

Inspection of St Jude's Catholic Primary School

St Jude's Close, Maypole, Birmingham, West Midlands B14 5PD

Inspection dates: 2 and 3 November 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Leaders have ensured St Jude's Catholic Primary School is a thoroughly safe and caring place to learn. The school's Christian values are at its heart. Parents value greatly the education and the support that the school provides. Pupils know that there is always an adult to talk to. Bullying is very rare, and staff resolve disagreements quickly when they do occur.

Pupils learn about a wide range of cultures and traditions. They show respect towards each other and adults. Pupils behave well in lessons and at social times. They become articulate and enthusiastic learners. Pupils have valuable opportunities to take responsibility, for example as play leaders or school councillors. Many pupils take part in a range of extra-curricular activities, particularly in sport.

Pupils study all the subjects in the national curriculum. Through the 'St Jude's 48', the school provides all pupils with a rich set of learning experiences. Trips to places like the Houses of Parliament help to deepen their knowledge. Leaders are ambitious for what pupils, including those with special educational needs and/or disabilities (SEND), can achieve. They prepare pupils well for learning in secondary school.

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

Leaders have planned learning well across the whole curriculum. They have addressed effectively the weaknesses in foundation subjects identified in the previous inspection report. Leaders make sure that children in the early years gain the knowledge and skills that they need to succeed in later years. They ensure that pupils' learning builds upon what they already know. Staff support pupils with SEND to learn the same topics as their peers.

Leaders have ensured that staff are well trained. Access to websites providing subject-specific information and resources gives teachers confidence and sharpens their knowledge in particular subjects. Teachers plan the day-to-day learning for pupils so that they meet the longer-term learning aims. They clearly identify the key vocabulary for each topic, and make sure that everyone uses it correctly. Pupils make strong gains in their knowledge across the curriculum and remember well. Leaders ensure that all staff know about the additional needs of pupils with SEND, and how best to help them. As a result, these pupils also learn well.

Teachers routinely check on how well pupils are learning, and use the feedback to make adaptations to lessons in some subjects. For example, in mathematics, teachers recognise if some pupils are unable to do the task set. Teachers therefore reinforce pupils' understanding by going through an example with the class. Sometimes, however, in the early years and in some foundation subjects, teachers' assessment is not sharp enough to identify what pupils need to do next.

In the early years, staff focus on helping children to develop their speech and interaction. From the start of the Reception year, children follow a structured phonics reading programme. They learn about letters and sounds in a logical order. Staff use resources in a consistent way. They help pupils who find reading more difficult to keep up. As a result, most pupils learn to read fluently and with comprehension. Books for younger pupils are well matched to their knowledge of letters and sounds. Older pupils have access to a good range of high-quality texts. Teachers pay due attention to different reading skills. This helps pupils to develop a strong appreciation of the purposes and joys of reading.

Staff establish effective routines for pupils' behaviour from the start. As a result, pupils behave well. They show consideration for each other, and courtesy to adults. Pupils concentrate well in lessons and collaborate well when asked to do so. Disruption to learning is rare. At breaktimes and lunchtimes, pupils make good use of the well-maintained site.

As they move through the school, pupils become markedly more articulate and independent. They follow a planned programme of social and personal education. Pupils learn about a range of traditions and cultures, for example through their reading and through the curriculum in history. They benefit from a wide range of trips, including to places where those of different faiths worship. Pupils learn to become responsible, for example by taking roles as representatives or in support of others.

Leaders' strong emphasis on staff training has paid dividends. Some leaders of foundation subjects lack experience in the role. Staff believe that senior leaders are considerate of their workload. The governing body provides effective oversight of the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make sure that staff are well trained in safeguarding so that they are well placed to identify pupils at risk. They take the right actions to help any pupils who are vulnerable. Leaders take appropriate steps to involve other agencies that work with children. They are persistent in following up concerns when the need arises.

Teachers make sure that pupils learn about the risks that they may face, including those they face online. Pupils know that there is always an adult to talk to. They feel safe.

Leaders make the right checks on the staff who join the school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Methods of assessment are not fully developed, and they are sometimes applied inconsistently in some foundation subjects and the early years. In these cases, pupils and teachers are not as clear as they should be about what to do next. Leaders should ensure that assessment provides reliable guidance for teachers to inform forthcoming learning, and give pupils the best chance to learn from their mistakes.
- Senior leaders have recently appointed a number of new subject leaders, for example in Spanish and design technology. These subject leaders lack experience of the role. Senior leaders should ensure that these leaders are fully skilled in what the school expects them to do, including evaluating the impact of their subject, so that they can make further refinements to the curriculum and provide staff with additional guidance.

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.

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	103463
Local authority	Birmingham
Inspection number	10240266
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	197
Appropriate authority	The governing body
Chair of governing body	Dawn Thompson
Headteacher	Bernadette Smith
Website	www.stjuderc.bham.sch.uk
Date of previous inspection	29 and 30 September 2021, under section 8 of the Education Act 2005

Information about this school

- St Jude's Catholic Primary School is a Roman Catholic faith school within the Archdiocese of Birmingham. The religious character of the school was last inspected in November 2016. The next section 48 inspection will take place before the end of the 2027/28 academic year.
- The school runs a breakfast club.
- The school does not make use of any alternative provision.

Information about this inspection

- This was the second routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other senior leaders. Meetings were also held with curriculum leaders and the special educational needs coordinator.

- The chair, two foundation governors and a parent governor met with the lead inspector. The lead inspector met with a representative of the diocese and the school improvement adviser.
- The inspectors spoke with pupils at social times, and with groups of pupils more formally.
- When inspecting safeguarding, the lead inspector looked at the school's procedures for recruiting and checking on staff suitability to work with children. He also considered the effectiveness of staff training and the procedures to keep pupils safe.
- Inspectors reviewed a range of documentation, including leaders' evaluations and plans to improve the school, and records of governing body meetings. They also reviewed the school's attendance and behaviour records.
- The inspectors took account of responses to Ofsted Parent View, Ofsted's questionnaire for parents, and correspondence from parents. An inspector met with parents at the start of the second day of the inspection. The inspectors also considered responses to Ofsted's surveys for staff and for pupils.
- Inspectors carried out deep dives in these subjects: reading, mathematics, art and history. For each deep dive, an inspector discussed the curriculum with the subject leader, visited a sample of lessons, spoke to staff, spoke to some pupils about their learning and looked at samples of their work. An inspector also spoke to the leaders of some other subjects about their role.
- An inspector listened to some pupils reading to a familiar adult.

Inspection team

Martin Spoor, lead inspector

Ofsted Inspector

Travis Latham

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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