



## 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 school is a smaller than average sized Catholic Primary School situated in Wigan serving the parish of St Jude's.
- There are 214 number of children on roll of whom 122 are baptised Catholic, 20 come from other Christian denominations, and 30 from other faith or religious traditions. Forty two have no religious affiliation.
- There are 13 teachers of whom 10 teach Religious Education and 5 have a suitable qualification in Religious Education. Twelve teachers are baptised Catholic.
- Since the last inspection there is a new headteacher and subject leader in post.

### Key for inspection grades

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

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Further copies of this report are obtainable from the school.

## Overall effectiveness:

St. Jude's Catholic Primary School is a good school in providing Catholic Education.

## Inspection Judgements

**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 know and understand the school's Mission Statement and understand the part they play within it.
- Pupils are fully involved in its evaluation. Pupils have recently planned and delivered a celebration assembly to introduce their own motto from the mission statement, '*A Christian community which is caring, supporting and encouraging.*'
- Pupils have an outstanding sense of belonging to the school community and value and respect others.
- Pupils are actively involved in developing the Catholic character of the school.
- Pupils' behaviour is outstanding. They have a good sense of right and wrong and apply this in their personal relationships. They show responsibility for themselves and their actions.
- Pupils are encouraged to take on roles of responsibility in the school e.g. through the school council, house and team captains and older pupils are helpers at lunch and play times.
- Pupils show wider responsibilities through a variety of fundraising events. Funds are regularly raised for CAFOD, Nugent Care, Mission Together, Butterflies and many other local and national charities.
- Pupils are involved in service to their community through for example, choir visits to local residential homes and recently appearing with their local community and singing for '*Songs of Praise.*'
- Pupils are encouraged to present their own fundraising ideas, and arrange '*stall days,*' where goods are sold to raise money for a number of charities.
- Pupils benefit from participation in residential to Denbigh in Wales and the Lake District and there are regular educational visits throughout the school.
- The school is planning for retreat days with '*Animate*' to further develop pupils' spiritual and moral guidance.
- Education for pastoral care and personal relationships has fostered positive attitudes in pupils through All That I Am, Social and Emotional Aspects of Learning and PSHE programmes integrated throughout the school.
- St Jude's praise and acknowledge the contribution of others evident in weekly achievement assemblies, award ceremonies and nominations for *Pupil of the Year* and *Outstanding Religious Education Achiever of the Year*. They show a readiness to embrace and celebrate their lived experiences.

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

- Pupils' achievements and enjoyment in Religious Education is good.
- Their attainment in Religious Education is good.
- They make good progress in relation to their starting points and capabilities.

- On entry to school many children have a limited knowledge and understanding of the Catholic faith.
- There is no difference in performance between pupils of different gender.
- Outcomes for pupils with additional or special needs are good.
- Analysis of assessments undertaken provides evidence of pupils generally attaining appropriate level for their age and stage of development in each key stage.
- Pupils show good attainment for lower levels. There is some good evidence of pupils attaining higher levels and this can develop by continuing to raise expectations and challenge pupils in their work.
- Pupils are becoming increasingly more religiously literate. Their knowledge, understanding and skills are developing appropriate to their age or capacity.
- They are developing the skills that enable them to reflect spiritually, think ethically and theologically and are becoming more aware of the demands of religious commitment in everyday life.
- Pupils' engagement in and enjoyment of their learning is good as shown by their interest, enthusiasm and behaviour. They apply themselves well and are keen to do their very best work.
- Pupils are encouraged to work independently and collaboratively.
- Pupils are anxious to learn and improve their knowledge, understanding and skills as they become independent learners.

### **How well pupils respond to and participate in Collective Worship**

- Pupils' response to and participation in Collective Worship is outstanding.
- They show interest, respond well and actively participate in Collective Worship
- Pupils' knowledge of prayer and liturgy is increasing.
- They act with reverence and are keen to participate in a variety of gatherings
- They are becoming familiar with a variety of prayer styles. They appreciate and are open to the Word of God in the scriptures.
- There is outstanding practice of pupils becoming more confident in developing ways to prepare and lead worship in partnership with adults.
- Pupils are encouraged in gradual steps across the school to prepare and lead worship across the school.
- This outstanding practice was clearly evident on the day of inspection when younger pupils introduced their class to worship by setting the focus table and adding a candle by saying, ' *Jesus is the light of the world.*' Photographs previously taken by pupils were displayed interactively to pray for their wonderful world.
- Pupils show reverence and meaningful responses. This was evident as older pupils made a heartfelt of love and took away a heart in their pocket to share with their families.
- They sing joyfully, reflect in silence and join in community prayers appropriately and with confidence.

### **The quality of teaching and how purposeful learning is in Religious Education**

- The quality of teaching and purposeful learning in Religious Education is good.
- It is consistently effective in ensuring that pupils are interested and engaged and make good progress.
- Teachers display good subject knowledge and deploy a range of teaching styles to motivate and inspire pupils.
- Teachers work hard to ensure there is consistency in behaviour and expectations of pupils.
- Teaching encourages pupils' enjoyment of and enthusiasm of Religious Education.

- Teaching Assistants provide outstanding care and support to pupils. They are deployed effectively and show sensitivity to pupils needs. They ensure all pupils in their care reach their full potential.
- In a lesson observed younger children explored and wondered about growing. Pupils were delighted to use their own photographs taken displayed on the interactive whiteboard, prompting much excitement and discussion.
- Across the school teachers enthused pupils at the Explore stage of learning.
- Great opportunities for ICT were used involving the pupils themselves in power points or photographs. The use of i-pads and the interactive whiteboard maximised pupil learning.
- There was consistent use of talking partners, differentiation was evident across the school and there was a good range of activities to suit their needs.
- Teachers take into account pupils' prior learning and plan differentiated tasks so that the work consolidates, builds and extends their knowledge and understanding.
- Driver words are displayed across the school and pupils are beginning to recognise them. This good practice now needs to be embedded across the school so that pupils further understand their use.
- Effort and achievement at all stages of learning is celebrated.
- Planning is annotated and detailed and show some good evaluations.
- Planning and teaching would benefit from consistency across the school in establishing a clear learning objective using driver words, linked to an activity chosen and to develop success criteria.
- Teachers provide opportunities for pupils to work collaboratively. Pupils would benefit from more independent and challenging tasks using the driver words to develop detail in their responses.
- In the Foundation Stage there are well presented portfolios of pupils work and planning. Religious Education is promoting and developing many early skills.
- Pupils are informed of their progress and how to improve both orally and through marking. Marking shows positive, affirming understanding of the learning focuses and some developmental opportunities are given.
- Consistent developmental marking for Religious Education using the driver words will allow pupils the opportunity to evaluate their own work and further their learning.
- The school has good assessment strategies in place which provides detailed information on the achievement of all the pupils.
- Teachers are able to identify how well pupils are achieving and tackle underachievement. The school tracks the achievement of all the pupils.

### **The extent to which the Religious Education Curriculum promotes pupils' learning**

- The extent to which the Religious Education Curriculum promotes pupils' learning is good.
- The curriculum is good in meeting pupils' needs.
- The school using the *Come and See* programme recommended by the Archdiocese meets the requirements of the Curriculum Directory for Religious Education. Appropriate levels of the programme are being followed in different classes. 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.
- The school implements new curriculum developments as appropriate.
- The curriculum is customised to meet the needs of groups and individuals.

- St Jude's links the curriculum well with many areas of school life. There are good links to many other areas of the curriculum such as music and drama.
- There are many visits from the parish community and the deacon, who work with staff and pupils for a rosary group and to discuss their roles in parish life.
- They are keen to ensure that pupils explore and experience a variety of cultures. Their world map in the front entrance displays the variety of pupil backgrounds within school.
- Children have explored the beliefs and values of other faiths and religions. This helps to promote tolerance and respect for those who think differently. Judaism and Islam are taught each year and the school welcomes visitors to enhance children's' experiences.
- Enrichment activities such as the wide variety of after school clubs, for example, choir, netball and gardening have a positive impact on the curriculum.
- The Religious Education curriculum provides opportunities for pupils' spiritual, moral development and vocation. There are many links to PSHE and circle time.
- The spiritual garden in the school grounds is an inspirational space for pupils and staff. It proudly displays St. Jude's boat. It is used for a variety of worship and quiet times.
- The school environment is a warm inviting space. Children's work is prominently displayed across the school and reflects pupils' valuable contributions. Each pupil's footprint is displayed with a written expression of their faith.

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

- The quality of Collective Worship provided by the school is outstanding.
- It reflects the Catholic character of the school and takes into account the variety of faith backgrounds among the pupils.
- Collective Worship has a high profile and is central to the life of the school.
- Collective Worship plays a key part in meeting the spiritual needs of the pupils.
- The school provides opportunities for staff to develop the skills in planning, leading and evaluating Collective Worship.
- The teachers provide appropriate age related resources and opportunities to help pupils acquire the skills necessary to plan, lead and participate in Collective Worship. One parent commented, *'my child talks about worship in depth when she comes home and she is becoming more aware of God and Jesus. When she participates she is becoming more confident in herself.'*
- Teachers plan and deliver alongside pupils providing excellent role models in worship.
- There are portfolios of outstanding examples of worship from all year groups along with many thoughtful reflections from pupils in their evaluations.
- Children are enabled to pray formally and informally using a variety of prayer methods and styles.
- There are many opportunities provided to enable full, active and conscious participation of the whole school community. For example, there are regular end of topic *Rejoice* celebrations and whole school Advent and Easter liturgies and the parish priest supports and leads many liturgical events.

### **How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils.**

- Leaders, governors and managers are good in promoting monitoring and evaluating the provision for the Catholic life of the school and in the way they plan and implement improvement to outcomes for pupils.
- This is reflected in the school's own Mission Statement, *'A Christian community, nurturing and inspiring each individual.'*

- All who form part of the school community including parents, clergy, governors and children were involved in the development and recent review of the Mission Statement. This now needs time to be embedded with pupils and the whole school community.
- The aims and practical objectives of the Mission Statement direct and guide every aspect of school life and are a useful tool by which the school can evaluate its effectiveness.
- The Self Evaluation Document provides evidence of the schools monitoring, searching analysis and self challenge.
- Analysis of the Self Evaluation Document provides a basis to celebrate strengths and outlines areas for development. This now needs to be updated to include ways forward for the Catholic life and Religious Education in the school.
- Governors have full knowledge and understanding of the Catholic life of the school and fulfil their responsibilities. They have effectively helped to shape the direction of the school.
- Regular updates are received from the Headteacher regarding the Catholic life of the school.
- Leaders, governors and managers are good in the way they use monitoring data to evaluate the schools performance, celebrate, and plan future improvements.
- Governors take pride in the schools' very close and well established links with the parish community. They are proud of their family partnership of parish, school and home. St Jude's is an inclusive and welcoming school to generations of local families and to those new to the community. All are welcomed and are part of the school family.
- The Parish priest visits school regularly and celebrates with the school community for liturgical occasions throughout the year and supports Religious Education topics.
- There are excellent home, school, and parish links through the support for the *With You Always* Sacramental programme.
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all.
- Opportunities are provided for the staff and pupils to play an active part in Catholic life and Mission of the school. Staff have taken part in a spirituality day away from school and regularly take part in *Come and See For Yourself* worship at the beginning of each topic of work. There are positive relationships at every level within the school.
- The school provides valuable induction and regular in-service training to enable staff to further understand the Church's Mission in Education and play their unique part in it. Some members of staff have completed the Catholic Certificate in Religious Studies.
- The quality of Collective Worship is a priority for the school. It is effectively monitored and evaluated by leaders, governors and managers. An excellent policy is in place and outlines the graduated steps and expectations of pupils when planning and leading worship.
- Parents are consulted regularly and involved in a variety of ways in the life of the school e.g. through regular newsletters, the school website and a variety of liturgical liturgies. Parents regularly support the school through many fundraising events.

**How well leaders, governors and managers promote, monitor and evaluate the provision for the Religious Education of the school and plan and implement improvement to outcomes for pupils.**

- Leaders, governors and managers are good in promoting monitoring and evaluating the provision for the Religious Education of the school and in the way they plan and implement improvement to outcomes for pupils.
- The subject leader is new to the post since the last inspection. In that time she has worked tirelessly to improve and update the many areas concerning Religious Education and the

Catholic life of the school. She shows great commitment in her new role and introduces new initiatives when appropriate. She encourages staff and has high expectations.

- Training and updates provided by the Archdiocese are attended regularly. Continuing professional development opportunities are provided for staff. Communication with the headteacher, staff, parents and governors is effective.
- Governors are very aware of the standards in Religious Education and are very supportive of the subject leader's role and impressions she is making of leading the subject forward.
- Monitoring is timetabled and is becoming embedded. Monitoring data is used well to evaluate the schools performance. The impact of monitoring will enable the school to plan for future improvements and can be included in more detail within the Self Evaluation Document.
- Good documentation guides and directs all staff in the delivery of the subject. This is updated as necessary.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance.
- Assessment information is collated and tracked by the subject leader and shared with the leadership team, governors and parents.
- Curriculum outlines are provided for parents who are consulted on different issues depending on the topic being covered.
- Formal written reports give priority to Religious Education and inform parents of their child's achievements.

## **What the school needs to do to improve further?**

- Continue to develop the quality of teaching and purposeful learning in Religious Education by:
  - embedding the use of driver words;
  - developing a consistent approach to developing learning objectives using the driver words that link to activities chosen;
  - developing a consistent approach to pupils assessing their own work;
  - setting challenging tasks to provide more detailed responses;
  - developing consistent developmental marking across the school.
- Continue to promote, monitor and evaluate the provision for the Catholic life and Religious Education of the school and plan and implement improvement to outcomes for pupils by:
  - including further detail in the Self Evaluation Document of ways forward for the Catholic life of the school and Religious Education;

# INSPECTION JUDGEMENTS

## **OVERALL EFFECTIVENESS**

How effective the school is in providing Catholic Education	2
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## **OUTCOMES FOR PUPILS**

<b>How good outcomes are for individuals and groups of pupils</b>	
The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
How well pupils achieve and enjoy their learning in Religious Education	2
How well pupils respond to and participate in the school's Collective Worship	1

## **PROVISION**

<b>How effective the provision is for Catholic Education</b>	
The quality of teaching and how purposeful learning is in Religious Education	2
The extent to which the Religious Education curriculum promotes pupils' learning	2
The quality of Collective Worship provided by the school	1

## **LEADERS AND MANAGERS**

<b>How effective leaders, governors and managers are in developing the Catholic Life of the School</b>	
How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils	2
How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	2

**Key to judgements: Grade 1 is outstanding, Grade 2 good, Grade 3 requires improvement and Grade 4 inadequate**