

# St Jude's CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	116344
<b>Local Authority</b>	Portsmouth
<b>Inspection number</b>	354525
<b>Inspection dates</b>	19–20 May 2010
<b>Reporting inspector</b>	Elisabeth Linley

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	389
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Wendy Evans
<b>Headteacher</b>	Alan Matthews
<b>Date of previous school inspection</b>	20 May 2010
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors; they observed 15 lessons and 14 teachers were seen. Inspectors observed the school's work and looked at the school's documentation, for example school improvement planning, the tracking of pupils' progress, policy documents and schemes of work. Meetings were held with groups of pupils, governors and staff. Parents were not met formally; however, 174 parental questionnaires were received and scrutinised. Questionnaires received from staff and pupils were also analysed.

- the achievement of more able pupils in both key stages to determine whether teaching is sufficiently challenging
- the effectiveness of the school's work to engage girls in Key Stage 2
- the mobility of pupils into the school at different times of the school year and the impact this has on pupils' attainment
- the strategies used and the support given to help improve the attendance of pupils who are frequently absent, and the impact this has on their achievement.

## Information about the school

St Jude's is larger than most primary schools. Approximately 70% of its pupils are of White British origin. The percentage of minority ethnic groups is increasing and diverse, the largest groups being of any other White background or Asian heritage. The proportion of pupils who speak English as an additional language is above the national average. The proportion of pupils identified as having special educational needs and/or disabilities is below average, although the proportion of pupils who have a statement of special educational needs is broadly average. Pupils' needs mostly relate to speech, language and communication difficulties, behavioural, social and emotional issues and moderate learning difficulties. The proportion of pupils known to be eligible for free school meals is below the national average. Many pupils join and leave the school at different times during the school year, which means that the school's pupil population is not as stable as usually seen nationally.

St Jude's is a training school and works in partnership with the University of Chichester to offer placements for their students. The school has the Activemark and gained the Healthy Schools Award in 2009. After-school care is provided on site and is managed by the governing body.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

St Jude's provides its pupils with a satisfactory education. It is underpinned by good provision for pupils' care, guidance and support and the school's rigorous safeguarding procedures. Partnerships with others are effective and pupils benefit from the school's good quality after-school care which is led effectively by the school's play leader and managed well by the governing body. Pupils respond well to healthy school initiatives and value the trips that are organised for them at the start of their topic work.

The school is affected significantly by mobility of pupils who leave and join the school in Key Stages 1 and 2 at different times of the school year. Those pupils who join have a wide range of abilities and skills. As a result, even though many children leave the Early Years Foundation Stage having attained above expectations for their age, Year 2 assessments in reading, writing and mathematics show that pupils' attainment is broadly average. However, more able pupils do not attain as well as they should. The results of the 2009 Year 6 national tests reflect a similar picture of broadly average attainment while the proportion of pupils attaining the higher level in science was below average. In addition, Year 6 girls did not attain as well as girls nationally or as well as boys in school; the school's data show that this is still the case in mathematics. The main reason why this happens is inconsistency in teaching and in some classes pupils' behaviour is not managed as well as it should be. Where teaching is good or better, girls and boys benefit from well-planned and challenging activities that enable them to achieve well. However, assessment information is not used consistently to match activities to pupils' needs and abilities and, as a result, more able pupils in particular do not always achieve as well as they should.

Inconsistency in provision is also an issue for the Early Years Foundation Stage. Children do not have enough opportunities to initiate their own learning or play, either indoors or out. In particular, the use of outdoor provision is restricted to set times rather than children being provided with the opportunity to go outside at any time during the day to play and learn with the staff and with their friends.

The headteacher is aware that these issues require addressing. Planning for improvement is not precisely linked to outcomes for pupils' improved attainment with milestones set for measuring the impact of action taken. The analysis of data and the monitoring and evaluation of the school's work are not sufficiently rigorous and this leads to the school having an overgenerous view of its own performance. Improvements have recently been made which include better systems for tracking pupils' progress, the development of middle leaders and the reduction of persistent absenteeism. As a result, the school demonstrates satisfactory capacity

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## What does the school need to do to improve further?

- Ensure that all pupils make consistently good progress so that attainment is raised in English, mathematics and science, by teachers:
  - using assessment data well to ensure that planning clearly meets the needs of all pupils
  - providing good levels of challenge in all lessons, particularly for the more able pupils in all classes and girls in Key Stage
  - developing consistency of practice in relation to pupils' awareness of their targets, the levels they are working on, and how they are helped to improve their work through marking
  - applying an agreed and consistent approach to behaviour management
  - sharing good practice to celebrate what is done well by teachers in school while helping others to improve.
- improve the quality and consistency of provision for the Early Years Foundation Stage, by:
  - providing a wide range of well-planned opportunities that promote children's self-initiated activities and learning
  - making better use of outdoor provision so that children can select outdoor learning and play opportunities throughout the day.
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  - analysing data gathered on pupils' progress with rigour and ensuring that teachers use it in their planning
  - ensuring that all school development planning is effectively linked to pupils' improved attainment and that milestones are identified when the impact of action is to be measured
  - strengthening systems to monitor and evaluate the school's work that effectively underpin the school's self-evaluation.

## Outcomes for individuals and groups of pupils

**3**

Most pupils enjoy school. They particularly enjoy opportunities to learn from the school environment. Pupils in a Year 1 class achieved well in the school's secret garden as they investigated how many spring bulbs, represented by different shapes, fitted into a square they had measured. Pupils in some classes report that in lessons their classmates call out and so they are not able to get on with their work.

Generally, most pupils are polite and considerate of others and it is clear that they try hard to behave well in school. Attitudes to learning are generally positive and when teaching is good it makes a great difference to the progress pupils make. Pupils who have specific learning difficulties make at least satisfactory progress because they are

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supported well by adults in class to do their work. Pupils who represent minority ethnic groups or who speak English as an additional language make similar progress over time. However, pupils who are more able, and girls in Key Stage 2, are not always challenged to achieve as well as they can. For some pupils, attending school regularly is an issue and they have not made the progress that they could. Consequently, the school council has devised a card that pupils now use every day to record their attendance. Pupils have reported that having their own attendance card has really helped; in recent months persistent absenteeism has reduced significantly. The council's work in this respect exemplifies the pupils' support of the school community. Pupils are very aware of the multicultural society that their school represents. They work together well and are respectful of each other's beliefs. Pupils face moral dilemmas with conviction. For example, in an outstanding personal, social and health education lesson, pupils in Year 5 considered whether it was right to enhance a person's running capability in any way other than hard work. They understood the potential risks posed to a person's health and exemplified the pupils' understanding that keeping healthy through exercise and a good diet is important.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>3</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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## How effective is the provision?

Since the school's last inspection, much work has been done to improve lesson planning. Strategies in assessment for learning have been introduced; for example, pupils share ideas with talk partners or assess each other's work to help them improve. In the best lessons, such strategies are evident and pupils make good progress, as seen in a Year 6 English lesson when pupils made good progress in their writing, but this quality of teaching is not guaranteed. For example, sometimes pupils have too little time to develop the skills they are learning or they have the same activity and there is insufficient challenge to ensure they achieve their best, particularly the most able. A further problem is that some teachers do not deal with occasional challenging behaviour or low-level disruption well enough, and as a result, all pupils suffer from time lost to learning. Pupils have targets to help them improve and some pupils know the levels that they are working at but other pupils do not. Inconsistency is also seen in the quality of marking of pupils' work, and the good examples of marking within school are not routinely shared. Pupils enjoy the 'super learning days' which provide a positive stimulus for curriculum topics, and links across the curriculum are good, for example to promote literacy. Nevertheless, curriculum planning is not consistently focused on developing pupils' skills in all subjects. Support provided for those pupils who are potentially vulnerable is good. The work of the pastoral team to support pupils and their families, for example to improve regular attendance, is making a positive difference. Provision for pupils who speak English as an additional language, or who have special educational needs and/or disabilities, is well organised and enables pupils to settle quickly into school. The after-school care provision is also good; pupils clearly benefit from the activities available, which are purposeful, enjoyable and well organised.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher is committed to the care that is provided for pupils in the school and this is exemplified by the effective work of the pastoral team. Middle leaders have been developed and they are making improved contributions to the school's work. Systems have also been introduced to improve the tracking of pupils' progress. However, the analysis of data by groups, such as gender or specific need, is not yet rigorous enough. This lack of rigour is also reflected in school development planning. Although priorities

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are generally accurate, planning is task driven and does not consistently link to success criteria, based on pupils' improved attainment, which are then evaluated at regular intervals during the year. It is clear that governors have challenged and supported the school to secure improvement. Governors ensure that safeguarding procedures are robust and their management of the after-school care provision is good. Work to develop community cohesion is exemplified by the school's celebration of the diverse range of pupils' cultures during 'International week', an event in which parents are involved. However, work to evaluate the impact of the school's work in this respect is not securely established. There are strengths, however, in the partnerships established with others, of which the school is rightly proud. The extended school agenda is well managed and provides much benefit to pupils and families, for example through one-to-one provision, financial support and family learning events. This, together with the partnerships established with parents, aids the school's provision of equal opportunities for all.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

**Early Years Foundation Stage**

When children join the Early Years Foundation Stage, most have skills that might be expected for their age. The staff work hard to ensure that effective partnerships are established with parents and that children are well cared for; this helps the children settle into the Reception classes happily. It is clear that children enjoy themselves. They get on well together, behave well, learn to share the equipment and resources and take turns. Although teaching is satisfactory overall, some good teaching was seen during the



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inspection when opportunities for children's self-initiated play and learning were available. However, such opportunities are not routinely planned. Documentation shows that times for 'choosing' are planned and children are sometimes directed to specific activities. For example, children said they usually went outside when told to do so rather than deciding for themselves. Such direction inhibits the opportunity for children to develop their independence further. There is a strong focus on teacher-led activities and without doubt children benefit from the focused teaching of phonics. Given that staff form good relationships with children, and the children have positive attitudes to learning, they make good progress overall. However, more remains to be done to ensure that provision in the Early Years Foundation Stage is consistently good with well-planned activities, both indoors and outdoors, that promote opportunities for children's self-initiated play and learning.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

Many of the parents and carers who responded to the questionnaires were positive about the work of the school. Most appreciate the many opportunities that their children have to go on school trips which underpin their topic work. Parents and carers raised concerns about communication with school and in particular the late notice they sometimes get about trips. The headteacher and governors are mindful of these issues and are working to improve communication. Some parents and carers are concerned about the progress their children make in school and inspectors agree that more consistent challenge is needed to ensure that all pupils achieve their best. Most parents concerns are for the way in which behaviour is managed in lessons if any pupils misbehave, and the impact this has on their children's learning. Although the school works hard to deal with serious behavioural issues, and is effective in terms of the care it provides, inspectors agree that the management of behaviour in lessons is not consistent throughout school and this does have a negative impact on pupils' learning.

### Responses from parents and carers to Ofsted's questionnaire

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	90	52	77	44	6	3	0	0
The school keeps my child safe	75	43	89	51	8	5	1	1
The school informs me about my child's progress	48	28	104	60	18	10	3	2
My child is making enough progress at this school	52	30	98	56	20	11	4	2
The teaching is good at this school	54	31	104	60	14	8	1	1
The school helps me to support my child's learning	44	25	100	57	27	16	2	1
The school helps my child to have a healthy lifestyle	40	23	117	68	10	6	3	2
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	44	25	103	59	14	8	1	1
The school meets my child's particular needs	42	24	104	60	22	13	3	2
The school deals effectively with unacceptable behaviour	30	17	90	52	43	25	8	5
The school takes account of my suggestions and concerns	28	16	111	64	29	17	3	2
The school is led and managed effectively	42	24	98	56	24	14	5	3
Overall, I am happy with my child's experience at this school	64	37	93	53	13	7	2	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



21 May 2010

Dear Pupils

Inspection of St Jude's Church of England Primary School, Portsmouth PO1 2NZ

Thank you very much for making us so welcome when I visited your school with the other inspectors. We enjoyed being able to talk to you and to look at your work and we could see that your school provides you with a satisfactory education. Most of you enjoy school and you told us that you particularly enjoy the trips that are organised for you as part of your topic work. You have a good understanding of how to keep fit and healthy and you work hard to get on with each other and to respect each other's beliefs and different backgrounds. Your school provides good care for you and establishes lots of links with other people and organisations to help you get more from your education. Those of you who attend the after-school care club clearly enjoy yourselves because it is well run and organised.

To help the school become even better, we have asked your headteacher to:

- help you make even better progress in lessons, particularly English, mathematics and science, by making sure that all your teachers plan activities that are just right for you so that you are all challenged and helped to do your best
- make sure that the children in the Early Years Foundation Stage have lots of exciting opportunities to choose from throughout the day that are outdoors as well as inside
- check carefully and regularly on all the things that have been planned, and put into place, to help your school improve.

You can help too by always trying your best, by always behaving as well as you can and by attending school every day. I wish you well for the future.

Yours sincerely

Elisabeth Linley

Her Majesty's Inspector

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