

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Jude's Church of England Junior School

Vision

Inspired by St Jude, we pursue excellence in education, kindness in the community and courage through faith.

Strengths

- The carefully crafted Christian vision runs as a golden thread through St Jude's long-term planning and daily activities. Leaders ensure that it is lived out, so having a consistent and positive impact on the flourishing of adults and pupils.
- The Christian vision informs the curriculum through thoughtful choices of topics and literature. These are connected well to strengthen pupils' learning, spiritual and personal development.
- A rich pattern of collective worship promotes pupils' spiritual development. A strong partnership with clergy enhances this provision. Many aspects of worship are interactive, allowing pupils to explore their personal responses to God and theological ideas.
- Driven by the vision, 'kindness in the community' underpins relationships and behaviour at St Jude's. Adults and pupils are treated well. Those who are vulnerable and who have special educational needs and/or disabilities (SEND) are supported well, enabling them to flourish.
- Effective subject leadership ensures that the religious education (RE) curriculum is rich, well-balanced and carefully sequenced. It promotes spiritual reflection, alongside teaching about a range of religions and worldviews.

Development Points

- Develop a common language of spirituality, enabling adults and pupils to express their spiritual responses fluently and with shared meaning. This is to deepen and support spiritual development in the curriculum and through worship.
- Extend the current focus on pupils' retention and recall of prior learning in RE. This is to strengthen their understanding and ideas over time, and to boost their progress.



Inspection Findings

St Jude's Christian vision inspires and unites its community in the context of change. Committed leaders, including governors, ensure that it drives plans and decisions across a recently formed federation. Christian values, such as hope, compassion and perseverance, work in tandem with the school's vision. Displays related to the vision and values are clearly visible around the building and referenced by staff and pupils. As a result, they weave a golden thread through the life of the school. Governors are highly engaged and effective in their evaluation of St Jude's as a Church school. They evaluate the impact of Christian distinctiveness across all activities and consider whether there is more to do. The centrality of the vision thus has a consistent and positive impact on the flourishing of adults and pupils.

The Christian vision informs the curriculum through thoughtful choices of topics and literature. These are connected well to strengthen pupils' learning alongside their social, moral and spiritual development. For example, Year 6 pupils are deeply engaged studying 'Maafa', a Kiswahili word meaning 'great tragedy', enslavement in this case. Exploring broader themes about African culture and through well-chosen literature invites pupils to consider profound ethical questions. Some pupils are so engaged with their project about distinguished Black British people, they continue it in the playground. Those who need extra support for such a project, which requires them to work independently, receive this. This benefits their self-esteem and independence as well as completing the task. Pupils who have SEND receive specialist assistance both individually and in class. This ensures that they are included and thrive in their learning. The curriculum offers pupils regular opportunities to reflect spiritually, philosophically and ethically in personal responses to 'gold star' questions. These feature in geography, history, English and science lessons, as well as RE. Pupils clearly value both the challenge of independent thinking and these times of quiet contemplation.

Pupils' and adults' spiritual development is enriched through daily collective worship. In its different forms, they have opportunity to worship joyfully and to pray or reflect privately. Many aspects of these gathered times are interactive, enabling pupils to explore their personal responses to God and theological ideas. Inspirational resources from the diocese, such as an interactive advent calendar featuring international art, strengthen this further. Worship is thus invitational and inclusive, so pupils and adults can participate to an extent that is personally meaningful. A strong partnership with two local churches is mutually enriching for St Jude's, the federation and the community. The parish vicar's spiritual support for adults and contributions to the newsletter strengthens these links. Clergy leading worship weekly enhances pupils' engagement with and understanding of scripture. Church services for key festivals foster a deep understanding of Anglican liturgy and traditions. Clergy provide guidance to pupil worship ambassadors, who lead prayer and readings in church as well as in school. These ambassadors evaluate the impact and effectiveness of worship, and report this back to school leaders. These wide-ranging approaches provide strong bonds across this community, living out 'courage through faith'.

As a result of the vision, leaders establish a culture in which pupils and adults treat each other well. Older pupils are trained as peer mediators, which has a powerful impact on maintaining positive behaviour in the playground. They are eloquent in explaining how they de-escalate potential arguments. Reference to 'kindness in the community' underpins resolving differences through forgiveness and reconciliation. Specific support for pupils' emotional and mental health is tailored to their needs. A wild pond area enables pupils to experience creation spiritually and through their senses. Nurturing of plants, guinea pigs and chickens further expands their appreciation of kindness and care for God's creatures. Strong and growing links between the federated schools bring staff and pupils together. Adults benefit from shared staff meetings, professional development and social occasions. A parental engagement coordinator assists families in need, connecting them to services to help children flourish. As a result of this Christian culture of treating people well, relationships are harmonious. Adults and pupils cared for well.



Pupils are encouraged to think about issues of justice and responsibility through the curriculum, where they regularly consider ethical questions. Engagement in charitable and community activities initiates understanding of their ability to make a difference and help others. Occasionally, fundraising events are chosen at the request of pupils, including a diabetes charity. Leadership roles encourage a sense of responsibility and service to the community. Pupils take these roles very seriously and engage with great enthusiasm. Although most are focused within the daily life of the school, some extend beyond. Eco monitors branch out into local litter picking, for example. Giving thanks at Harvest provides an important focus for older pupils to make collections for the local foodbank. Pupils engage meaningfully with issues of justice appropriately for their age, though most initiatives are led by adults.

The RE curriculum is highly effective and offers pupils opportunity to study world religions and worldviews in depth. It is challenging and well-sequenced, while relevant to pupils' experiences. The RE leader benefits from training and strong support from the diocese. This training is passed on systematically to teachers, so that they are confident in teaching RE. They appreciate the day to day support they receive, which enables them to teach the subject successfully. Well organised artefacts equip them further and offer pupils rich resources to support their learning. Planning includes consideration of pupils' philosophical and spiritual development. This encourages questions about identity and personal belief. The study of Christianity is enhanced by links with St Jude's Church, hosted by the vicar. Similarly, a trip to a local mosque provides an authentic experience. Visiting speakers to school including a Hindu faith leader and Jewish rabbi bring pupils' learning about world religions to life.

Teachers plan their lessons well, so pupils enjoy them. Pupils engage well with written tasks in RE, which clearly flow from class discussions. Teachers often use gold star questions, inviting pupils to extend their thinking. They often reflect their personal beliefs and practices in their responses. This extends their understanding, which helps them to develop their personal worldviews. Pupils use vocabulary accurately, including key terms related to a topic. Marking is effective and pupils respond to personalised feedback, which sometimes inspires them to reflect. However, their recall of previous learning is patchy, which restricts their progress. Leaders are aware of this and broader work on developing pupils' long-term memory is underway. Assessment is effective, and includes evaluation of pupils' creative expression of understanding. Older pupils engage with written tasks based on the key learning question, enhancing their more formal study skills in RE.

Information

Address	Bagshot Road, Englefield Green, Egham, Surrey TW20 0RU		
Date	09 October 2024	URN	125173
Type of school	Voluntary Aided	No. of pupils	179
Diocese/District	Guildford		
Headteacher	Vicki Chiverton		
Co-Chairs of Governors	Xavier Brice and Juan Pemberton		
Inspector	Rachel A Jones		