

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Jude's Church of England Primary School	
Address	St Nicholas Street, Old Portsmouth, PO1 2NZ
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	
Overall grade	Good
The impact of collective worship	Excellent

School's vision
<p>'Learning for Life, Aiming for Excellence; Ready to Take Our Place in God's Changing World.' We want our children to experience 'life in all its fullness' (John 10:10) to achieve their very best academically, to be curious and to engage in new experiences together that shape the adults they become.</p>
Key findings
<ul style="list-style-type: none"> • Collective worship is vibrant and the pulse of the school. It deepens pupils' understanding of the vision. It makes a real difference to their lives and thinking, which they are confident to articulate. Worship is richly inclusive so all feel part of a wider Church family. • The use of big questions of meaning and purpose in religious education (RE) provides rich opportunities for pupils to discuss and shape their beliefs. However, opportunities for pupils' spiritual flourishing are not clearly identified across all subject planning. • The provision for the mental health of pupils and staff is an example of excellence. All know and use a range of strategies which enhance their wellbeing. The nurture and support for pupils with a particular need is of high quality, effectively enabling them to flourish. • New eco warriors raise peers' awareness of caring for God's world, they are beginning to introduce strategies to reduce waste and save energy. At present, pupils are not always confident to become independent agents for change. • The drive and enthusiasm of leaders are contagious, creating a strong staff team who live out the vision. However, the monitoring is not sufficiently systematic to consider all aspects of being a Church school.
Areas for development
<ul style="list-style-type: none"> • Establish a systematic approach to evaluating the impact which the Christian vision has on all aspects of being a Church school. Ensure governors are supported to have a systematic approach to their monitoring, so that it leads to ongoing foci for improvements. • Deepen pupils' awareness of global communities and create a culture of relentless compassion, so pupils are confident to become independent agents for change. • Ensure opportunities for pupils' spiritual flourishing are identified across all subject planning. Enable pupils to express their growing ideas in a variety of ways, developing a language which helps them to do this.

Inspection findings

The Christian vision is fundamental to this Church school, it is deeply embedded and understood by the community. It consistently drives improvements in order to meet pupils' needs and those of the locality. It welcomes families of a Christian faith from a wide area. In addition, it attracts those of a world faith because of its distinctive ethos of valuing everyone. The vision promotes the importance of life-long learning, whilst raising aspirations. A well-developed understanding of the biblical principles underpinning the vision is articulated by leaders. They take the view that everyone is a child of God and special. Leaders draw on Jesus' teachings to show how all can live well together and be the best person they can be. They are ambitious and enthusiastic, which is infectious, identifying high quality practice. This is evident in the pockets of excellent practice, which enables pupils to flourish, notably in collective worship and the nurture for mental health. Staff feel valued, encouraged to fulfil their potential. They perceive their role as living out the vision, demonstrating the difference this makes. Astute evaluations, made by leaders, refine initiatives to enhance their impact. Governors are enthusiastic in their support of the school. However, there is no systematic plan for governors to ensure that all aspects of being a Church school are effectively monitored.

Collective worship is the school's pulse, it is vibrant, inspiring and inclusive. Worship songs drawn from countries linked to pupils, create a rich environment as they join the daily celebration. This brings a sense of peace and an understanding that they are part of a world family. Vast numbers of pupils want to become 'worship champions'. They plan and lead worship with confidence, feeling they have ownership of this area. Their ideas led to 'worry buckets' being put in class for pupils to release their anxieties. Leaders designed a series of big questions for use in worship. The quality of their research into creating a series of high quality challenging questions is recognised nationally and adopted by other dioceses. Pupils articulate how these big questions challenge their thinking and shape beliefs. Class worship promotes discussions on these, so they are explored in depth. Planning is very detailed with guidance and visual resources. Focused training gives staff skills to be confident leaders for collective worship. Creative 'spotlight days' give pupils high quality experiences, for instance, reflecting on Christian values, such as love and hope. This inspires pupils to talk about where they can be a light in the school. Their understanding of prayer is impressive. Pupils with a religious faith or none, consistently articulate the difference worship makes for them. Local churches enrich worship with a range of styles from the Anglican tradition. The diocese shares this exemplary practice with others, notably how they are part of a world wide Christian family. As a result, there is a spontaneous, yet intentional culture of looking after one another in love.

The ambitious RE leader frequently trials new initiatives, leading to the subject having a high profile. Pupils have a detailed understanding of core religious concepts and make strong links to their knowledge of Bible stories. Their awareness of Christianity as a living faith is growing. Key RE skills are used throughout, these are carefully planned, enabling pupils to often work at greater depth. Interfaith days enable pupils and parents to share their beliefs, so all recognise how a religious faith shapes actions. This enhances a sense of respect for all. Assessment strategies are secure, frequently leading to additional support for some pupils. For instance, they make bread to celebrate Jewish Sabbath. This practical approach, enables pupils to recall its significance easily. Effective use is made of the local RE hub and diocesan best practice.

The vision of nurturing all to be the best they can be, drives staff to identify the very best strategies to support all. Pupils have a strong understanding of the characteristics they need

to be lifelong learners. They use this language throughout learning and recognise where it enhances their progress. This programme is creatively developed by staff to meet pupils' precise needs. A wide variety of additional support effectively meets pupils' diverse needs, so they flourish. More pupils join the school because of its reputation and local authority recommendations. Pupils are increasingly supported to recognise their feelings and share these. Some use individualised strategies which enable them to be ready to learn. The provision for mental health is excellent, so they share these ideas across the locality. Dedicated daily time and a range of strategies, such as mindfulness, are used so pupils know which approaches help them. There is a sense of calm throughout. The wide variety of support for service families is equally impressive and celebrated by parents, who articulate the difference it makes.

A positive culture of aspiration grows pupils' self-esteem. The language of Christian values is woven into daily experiences, so pupils recognise where they are influential. Trusting relationships with staff provide a safe space, so pupils can take risks and learn from their mistakes. Visitors widen their horizons of what they might do in the future, so they can be ambitious. The impact spirituality makes for pupils is developing. However, the foci of experiences is not always clear, nor are opportunities for spiritual flourishing identified across all subject planning. Pupils do not express their ideas in a variety of ways. Pupils have a good appreciation of diversity, they see everyone as being special. Literature texts from various authors explore disadvantage in various cultures. These challenge stereotypes, for instance, exploring Black history and celebrating the contribution of female scientists. The eco group, inspired by worship themes, increasingly champion taking care of God's world. Their challenge is effectively reducing the use of plastics. Pupils show some awareness of global communities, notably through the toilet twinning projects. However, this is not fully developed. Staff and the school council model how to be agents for change, but pupils are not always confident to take independent action.

Leaders enable pupils to have life in all its fullness through partnerships which enrich provision. Influential relationships with local churches provide support for governance and collective worship. Christian festivals, celebrated in church, deepen pupils' awareness of their importance. The diocese provides focused training, notably in RE. The school is proactive in identifying the best practice from wherever this is found. This includes the approaches to mental health, which significantly enrich pupils' wellbeing.

Pupils know that being excellent involves how they work and live together as a family. There is a strong sense of community which is valued, where pupils work collaboratively. They treat one another with a high degree of dignity and respect. Jesus' example of forgiveness is used so all can move on together. This shows pupils living out the vision and flourishing.



Information			
School	St Jude's Church of England Primary School	Inspection date	21 June 2023
URN	116344	VC/VA/Academy	Voluntary controlled
Diocese/District	Portsmouth; Winchester	Pupils on roll	422
Headteacher	Izzy Lewis		
Chair of Governors	Kathy Bacon		
Inspector	David Hatrey	No.	844