

Inspection of Saint Jerome Church of England Bilingual School

120–138 Station Road, Harrow, Middlesex HA1 2DJ

Inspection dates: 23 and 24 November 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils look forward to coming to school because of the calm and friendly atmosphere. They enjoy learning new things every day. They like it when their teachers give them useful tips to help them remember important facts.

Leaders have high expectations. They are ambitious for pupils to achieve well in a wide range of subjects. Leaders prioritise pupils' learning of French, so this is woven through all aspects of life in the school. Pupils are motivated by 'Camembear', the school's French teddy-bear mascot. They develop their use of the French language rapidly from the earliest opportunity. Pupils who join the school other than at the usual times are given extra help in all subjects if they need it so they catch up quickly. Pupils in Year 6 were excited to meet up with their penfriends on a recent residential visit to Paris.

Pupils are helped to talk about their feelings and emotional well-being, including in French. They are taught to be kind towards each other. Pupils behave respectfully and considerately towards each other and their teachers. Teachers respond swiftly to any bullying and help pupils to resolve any falling out. Pupils are safe in school. They have staff they can talk to if they have any worries.

What does the school do well and what does it need to do better?

Leaders have considered carefully what and how they expect pupils to learn in all subjects across the curriculum. Subject leaders ensure that the coverage of knowledge, skills and understanding at least matches the breadth and depth of the national curriculum. Staff check pupils' recall of the curriculum. Leaders check that teachers deliver subject content in a sequence that enables pupils to build up their learning over time. Teachers provide additional support for pupils who need it.

The subject curriculum for French is well embedded and fundamental to the ethos of the school. Leaders have designed a French curriculum that is ambitious and extends beyond the national curriculum. Pupils have a wealth of opportunities to enhance their language learning and literacy skills, including workshops on multilingual poetry and storytelling.

Leaders and teachers identify swiftly when delivery of the curriculum needs to be adjusted to help pupils who need more support. Leaders provide staff with training and guidance, so that pupils with special educational needs and/or disabilities are able to access the same curriculum and opportunities as others.

Leaders ensure that children start learning to read as soon as they join the school. Staff follow a well-structured programme to teach phonics. Pupils rapidly develop reading fluency and read books that help them to practise the sounds they are learning.

Teachers generally have strong subject knowledge. This helps pupils to develop subject-specific vocabulary, with regular routines to revisit, reinforce and apply prior learning to more complex ideas. Occasionally, teachers' subject knowledge is not as strong as it needs to be to ensure that pupils' misconceptions are picked up and corrected swiftly.

Pupils in all years, including children in early years, are eager to learn. They respond swiftly to their teachers' expectations and are attentive in class. Typically, the curriculum is taught without interruption.

Pupils have opportunities to discuss and debate ethical issues. They learn about different religions and visit places of worship for different faiths. Pupils are surrounded by different cultures and diversity. Alongside the focus on learning French, pupils who speak other languages are celebrated, for example through International Mother Language Day, when pupils are encouraged to recite a poem in another language.

Pupils participate in a wide range of clubs and educational outings. Pupils are taught about environmental issues and promote recycling through 'planet club' and the popular gardening and computing clubs.

Pupils are taught about friendships and the importance of maintaining their physical health, and the harmful side effects of drug misuse, alcohol abuse and smoking. Relationships and sex education (RSE) is integrated into the school's programme of personal, social and health education (PSHE). Leaders have mapped out when statutory elements of the RSE programme will be taught during Year 6.

Staff feel well supported by leaders and by the adaptations that leaders make to school policies and procedures that reduce staff workload. They appreciate steps leaders take to support their well-being and to provide opportunities for training to develop their roles.

The governing body is knowledgeable about the work of the school and upholds its statutory responsibilities. The governing body recognises the value of promoting partnerships with parents and carers and has recently set up a working party to provide more opportunities for productive communications with parents. The majority of parents who completed the survey indicated that they are pleased with the work of the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders with responsibility for safeguarding are suitably trained. They make sure that staff receive up-to-date training on the latest safeguarding requirements and know and use recording systems for reporting any concerns.

Leaders work closely with outside agencies to support pupils and their families when needed.

Leaders include aspects of safeguarding in the curriculum. Pupils are taught to recognise safe and unsafe situations, including when working online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teachers' subject knowledge is not equally confident and strong across all subjects. In subjects where teachers' subject knowledge is not as secure, they do not as routinely identify and put right pupils' misunderstandings. Leaders should continue their programme of professional development to further boost teachers' subject knowledge across all subjects taught at the school.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	142904
Local authority	Harrow
Inspection number	10241506
Type of school	Primary
School category	Academy free school
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	400
Appropriate authority	Board of trustees
Chair of governing body	Ian Fernandes
Headteacher	Reverend Daniel Norris
Website	www.stjeromebilingual.org
Date of previous inspection	6 and 7 March 2019, under section 5 of the Education Act 2005

Information about this school

- Since the previous inspection, the school's previous executive headteacher has become the school's full-time substantive headteacher. The deputy headteacher started at the school in September 2019. An assistant headteacher started at the school in April 2022. A second assistant headteacher started at the school in September 2022.
- The number of pupils on the school's roll has continued to grow since it opened in 2016. This is the first academic year in which there are pupils in all year groups, from Reception to Year 6.
- The school has a Church of England ethos. Its most recent section 48 inspection for schools of a religious character took place in March 2019.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with senior leaders, the chair and vice-chair of the governing body and three other members of the governing body, other leaders, groups of pupils and groups of staff. Inspectors held telephone conversations with representatives of the local authority.
- Inspectors carried out deep dives in early reading, French, history and mathematics. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work. Inspectors also considered other areas of the curriculum.
- The inspection of safeguarding included meeting with the leaders with responsibility for safeguarding, looking at records of leaders' work with outside agencies, evaluating the records of leaders' response to safeguarding concerns, talking to staff, pupils and parents, and considering relevant aspects of the curriculum, including the school's provision of PSHE and RSE.
- Inspectors considered the responses to online surveys completed by parents and staff. There were no responses to the survey for pupils. Inspectors also considered parents' views in correspondence sent to the lead inspector and in discussions with parents at the school.

Inspection team

Amanda Carter-Fraser, lead inspector	His Majesty's Inspector
Jude Wilson	His Majesty's Inspector
Lorraine Slee	Ofsted Inspector

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