

Inspection of St Jude's Church of England Primary School

Colnbrook Street, London SE1 6HA

Inspection dates: 24 and 25 November 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils are safe and happy at St Jude's. They enjoy coming to school. Leaders have created a culture where pupils can talk to adults if they have concerns or worries. Leaders make sure that everyone is made to feel welcome. Staff know their pupils and families well. They expertly tailor support to meet their needs.

Leaders, staff and governors have high expectations for all pupils. This includes those with special educational needs and/or disabilities (SEND) and pupils at the very early stages of learning English. They are determined that every pupil, regardless of their starting point, will access a broad and balanced curriculum.

Pupils' attitudes to learning are very positive and they behave well. They enjoy playtime and have many friends. In lessons, pupils work well with their peers to support their learning. There is very little bullying. When it does occur, it is resolved quickly by staff.

Leaders promote pupils' personal development exceptionally well. They offer pupils a range of opportunities to develop their talents and interests. Extra-curricular art activities are extremely popular, for example. Young musicians have opportunities to play at well-known cultural venues.

What does the school do well and what does it need to do better?

Leaders ensure that all pupils study a broad and ambitious curriculum. Subject plans outline how skills and knowledge build in every subject from early years through to Year 6. Leaders know that some pupils join the school community at different points throughout the school year. If pupils need help to catch up, then leaders support them through the curriculum. For example, in mathematics, teachers plan 'catch up, keep up' lessons. This means that pupils have a chance to revisit key knowledge. This helps all pupils to achieve well.

Teachers present subject matter clearly. They encourage pupils to talk about what they are learning. For example, in art, pupils discussed the techniques they were using. Pupils understand their current learning. For instance, in history, pupils explained the significance of the Windrush generation. However, sometimes teachers do not routinely check what pupils have learned and remembered over time. This means that pupils can struggle to recall key information.

Leaders prioritise reading. Children in early years have daily phonics lessons. They take reading books home that match the sounds they know. Teachers are quick to identify and help those who need extra practice in phonics. They promote a love of reading. For example, teachers used gestures to represent different animals in books. Children enjoy story time and are keen to join in.

Teachers encourage pupils to use new words in lessons. This helps pupils to build on new knowledge and their vocabulary. For example, children in Reception knew the

meaning of words such as 'collaborate' and 'persevere'. However, pupils sometimes struggle to discuss their ideas in specific subjects. They lack the vocabulary to explain key concepts.

Staff have high expectations of pupils' behaviour and manage it consistently well. Pupils behave well in lessons and around the school. There is rarely any low-level disruption.

Leaders make sure that pupils with SEND access the full curriculum. Teachers support pupils with SEND in lessons so that their needs are met. Leaders help pupils who are at the early stages of learning English as an additional language. They plan activities to develop pupils' language skills.

Leaders teach pupils about diversity through the curriculum. In personal, social and health education, leaders teach pupils, in an age-appropriate way, about relevant issues, such as understanding gender and consent, and celebrating differences. Leaders encourage pupils to discuss big issues such as discrimination. Through these activities, leaders hope for pupils to understand the changing world around them. Leaders put supportive measures in place so that pupils feel accepted and heard.

Leaders work with staff to help them to manage their workload effectively. Staff appreciate the individual and additional support they receive for their well-being. They know that leaders care. Leaders offer time for teachers to engage in purposeful external research on the curriculum. They intend for this to support curriculum developments. Teachers are proud to be part of the school community. Parents and carers are appreciative of the numerous opportunities created to engage with leaders at the school. Governors fully understand the school's priorities.

Safeguarding

The arrangements for safeguarding are effective.

All staff understand the role they play in keeping pupils safe. Staff receive regular training. They are alert to any signs of concern, however minor. Staff know how to report safeguarding concerns. Leaders work effectively with external agencies to support vulnerable families.

Leaders ensure that, through the curriculum, pupils learn how to stay safe. For example, pupils understand the risks involved in misusing prescription drugs. Leaders teach pupils to stay safe online and what constitutes sexual harassment. They have created a culture of safeguarding where pupils can speak to an adult if they have any concerns or worries.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- While pupils are confident to recall current learning, they sometimes struggle to recall past learning. This means that pupils cannot always make connections between their learning over time. Leaders should continue to support teachers to build in assessment that helps pupils revisit past learning.
- Pupils sometimes struggle to verbalise ideas academically. This can prevent them from grappling with key concepts in the depth they need to. Leaders should continue their work on building vocabulary development across all subjects.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	100835
Local authority	Southwark
Inspection number	10200585
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	96
Appropriate authority	The governing body
Chair of governing body	Siobhan Aarons
Executive Headteacher	Pia Longman
Website	www.stjudessouthwark.co.uk
Date of previous inspection	12 September 2018, under section 8 of the Education Act 2005

Information about this school

- St Jude's is in a federation with two other schools, Peter Hills Church of England Primary School and St Peter's Church of England Primary School.
- A far higher than average proportion of pupils join the school at times other than in early years. Owing to a range of circumstances, some only stay at the school for a short time.
- The school uses one registered alternative provider.
- St Jude's is a Church of England school in the Diocese of Southwark. A section 48 inspection of the school's religious character was carried out in November 2015.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders, and have taken that into account in their evaluation.

- Inspectors met with the executive headteacher, the assistant headteachers, the special educational needs coordinator, a group of governors (including the chair and vice-chair of the governing body), a representative from the local authority, and a representative from the diocese.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and art. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors looked at the effectiveness of the school's work on safeguarding by reviewing the record of pre-employment checks for staff, speaking to staff, governors and pupils, and meeting with the safeguarding team.
- Inspectors carried out a range of activities to evaluate pupils' behaviour and attitudes and how well the school promotes pupils' personal development. For example, they observed lunchtime and considered pupils' views on behaviour.
- Inspectors considered the responses to Ofsted Parent View, as well as responses to the online staff questionnaire.

Inspection team

Jeanie Jovanova, lead inspector

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Lucy Nutt

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