

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

### St Jude's CE (VA) Junior School

Bagshot Road, Englefield Green, Egham. TW20 0RU

<b>Current SIAMS inspection grade</b>	<b>Good</b>
<b>Diocese</b>	<b>Guildford</b>
Previous SIAMS inspection grade	Good
Local authority	Surrey
Date/s of inspection	10 July 2017
Date of last inspection	12 July 2012
Type of school and unique reference number	125173
Headteacher	Vicki Chiverton
Inspector's name and number	Dr Trevor Walker (NSIN 908)

#### School context

St Jude's Junior is a larger than average primary-phased school with 332 pupils on roll. Three quarters are from a White British heritage and others represent a range of minority ethnic groups. The school serves a socially diverse area. The proportion of pupils for whom English is their second language is below the national average, but this is increasing. The proportion who receive pupil premium funding is lower than the national average, while the number of pupils who receive SEN support is above the national average. In October 2016, the school was judged to be requiring improvement by Ofsted.

#### The distinctiveness and effectiveness of St Jude's Voluntary Aided as a Church of England school are good

- Pupils live out distinctly Christian values in their behaviour and their attitudes to learning.
- Collective worship has a high status in the school community and strongly underpins the Christian ethos.
- Across the school, RE makes a distinctive contribution, through enquiry-based learning, pupils' enthusiasm for the subject and their growing religious understanding.
- The growing influence of the governors' Christian distinctiveness group and the impact that results from its strengthening of monitoring, evaluation and planning.
- Attendance is higher than the national average, including that of the disadvantaged pupils.

#### Areas to improve

- Embed the spiritual, moral, social and cultural (SMSC) within the unit plans for the curriculum, and especially in religious education (RE) – capturing progression of each element
- Create and develop the use of inspirational prayer spaces, based on a shared definition and increasing understanding of the progression of spirituality across the school.
- Complete the revision of the school's vision in order to underpin Christian the distinctiveness of the school in its continuing drive to meet the needs of all learners

### **The school, through its distinctive Christian character, is satisfactory at meeting the needs of all learners**

St Jude's stated purpose highlights opportunities for, 'learning and achieving together with God'. Leaders are clear as to their priority to serve the local community while determinedly building on the Christian character of the school. At the heart of the life and work of the school are six distinctive Christian values that are well-known and well-understood by the pupils. They can readily relate them to Christian example and biblical stories. Older pupils freely discuss the values between themselves, applying them thoughtfully to experienced or imagined situations. One child said, 'the values help you to follow the Christian pathway, although you can make your own choices'. Christian ethos and values shape relationships across the whole school community. Adults provide good role-models for the pupils, who in turn, show positive attitudes and responsibility in their learning. Behaviour is good and pupils demonstrate commendable care and concern for others, especially the more vulnerable. Parents said that the Christian values had made their children much more reflective on their own behaviour, not only in school but at home. Standards, as measured by the latest national tests, show that the proportion of pupils achieving the expected standard for all the core subjects combined is above the national average. The school's own information, while not verified by recent external review or national comparison, indicates that generally progress is improving, including that of disadvantaged pupils. However, the disadvantaged pupils and those with special educational needs (SEN) make relatively slower progress. These groups continue to remain a particular focus and concern for improvement. Attendance is higher than the national average including the disadvantaged. Persistent absence is low and exclusions, which are infrequent, are handled in line with the school's ethos.

The school's Christian character positively supports SMSC provision. There is a determined focus on developing spirituality through activities such as circle time and moments for reflective prayer. However, there now needs to be a shared and working definition of spirituality in order to ensure optimal growth across the school. There is a good focus on the development of moral understanding and pupils have a good sense of right and wrong. As they get older the curriculum provides opportunities for discussion and debate concerning more complex and complicated issues. Nevertheless, the planning of SMSC could be improved to underpin the learning pathway through each of the elements, especially the spiritual and cultural. The Christian ethos promotes opportunities for learning respect for diversity and difference and pupils show a developing sense of social awareness. This is evident, for example, through the way in which they can discuss causes and responses to poverty. Religious Education (RE) makes a positive contribution to the character of the school although pupils' understanding of Christianity as a multi-cultural world faith is not as good as it could be.

### **The impact of collective worship on the school community is good**

Worship has a high status in the school community. It underpins the ethos and provides a moment of reflective calm in every day. The weekly pattern involves both whole school worship and year-based worship. Children and adults are appreciative of the importance of these moments and they say that they help them to reflect on deeper considerations and meaning. In the worship observed, pupils gathered with a sense of respect and expectation. The occasion was distinctively Christian and drew throughout on the school's distinctive values. A strong emphasis on the Anglican tradition was supported by the use of Christian artefacts, such as a cross and a lighted candle. All the children recited the Lord's prayer from memory while others came to the front of the hall to read their prayers. Gathering in year groups provides opportunities for pupils to be involved in planning and leading their worship. Through collective worship, pupils develop a good understanding of the Christian faith. They can talk about the meaning of festivals such as Easter and of challenging concepts such as the Trinity. Pupils were eager to relate how, in a previous act of worship on the subject of Pentecost, they were asked to speak to each other in their native languages, resulting in a cacophony of the languages represented in the school community. This powerfully illustrated and illuminated their understanding of the event, as well as accentuating the enjoyment of the worship. Prayer is built into the life of the school and pupils learn to value these routine moments of focused contemplation. The children said that they use the TSP formula (thank-you, sorry, please) to help structure prayer time, and that this is helpful. This in turn is supported by visual aids such as the prayer tree in the entrance hall, providing an area where pupils are able to write their own prayers and leave them hanging on the tree in the form of a leaf. The school is considering, and sensibly so, the creation of further spaces for prayer and spiritual reflection. Monitoring and evaluation of collective worship has improved since the last inspection and this contributes effectively to its on-going development. Members of the pupils' collective worship group keep note books for recording their ideas for consideration and implementation, where appropriate, into future acts and patterns of worship. One governor, while monitoring, captured the outcomes of a moving occasion where pupils had been considering the question of where was God during a recent terrorist atrocity. Two children provided the answer that He was present through the actions of strangers who helped those in distress.

### **The effectiveness of the religious education is good**

Pupils exhibit positive attitudes to studying RE. The school follows the Guildford Diocesan Guidelines and the subject is regarded as being part of the core curriculum. The units of work, along with their respective timings, have been planned to ensure adequate coverage and continuity across the Key Stage. While Christianity represents the large majority of the time allocated, pupils also study Judaism, Buddhism, Hinduism and Islam. Visits to places of religious worship, such as mosques and synagogues, help deepen pupils' understanding and appreciation of other faiths and different practices. RE is well led. An effective programme of professional learning is in place and this is informed by attendance at regular diocesan updates. The subject leader regularly checks on pupils' work across the school and this gives her a good basis for judging standards and providing recommendations to colleagues. Achievements in RE are regularly reported to the governing body alongside the other subjects of the core curriculum.

Standards in RE are in line with those in the other core curriculum subjects. Pupils' books demonstrate its importance, both in the amount of work that is covered and in the standard of presentation. Teachers' marking is thorough and this underpins the thoroughness with which the subject is approached. While praising pupils for their achievements, it gives them useful feedback as to how they can further improve their work. The school judges the standard of teaching to be good overall, and, from the evidence of pupils' work and the lessons observed, this is an accurate judgement. In one lesson seen, a class of older pupils were talking about how Christian beliefs can help those who are followers of the faith to live better lives. Pupils showed that they are able to discuss intelligently while showing respect for others' points of view. Teaching shows good use of on-going assessment of pupils' understanding matched to probing questions that extend their ideas. A class of younger pupils was handling and exploring a range of crosses from a range of backgrounds and cultures. These lessons illustrate how the enquiry-based approach has helped to raise expectations and standards across the school.

### **The effectiveness of the leadership and management of the school as a church school is good**

An explicitly Christian vision has helped drive the school forward in terms of its religious character, although leaders have recognised that now is the time to renew and reinvigorate the clarity of direction. The structure and focus of governance has changed considerably in the past year and there is now a much sharper focus on identifying areas for improvement and aspects for growth. A Christian distinctiveness team has been formed and this has been effective in monitoring and enhancing the character and ethos of the school. Monitoring records are maintained and these are linked to the priorities of the action plan and include identified areas for improvement. For example, the vicar has provided detailed biblical understanding and another governor has given feedback on prayer spaces. Governors say that they now have a much more independent and self-informed view of the school, in particular its distinctive success and particular challenges. Self-evaluation and planning capture the distinctively Christian elements of the school, although these need to be included as part of the school's overall planning for improvement. Progress and attainment of disadvantaged groups has been an issue that the school has tackled with urgency. As the result of a pupil premium review, the school has streamlined and focused its provision in order to ensure maximum impact.

The partnership with the local church is positive and the incumbent is a regular visitor to the school, as well as being a governor. He is a familiar figure for children and staff and they value his presence around the school. Through the course of the year pupils and teachers attend special services at the parish church. These occur at significant times in the Christian calendar, to mark festivals such as harvest, Christmas and Easter. St Jude's is an active member of the local federation of five church schools, formed to create a partnership to enhance the specific Christian character of each. The group carries out this remit through focusing on shared development, monitoring and evaluation. An example is through attending collective worship at each other's schools in order to provide constructive and expert feedback. Links with the community are also productive and parents are wholeheartedly supportive. In recent surveys, 97% of parents said that they would recommend the school. One parent spoke of how the school weaves Christian values into all aspects of school life, and that this filters to the children's homes. The carer of another child spoke movingly of how the children are accepting of pupils from all walks of life.

Collective worship and RE meets statutory requirements.

SIAMS report July 2017 St Jude's Junior School, Bagshot Road, Englefield Green, Egham. TW20 0RU