



Catholic Schools Inspectorate inspection report for
St Jude's Catholic Primary School

URN: 103463

Carried out on behalf of the Most Rev. Bernard Longley, Archbishop of Birmingham on:

Date: 11-12 January 2023

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The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference	✓
The school is fully compliant with all requirements of the diocesan bishop	✓
The school has responded to the areas for improvement from the last inspection	Fully

Summary of key findings

What the school does well

- There is an unwavering commitment to the most vulnerable pupils and families, all staff go above and beyond to understand their needs.
- The physical environment enhances the spiritual development and formation of the pupils and staff; there is an ambience of calm and respect.
- Pupils are fully engaged in prayer and liturgy; they show reverence and respond appropriately to the opportunities given. This is reflected in their general behaviour around school. They feel safe and cared for.

- The values and virtues of the *Catholic School Pupil Profile* are living and breathing in all parts of school life including the curriculum. Pupils have a good understanding of how to live these out in their lives.
- Commitment to the professional development and induction of all staff including those new to the school, resulting in a high sense of belonging, a confidence and sense of wellbeing; staff feel supported.

What the school needs to improve:

- Develop the pupils' understanding of Catholic Social Teaching to enable them to articulate how it impacts on their daily lives.
- Further strengthen the strategic leadership of religious education to drive improvements in the subject, with an explicit focus on achieving consistency in providing feedback to pupils that enables them to understand how to improve.
- Develop teacher and pupil ownership of delivering and evaluating Prayer and Liturgy.

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:.....

2

Pupil outcomes

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

2

Provision

The quality of provision for the Catholic life and mission of the school

1

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school

2



Pupils know and understand their school mission, 'We live, love and learn together in Jesus' name'. It is central to school life where they, 'treat everyone like we want to be treated'. Pupils feel safe and cared for in school, knowing that they are children of God, made in his image and likeness. Pupils understand their role in caring for those in need locally and globally, from taking food parcels to Manningford Hall to support the vulnerable locally, to the School of Sanctuary and the importance of helping refugees. They enjoy the opportunities for prayer and liturgy in church and actively participate in it. Pupils have a strong sense of respect, awareness and understanding of other faiths.

Catholic tradition is rooted in school life. The head teacher is passionate about her faith; sharing it openly with the school community. Staff are committed to the life and mission of the school. One member of staff said that St Jude's is a 'pocket of gold'. There is a sound understanding of the *Catholic School Pupil Profile* and its impact. There are strong relationships and St Jude's is like a family. All staff enjoy coming to work, are looked after and always have someone to go to. There is great respect for the senior leadership team who are 'always ready to help and support'. The deep rooted sense of welcome and wellbeing is driven by the head teacher who is an inspiring and faith filled leader. The school lives out its faith in the community, reaching out to families at all levels. The caring presence of Christ is at the heart of St Jude's where there is an unwavering commitment to the most vulnerable. No one is exempt; respect and love for everyone is modelled by all. The Catholic nature and character of the school is clear. Catholic life is visible in all areas of the school. Care and attention are given to bringing to life the mission of the school. Effective opportunities are provided to educate the whole person and for them to discover their vocation exemplified by a pupil in Year 1 who said, 'I am waiting for God to call me'. The spiritual development of the pupils is central to the Catholic culture of the school.

Governors describe St Jude's as a family with the mission at its heart. Leaders in the school support diocesan training and its impact is seen in the responses of the staff. The school and parish are

intrinsically linked; the parish priest and head teacher work together to build and strengthen the pupils' understanding of Catholic traditions. Many opportunities are explored to engage parents; the school works hard to involve parents in the Catholic practices of the church. Parents value all that the school does to support them and their children both personally and spiritually. They recognise the deep sense of faith and Catholic values that underpin everything. Governors recognise that Catholic Social Teaching is an area for development; they are aware of the work that the school undertakes to improve the pupils' knowledge in this area. There is a strong commitment to staff health and wellbeing and support for them; leaders value their commitment to the life of the school. Governors are ambitious for the school; there is evidence of challenge however, this is not consistent and their role in monitoring and evaluation is not fully established. They are fully involved in the Catholic life and mission of the school and passionately work with leaders to drive it forward. Pupils help to shape the catholic environment, making suggestions to the head teacher. Retreats support the spiritual development of staff. There is a commitment to supporting new staff in 'every way possible'.

Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

2

Pupil outcomes

How well pupils achieve and enjoy their learning in religious education.....

2

Provision

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

2

Leadership

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

2



Pupils' development of knowledge and skills is in line with the diocesan scheme *Learning and Growing as the People of God*. Pupils have a general understanding of what they are learning and confidently recall previous learning both in response to questions and in their own independent explanations. Across all year groups, there is evidence of progress. The school has a good understanding of the data and what it is telling them and attainment in RE is at least in line with the school's national data. Pupils enjoy their learning and behaviour is good. They engage well in lessons and remain on task and are alert to responding to questions effectively. Most pupils are confident in discussing and explaining their learning. There were some very good examples seen in some year groups, where pupils used subject specific vocabulary with confidence. This was apparent in other year groups but not consistent. Pupils know how their learning in religious education impacts on their daily lives in and out of school. They are also aware that they deepen their learning year on year.

Teachers are confident in their subject knowledge and planning is developmental, building on previous attainment. Teachers know their pupils and how to get the best out of them and praise is used well. In lessons which are paced and well adapted, most pupils' learning needs are met. In some lessons, teachers used questioning to deepen understanding and allow opportunities for children to use their prior knowledge and religious vocabulary to explain their answers. Paired talk, seen in some lessons, allowed the pupils to reflect on questions. There is also an awareness of the impact of effective resources and examples of creative teaching were seen from role play to a visual representation of the washing away of sins. The use of religious art work to enhance learning is strong across all year groups. However, there are inconsistencies in the range of activities planned and in some lessons, the sequence of activities was unclear and therefore the lesson lost purpose. A consistent focus on ensuring structure in the delivery of lessons is needed. Feedback and marking is variable, therefore it is not clear from the books how pupil's learning is moved on. In some classes

feedback has little impact on children's progress. Some pupils were unable to articulate how they could improve their learning in religious education. In all classes there is good deployment of support staff who provide high quality input to enrich the learning experience for the pupils.

Leaders and governors ensure that religious education meets the requirements of the Bishops' conference and that it has full parity with other subjects. The governing body receive regular reports on achievement and progress. The link governor for religious education is involved in work scrutiny, learning walks and data analysis to keep her informed. The subject leader is passionate about religious education in the school and a good role model in terms of display and strong personal practice. All staff value the training opportunities provided to support them and can explain the impact that they have on their practice.

Collective worship

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

Collective worship key judgement grade:.....

2

Pupil outcomes

How well pupils participate in and respond to the school's collective worship

2

Provision

The quality of collective worship provided by the school

2

Leadership

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

2

Pupils show reverence and participate with confidence in liturgy, joining in with responses with a sense of purpose and understanding the need for quiet reflective prayer. They are familiar with and understand prayer; a year 6 pupil was able to explain the rationale behind the prayers said during the day. Pupils are comfortable to pray spontaneously. Pupils talk confidently about the liturgical year and the colours associated with the seasons. They are familiar with scripture and use correct responses during liturgy. Prayer is important to them. One pupil when asked what they liked about their school, responded with 'we pray' and she wanted to set up a prayer space at home. Their love of prayer is reflected in their behaviour.

Prayer is at the heart of life at St Jude's. There is a daily pattern of prayer and weekly liturgy across the school that is effectively planned by the head teacher, deputy head teacher and religious education leader with relevant and appropriate scripture and symbolism used to support. Masses are planned with the parish priest and pupils are involved in writing prayer intentions as well as participating in ministry. Teachers are supported in their planning of prayer and liturgy and are provided with the opportunity for pupils to be involved, from setting up the prayer focus to selecting scripture and hymns. The prayer life for pupils at St Jude's is enriched by many Catholic traditions. They enjoy a May procession, Benediction and the Epiphany tradition of chalking the door. The school are passionate about partnership with home and living the faith in the community. This Epiphany, all of the children took a piece of chalk home; a parent spoke about this and their child's enthusiasm to explain this tradition and excitement to live this out in his own home. Prayer bags were also sent home during Advent and the head teacher holds regular 'stay and pray' after school which is well attended. The role of chaplaincy is developing in the school. All of the staff are committed to the prayer and liturgical life of the school and are good role models for the pupils. There are many opportunities to pray around school. Both staff and pupils are aware of these spaces; they recalled the use of the new prayer garden for their remembrance service in November. Staff openly spoke about the prayer spaces in school and the use of the prayer garden for remembrance.

The school has a policy for Prayer and Liturgy that reflects the life of prayer at St Jude's. Governors are fully involved in the prayer life of the school along with the parish priest who is a member of the Governing Body. Teachers have received training to support the planning of liturgy and value the support given. The head teacher, parish priest and religious education leader are passionate and inspiring role models in their understanding of the traditions of the Catholic church. The governors said they are 'blessed' with their leadership team. The quality of the leadership and knowledge of prayer is good. Prayer and liturgy seen during the inspection was good, however, the wider staff and children need to be given more opportunity to plan, deliver and evaluate worship. The school is well resourced to deliver prayer and liturgy and now need to further embed their policy so that there is a clear expectation of the progress of children delivering and participating in prayer and liturgy. It is clear that there are procedures in place to evaluate and monitor but these need to have an impact and be more deeply embedded in a cycle of improvement.

Information about the school

Full name of school	St Jude's Catholic Primary School
School unique reference number (URN)	103463
Full postal address of the school	St Jude's Close, Maypole, Birmingham. B14 5DP
School phone number	0121 464 5069
Name of head teacher or principal	Mrs Bernadette Smith
Chair of governing board	Mrs Dawn Thompson
School Website	https://www.stjuderc.bham.sch.uk
Multi-academy trust or company (if applicable)	Not applicable
Type of school	Primary
School category	Voluntary aided
Age-range of pupils	3-11
Trustees	Click or tap here to enter text.
Gender of pupils	Mixed
Date of last denominational inspection	Section 48
Previous denominational inspection grade	Outstanding

The inspection team

Mrs Louise Bury	Lead inspector
Mr Joe Bridgewater	Team inspector
Name of inspector	Lead/team
Name of inspector	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