

St Jude's CofE Primary School

St Nicholas Street, Portsmouth, Hampshire PO1 2NZ

Inspection dates

12–13 February 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Leaders have addressed the areas for improvement from the school's previous inspection effectively. The good quality of teaching now means that pupils make strong progress.
- Leaders have established a culture of high expectations for pupils and staff. Attainment is above average, and pupils are well prepared for secondary school.
- Middle leaders have good subject knowledge. However, they do not monitor and evaluate teaching and learning in enough depth. Consequently, they have a limited impact on improving achievement.
- Governors are skilled and know the priorities for the school in detail. They hold leaders to account rigorously for pupils' outcomes.
- Teachers have strong subject knowledge. However, there are times when the level of challenge does not stretch pupils' thinking, particularly the most able pupils.
- Teachers plan engaging lessons. Occasionally, staff do not monitor how well pupils are learning in lessons. They do not adapt tasks swiftly enough to ensure that strong progress is maintained.
- Teaching assistants are skilled and well deployed. They contribute significantly to pupils' academic success and well-being.
- Pupils achieve well in English and mathematics and in other subjects, including science and history.
- The curriculum is diverse and interesting. It makes a strong contribution to pupils' learning and personal development.
- Pupils with special educational needs and/or disabilities (SEND) make good progress. Teaching and well-planned support meet their needs well.
- Leaders use the pupil premium funding effectively to provide extra help for disadvantaged pupils. Consequently, these pupils make good progress.
- Pupils behave well and have positive attitudes to learning. They respect and listen to one another and work well together.
- The early years is well led. Children are confident and happy. They receive good-quality teaching and make strong progress.

Full report

What does the school need to do to improve further?

- Improve teaching and learning by ensuring that:
 - teachers plan learning that challenges all pupils at an appropriate level, particularly the most able pupils
 - staff monitor learning in lessons more consistently, extending learning where needed to sustain pupils' strong progress.
- Improve leadership and management by ensuring that middle leaders monitor and evaluate teaching and learning deeply so that they have a greater impact on improving teaching further and improving pupils' achievement.

Inspection judgements

Effectiveness of leadership and management

Good

- The acting headteacher leads with drive and determination. Together with other leaders, she has created a culture of high aspiration for all pupils within a caring and supportive environment. This enables pupils to achieve well and feel safe.
- Senior leaders have a good understanding of the strengths and weaknesses of the school. They have developed a clear vision and strategy for improvement. Their systematic approach to tackling the issues identified in the previous inspection and in the detailed school development plan has led to significant improvements.
- Leaders have ensured that all staff have the skills to deliver an exciting and typically challenging curriculum through bespoke training and support. Leaders have checked carefully that this professional development has impacted positively on teaching and learning. Performance management is used effectively to ensure that all staff receive continuous support and are held fully accountable for pupils' achievement.
- Middle leaders have good subject knowledge. However, some middle leaders do not rigorously monitor and evaluate pupils' learning and the quality of teaching in the subjects that they are responsible for. Consequently, they have a limited impact on driving forward improvements in teaching and raising achievement.
- Pupils benefit from a well-designed curriculum that helps them to acquire knowledge, understanding and skills in a wide range of subjects. For example, pupils rapidly develop a good understanding of physical land forms in geography. The 'spotlight' days enable pupils to develop a secure knowledge of a particular aspect of their learning, such as the Egyptians. Extra-curricular activities impact well on pupils' enjoyment, development and progress in different skills. For example, pupils benefit significantly from attending clubs, including archery and gymnastics. One parent said: 'It has been great to see a variety of after-school clubs be provided for the children, enabling them to try a number of different activities.'
- Parents are very supportive of the school and acknowledge the positive effect that the staff have on their children's learning and well-being. Those who made their views known say that their children are well looked after and helped to make good progress. A parent illustrated this by saying, 'They offer amazing support interventions to children who need some extra support.'
- Leaders ensure that funding is used well to support pupils with SEND. This aspect of the school's work is well led. The special educational needs coordinator (SENCo) works closely with staff, making regular checks to review the effect of this help, adjusting where necessary. As a result, pupils with SEND make good progress.
- Leaders, including governors, ensure that the pupil premium funding is used effectively to support disadvantaged pupils by reducing barriers to their learning and well-being. As a result, disadvantaged pupils make strong progress.
- Leaders closely monitor the use of the primary physical education and sport premium. They check that it is raising skill levels, participation and engagement. Pupils enjoy taking part in a wide range of competitive sports. They also attend sporting festivals,

which provide opportunities for pupils to further improve their skills and teamwork.

- The local authority and the Diocese of Portsmouth provide good support to the school's senior leaders. They know the priorities of the school well and have focused successfully on supporting the school in these areas.
- Leaders have ensured that there are good opportunities for pupils to learn about fundamental British values and be prepared positively for life in modern Britain. Pupils are highly considerate of each other and welcome the opportunity to learn about different faiths. They can explain clearly what they learned during first-hand experiences such as visits to places of worship. Pupils are inherently respectful and explain that they do not judge anyone on their appearance or difference. They understand the principles of democracy and the rule of law.

Governance of the school

- Governance is effective.
- Governance has improved since the last inspection and is now strong. Governors provide good levels of support and challenge to school leaders. They have an accurate view of the school and understand the school's priorities for further improvement. Governors undertake a range of activities, including visiting the school to gain an informed understanding of how leaders have improved teaching and learning.
- Governors are aspirational for pupils and hold leaders to account rigorously for pupils' achievement. They ask challenging questions to ensure that resources are being used effectively to make improvements to pupils' outcomes. Governors check that the anticipated impact of the improvements set out in the school's plans is realised.
- Governors have directed funding carefully to support disadvantaged pupils and pupils with SEND. This has included additional teaching, access to extra-curricular activities and providing pastoral support. As a result, there has been a positive effect on the progress of these pupils.

Safeguarding

- The arrangements for safeguarding are effective.
- There is a strong culture of safeguarding in the school. Leaders ensure that staff are well trained and updated regularly. Staff know the signs of abuse and what to do if they have concerns about a pupil. They know their pupils well and are alert to any changes that may indicate a wider concern.
- Designated safeguarding leaders intervene swiftly when required and work well with families and external agencies to support pupils. Leaders keep detailed records of concerns, including outcomes of any actions regarding child protection issues. Records show that leaders have the safety of the pupils at heart. For example, they insist on external agencies retaining current support levels for specific pupils if they have a concern.
- Leaders make all relevant checks on staff who work at the school. Governors have a good oversight and knowledge of the school's safeguarding arrangements and monitor these closely. For example, they check that pre-employment checks have been carried

out in accordance with statutory requirements.

Quality of teaching, learning and assessment

Good

- Teaching is now effective. There is a high level of consistency in how lessons are taught. This means that pupils are confident with routines and expectations, respond well and understand the context of their learning.
- Teachers make good use of teaching assistants. They deploy them carefully to provide high-quality support for the least able and those with SEND. Teaching assistants' work makes a positive contribution to the good progress made by these groups of pupils.
- Teachers motivate pupils well. This helps pupils to develop positive attitudes to learning. They want to do well because teachers encourage them continuously to do their best. Pupils also have positive attitudes when they undertake activities while attending the school's breakfast and after-school clubs.
- Staff have strong subject knowledge. They generally plan learning which builds on what pupils already know and understand. However, there are times when the level of challenge does not stretch pupils' thinking to enable them to attain more highly, particularly the most able pupils.
- Teachers use questioning effectively during lessons. This helps to ensure that pupils develop and deepen their understanding. Sometimes, teachers do not check that learning in lessons is fast enough and that tasks make pupils think hard enough. This limits pupils' progress.
- The teaching of phonics is a strength of the school. Teaching is engaging and planned with precision so that pupils build on what they already know. Pupils identify sounds well and quickly learn to blend them together to read and spell words accurately.
- Pupils make good progress in mathematics. Teachers plan meaningful and wide-ranging opportunities to solve problems, investigate mathematical ideas and develop mathematical reasoning.
- Pupils' writing is improving rapidly as a result of the many interesting activities which enable them to produce pieces of extended writing across the curriculum. For instance, pupils in Year 6 wrote thoughtful and imaginative pieces of work related to the Second World War. Pupils understand the conventions of different genres and demonstrate this in their own compositions. Younger pupils use punctuation and capital letters accurately, forming sentences with increasing complexity.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils are confident and understand how to be successful in their learning through ongoing and effective support from staff. Staff at the breakfast and after-school clubs also provide good support for pupils.
- Pupils say that incidents of poor behaviour, including bullying, are rare. They have confidence that bullying would be dealt with effectively. The school's systems for

recording poor behaviour demonstrate that there are few instances of persistent unkindness.

- Pupils know how to keep themselves safe in a variety of situations and how to manage risk. They understand the potential dangers of using the internet, social media and different devices online.
- Staff provide positive role models for pupils and the school environment is underpinned by warm relationships and respect. Pupils say that they are confident to speak to adults about any concerns. A parent further confirmed this by saying, 'All staff are caring and approachable.' Pupils also spoke positively about the 'Hero' email address that they can use to highlight any worry.
- Pupils are polite, kind and aware of the needs of others. They relate well to each other and to staff. They spoke with real enthusiasm about how much they enjoy school and like learning. For instance, they take part in visits to museums and in residential trips where they can experience adventurous activities.

Behaviour

- The behaviour of pupils is good.
- Pupils are polite and welcoming. They are proud of their achievements and have positive attitudes to all subjects. One parent commented, 'An excellent school, in which my daughter feels safe, at home, and has a strong love for learning'. Pupils cooperate well with a partner or within groups when working in lessons.
- Staff have high expectations of pupils' behaviour. Pupils told inspectors that behaviour is good. They typically show good conduct in and around the school. As a result, disruption to learning is rare and, if it does occur, it is dealt with swiftly and effectively by staff. Pupils play together sensibly during playtimes.
- Pupils embrace responsibility, for example on the school council or as an 'eco warrior'. They take roles on maturely and make a significant contribution to school life. Pupils work hard to raise money for a range of charities, organising events methodically and sensibly.
- Leaders monitor attendance rigorously. Pupils' attendance and the level of persistent absence are broadly in line with the most recent national averages. Leaders' strategies, including rewards for pupils and early communication with parents of absentees, have contributed effectively to this.

Outcomes for pupils

Good

- Leaders and staff have ensured that attainment across the school is improving. The proportion of pupils reaching the expected standards in reading, writing and mathematics at the end of key stage 1 has consistently been in line with the national averages. At key stage 2, the proportion of pupils reaching the expected standards in reading, writing and mathematics is above the national average.
- Pupils' progress in reading, writing and mathematics throughout the school has improved and is now good. Progress is also strong in other subjects such as science

and geography because learning across the curriculum is well planned. Consequently, pupils build skills progressively in a wide range of subjects. In some cases, the progress of current pupils is very strong, for example in history.

- Teachers target gaps in pupils' knowledge in different subjects well. This enables pupils to address mistakes and misunderstandings systematically. For example, in religious education, pupils' understanding of the main beliefs of a world faith was sharpened well. This was the result of the teacher carefully planning additional tasks to deepen pupils' thinking.
- The proportion of pupils meeting the expected standard in the Year 1 phonics screening check over the last two years has been above the national average. Pupils read with fluency and comprehension skills that are appropriate to their age and ability. Most-able pupils read with good use of intonation to convey understanding of the text.
- Teachers and teaching assistants provide effective support in lessons. This, combined with timely interventions, enables pupils with SEND to catch up when they experience difficulties. This means that they make good progress from their individual starting points. Assessment information and work in books confirm that their progress is strong and similar to that of other pupils.
- Disadvantaged pupils achieve well. Additional funding is used effectively to close the gaps in attainment between disadvantaged pupils and their peers. The evidence in pupils' literacy books indicates that progress is good. They use their knowledge to create pieces of work that demonstrate that they know how to structure their writing carefully and they use adventurous vocabulary. In mathematics, disadvantaged pupils also make good progress. They solve complex problems, using their understanding of calculation effectively.

Early years provision

Good

- The leadership of the early years is strong. Senior leaders have planned a curriculum that enables children to achieve well across all areas. The leader has an accurate view of the strengths and priorities for the provision.
- Teaching is effective. Staff have developed areas of the early years provision well to maximise opportunities for learning in different parts of the setting. For example, staff have improved activities in the outdoor area and ensured that there are a range of tasks each day that engage pupils in exploring mathematical ideas and writing. Occasionally, the quality of questioning varies, and learning slows as a result.
- Children enter the early years with skills and knowledge which are below those typical for their age. They adapt quickly to the school and are happy, motivated and ready to learn. Children make strong progress and are prepared well for the move into Year 1. A large majority of children achieve a good level of development.
- Children have good relationships with adults, as well as with each other. They listen carefully and concentrate well until they have finished their task. Children's behaviour in the classroom and outside is very good.
- Disadvantaged children make good progress. Teachers work closely with the skilled teaching assistants, who are very effective and provide timely support for this group of

pupils. Together, adults have created an environment that is challenging and nurturing.

- Children make good progress in learning and using the sounds that letters make. Most children are beginning to read phonetically regular words and blend sounds well to help them decode these. Children demonstrated in the 'cafe' in the classroom that they are confident in using their reading skills by themselves and reading unfamiliar words accurately.
- Transition arrangements are good. Leaders' effective work with pre-schools, as well as home visits, ensures that pupils are well prepared to start school. Communication with parents throughout the school year is effective. Staff plan good opportunities to help parents understand how their child is doing and how they can help at home.
- Safeguarding in the early years provision is effective. Children are well looked after because staff are caring and vigilant and ensure that welfare requirements are met.

School details

Unique reference number	116344
Local authority	Portsmouth
Inspection number	10053026

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	408
Appropriate authority	The governing body
Chair	Wendy Evans
Acting headteacher	Izzy Lewis
Telephone number	02392 824 061
Website	www.st-judes.portsmouth.sch.uk/
Email address	head@st-judes.portsmouth.sch.uk
Date of previous inspection	20 September 2016

Information about this school

- The school is larger than the average-sized primary school.
- The school is designated as a Church of England primary school. It was last inspected under section 48 in July 2015.
- The majority of pupils are from White British backgrounds.
- The proportion of pupils eligible for the pupil premium is in line with the national average.
- The proportion of pupils with SEND is lower than the national average.
- The proportion of pupils who speak English as an additional language is higher than the national average.
- The headteacher is on maternity leave. The deputy headteacher has been acting headteacher since September 2018. A key stage leader is acting deputy headteacher.

- The school provides a breakfast and after-school club for its pupils.

Information about this inspection

- Inspectors observed learning in all classes across the school. Some of these lessons were jointly observed with the acting headteacher and acting deputy headteacher.
- Inspectors listened to pupils read.
- An inspector observed an act of worship.
- Inspectors met with the acting headteacher and acting deputy headteacher, the SENCo, the early years leader, middle leaders and members of the governing body, including the chair.
- The lead inspector spoke with two officers from the local authority.
- Inspectors reviewed a range of the school's documentation, including that related to safeguarding, achievement, the quality of teaching, governance, attendance and behaviour.
- Inspectors observed pupils' behaviour and conduct at breaks and lunchtimes. They spoke informally with pupils about their experience and attitudes to school during these times. An inspector also spoke more formally with pupils about school and the range of opportunities it offers them to explore and enjoy learning.
- Inspectors scrutinised a wide sample of pupils' work from the current academic year from all year groups and in a wide range of subjects.
- Inspectors considered the 37 responses to an Ofsted survey of staff. Inspectors also spoke with parents at the start and end of the school day to seek their opinions of the school's work and care for their children. They also reviewed the 79 responses to Parent View. The lead inspector also reviewed responses from 77 parents via the free-text facility.

Inspection team

Richard Blackmore, lead inspector	Ofsted Inspector
Alison Ashcroft	Ofsted Inspector
Matt Batchelor	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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