

St Jude's Catholic Primary School

URN: 116376

Catholic Schools Inspectorate report on behalf of the Bishop of Portsmouth

24–25 January 2024

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

1

Religious education (p.5)

The quality of curriculum religious education

2

Collective worship (p.7)

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

1

The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference

Yes

The school is fully compliant with all requirements of the diocesan bishop

Yes

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

Fully

2

What the school does well

- The exceptional quality of relationships, inclusivity and welcome which ensures every member of the school community feels known and valued.
- The pupils show an excellent understanding of Catholic social teaching and are passionate and committed to supporting others in need.
- The children's excellent knowledge of scripture is evident in their responses.
- The children engage reverently in well planned, well resourced liturgies.
- Leaders and governors have created a high quality physical environment which promotes the centrality of prayer and liturgy in the life of the school.

What the school needs to improve

- Build on the work carried out with the older children to develop opportunities for the younger pupils across Key Stage 2 to plan and lead aspects of their class celebrations of the word with confidence.
- Build on the good practice evident in some years to ensure that task design across the whole school allows all pupils to work with an appropriate level of independence, drawing on their knowledge and understanding in religious education.

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

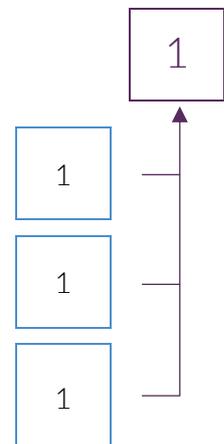
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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



St Jude's is an excellent example of a caring, worshipping and thriving spiritual community. Every child and adult is welcomed and valued as part of the St Jude's family. Pupils are rightly proud of their school. They embrace its distinctive identity, charisma and mission and are able to talk about the impact this has on their lives with confidence and enthusiasm. They have a clear understanding of the demands of Catholic social teaching and the call to service and can articulate this. As one child said, 'Jesus cared about people, and we need to be like him.' The Oscar Romero Rangers take a leading role in responding to need locally, nationally and globally. They have worked with other schools to explore issues around Catholic social teaching through their attendance at a conference and membership of an equality and rights advocate group. They have initiated a range of activities such as filling backpacks for the homeless and collecting food for Sophie's legacy. They have a deep understanding of stewardship and the call to care for creation which is evidenced in their care for the school environment where they have planted cherry trees and a sensory garden. The pupils show a deep respect for their own personal dignity and that of others. As one child said, 'that's the most important thing about this school, that you wouldn't be judged for who you want to be.'

The mission statement 'Achieving together in God's love' and the charisma of service are known and witnessed throughout the school by all members of the community. There is a tangible sense of belonging, evidenced in the quality of relationships and strong culture of welcome. The school goes the extra mile to provide exceptionally supportive care, particularly for the most vulnerable; this is evidenced in highly positive interactions witnessed between staff and pupils, and between the pupils themselves, throughout the inspection. For example, since the school opened a resource provision for deaf pupils, all pupils and staff are learning and using British Sign Language to promote a sense of community. All are valued and welcomed, other cultures and faiths are respected and celebrated. A pupil in the pre-school class was able to recognise a Hindu symbol and recall learning about Diwali. The well-planned and maintained school

environment, particularly the new prayer space which is loved and used by the children, reflects the mission and identity of the school, and contributes to the positive formation and sense of dignity of each pupil.

The headteacher is acknowledged by pupils and staff alike as an inspirational witness to the Gospel and the principles of Catholic social teaching. Along with other leaders, including governors, she is able to clearly articulate the Church's mission in education. Leaders and governors are determined and energized in their commitment to their mission, and to ensuring that the children in their care understand their call to service, the demands of Catholic social teaching, and the importance of living out Gospel values. All staff work hard to ensure a flourishing partnership between the parish and school, and the parish priest is fully supportive of the school. The pupils have worked with the SVP group in the parish to plan afternoon tea sessions for older parishioners. School Masses, planned and led by the pupils, are held in the parish church, with a number of parishioners attending regularly. Governors and leaders have created a taught curriculum which places religious education at its core, making clear connections with other subjects. Monitoring is rigorous, well planned and effective, with clear examples of actions taken to respond to any identified areas for development. Parents appreciate the efforts of leaders to provide a wealth of opportunities for their children to grow in faith; one commented. 'St Jude's is not just an excellent school, but it's also a fantastic Catholic school where prayer is valued.'

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

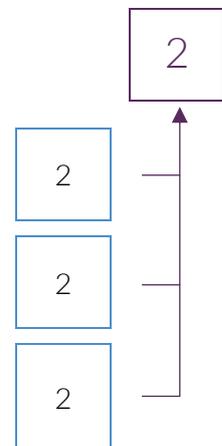
How well pupils achieve and enjoy their learning in religious education

Provision

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

Leadership

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



Pupils demonstrate good knowledge, understanding and skills in their learning in religious education. They are religiously literate and speak confidently about their learning using key concepts and subject specific vocabulary. They demonstrate an excellent knowledge of scripture which they use to support their written work and spoken contributions. Pupils enjoy their learning and approach their lessons with enthusiasm. One pupil said, 'Our teacher makes RE fun and we learn about our faith.' As a consequence, behaviour in lessons is good. Pupils are able to make connections between their learning and their lives; an early years child said 'Jesus is kind because he shares everybody's love and he tries to make people happy.' In a lesson focused on Jesus calming the storm, a pupil made the connection to the school's logo of a boat on the water, and the teacher used skilful questioning to develop this idea and make the connection to the journeys of St Jude. In year 6, pupils were asked to respond to a letter from the Bishop, considering the future of the church, they were able to link it to learning about the letters and mission of St Paul. One pupil said, 'we have been learning about Saul – he teaches us that we can change.' Pupils engage well in lessons and are keen to improve their work. The use of 'green questions' as feedback in some lessons enables pupils to reflect on their next steps, but quality feedback is not yet used consistently and some pupils were unsure of how well they were doing in their religious education learning. In some classes, the work in books is of a high quality. Where this is the case, task design enables the pupils to work independently, and demonstrate their knowledge and understanding. This good practice should be shared and developed across the school.

Teachers in the school demonstrate excellent subject knowledge and expertise when teaching religious education. They feel confident to ask incisive questions, which enable the pupils to think deeply and move their learning on. They are able to adapt explanations, increasing engagement for all pupils. Teachers recognise the impact religious education has on the moral and spiritual development of the pupils and their ability to meaningfully make sense of the world, and as a result of this, they give pupils time for meaningful reflection in lessons. Teachers provide pupils

with a range of opportunities to present their learning. For example, in Year 1, children used puppets to retell the story of the healing of the blind man. Through this activity they were able to explore and articulate the response of each of the main characters to Jesus' miracle, with one pupil commenting, 'the Pharisee isn't happy because he wants to be boss of the whole village.' In some lessons, task design is not sufficiently closely linked to the learning objective; this would enable the pupils to better understand how well they have done with their learning, and what they need to do next to improve.

Leaders and governors ensure that religious education has full parity with other curriculum subjects in terms of professional development, resourcing, timetabling, staffing and accommodation, and that it is taught in accordance with diocesan requirements. There is a clear plan for professional development which is informed by regular, rigorous monitoring. This is planned effectively to improve teaching and learning. Staff appreciate the support provided by the RE leader, headteacher and deputy headteacher, all of whom they describe as knowledgeable and approachable. They feel that the support they have been offered has had a significant impact on their confidence in teaching religious education, and the delivery of religious education lessons. Leaders' and governors' self-evaluation of religious education is informed through regular monitoring, analysis and self-challenge, and has provided them with a robust insight into the standards of teaching throughout the school. Leaders have plans to provide a range of enrichment activities to promote pupils' learning and engagement with religious education, with particular emphasis on providing opportunities to develop their understanding of other faiths.

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

1

Provision

The quality of collective worship provided by the school

1

Leadership

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

2

1

Prayer and liturgy fully engage all pupils' interest and inspire enthusiastic, heartfelt responses while making the messages and themes relevant to their lives. Pupils act with reverence and are keen to participate in prayer in a variety of forms, including guided meditation and prayers that are part of the Catholic tradition. Pupils are able to articulate the shape and meaning of the church's liturgical year and how it is expressed in the prayer life of the school. For example, the Romero Rangers were able to discuss the changes that would be observed in liturgies and prayer during Lent and to explain the scripture and events behind this. Pupils work collaboratively with others such as teachers, teaching assistants and peers to prepare well-constructed experiences of prayer and liturgy. The four sections of 'gather, listen, respond and go forth' are explicit in all acts of prayers and contribute significantly to increasing pupils' understanding of prayer. During the course of the inspection, pupils were observed leading a class liturgy for which they had selected appropriate scripture, artefacts and reflection to enable all the participants to reflect on their chosen theme. In a whole school liturgy, working alongside the headteacher, pupils were able to participate in a range of ministries including leading a powerful guided meditation. They are developing their skills in evaluating the quality of prayer and liturgy that they have planned.

There is a naturally embedded daily pattern of prayer that reflects the rhythm of the prayer life of the church. Well-chosen scripture passages are at the heart of prayer, and children are effectively supported to choose their own scripture when planning liturgy. Older pupils have been given the skills and confidence to use their own excellent knowledge of scripture to help them locate appropriate passages independently, Staff, including senior leaders are inspiring role models of exemplary practice. They have planned ways to include the whole school community through exemplary practice, including using British Sign Language prayers in assemblies and on the website. Parents are regularly invited to join the school community for a range of prayerful experiences and welcome these opportunities. One parent commented, 'The class liturgies, school Masses and Lenten breakfasts are all excellent'. Staff, governors and children all spoke about the positive impact of the re-enactment of Christ's Passion during Holy

week. Parishioners join the pupils for school Masses, which take place in the parish church at significant points during the school year. The whole community comes together to pray in times of sorrow and joy, such as the Queen's funeral, and the King's coronation.

Leaders, including governors have planned the school calendar ensuring that opportunities are embedded for celebrations of key events, including holy days of obligation and class saints' feast days. The Sacrament of Reconciliation is offered to older pupils during Advent and Lent. There are regular opportunities for the professional development of staff, including those new to the diocese, or to working in Catholic schools. As a result, staff understand the importance of prayer and liturgy and its centrality to the life of the school. Leaders, including governors, recognise the importance of prayer and liturgy when setting budgets and allocating resources – this is evident in the provision of a new prayer space in the heart of the school building. There is a clear strategy for development of pupil skills of participation as part of a well formulated policy on prayer and liturgy. This should be further developed to enable younger children across Key Stage 2 to develop their skills and confidence in planning and leading aspects of their celebrations of the word, initially with the support of the Oscar Romero Rangers.

Information about the school

Full name of school	St Jude's Catholic Primary School
School unique reference number (URN)	116376
School DfE Number (LAESTAB)	8503404
Full postal address of the school	St Jude's Catholic Primary School, Bishopsfield Road, Fareham, PO14 1ND
School phone number	01329235131
Headteacher	Sarah Wall
Chair of Governors	Anne-Marie Trott
School Website	www.st-judes.hants.sch.uk/
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	N/A
Age-range of pupils	2-11
Gender of pupils	Mixed
Date of last denominational inspection	20 th and 27 th June 2017
Previous denominational inspection grade	Good

The inspection team

Veronica Woodward
Tara Sharp

Lead
Team

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