



# ARCHDIOCESE OF LIVERPOOL

## INSPECTION REPORT

### ST. JUDE'S CATHOLIC PRIMARY SCHOOL

#### WIGAN

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Inspection Date 27 March 2019

Inspectors Mrs Pat Peel Mrs. Jackie Coughlan

Unique Reference Number 130384

Inspection carried out under Section 48 of the Education Acts 2005 and 2011

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Type of School Catholic Primary

Age range of pupils 3 - 11

Number on roll 204

Chair of Governors Mrs. Judith Hunt

Headteacher Mr Damian Wilson

School address  
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Date of last inspection March 2014

# 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. Jude's is a smaller than average sized Catholic Primary School situated in Wigan serving the parish of St. Jude.
- There are 204 children on roll of whom 80 are baptised Catholic, 28 come from other Christian denominations and 45 from other faith or religious traditions. 51 have no religious affiliation.
- There are nine teachers. Seven of which teach Religious Education. Seven teachers are baptised Catholic. Five teachers have a suitable qualification in Religious Education with a further 2 currently undertaking the Catholic Certificate in Religious Studies.
- Since the last Section 48 Inspection there has been a new headteacher and deputy appointed and a new Religious Education subject leadership team established.

### Key for inspection grades

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

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# OVERALL EFFECTIVENESS

St. Jude's is an outstanding school in providing Catholic Education.

## CATHOLIC LIFE

### The extent to which the pupils contribute to and benefit from the Catholic Life of the school

- The extent to which the pupils contribute to and benefit from the Catholic life of the school is outstanding.
- Pupils truly appreciate, value and actively participate in the Catholic Life at St. Jude's. They know, own and live out their Mission Statement, *'Together, we learn, love and grow with Jesus'*. Pupils have also been involved in reviewing the 'end of day prayer' linked to the Mission Statement which is shared with parents.
- Pupils show a deep respect for themselves and others as made in the image and likeness of God. The behaviour of pupils is exemplary.
- In proportion to their years they show an ability to listen, to give thanks, to forgive and be forgiven. They are quick to congratulate others and have a very good understanding of right and wrong. Pupils say they enjoy their weekly praise assemblies. The recipient of the Headteacher 'disciple of the week' award, in recognition of living out the school's Mission Statement or Christian values, is named in the school newsletter.
- Pupils enthusiastically embrace the demands that being members of the school community entails such as becoming school councillors and buddies to younger children. Following the Mission Statement review councillors were actively involved in setting up a competition to design their own school logo which is now used on their uniforms. It recognises the diversity in the school.
- They take a leading role in those activities which promote the schools' Catholic Life and mission both within school and in the wider community such as fundraising for numerous charities e.g. CAFOD, Macmillan, Nugent, NSPCC Sparkle Appeal, Shoebox Appeal, British Legion to name but a few. Within the locality they support the Wigan and Leigh Hospice and The Brick Homeless Project. They are alert to the needs of others and seek justice for all.
- A group of Year 6 pupils independently have raised funds for Dementia Support by selling cakes.
- Pupils value and fully participate in opportunities provided by the school including a range of lunchtime and after school clubs such as; choir, dance, art and crafts and a wide range of seasonal sports.
- Pupils take full advantage of the opportunities the school provides for their personal support and development they have an outstanding sense of belonging. As a result, they are happy, confident and secure in their own stage of physical, emotional and spiritual growth. On the day of inspection, a child in Year 5 commented that, *"...living like Jesus is what we do here at St. Jude's. We're all different but we all get on together. It is a great school."*
- The school choir performs at school and parish events and in the local community at the local residential homes and the Young Voices event.

- Pupils, appropriate to their age and capability, have begun relationships and sexual development lessons within the context of a Christian understanding but this is in its infancy and needs to be further embedded into school life across the school year.
- Pupils in Year 6 have the opportunity to undertake a residential visit to Low Bank Ground in the Lake District, Cumbria, Wigan Council's Outdoor Education Centre.
- Pupils enthusiastically embrace a holistic approach to education, understand what it means to have a vocation and recognise the importance of using their gifts in the service of others.
- Pupils in Year 6 attend retreat days at Lowe House, St. Helens with the Animate Youth Group as part of their transition preparation.
- Pupils value and respect the Catholic tradition of the school and its links with the parish community and the Archdiocese. As a result, they respect and are involved with parish celebrations and activities, irrespective of their own faith commitments.
- Pupils feel able to express a pride in their own religious and cultural identity and beliefs.

### **The quality of provision for the Catholic Life of the school**

- The quality of provision for the Catholic Life of the school is outstanding.
- The school Mission Statement, *'Together, we learn, love and grow with Jesus,'* its aims and objectives are a clear expression of the educational mission of the Church. It underpins every aspect of 'family life' at St. Jude's.
- All staff are fully committed to its implementation across the curriculum. They enthusiastically participate in school activities which reflect the Catholic Life and mission of the school.
- St. Jude's is an extremely supportive and joyful community. Its Mission Statement is truly alive and reflected in everything that they do both within and outside of the school. There is a keen sense of community at all levels, evident in the high-quality relationships and the centrality of prayer to the whole community.
- The school environment reflects its mission and identity through concrete and effective signs of the school's Catholic character. The aesthetically pleasing displays, classroom focus' and reflective spaces all create an overwhelming yet calm ambience which exudes St. Jude's catholicity and ethos. This is tangible throughout the school.
- An area has been outlined in the grounds as a dedicated 'Spirituality Garden' following a successful bid. This will be developed in the Summer term.
- Staff promote high standards of behaviour and are exemplary role models of mutual respect and forgiveness for pupils inside and outside of the classroom.
- The entire curriculum reflects a commitment to Catholic Social Teaching, to care for our common home and to the dignity of every human person through its fundraising, eco stewardship and numerous outreach opportunities. This is a real strength in the school.
- The school provides opportunities for the spiritual and moral development of all pupils and staff through prayer, retreat days and continuous professional development opportunities i.e. accessing Archdiocesan training, Animate Youth events, and attending in-service days.
- Clear policies and structures are in place, which provide the highest levels of pastoral care for pupils, and there is an explicit and concrete commitment to the most vulnerable and needy in both policy and practice.
- The Pastoral Manager is extremely effective and highly valued in the school community for the work that she does in supporting pupils and their families.
- The school is equally attentive to the pastoral needs of members of staff and pupils and ensures that every member's needs are understood and catered for.

- The parish priest is a regular visitor to the school and presides at class Masses throughout the liturgical year. He is fulsome in his praise of the work of the school community and is ably supported by members of the parish who lead the children in the Rosary on a weekly basis.
- The school supports the parish, the pupils and their families undertaking the With You Always Sacramental programme.
- All the relevant documentation is in place and the school has made a commitment to support Relationships and Sex Education using *Journey in Love* alongside Personal, Social and Health Education.
- The school provides in-house wraparound care provision throughout the year. This is popular and very well attended.

### **How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school**

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for the Catholic Life of the school.
- The schools' leadership is deeply committed to the Church's mission in education. Leaders are energised by the task and are a source of inspiration for the whole community. The development of the Catholic Life of the school is viewed by leaders and governors as a core leadership responsibility.
- The provision for the Catholic Life of the school is given priority by leaders and is reflected in the school's self-evaluation document which is a coherent reflection of monitoring, analysis and self-challenge and is clearly focused on the Catholic Life of the school.
- Relationships at every level are outstanding across the school. This is a real strength.
- Continuous Professional Development focusing on the Catholic Life of the school occurs and is effective. Members of the senior leadership team have attended the Archdiocesan Spirituality Conferences. As a result, staff understanding of the school's mission is outstanding. Staff are involved in shaping and supporting it. The whole school community was involved in reviewing the Mission Statement following the monitoring visit.
- Leaders and governors have been proactive in supporting fundraising and putting in a bid to develop a 'spirituality garden'. This will endeavour to enhance outdoor worship opportunities across the school.
- The school has successful strategies for engaging with parents and carers to the benefit of pupils, including those who might traditionally find working with the school difficult. The school offers an open-door policy, sends out regular newsletters, has an up-to-date website, twitter feed, Facebook and a newly established blog. As a result, parents and carers have an outstanding understanding of the school's mission and are very supportive of it.
- As leaders, the governing body is highly ambitious for the Catholic Life of the school and leads by example in the way it emphasises Catholic Life as a school improvement priority. There is a link governor for Catholic Life who supports the subject leaders in their role.
- The school responds well to Archdiocesan policies and initiatives and promotes the Archdiocesan vision for the Archdiocese throughout the school.
- Leaders and governors have made a commitment to further develop Relationships and Sex Education alongside Personal, Social and Health Education. This will need mapping out to show exactly where these aspects are being taught across the curriculum throughout the year not just in the Summer Term.

# **RELIGIOUS EDUCATION**

## **How well pupils achieve and enjoy their learning in Religious Education**

- The extent to which pupils achieve and enjoy their learning in Religious Education is outstanding.
- Pupils, from their varied starting points, make excellent progress in each key stage.
- Groups of pupils, including those with special educational needs, are also making progress comparable to the progress of other pupils.
- Pupils, relative to their age and capacity, are religiously literate and engaged young people; they use their knowledge, understanding and skills, to reflect spiritually, and to think ethically and theologically. Pupils are aware of the demands of religious commitment in everyday life.
- Pupils are actively engaged in lessons and are committed to improving their knowledge, understanding and skills to further develop as competent learners.
- Pupils concentrate well and understand how well they are doing.
- Pupils approach their lessons with interest and enthusiasm. This was evident as pupils quickly settled to tasks and responded positively throughout.
- Pupils enjoy a range of activities and respond well to opportunities which extend their learning. Behaviour for learning is exemplary because pupils enjoy Religious Education and disruptions in lessons are unusual.
- The quality of pupils' current work, both orally in class and written in books, is outstanding. Pupils take pride in their workbooks and the presentation is of a very good standard.
- Pupils' are undertaking formal assessment in line with Archdiocesan guidance and evidence kept.

## **The quality of teaching, learning and assessment in Religious Education**

- The quality of teaching, learning and assessment in Religious Education is good.
- On the day of inspection there was some outstanding practice observed. Some teachers and other adults used the language of the standards i.e. driver words routinely as part of their repertoire to enhance pupils growing awareness of challenge during lessons.
- Staff are using the most up to date Archdiocesan template for planning Religious Education and are using the language of the new standards.
- Some teachers plan very good lessons and do use the language of the standards i.e. driver words, but not enough is currently linked to pupils' on-going assessment. However, this will improve as the new interim standards become more familiar over the coming months.
- Teachers are confident in their subject knowledge and have a good understanding of how pupils learn.
- Teachers employ a range of appropriate strategies, including individual, paired and collaborative work. Consequently, pupils are inspired, motivated and concentrate extremely well in lessons.
- There is evidence in books of continuity in lessons and across sequences of lessons. Parents are routinely invited to the Rejoice celebration assembly aspect of the topics.
- In the best lessons observed teachers used questioning techniques very well. They adapted explanations and tasks using the language of the standards i.e. driver words catering for the needs of all pupils. However, there was little assessment for learning observed. This needs to become a regular feature during lessons.

- Formal assessments are undertaken in line with Archdiocesan guidance and portfolios of evidence kept.
- Enjoyment of and enthusiasm for Religious Education is promoted using high-quality resources e.g. Come and See website, God's and Church's Story, audio and visual media, John Burland music etc.
- The use of locks and keys as a visual reminder of the key vocabulary being developed throughout Religious Education lessons is an extremely effective way of helping pupils' religious literacy.
- Other adults are used very effectively to optimise learning for pupils who need their support. During lessons they work hard to develop pupils' confidence in undertaking and completing tasks.
- Evidence in books shows that marking is very positive.
- Achievement and effort are celebrated immediately leading to very good levels of motivation from pupils.
- The parish priest has supported some Come and See lessons.
- Pupils have studied Judaism and Hinduism as part of their Religious Education lessons. They have been visited by a practising Jew and experienced some Hindu workshops. This helps to promote tolerance and respect for others of a different Faith or religion.

### **How well leaders and governors promote, monitor and evaluate the provision for Religious Education**

- Leaders and governors are good in promoting, monitoring and evaluating the provision for Religious Education.
- Leaders and governors ensure that the Religious Education curriculum meets the requirements of the Bishops' Conference in every respect in each key stage.
- Leaders and governors ensure that Religious Education has full parity with other core curriculum subjects including professional development, resourcing, staffing and accommodation.
- The subject leadership team regularly attends Archdiocesan in-service training and meets together with other cluster schools to support monitoring and evaluation of the subject. There is a great commitment to staff undertaking Continuous Professional Development in all aspects of leadership in the school.
- Since the last inspection the *Come and See* programme has been fully implemented across the school and all relevant documentation e.g. planning, monitoring and tracking are fully embedded.
- Leaders' and governors' self-evaluation of Religious Education is a coherent reflection of rigorous assessment, tracking, monitoring, analysis and self-challenge which is informed by best practice in Religious Education. All policies are in place but need to be linked to each other.
- Whole school tracking is in place. Considering the Bishops directive to implement the new standards of assessment, the school is currently looking at ways to develop whole school tracking in line with other core curriculum subjects. This is being trialled in Year 4 but needs to be rolled out across the school. The impact of this needs to be shared with governors on an on-going basis.

- The subject leadership team are a real strength in the school. They have a high level of expertise, are enthusiastic and totally committed to their role. Since the monitoring visit, one of the team has been on maternity leave but her succession and handover plan meant a seamless transition took place. Whilst off, the other member of the team continued to drive forward the subject and has endeavoured to further improve teaching and learning in Religious Education and has worked hard at developing a new tracking system.
- Leaders and governors ensure that Religious Education is planned to meet the needs of different groups of pupils. There is a link governor for Religious Education who supports the subject leadership team in their role.

## COLLECTIVE WORSHIP

### How well pupils respond to and participate in the school's Collective Worship

- Pupils response to and participation in the school's Collective Worship is outstanding.
- Pupils are developing a firm foundation for liturgy.
- Pupils are keen to participate in Collective Worship they act with reverence and respect.
- They sing joyfully, reflect in silence and join in community prayer appropriately and with confidence.
- Pupils are involved in planning, preparing and leading worship with confidence, enthusiasm and a degree of independence.
- Pupils use a variety of approaches to prayer which includes scripture, religious artefacts, liturgical music and other forms of prayer. They are invited to use a prayer tree for their own private petitions.
- Pupils value and participate voluntarily in liturgy and prayer and say that they really enjoy taking part in Collective Worship. They enjoy the weekly Rosary group sessions with the parishioners.
- Pupils commented that they, *"love taking part in Collective Worship for their friends and parents."*
- Pupils have an outstanding understanding of the Church's liturgical year, its seasons and feasts and the approaches this requires in the planning of appropriate worship opportunities.
- Pupils have taken part in the annual *Nugent* 'Good Shepherd Appeal' at St. Mary's, Leyland.
- Pupils were very excited by the prospect of having a 'Spiritual Garden' where they can pray and reflect.
- The experience of living and working in a faithful, praying community has a positive impact on the spiritual and moral development of pupils, irrespective of ability or faith background. They have a well-developed sense of respect for those of other faiths.

### The quality of Collective Worship provided by the school

- The quality of Collective Worship provided by the school is outstanding.
- Collective Worship is a core part of the life at St. Jude's and prayer is included in all school celebrations. Praying together is part of the daily experience for pupils and staff.
- Staff regularly use 'Come and See for Yourself' Collective Worship materials prior to beginning a new Religious Education topic.

- Collective Worship and resourcing is given a high priority in the school. Portfolios of evidence are collated for monitoring.
- Staff have become more skilled in helping pupils to plan and deliver quality worship and are providing opportunities for pupils to develop a firm foundation for liturgy.
- Collective Worship has a clear purpose, message and direction. Evidence suggests these experiences for both pupils and staff are reflective, prayerful experiences.
- Relevant staff have an excellent understanding of the Church's liturgical year, seasons and feasts and ensure that pupils have outstanding experiences of the Church's liturgical life.
- The parish priest has led Adoration and Benediction for the staff and pupils as part of the Year of Eucharist celebrations.
- Opportunities for Collective Worship are planned in a manner that facilitates attendance by other adults associated with the pupils and school and response to this invitation is good.
- Prayer bags are sent home with the children three times a week to help them further develop their prayer life with their families.
- Parents are invited to stay and 'share a prayer' and attend Rejoice celebrations at the end of topics. The Worship and Celebration comment books are a beautiful testimony of the enjoyment they bring to visitors to the school.

### **How well leaders, governors promote, monitor and evaluate the provision for Collective Worship**

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for Collective Worship.
- Leaders know how to provide policies and guidelines to plan and deliver quality Collective Worship. There is a policy in place for Collective Worship.
- Leaders have created an innovative themed planner for Collective Worship which enables all adult members of the school community to take part in leading or facilitating acts of Worship across the school.
- Leaders have an excellent understanding of the Church's liturgical year, seasons and feasts.
- Leaders of Collective Worship within the school are appropriate models of good practice for staff and pupils.
- Staff promote pupils' planning and leading Collective Worship. By facilitating throughout they ensure meaningful, quality experiences are delivered.
- Leaders and governors have made a commitment to enhance the prayer life of the school further by developing the 'Spirituality Garden' in the Summer Term. This has been the culmination of a year of fundraising and receiving a successful bid towards the works.

## What the school needs to do to improve further

- Further develop the work being undertaken in Catholic Life by:
  - continuing to embed '*Journey in Love*' into lessons across the academic year to support Relationships and Sex Education;
  - mapping out Relationships and Sex Education to show when it is being taught across the school year and through which curriculum subject;
  - completing the 'Spirituality Garden' in line with the current plans by the end of the academic year.
- Raise the standards of attainment in Religious Education further by:
  - Rolling out the across the school the tracking system which supports assessment, reporting and monitoring of Religious Education for the new interim standards in line with other core curriculum subjects;
  - continuing to address the areas identified on the Self Evaluation Document.

## INSPECTION JUDGEMENTS

### OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	1
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### CATHOLIC LIFE

The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
The quality of provision for the Catholic Life of the school	1
How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school	1

### RELIGIOUS EDUCATION

How well pupils achieve and enjoy their learning in Religious Education	1
The quality of teaching, learning and assessment in Religious Education	2
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	2

### COLLECTIVE WORSHIP

How well pupils respond to and participate in the school's Collective Worship	1
The quality of Collective Worship provided by the school	1
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship	1

***Key to judgements: Grade 1 is Outstanding, Grade 2 Good, Grade 3 Requires Improvement and Grade 4 Inadequate***