



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST. JULIE'S CATHOLIC HIGH SCHOOL

LIVERPOOL

Inspection Date	Wednesday 24 May 2017
Inspectors	Deacon Paul Mannings and Mrs Elizabeth Dolan
Unique Reference Number	104712
Inspection carried out under Section 48 of the Education Acts 2005 and 2011	

Type of School	Catholic voluntary-aided, girls' comprehensive, with boys admitted to the Sixth Form
Age range of pupils	11-18
Number on roll	990
Chair of Governors	Sr. Margaret Walsh SND
Headteacher	Mr. Tim Alderman
School address	Speke Road Liverpool L25 7TN
Telephone number	0151 428 6421
E-mail address	reception@stjulies.org.uk
Date of last inspection	23 February 2012

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. Julie's is a Catholic voluntary-aided, 11-18 girls' comprehensive, with boys admitted to the Sixth Form.
- The school is under the trusteeship of the Sisters of Notre Dame de Namur and situated within the Archdiocese of Liverpool.
- The school is within the Liverpool Authority.
- There are 990 pupils on roll of whom 74.05% are baptised Catholics, with 15.01% from other Christian denominations and 2.08% from other world faith or religious traditions.
- Pupils are drawn from associated Catholic primary schools in the pastoral area with a significant number from other schools across the city.
- The school has 60 teaching staff, 63% of whom are Catholic.
- The Religious Education department has six qualified members. One teacher is Head of Upper School and former Curriculum Leader.
- Both the Curriculum Leader and Assistant Curriculum Leader have been appointed since the last inspection.

Key for inspection grades

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

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Overall effectiveness:

St. Julie's provides outstanding 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 pupils contribute to and benefit from the Catholic Life of the school is outstanding.
- They understand the significance of the Mission Statement and confidently refer to its supporting strands when explaining how their contributions make Catholic Life a practical reality.
- Pupils have been particularly inspired by the Bi-Centenary commemoration of St Julie Billiart and the celebration of her legacy to, "Teach them what is necessary for life." Pupils are proud to actively belong to an international network of Notre Dame schools which in their words, "Keeps them together." In the past year there have been visits, with the highlight being the Mother House and Heritage Centre at Namur, Belgium, together with remembrance visits to war cemeteries.
- Pupils speak about Gospel values in real terms. They regard this school as welcoming, generous, caring and considerate. They identify a definite sense of community where diversity is celebrated.
- Pupils are secure with a pastoral system that ensures their safety and enables an environment in which they can reach their full potential.
- When asked to identify particular features of Catholic Life there was overwhelming support for the Lay Chaplain as a facilitator in encouraging community involvement toward numerous projects for the common good.
- Pupils regard their school as a place of celebration; a place in which awards are given for both academic achievement and for everyday personal qualities which St Julie would readily endorse.
- They know the strong extent to which their school positively co-operates with the local parish community and makes every effort to include their families.

How well pupils achieve and enjoy their learning in Religious Education

- Pupils show outstanding levels of achievement and attainment in Religious Education. Their enjoyment of the subject is outstanding.
- Pupils received meticulously structured challenge through analysis of individual data points which direct the setting of both realistic and aspirational targets for progress.
- There are at least three end of task assessments each term. Outcomes are recorded for assessment feedback. Pupils and teachers' complete assessment trackers which include grade, commentary and detailed instructions about pupils' routes for personal progress.
- The department uses the school's clearly formulated marking, assessment and feedback policy. Pupils formative written work is marked carefully. There are many examples of diagnostic, formative and evaluative comments. Scrutiny of pupils' books indicates this process is being implemented across the department with varying levels of depth and detail.
- Effective differentiation is evident through identification of individual pupils' needs, stage by stage learning, accessible language, collaborative learning and peer assessment.

- Highest standards in teaching and learning ensures progress in all lessons.
- Pupils highly acclaim Religious Education because of its organisation and purpose. They are motivated because they are taught how to succeed by using their own progress *flight paths*.
- Consequently, over time pupils make sustained progress from widely varied individual starting points at the beginning of Key Stage 3. Performance at GCSE for the last three years has continued to be at or above the national average. In Key Stage 5 A level outcomes for 2016 were slightly below school expectation yet still well within national rates of good or better performance.

How well pupils respond to and participate in Collective Worship

- Pupils' response to and participation in Collective Worship is outstanding.
- They regard *Sacred Time* as entirely worthwhile because it unites them as a community and provides space for their own private prayer and thoughts.
- Pupils show mature understanding of the whole nature of prayer and reflection. They value occasions to consider their individual purpose in life. They understand the importance of silence as a means of reflecting on their own needs and often to draw strength to make the most of their school day.
- They regard Collective Worship as a time to consider the needs of others, to celebrate as appropriate and to unite in times of anxiety either in their own lives or in response to the problems of the world.
- During Collective Worship, they are reverent in their responses and show the utmost respect.
- Pupils are confident when praying aloud and respond well during times for singing or quietly listening to music.
- They benefit immensely from the increased scope for participation. This includes leading worship or actively taking part in other ways. The latter is particularly evident through their responses during prayer time discussion. On these occasions, there is a whole sense of involvement.
- Pupils make reference to how Collective Worship themes challenge them to respond. They link these themes to faith through action, so taking account of what they learn in Religious Education.
- Pupils understand that Collective Worship can be celebrated in a variety of ways.
- Collective Worship provides a thorough formation in their understanding of and sharing in the Liturgical Year.

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

- On the day of inspection, the quality of teaching and purposeful learning in Religious Education was outstanding overall.
- Other elements were good.
- Pupils are focused as they work hard and are set on succeeding.
- This is because lessons are well planned and taught with creativity and enthusiasm.
- At all stages lessons are well paced within realistic timeframes.
- Monitoring of individual progress is thorough and ensures that pupils remain on task.
- Collaborative learning is particularly well structured with the more able readily encouraging and guiding those with less ability.
- During lessons pupils are frequently drawn together to share progress.
- Pupils are confident to discuss work outcomes.
- Teachers accept only the personal best of all pupils. Equally they are at all times encouraging as well as rigorous.

- Independent learning provides pupils with time to assimilate their work. Here too they are confident because they know that help is at hand. Neither are they hesitant in requesting such help.
- Prior learning is well used and provides a solid foundation for progress. Extension tasks ensure a platform of preparation for the next lesson.
- Pupils perceive the value of what they are being taught. This is because of overall structure and the fact that there is absolutely no lost time.
- At all times, there is a teacher and pupil partnership in learning. During inspection pupils were keen to explain their work and its purpose. In several lessons pupils presented their note books together with separate books provided for more formal responses. They particularly value this level of thorough preparation as a purposeful revision guide toward formal assessment.

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

- The extent to which the Religious Education curriculum promotes pupils' learning is outstanding.
- Both the content and 10% curriculum allocation in Key Stages 3 and 4, together with the 5% for Core/General Religious Education in Key Stage 5 fulfils the requirements of the 2012 Bishops Directory. There is 20% allocation for A Level.
- In Key Stage 3 *People of God – Called to Serve* is in full use. In Key Stage 4 the new 2018 specification includes units on Catholic Christianity with a study of Judaism as the second religion. In Key Stage 5 there is a well subscribed A level course. The post 16 validated programme for Core/General Religious Education is taken by all students. Consequently, the curriculum fulfils Archdiocesan requirements.
- There is extensive and confident use of Scripture by pupils.
- The department has a computer shared drive containing an overview for each year group together with lesson by lesson resources.
- There is comprehensive and frequent inclusion of other world faiths and religions.
- Gospel values are implicit in the department's coverage of British Values, through enabling pupils to mature as responsible citizens who are inclusive and committed to the common good.
- Key religious skills enrich pupils' knowledge and understanding.
- There is much use of evaluative skills to encourage pupils to reflect on the content and to apply it to their lives.
- The curriculum contributes to extra-curricular activity not least pupils' participation in *Shake the Dust*, an initiative in community responsibility.
- Classrooms and teaching areas are well appointed regardless of the current period of preparation for transition to a new adjoining campus.

The quality of Collective Worship provided by the school

- The quality of Collective Worship provided by the school is outstanding.
- This judgement acknowledges significant and sustained improvement.
- There is a full sharing of pupil and staff leadership and participation.
- Daily *Sacred Time* in form and year groups is consistent and qualitative.
- The Mission Statement is embedded throughout all expressions of Collective Worship and particularly well expressed in the weekly themes. These same themes include knowledge, understanding and celebration of other world faiths and religions.
- Provision has grown to included enriched use of the Chapel and indeed the wider campus.
- Throughout the year there are appropriate occasions for Eucharistic celebration and other services.

- There is growing interaction for shared worship in the local and Archdiocesan community.
- Quality musical provision offered by specialists ensures this strand of prayer is well practised. It is noteworthy that the school led the 2016 Advent Schools Service at the Metropolitan Cathedral, so contributing the highest standards of music, drama and dance.
- Collective Worship is inspired by meaningful prayer rather than show. This has particularly encouraged participants.
- There is meticulous monitoring of provision supported by effective record keeping. The process includes senior leadership and form tutors. Monitoring is positive and aimed at ensuring that quality Collective Worship is a secure and vital aspect of Catholic Life.
- Training is provided for new staff. Regular in-service is informed by monitoring and used as occasions to demonstrate best practice of effective prayer. Pupils too are invited to train and to rehearse their own contributions.
- Effective facilitation ensures that Collective Worship is owned by pupils and staff.

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 and developing the Catholic Life of the school and show the same degree of understanding of and commitment to the Mission of the Church.
- The Mission Statement expresses, "We aim to be a Catholic learning community:" This is enriched by a succession of strands that embody the realisation of the word "We". The community is invited to practically live the Mission. The whole sense of belonging expressed by the staff and pupils is testimony to this commitment.
- Efficient monitoring is undertaken through the Section 48 Self Evaluation document and data led evaluation which determines the rate of success in developing community spiritual, social, moral and cultural development.
- Staff and pupils are invited to make their own contributions through the sharing of personal talents and gifts.
- Lay chaplaincy is highly valued because it provides a *hinge* role in Catholic Life. This ensures support and availability for everyone. Provision nurtures a culture of shared chaplaincy. This is a bonding role that draws home, school and parish together. Indeed, the local parish priest contributes significantly by availability of services or simply to call in and be part of St Julie's. This is an area the school is developing further to include other parishes.
- The school's pastoral system has established a place, "Where fairness, care and compassion are central to life."
- This is a community that is open to Catholics, people of other faiths and religions and indeed to those who may hold other world views, all supported by the charism of Notre Dame.

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.

- Governors, managers and curriculum leadership provide outstanding monitoring and evaluation of Religious Education.
- Members of the department share an outstanding level of collegiality in their support, sharing of best practice and development.

- Together they plan and implement improvement to outcomes for pupils.
- All areas for improvement noted in the last inspection report and subsequent monitoring process have been thoroughly implemented. In addition, there has been a structured review of the department which has secured the teaching of Religious Education by a team of specialists. Timetable restructure has enabled the required 10% curriculum time.
- Here too, the Section 48 Self Evaluation document, supported by data led evaluation provides an accurate assessment of departmental effectiveness.
- Parents included in the survey value Religious Education because they are clear about what is taught. They are kept well informed about progress and achievement.
- The governors Progress and Achievement panel provides practical challenge and support, assisted by regular line management and departmental meetings. The latter are held formally and informally.
- Capacity for continued improvement is explicit within supporting improvement plans in the short and long term.
- The quality of pupil intervention strategies, reporting and recording strengthen the high rates of progress.
- Quality teaching and learning continues to impact upon strong pupil achievement and attainment.
- There is abundant continued professional development which includes Archdiocesan in-service.
- Religious Education remains amongst the leading departments in the school in terms of best practice and pupil performance.
- Consequently, Religious Education is securely in place at the centre of core curriculum provision.

What the school needs to do to improve further:

- Continue the outstanding rate of development by:
 - continued implementation of areas noted for improvement in the Section 48 Self-Evaluation document;
 - use of the existing efficient process for standardising formative marking so as to ensure consistent levels of in-depth teacher commentary.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

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

How good outcomes are for individuals and groups of pupils	
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

How effective the provision is for Catholic Education	
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

How effective leaders, governors and managers are in developing the Catholic Life of the School	
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
