

Inspection of a good school: St Jude's CofE Primary School

St Nicholas Street, Portsmouth, Hampshire PO1 2NZ

Inspection dates:

2 and 3 July 2024

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Pupils are proud ambassadors of their school. They are keen to share what is special about their school and talk positively about the range of clubs and activities on offer. The strong music offer in school supports pupils' wider development. Pupils represent the school at different musical and sporting events. They are delighted to do so.

The core values are woven through the school and there is a strong emphasis on kindness. As a result of this ethos, behaviour is calm throughout the school. The caring and nurturing ethos is particularly evident during social times. On the playground, pupils from all year groups play together. They happily share the equipment and make sure everyone is included in their games.

Pupils are clear on ways to help keep themselves and others safe. They maturely discuss why this is important and what to do in certain situations. For example, they are able to explain why they should leave the school building sensibly in the event of a fire alarm.

The school's curriculum is developing. Some subjects are further along than others. Due to weaknesses in some areas, pupils do not always achieve as well as they could.

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

The new headteacher has quickly established an accurate view of the school. Strengths and priorities for development are understood clearly. The school is going through a period of change as it continues to revise the curriculum offer. Most staff feel well-supported and appreciate the training they undertake. The school works closely with external agencies to provide further support with the planned changes.

Currently, some subjects, such as physical education and music, are more developed than others. In these subjects, the precise content that pupils should know is identified clearly and is well-sequenced from Reception to Year 6. Other subjects are in a transitional phase, resulting in a disconnect between the old and new systems. In these subjects, teachers are not as confident in how to present information to pupils in a way which helps them learn.

Although there are secure systems in place for the identification of pupils with special educational needs and/or disabilities (SEND), staff do not always understand how to support these pupils effectively in class. The targets for these pupils are not precise enough and do not help staff to know how to tailor activities effectively. Consequently, they do not learn as well as they should.

This academic year, there has been a strong focus on reading. The school recognises the importance of every pupil learning to read as quickly as possible. This begins in the early years. All staff have been trained to deliver phonics. Nevertheless, there is variation in how well this is done. Some staff are particularly adept. In the sessions that they teach, pupils grasp the intended sounds well. Elsewhere, the school's expectations for the delivery of phonics are not yet being consistently met.

Older pupils are passionate about reading. They are eager to talk about books that they are reading. In discussions, pupils thoughtfully debate which authors they prefer. They make comparisons about characters they have encountered in different stories and articulately draw conclusions from what they already know about a text.

The school has high expectations for behaviour. Routines for school life begin in the early years. Here, children learn how to share and take turns. This focus continues through the school. As a result, there is a positive and calm environment in school. Pupils are confident that any incidents of unkindness will be dealt with fairly. Prejudicial behaviour is addressed seriously. Where necessary, the school seeks external help to provide additional support for pupils who need help to modify their behaviour.

Pupils' wider development is a strength of the school. Careful thought has been given to what pupils need to know in order to be ready to move onto the next stage of their education. Pupils are proud to be chosen as eco-warriors, collective worship leaders and members of the school council. They take these roles seriously and understand the positive impact they can have in the school community. Older pupils see themselves as role models for those in the younger year groups. Pupils are highly enthusiastic about the extra-curricular activities within school. They were particularly engaged by the string quartet concert during the inspection.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Staff do not always make appropriate adaptations for pupils with SEND. As a result, these pupils do not learn as well as they could. The school should ensure that ongoing support enables all staff to understand how best to meet the needs of these pupils.
- In some subjects, the knowledge that pupils must learn is not identified precisely enough. This means that staff do not always highlight the most important content that pupils need to remember. Pupils do not routinely remember this key information. The school should ensure that current work to refine the curriculum enables staff to understand which vital knowledge pupils must be taught and how to present this to pupils.
- There are inconsistencies in how well phonics sessions are delivered. This means that pupils do not always learn to read as quickly as they could. The school should continue to train staff to ensure that phonics is implemented in line with leaders' high expectations.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good/outstanding. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in February 2019.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	116344
Local authority	Portsmouth
Inspection number	10341444
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	421
Appropriate authority	The governing body
Chair of governing body	Dr Kathleen Bacon
Headteacher	Miss Colette Pidgeon
Website	www.st-judes.portsmouth.sch.uk
Date(s) of previous inspection	12 and 13 February 2019, under section 5 of the Education Act 2005

Information about this school

- The headteacher commenced her role in September 2023. The assistant headteacher has also joined the school since the previous inspection.
- The school is part of the Diocese of Portsmouth. The previous section 48 inspection was carried out in June 2023.
- The school does not currently use any providers of alternative provision.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in the evaluation of the school.
- The inspector met with the headteacher and assistant headteacher. She also met with other school leaders, staff and pupils.
- The inspector met with the chair of the governing body and three other governors.

- The inspector carried out deep dives in these subjects: early reading, mathematics and physical education. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector also discussed the school's music curriculum and visited lessons.
- To inspect safeguarding, the inspector checked the single central record of recruitment checks and talked to leaders responsible for safeguarding. The inspector also talked to a range of staff and pupils informally.
- The inspector considered the responses to the confidential staff survey and spoke to a range of staff about their views of the school.
- The inspector took account of the 60 responses to the Ofsted Parent View questionnaire and the additional 48 free-text responses.
- The inspector met with a range of pupils to discuss their views about the school and talked to pupils informally during social times and in lessons.
- The inspector reviewed a range of documentation, including the school development plan.

Inspection team

Sara Staggs, lead inspector

His Majesty's Inspector

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