INSPECTION REPORT

ST. JUDE’S CATHOLIC PRIMARY SCHOOL

WIGAN

Date of Inspection  Tuesday 29 November 2011
Inspectors  Mrs. Denise Hegarty, Mrs. Meg Buckley
Unique Reference Number  130384
Inspection carried out under Section 48 of the Education Act 2005

Type of School  Catholic Primary
Age range of pupils  3 – 11 years
Number on roll  179 with 19 Nursery pupils
Chair of Governors  Mr. Raymund Unsworth
Head teacher  Mrs Josie Booth
School address  Worsley Mesnes Drive
               Worsley Mesnes, Wigan
               WN3 5AN.
Telephone number  01942 204091
E-mail address  headteacher@admin.saintjudes.wigan.sch.uk
Date of last inspection  Tuesday 16 June 2009
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.

Information about the school

St. Jude’s school is a slightly smaller than average sized Catholic Primary School situated in the Wigan district of the Archdiocese and serves the parishes of St. Jude’s and St. Edward’s, Wigan. The catchment area is one of socio-economic disadvantage. There are 179 children on roll of whom 130 are baptised Catholic, 11 come from other Christian denominations, and 19 from other faith or religious traditions. Nineteen pupils have no specified religious affiliation. St Jude’s welcomes an increasing number of pupils with special educational needs as well as children who speak English as an additional language. The percentage of pupils joining or leaving the school mid term or mid key stage is above average. There are 11 teachers at the school all of whom teach Religious Education. Ten teachers are Catholic and 7 have a suitable qualification in Religious Education. Since the last inspection the school has appointed a new subject leader and a new deputy headteacher. The current head teacher will retire from her post at the end of this term after 26 years service to St Jude’s. A new headteacher has been appointed and will start at the school in January 2011.

Key for inspection grades

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

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Further copies of this report are obtainable from the school.
Inspection Judgements

Overall effectiveness:
how effective the school is in providing Catholic Education
The school’s capacity for sustained improvement

Main Findings:-

St. Jude's Primary School provides outstanding Catholic education. There is a shared vision for Catholic Education which is embraced by the whole school community and reinforced in the school’s Mission Statement and motto. Its values and ethos are visibly reflected in the exemplary attitudes and relationships between all members of the school community. Children thrive in the caring atmosphere the school provides and they become confident, learners with positive attitudes towards each other. They are real ambassadors for the school and are very loyal to it. Since the last inspection, the school has securely maintained and continued to build on its previously outstanding performance. All new initiatives have been embraced and addressed as the school strives to improve standards and provision. Self evaluation is rigorous, comprehensive and accurate.

Achievement is good. There is no significant difference in performance between groups of pupils. Pupils are very happy in school are keen to learn and make good progress. They make an outstanding contribution to the Catholic life of the school and respond outstandingly to Collective Worship.

Teaching and learning in Religious Education is good with some outstanding elements. Assessment of Religious Education is outstanding. The Religious Education curriculum is inclusive and is adapted well to meet the needs of all pupils and enable them to meet their full potential in Religious Education. The quality of Collective Worship provided by the school is very good.

The school is extremely successful in addressing the areas it has identified for improvement. The leadership team is deeply motivated and communicates its high expectations to staff in order to secure improvement to outcomes and provision. Staff are encouraged and supported in their ongoing development. School leaders are committed to the ethos and mission of the school and promote high expectations of all pupils spiritually, morally and in all aspects of learning. Governors are justly proud of their school, promote it well and are loyal to it. They carry out their duties well. Parents are very supportive and appreciate all the school does. They are happy with the values and attitudes taught. The parish priest is very supportive of the school.

Given the dedication and commitment shown by the leadership of the school, and rigorous self-evaluation leading to appropriate priorities and targets being set, there is very good capacity for sustained improvement.
What the school needs to do to improve further

- Continue to implement the targets set out in the school’s Self-Evaluation Document. That includes:
  - planning for a Spiritual Away Day for Year 6 pupils as part of the transition arrangements;
  - enabling children to be more actively involved in the planning and delivery of Collective Worship;
  - involving governors in the monitoring of teaching and Collective Worship;
  - reviewing the school’s Mission Statement with all members of the school community, in the light of the recent appointment of a new head teacher.

How good outcomes are for individuals and groups of pupils

Pupils’ achievements in Religious Education are good and they make good progress in relation to their starting points and capabilities through the school. On entry to school many children have a limited knowledge and understanding of the Catholic faith. Pupils’ attainment in Religious Education varies from average to above average. Analyses of assessments undertaken to date and scrutiny of their work provide evidence of pupils generally attaining appropriate levels for their age and stage of development and some are also achieving at a higher level. There is no difference in performance between pupils of different gender. Outcomes for pupils with additional or special needs are good. They are supported well by effective teaching assistants. Underachievement is identified and addressed by appropriately differentiated tasks. Children are becoming increasingly more religiously literate as they become familiar with the key words from the topics and can relate their own life experiences to the Christian understanding of the topics. Their knowledge, understanding and skills are appropriate to their age or capacity and some exceed expectations. Children work well independently and collaboratively showing excitement, interest and enthusiasm. They enjoy their work and learning, behave well and are developing positive attitudes and useful skills.

Pupils, from an early age, participate willingly and benefit greatly from a range of activities and take on roles of responsibility which contribute to the Catholic life of the school. They are actively involved in developing and evaluating the Catholic character of the school through ‘pupil voice’ and through the school council. Pupils have a great sense of belonging to the school community and value and respect others. They show a good understanding of what is right and wrong, follow their class rules and behave very well during lesson time. Pupils are actively involved in outreach work locally; nationally and globally e.g. in fund raising for charity, arranging ‘Stalls Days’ for Nugent Care and by Carol singing for the elderly. Pupils are considerate and caring of others both in school and the wider community. Education for Personal Relationships, the use of SEAL and Personal and Social education have all fostered very positive attitudes in pupils who take an increasing responsibility for themselves and their actions. They praise and acknowledge the contribution of others, rejoicing in their own success and the success of their peers. They show a readiness to embrace and celebrate their lived experiences.
Pupils respond to, and participate outstandingly in Collective Worship. They are reverent, prayerful and show the utmost respect. Their knowledge of prayer and liturgy is increasing and they are familiar with a variety of prayer styles. Pupils’ liturgical formation is developing very well. No-one is expected to act in a manner contrary to their beliefs. Pupils are beginning to acquire a range of skills which enable them to prepare and lead celebrations as appropriate to their age and stage of development. The children sing joyfully, reflect purposefully and join in community prayers confidently. They show reverence for and an appreciation of the Word of God in the scriptures.

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<tr>
<th>How good outcomes are for individuals and groups of pupils</th>
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<td>How well pupils achieve in Religious Education</td>
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<td>• pupils’ standards of attainment in Religious Education</td>
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<td>• the quality of pupils’ learning and their progress in Religious Education</td>
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<td>The extent to which pupils contribute to and benefit from the Catholic Life of the school</td>
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<td>How well pupils respond to and participate in the school’s Collective Worship</td>
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**How effective the provision is for Catholic Education**

The quality of teaching is consistently very effective in ensuring that pupils are interested and engaged in their work and make good progress. Teachers take into account pupils’ prior learning and ensure tasks are carefully differentiated at the planning stage. Work given consolidates, builds and extends the children’s knowledge and understanding. In-service provision enables all staff to have an up to date knowledge and understanding of current developments. The Catholic Certificate in Religious Studies is promoted and new staff members are supported and encouraged to enrol. Teachers plan exceptionally well and provide opportunities for pupils to work both independently and collaboratively. Effort and achievement are recognised, rewarded and celebrated. Pupils are affirmed and know how well they are doing. In most classes, teachers use developmental marking and indicate what pupils have to do to improve further. Effective use is made of time and resources are well-deployed. Behaviour is well managed across the school with effective use of praise and rewards. Teachers are enthusiastic in their delivery of the subject and are excellent role models for the children to emulate.

The assessment of pupils’ work in Religious Education is outstanding. Teachers use assessment to identify and tackle underachievement and use the information gleaned in future planning to ensure that given tasks are pitched at correct levels. Formal assessment tasks are undertaken and recorded appropriately. Work is moderated across the school and evidence is kept in class files. Assessment information is collated by the subject leader and shared with the staff and governors. Annual reports on progress and achievement in Religious Education are excellent and inform parents what their children have undertaken in the subject and about their progress and achievement.

The curriculum meets pupils’ needs very well. Staff and leaders see Religious Education as the core subject and the very heart of the curriculum. The school
using the ‘Here I Am’ programme recommended by the Archdiocese meets the requirements of the Curriculum Directory for Religious Education. A whole school approach is used and appropriate levels of the programme are being followed in the different year groups. This ensures complete Religious Education entitlement for each child and meets National and Archdiocesan requirements. Of the total curriculum time, 10% is allocated to Religious Education. This fulfils the requirements of the Bishops of England and Wales. Planning ensures full coverage of the Religious Education programme. Imaginative and well planned strategies are deployed to enrich pupils learning. Termly Religious Education letters provide information about what is being taught in Religious Education, and indicate how parents and carers can support their children’s learning at home. Their views and opinions are sought and valued. The school implements new curriculum developments as appropriate, and adapts its curriculum appropriately to meet the varying needs of the pupils. The Religious Education curriculum provides outstanding opportunities for pupils’ spiritual and moral development. This is further enriched by Seal activities, values education and circle time. A rewards assembly takes place weekly to reward good work and behaviour. Children are offered many opportunities to benefit from and contribute to the Catholic life of the school, all of which have a positive impact on their spiritual, moral, social and cultural development.

The quality of Collective Worship provided by the school is very good. It reflects the Catholic character of the school and takes into account the variety of backgrounds among the pupils. This is a community that comes together to worship regularly. Teachers plan consistently well and use appropriate resources, including the use of ICT to enhance worship. An excellent policy and guidelines are in place. The subject leader ensures that Collective Worship has a high profile in the school and is effectively monitored. Staff members use their skills well to engage the children and provide joyful celebrations. Collective Worship plays a key part in meeting the spiritual needs of the pupils. Opportunities are provided to enable full, active and conscious participation of the whole school community. Children are enabled to pray formally and informally. The school provides some opportunities for children to develop their skills in planning and leading Collective Worship in an age appropriate way and has identified the need to develop this further. Parents and carers are often invited to join in celebrations of the ‘Here I Am’ programme and the Church’s liturgical year.

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<td>The quality of teaching and purposeful learning in Religious Education</td>
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<td>The effectiveness of assessment in Religious Education</td>
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<td>The extent to which the Religious Education curriculum meets pupils’ needs</td>
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How effective leaders and managers are in developing the Catholic Life of the schools

Leaders and managers promote and develop the Catholic life of the school outstandingly and show an excellent understanding of and commitment to the Mission of the Church. Catholic ethos underpins all aspects of school life and the
Catholic mission for the school is lived out by all. All who form part of the school community including parents, parish priest, governors and children were involved in the development of the school’s own Mission Statement which directs and guides every aspect of school life. Opportunities are provided for the staff and pupils to play an active part in Catholic life and Mission of the school e.g. through their community involvement in carol singing for the elderly and in fundraising for the needy.

Leaders and managers ensure that a rich, broad and balanced curriculum is provided with pupils’ spiritual and moral development at its heart. There is deep commitment and drive for improvement demonstrated by the headteacher and subject leader. Ongoing self evaluation and subsequent action planning ensure that continuous improvements are made in all aspects of the Catholic life of the school. The Self Evaluation Document provides evidence of the school’s monitoring, searching analysis and self challenge. It is now a much more rigorous, working document that provides a basis to celebrate the schools strengths and outlines areas for development. It is appropriately prioritised with suitable targets and realistic timescales.

Leaders and managers are becoming skilled in the way they use monitoring data to evaluate the schools performance, celebrate, and plan future improvements. Findings from monitoring processes are used to set targets and inform planning for improvement. Feedback to staff is informative and very effective. The current head teacher has been instrumental and inspirational in ensuring the subject is at the heart of the curriculum. She is an excellent role model for those involved with the school and has truly served the community in an outstanding manner throughout her time at the school. Retiring at the end of this term after twenty six years in post, her significant contribution to the Catholic life of the school will be greatly missed by the whole community. The subject leader is outstanding in the way she leads, manages and guides Religious Education throughout the school. She shows real commitment and enthusiasm and introduces new initiatives when appropriate. Excellent documentation directs and supports all staff in the delivery of the subject. This is updated as required. Provision and outcomes for Religious Education are evaluated and recommendations made as necessary.

Governors have a clear understanding of their role and fulfil their responsibilities very well. They are actively involved in the life of the school, support its Catholic identity and are loyal to and very proud of it. They are effectively helping to shape the direction of the school, are regular visitors and are kept informed of developments in Religious Education and the Catholic life by the subject leader. The Finance and Staffing Committee monitor the budget for Religious Education and ensure value for money.

Parents and carers are kept well-informed about the Catholic life of the school through regular newsletters and receive reminders etc. via the school’s text messaging service. They are made welcome at the school and are happy with the Religious Education provided for their children. They are consulted regularly and involved in a variety of ways in the life of the school. The parish provides the ‘Wednesday Word’ for families to share together at home. This Advent, parents and carers are invited to receive a travelling crib to share the Christmas message with their children at home.
The school provides very good induction and in-service training to enable staff to further understand the Church’s Mission in Education and to play their unique part in it. Performance Management systems are firmly established and incorporate Religious Education objectives as appropriate. A range of opportunities for Spiritual and Moral developments are provided for staff and pupils such as the use of the ‘Before You Begin’ sessions at the start of each topic. These enable staff members to have personal insight into the topic and to reflect on their own understanding. Members of the Legion of Mary in the parish come into school regularly to pray the Rosary with the children. Opportunities are provided for staff and governors to gather to celebrate service to St Jude’s Catholic School e.g. at their Away Days at Don Orione.

Leaders and managers work very closely and effectively with the parish priest in promoting the Catholic life of the school. He is also a governor at the school, is very supportive and visits when possible.

Leadership at all levels respects difference, values diversity and ensures equal opportunities for all. Prayer, worship and the liturgical life of the school reflects and respects the religious diversity within the school. There are positive relationships at every level within the school. Leaders and managers facilitate pupils’ involvement in service to the local Faith and religious communities e.g. in St. Jude’s St Vincent de Paul Society, the immediate neighbourhood served by the school e.g. the local Wigan Hospice and the wider community e.g. through their Shoe Box appeal. The school is particularly proud of its involvement with their appeal for a school they have close links with in India. Dialogue and collaboration is encouraged with people who hold different beliefs and values. Values education is well embedded in the school and this promotes a culture of respect for individual’s similarities and differences. This is undertaken especially during excellent Personal, Social and Health Education lessons.

The use of the ‘Here I am’ programme promotes community cohesion outstandingly. Children have explored the beliefs and values of Islam and Judaism. This, together with the school’s Cultural Weeks, helps to promote tolerance and respect for those who think differently.

St. Jude’s is a most welcoming, inclusive, generous community where all are nurtured to use their talents to achieve their potential and are encouraged to rejoice in their successes.

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<td>How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan and implement improvement to outcomes for pupils</td>
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<td>How well leaders and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils</td>
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<tr>
<td>The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so areas needing development are addressed decisively and responsibilities met</td>
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<tr>
<td>How effectively leaders and managers promote community cohesion</td>
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