



# Archdiocese of Birmingham

## Section 48 Inspection

### ST JUDE'S CATHOLIC PRIMARY SCHOOL

St Jude's Close

Maypole

Birmingham

B14 5PD

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Inspection date	14-15 <sup>TH</sup> November 2016
Reporting Inspector	Rose Brookes
Inspection carried out under Section 48 of the Education Act 2005	

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Type of School	Voluntary aided
Age range of pupils	3-11 years
Number on roll	206
Appropriate authority	The Governing Body
Chair of Governors	Dawn Thompson
Telephone number	0121 464 5069
E-mail address	m.tipping@stjuderc.bham.sch.uk
Date of previous inspection	28-29 <sup>th</sup> September 2011
DFE School Number	330/3377
Unique Reference Number	103463
<b>Headteacher</b>	Mr M Tipping
Previous inspection:	1
This inspection:	1

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## Evidence

- The inspection was carried out by one Diocesan Inspector.
- The focus of the inspection was on the quality, leadership, and impact of the school's provision of Catholic life, collective worship, and religious education (RE).
- The inspector observed teaching across three RE lessons to evaluate the quality of teaching, learning and assessment.
- The inspector completed a work scrutiny and held discussions with pupils to evaluate their understanding of Catholic life, worship, and the impact of teaching on their learning over time.
- Meetings were held with the chair of governors, the parish priest, the headteacher and the subject leader.
- The inspector attended a whole school Mass, an assembly, a stay and pray session and undertook a learning walk to look at aspects of learning and teaching in RE, the presentation of the Catholic life of the school and pupils' behaviour.
- The inspector reviewed a range of documents including the school's self-evaluation, data about pupils' achievement and progress, RAISEonline, the development plan, teachers' planning, and learning journals.

## Information about the school

- St Jude's is a one form entry primary school in the parish of St Jude's and St Dunstan's in Maypole and Kings Heath, Birmingham.
- Pupils come from the full range of socio-economic backgrounds, with some experiencing social and financial disadvantage. The school is in one of the most deprived areas nationally. There is considerable mobility amongst the local population.
- Just under three quarters of the pupils are of White British backgrounds, and the remainder are from a range of other heritage groups, including Black or Black British Caribbean or Black British African, Indian, Pakistani and Bangladeshi.
- The school currently has 206 pupils on roll of whom a quarter are baptised Catholics.
- The number of disadvantaged pupils is well above the national average.
- The number of pupils with special educational needs or disabilities is above the national average.
- Attainment on entry is below expected levels.
- Since the last inspection there have been some significant changes: The headteacher has been in post for three years and there have been changes to the senior leadership team. The new R.E. subject leader, who is an experienced member of the senior leadership team, has been leading RE for about 11 months. The governing body has been reconstituted and several new governors recruited. A new 15 part-time pupil nursery class has been established at the school, and it opened at the end of September. Over half the pupils in the nursery are Catholic.
- Since the previous Inspection, the parishes of St Dunstan and St Jude have amalgamated. The very supportive parish priest who came three years ago works hard to facilitate the way the parishes work together.

## Main Findings

### THE CATHOLIC LIFE OF THE SCHOOL

#### Catholic life, collective worship and spiritual, moral and vocational development: provision and outcomes

- All aspects of Catholic life are outstanding. The senior leadership team has an exceptional understanding of and commitment to the Catholicity of the school, placing it at the forefront of all that the school does.
- St Jude's has a very strong Catholic identity, particularly in relation to the small percentage of Catholic families they serve. The parish priest, supported by the curate, the governors and all the staff, makes a considerable contribution to the formation of faith and spirituality.
- The headteacher, supported by his very experienced deputy, who is the RE subject leader, ensures that all pupils understand what it means to live the Gospel values. They do this through excellent role-modelling, deep personal faith and continual pastoral care for all the children.
- The school continually provides a safe, loving environment which a Year 1 child described as her family.
- Pupils learn how to respect others and contribute to society. The school has achieved the UNICEF Rights Respecting School Award, as a recognition of their commitment. This teaches children about the rights of every child and encourages them to reflect on and pray for those whose rights are not being met.
- Pupils understand the school mission and how to live it. This helps all pupils, Catholic and non-Catholic, to be focused on their faith journey.
- Through the establishment of a pupil chaplaincy team, in collaboration with partner schools, pupils are encouraged to lead whole school prayer and liturgy.
- Every Monday morning during assembly, pupils present a whole school weekly disciple target. The pupil chaplaincy team can articulate how pupils might achieve this in relation to their own behaviour. This impacts positively on all pupils and it breeds a culture of love and respect for each other.
- Since the last inspection, there has been greater participation of the school council in the Catholic Life of the school. Pupils spoke with passion about how they have directed and led support for leading charities and how they were looking forward to creating a prayer garden.
- Pupil discussions show that, whether Catholic or not, they identify with the teachings of the Catholic Church on a personal level.
- Staff provide opportunities for pupils to learn how to pray. During the inspection, there was a 'stay and pray' session when parents and children could make prayerful objects to take home. The school are trying to strengthen their families' understanding of the Catholic character of the school through initiatives such as this.
- Parents value the support that the school gives them and some families have converted to Catholicism.
- The school ensures that all pupils learn about other faiths. Pupils are respectful of other faiths during lessons and visits to places of worship.

### LEADERSHIP

#### Leadership of Catholic life and Collective Worship

- The quality of the leadership of Catholic life and collective worship of the school is outstanding.
- Leaders promote the Catholic life of the school in the local community and within the school very effectively. The headteacher and governors share a strong commitment to the Catholicity of the school.

- The recently reconstituted Governing Body, all of whom are Catholic, is pro-active in challenging school leaders about the quality of RE and Catholic life. They are frequent visitors and challenging, critical collaborators, as evident from a scrutiny of the minutes and the responses to the headteacher's RE reports and reviews.
- The recent appointment of joint RE and Catholic life link governors has started to raise standards even more. The school is starting to formalise governor visits to look at specific areas of Religious Education and Catholic life.
- There has been a greater analysis of assessment by the senior leadership team. This has resulted in governors being trained to have a better understanding of progress and attainment in RE. This has then fed into school improvement planning.
- Prayer focuses in each classroom are of high quality and reflect the liturgical year. Each class has made quality displays about their saint and pupil's personal prayers form part of these. Displays in the school entrance hall show that the Gospel values, the Catholic Schools' Pupil Profile virtues and Catholicism are very strong in this school.
- There is a great variety in the styles and opportunities for collective worship which ensure outstanding outcomes for pupils who are always highly reverent and engaged during assembly and liturgy. These opportunities include: open prayer, traditional prayers, sung prayer, reflective music, and silence. Expectation is that all staff lead prayer and collective worship.
- Pupils could talk about how they used the Bible for reflection. Prayer life at St Jude's is such that it allows children many opportunities to experience the sacred.
- The RE subject leader and the parish priest have led regular school benediction. The parish priest is pro-active in questioning how prayer life can be improved and he works in partnership with staff to facilitate this. The children have learnt how to pray in silence and listen to God. The school celebrates a yearly May procession. All stakeholders and parishioners value these traditional services.
- Whole school Masses are personalised to the needs of the school community. During the inspection, there was a whole school Mass for remembrance when pupils remembered symbolically those pupils who have died. Two year six pupils sang solos. There was a school orchestral group and choir accompanying the hymns. The behaviour of the pupils was very respectful and prayerful because they appreciated the sacredness of the experience. The parishioners commented on the high quality of school Masses and liturgies.
- During the inspection, the altar servers, who have been trained by a teacher, spoke with enthusiasm and understanding about how and why they serve Mass. They understood the different parts of the Mass.

## **RELIGIOUS EDUCATION**

### **Leadership, outcomes from and provision for religious education**

- The leadership, outcomes from and provision for religious education are outstanding.
- Lesson observations, work scrutinies and pupil conversations during the inspection confirmed that the school accurately judged itself to be outstanding in Religious Education.
- The Headteacher and deputy (who is the RE subject leader) supported by the senior leadership team, all of whom are practising Catholics, ensures that the school has robust monitoring and evaluating procedures that continually drive Catholic school improvement. Crucially pupils are also involved in evaluation and feedback.

- The school improvement plan is very focused on specific areas of RE and these have had a positive impact on continually raising standards.
- Staff development in RE is outstanding. Recently qualified teachers receive high quality advice, training and mentoring. This results in high quality teaching.
- All teachers have an RE performance management objective. In the future RE needs to be included in pupil progress meetings. This will impact positively on the raising of standards in RE.
- Pupils start school from an exceptionally low starting point in foundation stage and attainment over time is at least good in all year groups including those with special educational needs. Pupil mobility continues to be high. The school continually supports new pupils and this helps them to quickly settle in and progress. The evidence from lesson observations and work scrutinies amply bear this out. The school could continue to strive to close the gap between girls and boys in all year groups.
- Pupils have good knowledge about their faith and they can apply it to their everyday lives. As well as this being evident in their books and in pupil conversations, it is obvious in the way they behave towards each other. They are respectful and they have a good awareness about the meaning of forgiveness.
- All pupils, both Catholic and non-Catholic, are well educated in the sacramental programmes. The parish priest is instrumental in this and he works in partnership with the staff to ensure that both pupils and parents can strengthen their faith.
- There is evidence in books and on display about the pupils' awareness of vocation. The school needs to further develop this so that the local community are involved in showing the pupils what vocations means for them.

## Recommendations

### In order to improve the school should:

- Continue to strive to close the gap between girls and boys in all year groups.
- Further develop the pupil's knowledge about vocation; a way of doing this might be to invite people in for a 'vocations day' to celebrate and talk about what vocation means for them.
- Include RE in pupil progress meetings. This will impact positively on the raising of standards in RE.