

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Jude's Church of England Primary School, Southwark	
Address	Colnbrook Street, London, SE1 6HA
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	Good
The effectiveness of religious education (RE)	Good

School's vision
Breaking barriers with God in life, learning and love.
Key findings
<ul style="list-style-type: none"> • The school's distinctive Christian vision is embodied by all. Lives are unequivocally transformed by the removal of barriers. However, there is not a clear expression by all, of the theological underpinning that inspires the heart of the vision. • An innovative curriculum has been built to reflect the community the school serves. There is a strong inclusive culture built on welcome and belonging, where every member is known and valued. • Creativity runs through the curriculum. Spiritual opportunities, through specialist music and art experiences, enrich the school day. However, a shared consistent approach to spiritual development is not fully formed. • Collective worship is fully inclusive of all. Prayer and reflection are an integral part of the school day. Pupils are regularly involved in the leading of worship and speak about the positive impact it has on their lives. • Religious education (RE) is well led. Pupils enjoy RE lessons and talk knowledgeably about their learning. Currently, there are not enough opportunities for pupils to deepen their understanding of why a believer enacts their faith.
Areas for development
<ul style="list-style-type: none"> • Develop a clear articulation of the theology that underpins the school's Christian vision so that all members of the community can articulate and understand what it means for them. • Continue to build on current good practice to create a shared understanding of spiritual development so it is recognised and celebrated by all. • Further develop the RE curriculum to include richer opportunities for pupils to understand what inspires a believer to enact their faith as they do.



Inspection findings

St Jude's is a vibrant and diverse small school family, which embraces its community with compassion and unending hope. The school's Christian vision 'breaking barriers with God in life, learning and love' encompasses all the school seeks to do for every member of the community every day. School leaders are inspired by how Jesus broke barriers in society. As a response, systems and processes have been created remove every barrier from the lives of those they serve. Strong trusting relationships have been nurtured by school leaders. They act with tenacity as advocates, translators and activists for their pupils and families. Staff are relentless in ensuring every pupil and family flourish. Practical help or signposting to wider support is provided for all who need it. On arrival, pupils and their families are warmly welcomed and quickly enveloped into the St Jude's family. Staff act swiftly in recognising what support or intervention may be needed for pupils and their families to flourish. The calm and nurturing environment offers both sanctuary and stability for pupils. As a result, lives are completely transformed.

Pupils, parents and governors are able to articulate the school's Christian vision, using actions and practical examples. However, the theological underpinning of the vision is currently not fully articulated or understood by all. Pupils speak confidently about the school's Christian values and can recite biblical teaching that helps them understand the value for themselves. For parents, the living out of the Christian values is what connects the different faiths represented within the school. This brings strength and unity to the community.

Under the current school leadership, the culture of the school has been positively transformed. Staff describe how they feel well supported, empowered to teach effectively and that their wellbeing is always at the forefront of leader's minds. Governors are a supportive presence within the life of the school. Embedded within their practice, the Christian vision gives them clarity and purpose when making decisions or taking actions.

Leaders know their pupils and what they need to make progress. Through reflection and research-based practice, an innovative curriculum, specific to St Jude's, has been written. This provides a rich and purposeful learning experience for all pupils. The school benefits from specialist leaders who have written a language intervention programme for pupils with English as an additional language. This rapidly equips pupils with the ability to communicate, read and write English. By breaking down this language barrier, pupils are able to access the curriculum and world outside of school. Pupils with additional needs are incredibly well supported and flourish under the care of supportive and dedicated staff.

Despite its small size, St Jude's offers its pupils a wealth of regular experiences and opportunities. Specialist art and music teachers are employed to deepen pupils' appreciation of the arts. These lessons give pupils space to articulate their learning and feelings in a creative and meaningful way.

Spirituality is present through the many creative moments and reflection times built into the school day. However, not all are able to articulate what spiritual development looks like at St Jude's or how it is a key component of the curriculum. Consequently, some spiritual opportunities are missed as they may not have been fully reflected upon, recognised or celebrated. Pupils are encouraged to think deeply and regularly challenged to be curious by exploring a topic or question further. This supports the character development and the personal spirituality of each pupil.

Pupils are empowered to have an active voice to break barriers in their own and the lives of others. This is often lived out through acts of service in their locality. For example, the collective worship servers inspired pupils and staff to be clean warriors, by picking up litter in



the local streets.

Collective worship reflects the rich heritage and faith of the pupils, particularly during Songs of Praise worship. Forming a central part of the school day, worship is fully inclusive of all. The recently implemented collective worship plan has strengthened the impact of worship. It has also deepened pupils understanding and practical outworking of the school's Christian values. Pupils are regularly involved in the evaluation of worship, with their thoughts shaping the revised collective worship plan. Through their leadership and example, the collective worship servers act as positive role models and ambassadors for worship. When asked why they applied to be pupil worship servers, one said 'I wanted to help collective worship be a calm and better time by leading and planning elements of it.'


Opportunities for prayer and reflection ripple throughout the life of the school. A multi-faith prayer room provides a sacred space for all. Pupils spoke about the importance of prayer and reflection in their own lives. They shared that the classroom prayer spaces allow them to reflect personally on their learning or behaviour through written reflections and prayers.

The school has a strong connection with the local church, St George the Martyr. The incumbent is an integral part of school life; regularly leading worship and offering support to the RE leader, worship servers and pupils. Pupils' prayers are regularly taken into the church and prayed for by the congregation.

There is a consistent approach to the teaching of RE across the school. Teachers are knowledgeable and enthusiastic about the subject, which is driven and modelled by the RE leader. Pupils enjoy RE lessons, with many saying it makes them think hard and challenges their own perceptions. They talk confidently about their factual learning in RE. However, some pupils are unable to explain the significance of a practice to a believer or connect their learning to previous lessons. For example, a pupil explained eloquently how the Guru Granth Sahib is treated like a human but couldn't articulate why Sikh people treated it like this. Informed by robust monitoring, the leader of RE has a clear plan and vision for the subject to continue developing it further.

As a result of being welcomed into the St Jude's school family, learning and life barriers will have been broken, enabling all to continue onwards with confidence and hope.



	The effectiveness of RE is		Good	
	<p>Leaders have adapted the Diocesan syllabus to reflect the needs of the pupils. This has brought greater connectivity between religions studied and retrieval of knowledge. The RE leader has created a bespoke school assessment system to clearly track the progress of pupils against the syllabus outcomes. Despite the system still being in its infancy, it has enabled the leader of RE to identify key areas of development and focus for the next academic year. Most pupils make good progress in RE, as learning is well sequenced, planned and scaffolded for those who need it.</p>			
Information				
School	St Jude's Church of England Primary School, Southwark	Inspection date	6 July 2023	
URN	100835	VC/VA/Academy	Voluntary aided	
Diocese/District	Southwark	Pupils on roll	87	
Executive Headteacher	Pia Longman			
Chair of Governors	Siobhan Aarons			
Inspector	Rebecca Swansbury	No.	970	