. JULIE'S CATHOLIC HIGH SCHOOL

LIVERPOOL

Wednesday 10 June 2009

Inspectors Rev. Desmond Seddon Mrs Elizabeth Dolan

URN 104712

Inspection carried out under Section 48 of the Education Act 2005

Type of School	Catholic voluntary-aided, Comprehensive
Age range of pupils	11-18
Number on roll	1185
Chair of Governors	Mrs. Geraldine Poole
School address	Speke Road, Woolton, Liverpool, L25 7TN.
Telephone number	0151 428 6421
E-mail address	reception@stjulies.org.uk
Date of last inspection	1-2 February 2006
Headteacher	Sister Ann Marie Gammack SND

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.

Description of the school

St. Julie's is a Catholic, voluntary-aided, girls (with boys admitted to the 6th Form) comprehensive school in the Liverpool Authority under the trusteeship of the Sisters of Notre Dame. The school has Specialist Language College Status. There are 1185 learners on roll of whom 95% are baptised Catholics. The school services local parishes in the surrounding area and part of the Knowsley Local Authority. There are 4% from other Christian denominations, with less than 1% from other World Faith Traditions. The school has 69 Catholic teachers. The Religious Education department has 5 core and one part-time member.

Key for inspection grades

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

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Overall effectiveness of the school

St. Julie's is a good Catholic school with significant outstanding features in the Religious Education department. The influence of St. Julie Billiard and Congregation is evident in the life of the school. The leadership and management recognise the need to develop the whole school issues regarding the Catholic life of the school through the Mission Statement. The achievement and standards in Religious Education are outstanding and well above target. The quality of teaching and learning are good. The Religious Education curriculum is outstanding in meeting the needs of learners. The leadership and management of the Religious Education department are outstanding. The quality of Collective Worship is good, as is community cohesion.

Grade: 2

Improvement since the last inspection

The improvement since the last inspection with regard to whole school issues has been satisfactory. There has been excellent inservice for collective worship with the subsequent improvement in Collective Worship at year assemblies. The school recognises more still needs to be done in monitoring the registration period of Collective Worship in individual classes. The Headteacher and Chair of Governors recognise the need to evaluate and develop the Catholic life of the school through the Mission Statement and the development of objectives for future reviews. There is also need to increase the time allocated to Religious Education in Key Stage 3 (6.6%). The school provides 10% of curriculum time in Key Stage 4. The Religious Education department has implemented differentiated tasks in the Key Stage 3 curriculum.

Grade: 3

Capacity to improve

Capacity for continued improvement is good. There is a detailed Religious Education Self-Evaluation Document supported by the subject leader, which targets responsibility and success criteria. Whilst in some whole school areas graded progress has been over-estimated. There is a need to substantially develop the whole school section of the Self Evaluation Document.

Grade: 2

What the school should do to improve further

- Increase curriculum time for Religious Education in Key Stage 3 to 10% as requested by the Bishops of England and Wales.
- Develop the whole school issues in the Self Evaluation Document setting targets and success criteria.

Achievement and Standards

Achievement and standards in Religious Education are outstanding. Continued progress will be aided by consistent marking. At its best, it is thorough and meticulous with clear evidence of assessment of and for learning through clear concise diagnostic and formative comments. By the end of Key Stage 4 and in the Sixth Form achievement and standards are outstanding. GCSE results have remained consistently above the national average with 74% of the last cohort achieving A*-C. This is the highest standard of all the subjects in the school. In the Sixth Form the group entered for AS/A2 achieved above targets. This too reflects previous rates of success. Learners show outstanding enjoyment of Religious Education. This together with outstanding behaviour in class makes a significant contribution to the maintenance of achievement and standards. The content of Religious Education enables learners to make a highly informed and practical contribution to community through knowledge, skills and understanding linked to life in contemporary society.

Grade: 1

Quality of Provision for Religious Education

Teaching and learning

The quality of teaching and learning is good with many outstanding features. Lessons are well planned and organised. Teaching is confident and creative. There is a good range of group and independent learning strategies. A particular strength is the overall level of questioning that motivates thoughtful learners' responses. There is constructive praise and feedback which is conducive to learning. Assessment is outstanding with planned strong links to levels of attainment. The department has identified the need to ensure a consistent approach to marking and annotation of learners' work. From the sample scrutinised the majority of learners take pride in their work. There are opportunities to record work in a variety of ways. They show a good understanding of subject specific vocabulary and concepts. There is evidence of levelled half termly assessments and end of term tests. At Key Stage 4 there is regular examination practice. Assessment criteria are made clear to students. There are also proformas for learners which provide information on target level achieved, effort grade, teachers comment and the next target level set. More emphasis should be placed on diagnostic marking which clearly inform learners about continued progress. Attention to these areas will contribute significantly to the existing good levels of differentiation and the maintenance of achievement and standards. Regular reporting and meetings ensures a good level of parent and carer involvement in their children's learning and development.

Grade: 2

Curriculum

The curriculum is outstanding. In Key Stage 3 the allocation is 6.6%, and needs to be increased to the required 10%. In Key Stage 4 there is 10%. In the Sixth Form the general course receives the required 5% with 20% for AS/A2. In Key Stage 3 *ICONS* is well embedded. The programme of study is outstanding. In Key Stage 4 the GCSE specification is now available for all learners and the outstanding programme of study is highly successful and entirely suited to their needs. In the Sixth Form the overall provision is outstanding. The department has pioneered much new material for the general course now nationally accredited. The AS/A2 in Religious Studies attracted a sizeable cohort. Consequently the curriculum makes an outstanding response to national and diocesan requirements. It provides an outstanding contribution to learners' spiritual and moral development.

Grade: 1

Leadership and Management

Religious Education

Leadership and management of Religious Education are good with outstanding features in the person of the subject leader. Senior leadership regards Religious Education as important to the Catholic life of the school. This needs to be maintained by developing the successes of the department through effective support in the staff changes in the department. The subject leader has been appointed since the last inspection in 2006 and has made an outstanding impact on maintaining progress. The department remains highly organised in terms of leadership and support of staff. Their response has been to provide a strong level of commitment both to learners and in their contribution to continued professional development particularly through diocesan in-service. There is exemplary commitment to equality of opportunity, evident from the pursuit of excellence in the curriculum and the desire to develop formative assessment to further enhance differentiation and to maintain the availability of accredited courses for all learners. Consumable resources are outstanding and so too is their deployment. This is particularly evident from the provision and use of information communication technology. There is an outstanding financial capitation allowance for the department. The governors need to review the time allocated to Religious Education in Key Stage 3 and maintain the quality of staffing in the department.

Grade: 2

Catholic Life of the School

Leadership and management of the Catholic life of the school are satisfactory. The Mission Statement is in need of review which is planned for the new academic year. The statement needs to be owned and lived by the community. The aims need to be supported by practical objectives. This will

ensure the regular assessment of the Catholic life of the school. The quality of Catholic life is monitored by the governors through annual reports from departments and not least by their practical involvement in school. They see St Julie's as preparing people for life.

Grade: 3

Collective Worship

The provision for and quality of Collective Worship is good with outstanding features. Its provision is supported by a co-ordinator through the remit of a practical policy and outstanding in-service. Consequently year group prayer and worship takes place once each week with daily provision for form groups. There is a full range of Eucharistic services and celebrations throughout the Liturgical Year. There are retreat and away-day experiences for all year groups. The coordinator has provided excellent prayer and worship resources for use by staff. On the day of inspection there was an inspirational collective Worship for Year 10. A system for monitoring the quality of worship should be promoted throughout the school for all forms, to identify both good practice and the need for further in-service. Learners respond very positively to Collective Worship. It is making a good contribution to their spiritual and moral development.

Grade: 2

Community Cohesion

Promotion of community cohesion is good. The inclusion of all is central to the shared vision of leadership at all levels, which promotes difference, values diversity and ensures equal opportunities. This is particularly evident in Collective Worship. The Religious Education curriculum champions personal integrity, mutual understanding and respect for all faiths. The school supports a wide range of fundraising and social outreach projects including Cafod, the Sierra Leone Project, St Vincent de Paul Group and Christian Action (on a Wednesday afternoon). The local community is integral to school life especially in the Sunflower Centre. Parents, carers and learners are fully supportive of the excellent pastoral care.

Grade: 2