



St Jeromes Catholic Primary School

URN: 104938

Catholic Schools Inspectorate report on behalf of the Archbishop of Liverpool

22 April 2026 – 23 April 2026

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission

Religious education (p.5)

The quality of curriculum religious education RE

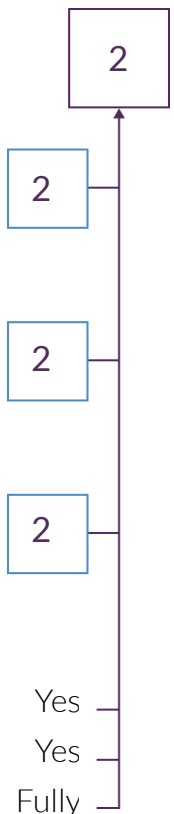
Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school

The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference

The school is fully compliant with any additional requirements of the diocesan bishop

The school has responded to the areas for improvement from the last inspection



What the school does well

- Effective relationships across the school community foster a nurturing family culture that underpins all aspects of school life.
- Staff proactively engage with professional development and external expertise to drive immediate improvements in classroom practice.
- The school provides a dignified and prayerful environment that serves as the heart of worship for all who attend and visit the school.
- Calm and respectful classrooms ensure that high standards of pupil conduct are consistently maintained.
- Robust pastoral systems prioritise emotional well-being, ensuring pupils are socially and academically ready to succeed.

What the school needs to improve

- Empower pupil mission ambassadors to take a proactive lead in evaluating and enhancing the school's Catholic mission.
- Appoint a single subject leader for religious education to provide clear oversight, specialist monitoring, and robust self-evaluation across all key stages.
- Increase pupil ownership of collective worship by involving them directly in the independent selection of scripture and liturgical planning.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade

Pupil outcomes

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

Provision

The quality of provision for the Catholic life and mission of the school

Leadership

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

2

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St Jerome's is a school deeply valued by its community, where pupils feel nurtured as unique members of God's family. They demonstrate high levels of respect and compassion, actively living out the mission: 'Growing in God's love.' This ethos has a tangible impact on their personal development; as one pupil noted, "We are all friends and help each other... it is like following in Jesus' footsteps." Pupils embrace their role as stewards of creation, demonstrating a clear understanding of the call to family, community, and participation. This is evidenced through their commitment to 'beach school' and dedicated fundraising for CAFOD and local food banks. They understand that these actions serve the common good and reflect Catholic social teaching in practice. Pupils are happy, confident, and secure in their own identity, showing an ability to listen and give thanks. They are highly motivated and possess a clear appetite for increased responsibility. While they already contribute significantly to the school's Catholic character through their daily conduct, they stand ready to take a more central role in leading and evaluating school-wide mission initiatives. By further developing these leadership opportunities, pupils will be empowered to move from active participants to visionary leaders.

The school's sense of community is evidenced through the deeply positive relationships between staff, families, the parish, and the local community. St Jerome's has cultivated a purposeful, calm, and inclusive environment that is greatly valued by all. The indoor school environment serves as a clear witness to its Catholic character, where pupils take pride in

celebrating their faith with visitors. Furthermore, the enriched outdoor environment offers vital spaces for quiet reflection, providing frequent opportunities for pupils to develop their spirituality through prayerful experiences. Staff are committed role models who embody the school's mission. The school has invested significantly in pastoral support to meet the specific needs of parents and pupils. This provision reflects Gospel values through an emphasis on compassion and dignity, particularly for vulnerable families who feel supported and known. The school is a harmonious community where the call to family, community, and participation is consistently promoted and celebrated. The curriculum is thoughtfully enriched by Catholic social teaching, ensuring pupils understand their role in the wider world. Additionally, the provision for relationships, sex and health education is a strength; it fully meets diocesan requirements and is delivered with sensitivity, remaining entirely faithful to the teachings of the Church.

Leaders and governors effectively promote the Catholic life and mission of the school, ensuring it remains a visible presence in the daily experience of all pupils. They demonstrate a consistent commitment to the school's identity, evidenced by well-maintained policies and procedures that align with diocesan mission statements. Governors are regular visitors and provide a helpful, active bridge between the parish and the school. These links ensure that the school is viewed as an integral part of the wider worshipping community. They are conscientious in their oversight and possess a good understanding of the school's performance, identifying key priorities for improvement with accuracy. While their monitoring is regular, they recognise that there is further room to sharpen their evaluative impact to drive even higher standards across the community. The school engages well with parents, who acknowledge and appreciate the frequent opportunities to participate in the spiritual life of the community. Leaders have established effective communication channels, though they correctly identify that there is potential to move beyond simple participation towards a deeper spiritual immersion for families. Self-evaluation is generally accurate and leads to positive outcomes, ensuring that the school's Catholic character is clearly understood and valued by all stakeholders.

Religious education

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Religious education key judgement grade

Pupil outcomes

How well pupils achieve and enjoy their learning in religious education

2

Provision

The quality of teaching, learning, and assessment in religious education

2

Leadership

How well leaders and governors promote, monitor and evaluate the provision for religious education

3

2

Pupils at St Jerome's develop a secure and foundational knowledge of religious education as they move through the school. They are generally engaged during lessons and demonstrate a confident use of religious vocabulary, which provides a positive basis for their literacy. A key strength lies in their social and emotional development; pupils successfully link scripture to their own lives, showing a secure understanding of how these teachings inform the care and respect they show one another. This ethical understanding is reflected in their daily conduct. Attainment in religious education is consistent and remains broadly in line with other core curriculum subjects. While the standard of work produced shows that pupils are learning from the curriculum, there is an identified inconsistency in presentation across different year groups. Currently, pupils' written work does not always reflect the same level of pride or flair seen in their verbal contributions. The school provides a stable environment where pupils are confident to share their ideas. While pupils meet age-related expectations, there is scope to further elevate the challenge through more rigorous questioning and independent tasks. Moving forward, a more consistent use of driver words across all year groups would help to deepen pupils' analytical skills and ensure written outcomes reflect their secure understanding.

Teachers demonstrate secure subject knowledge and a genuine commitment to religious education, ensuring the curriculum is communicated with clarity and purpose. In many lessons, this results in searching questions that encourage thoughtful pupil responses;

however, this high level of challenge is not yet uniform across all key stages. While most pupils make good progress, the pace of learning occasionally slows when tasks do not fully stretch the most able. Pupils are provided with dedicated time for reflection, a practice that teachers effectively use to support and enhance spiritual development. This ensures that religious education contributes significantly to the school's Catholic life. While the quality of work is celebrated across the school, leaders accurately identify that high expectations are not yet consistently maintained for every learner. In some instances, questioning does not sufficiently probe for a greater depth of understanding, limiting the sophistication of pupil engagement and their ability to evaluate complex theological concepts. To address this, leaders have planned targeted professional development focused on advanced questioning strategies aligned with the Religious Education Directory. By establishing a best practice coaching model, the school aims to ensure that all teachers can confidently elicit higher-order thinking, ensuring rigorous challenge becomes embedded practice throughout the school.

Leaders and governors ensure that religious education is included within the school's established monitoring cycle and adheres to the Religious Education Directory. Governors are committed and provide a good level of oversight; notably, they have already recognised the necessity of appointing a single, knowledgeable subject leader to provide focused direction in religious education. Currently, because responsibility is shared across a team, this specific area misses a cohesive strategic drive. This shared model results in inconsistent specialist oversight, which restricts the school's ability to drive the subject forward into a more sophisticated stage of development. Consequently, self-evaluation processes are not sufficiently robust; they are missing the granular, subject-specific detail required for governors to provide their usual rigorous challenge or to accurately measure the quality of teaching across all key stages. While monitoring activities are scheduled, they are often superficial and fail to pinpoint variations in pupil progress. Without a dedicated lead to champion the curriculum, professional development remains sporadic, leaving some staff without the specialist support required to deliver lessons with high levels of expertise. Although governors are active and insightful, the absence of a single point of accountability limits their impact. Leaders must now establish a more rigorous, specialist-led monitoring framework.

Collective worship

The quality and range of liturgy and prayer provided by the school.

Collective worship key judgement grade

Pupil outcomes

How well pupils participate in and respond to the school's collective worship

2

Provision

The quality of collective worship provided by the school

2

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

2

2

Pupils at St Jerome's are reverent and respectful participants in the school's prayer life. They demonstrate a secure understanding of liturgical structures, responding with confidence to the 'Gather, Listen, Respond and Go Forth' model. This active engagement is clearly reflected in their appropriate use of religious symbols and their ability to maintain meaningful silence, which fosters a strong communal sense of spirituality during whole-school assemblies. Pupils show a clear understanding of the purpose of prayer, and their conduct indicates they deeply value the opportunities for reflection provided by the school. While pupils participate well in lead sessions, the school rightly identifies that a key next step is for them to become more actively involved in the independent planning and delivery of collective worship. Currently, pupils engage consistently with staff-led liturgy; however, increasing their ownership of these sessions will allow them to exercise leadership and creatively shape the prayer experiences of their peers. By moving toward selecting their own scripture and leading reflections, pupils will further deepen their personal faith. This secure foundation will ensure that pupils meet age-related expectations while preparing them for greater liturgical independence and leadership. This honest self-evaluation reflects a good judgement of the school's current provision.

The school's prayer life provides a foundational spiritual experience for the community. In the absence of a local church, the school has successfully positioned itself as the primary setting for worship, ensuring the word of God is celebrated with dignity. The available wide range of

liturgies ensures reverence and a secure community understanding of the school as a prayerful space. While the school makes regular use of designated prayer spaces, leaders have accurately identified the further enrichment of these areas as an ongoing priority. Gatherings for prayer and liturgy are effectively supported by music and singing, which help to foster a shared sense of identity. Pupils are provided with a secure knowledge of the liturgical year, correctly identifying seasonal themes and symbolic colours. A positive feature of the provision is the revitalised relationship with the parish, initiated by the headteacher's proactive engagement with the priest and stakeholders. This outward-facing mission is beginning to involve pupils more directly in community outreach. Through these established routines, the school provides a stable environment where pupils meet age-related expectations and are encouraged to grow in their faith journey.

Leaders and governors at St Jerome's demonstrate a clear commitment to the prayer and liturgy of the school. They have established a clear policy that is well-understood by staff, ensuring that prayer and worship is a regular and respected part of the school day. This dedication is evidenced by the prioritisation of prayer within the school budget, ensuring resources effectively support the school's Catholic life. The liturgical year is practically mapped, with feast days central to the school's calendar. A key feature is the headteacher's weekly Gospel gathering, which enables the word to be shared meaningfully across the community. Furthermore, collaborative links with parish catechists ensure sacramental preparation is well-supported. Working in close partnership with the archdiocese has significantly strengthened the school's provision. Targeted continued professional development and sustained archdiocesan support have been instrumental in equipping teachers with the skills to lead classroom prayer. Consequently, pupils now experience more engaging and reverent acts of worship that resonate with their daily lives. Staff value these opportunities for spiritual reflection, which have directly improved the quality of liturgy. Leaders recognise that maintaining this partnership is essential to fully embed these positive changes, ensuring that prayer and liturgy remains a vibrant and central pillar of the school community.

Information about the school

Full name of school	St Jeromes Catholic Primary School
School unique reference number (URN)	104938
School DfE Number (LAESTAB)	3433369
Full postal address of the school	Greenloons Drive, Liverpool, L37 2LX
School phone number	01704 833211
Headteacher or Head of School	Mrs Gemma Veevers
Chair of Governors	Mrs Christine Kneale
School Website	www.st-jeromes.co.uk
Trusteeship	Diocesan
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	
Age-range of pupils	5 - 11
Gender of pupils	Mixed
Date of last denominational inspection	30 January 2019
Previous denominational inspection grade	Outstanding

The Inspection Team

Karl Landrum Lead

Kathryn Berry

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement