



St Jude's Catholic Primary School

URN: 130384

Catholic Schools Inspectorate report on behalf of the Archbishop of Liverpool

30 April 2026 – 01 May 2026

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission

Religious education (p.5)

The quality of curriculum religious education RE

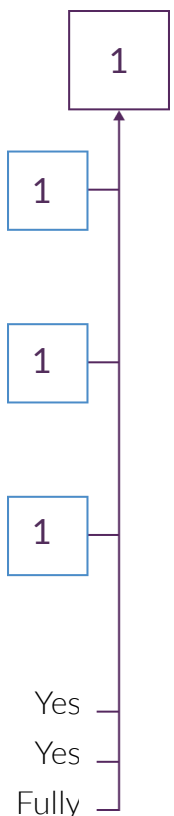
Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school

The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference

The school is fully compliant with any additional requirements of the diocesan bishop

The school has responded to the areas for improvement from the last inspection



What the school does well

- The mission statement, 'Together, we learn, love and grow with Jesus', is at the heart of this school family, with Catholic social teaching principles a real strength in enabling pupils to put faith into action.
- Behaviour and relationships at St Jude's are exemplary; pupils understand the importance of, and feel a real sense of welcome, where every individual is celebrated.
- Knowledge of, and response to, scripture supports pupils to think deeply in religious education lessons.
- School leaders are rigorous in their monitoring and evaluations, enabling them to plan effective school improvement, provide high quality professional development and secure strong provision and outcomes.
- Pupils at St Jude's engage in a wide variety of collective worship, and value these times, recognising them as special times of each day.

What the school needs to improve

- Use questioning in religious education lessons to more consistently challenge pupils as well as support and scaffold learning.
- Strengthen further the partnership between school and parish so that families are able to engage more fully.
- Use music and song to enrich existing provision for collective worship.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade

Pupil outcomes

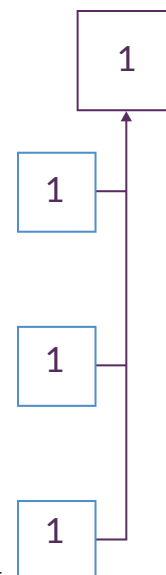
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

Provision

The quality of provision for the Catholic life and mission of the school

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school



Pupils at St Jude's have a strong understanding of their Mission Statement: 'Together, we learn, love and grow with Jesus'. They clearly explain how it is lived through their relationships, the way they treat one another, and their celebration of difference. Pupils feel safe, cared for and valued as individuals and spoke enthusiastically about the school's diversity map, which reflects the range of backgrounds within the community. They enjoy sharing their cultural and religious experiences and demonstrate a genuine appreciation of diversity. Pupils show a secure understanding of Catholic social teaching, explaining their understanding as 'teaching us how to live like Jesus' and 'giving everyone an equal chance in life.' They can name each principle, explain its meaning, and describe how these are lived in school. They take pride in having designed the symbols for each principle, now displayed across the school. The impact of this is evident through initiatives such as the Cafod Club, which enriches pupils' prayer life and enables them to put faith into action. Behaviour is exemplary. Positive relationships were consistently observed, and pupils demonstrated respect for themselves and others. Leadership opportunities, such as Year 6 buddies further support a caring school environment.

St Jude's Catholic ethos is at the heart of school life, with staff articulating how Gospel values underpin and influence all that they do. The school environment strongly reflects its Catholic identity, with thoughtfully designed displays that invite pupil interaction, such as the kindness tree where pupils celebrate acts of kindness shown by others. Leaders, staff, and pupils fully

embrace the mission, demonstrated through extensive charitable work including Cafod, Mary's Meals, Nugent Care, The Brick, and Community Grocery. Pupils take action which demonstrates their understanding of the need to care for our common home and achievement of the Live Simply award celebrates all that the staff and pupils undertake. A strong sense of family permeates the school, and families are encouraged to share and celebrate their culture within the school. Staff, supported by governors and the parish priest, are recognised as positive role models in relationships and faith. Pastoral care is given high priority in the school. Staff know pupils and families well, and families trust the school, in its provision of appropriate and appreciated support when required. Relationships, sex and health education is comprehensive in meeting the needs of the pupils at St Jude's, as well as meeting statutory and archdiocesan expectations.

The mission statement is regularly reviewed and revisited so that the entire community shares a clear purpose and vision. Governors are highly ambitious for the school and the mission is central to decision making, embedding the principles of Catholic social teaching within school leadership. Governors are known in school; they are active participants in Catholic life and regularly volunteer, modelling commitment and service to staff and pupils, and support for school leaders. Leaders actively engage with archdiocesan training. Pupils are proud to have read at the Good Shepherd Mass at the cathedral, and the school's holy door, blessed by the Archbishop, takes pride of place in school. Parish links have been strengthened by the new parish priest, who knows the families well. The school nurtures this partnership through attendance at weekly Mass, parish-led rosary sessions, and collaborative sacramental preparation. Parents value the school's open communication, particularly around special educational needs and pastoral support. Staff wellbeing is prioritised through strong relationships and compassionate leadership, supporting staff professionally and personally. Across the curriculum, meaningful links are made to religious education and Catholic social teaching showing a real commitment to providing a Catholic curriculum for pupils. Rigorous, honest self-evaluation informs a clear development plan and impactful professional development.

Religious education

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Religious education key judgement grade

Pupil outcomes

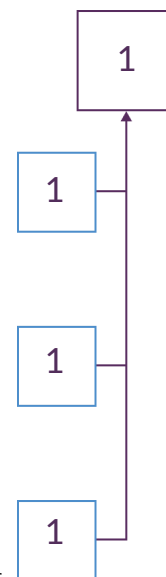
How well pupils achieve and enjoy their learning in religious education

Provision

The quality of teaching, learning, and assessment in religious education

Leadership

How well leaders and governors promote, monitor and evaluate the provision for religious education



Feedback from pupils shows that they enjoy religious education lessons because they are challenged to think deeply, while also valuing opportunities to record their learning creatively through art, song and drama. Across the school, pupils are developing strong skills, knowledge and subject-specific vocabulary, which is clearly evident in their responses during lessons. Progress is apparent both within lessons and over time, with pupils achieving well. A clear focus on pedagogy is positively impacting the quality of teaching, resulting in consistency across most lessons; however, in a small number of lessons, an over-reliance on scaffolding or pre-prepared resources limited opportunities for independence. Retrieval practice is well embedded through approaches such as 'let's remember' and morning reflection tasks, enabling pupils, even from the youngest ages, to make meaningful links to prior learning; older pupils recognise how this supports them in new learning. Pupils are developing strong religious literacy from the Early Years, demonstrated through thoughtful, age-appropriate responses and links to previous learning. Knowledge of scripture across the school is a particular strength, evident through high-quality work in books, exploring scripture journals and in lessons. For example, in Year 2, pupils were exploring images of the Holy Spirit and making links to a wide range of scripture and in Year 6 where pupils independently located passages in the Bible.

Strong subject knowledge was evident in all lessons and consistently demonstrated by both teachers and teaching assistants, who worked in close partnership to ensure high-quality

learning. High expectations enable pupils to develop their knowledge, understanding and skills while demonstrating growing confidence. Effective and thoughtful planning underpins lessons, incorporating a wide range of resources, visits and visitors to enrich learning and promote creativity. Adaptations are well embedded, evident in books and during lessons, ensuring all pupils can access learning and make progress through the use of stem sentences, targeted scaffolds and adult support. Questioning is generally effective in supporting pupils to offer deeper responses, although during observations there were occasional missed opportunities to challenge pupils, particularly those who are more able. Opportunities for reflection in religious education, including 'I wonder' prompts, support pupils in making meaningful connections to their own lives. Planning and assessment is closely linked, evident in effective feedback, assessment tasks and structured reflection time. This in turn, addresses misconceptions, reinforces prior learning and supports pupils in understanding how well they are achieving and how to improve further. Moderation of assessment supports staff to be consistent in their assessments and informs future planning or development.

Religious education is given the highest priority, and is fully aligned to the *Religious Education Directory*, following the implementation programme of the archdiocese. Staff spoke very highly of school leaders and the support that they receive through a range of professional development opportunities, rooted in rigorous monitoring and evaluation. The impact of this professional development is evident in their practice. The subject leader identifies and shares good practice through model lessons, and triad-working, ensuring consistency in practice. Staff are led and inspired by the subject leader and headteacher, who have a clear vision for continued implementation of high quality teaching and learning in religious education. The subject leader has a thorough understanding of provision and outcomes in religious education, and her expertise is recognised by staff and governors who value her concise self-evaluation, comprehensive monitoring and feedback, support and decisive and driven leadership. Religious education lessons are enhanced by high quality resources, with clear investment having a positive impact on the quality of teaching and learning. A range of visitors, including parents of children in school, parishioners and the parish priest, also enrich the learning opportunities planned across the school.

Collective worship

The quality and range of liturgy and prayer provided by the school.

Collective worship key judgement grade

Pupil outcomes

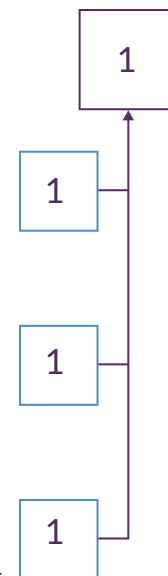
How well pupils participate in and respond to the school's collective worship

Provision

The quality of collective worship provided by the school

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship



Pupils at St Jude's value the rich opportunities for collective worship, recognising these as special times to 'be close to God', 'be calm in God's creation', and 'experience forgiveness'. They enjoy praying in a variety of indoor and outdoor spaces, including the spiritual garden, and understand the importance of daily prayer routines. Pupils take pride in being chosen as the prayer leader for the week, demonstrating commitment and engagement. Pupils participate fully and respectfully in prayerful reflection, silence, responses and symbolic actions, and speak confidently about the opportunities to serve and minister during liturgy. From pre-school, pupils begin to develop a strong understanding of prayer routines and liturgical norms, joining in with responses, learning the sign of the cross, and helping to prepare focus tables. As they grow older, they take on greater responsibility, planning celebrations of the word with the support of staff as needed, proclaiming scripture and composing their own prayers. Opportunities for individual and spontaneous prayer are also valued, including prayer ribbons, prayer stations and a well-attended lunchtime prayer club. Weekly Mass with the parish, along with celebrations of holy days, further deepens pupils' understanding of the liturgical year.

The daily pattern of prayer is central to life at St Jude's, with prayer forming an integral part of all gatherings for pupils, staff and governors. These include staff celebration of the word to reflect on each new religious education topic. The carefully planned overview of prayer and liturgy follows the liturgical year and is rooted in appropriate scripture, ensuring that pupils

regularly participate in Mass as well as other devotions such as the stations of the cross and the rosary. Provision for prayer is rich and varied, offering an increasingly broad range of experiences including guided meditation and visio divina. All staff are actively involved in leading prayer and liturgy, supported by the inspiring example set by senior leaders. Staff speak about joyful opportunities for spontaneous prayer, not only in school, but when out on trips, giving thanks to God for the gift of our wonderful world or amazing experiences. Parents and parishioners are warmly welcomed to participate, valuing opportunities such as Masses, assemblies, 'stay and pray', end of day 'share a prayer', prayer bear in classes up to Year 3, and prayer bags for the older pupils. One parent comments that 'children hold beautiful assemblies centred on Christian beliefs and they are very special to attend.'

School leaders have provided a range of professional development opportunities to ensure that staff have the necessary skills and knowledge to lead high quality collective worship. In most classes, staff have put this into practice effectively, and where there is inconsistency, leaders are skilfully taking action to support further development. Leaders have set out their expectations to ensure that pupils develop age-appropriate skills and knowledge, and that their level of active participation in collective worship increases over time. Quality resources are available to support collective worship; evidence of the priority given to prayer and liturgy at St Jude's. A well-planned overview of themes ensures that prayer and liturgy within school is reflective of the liturgical year, and enables pupils to celebrate holy days and other days of significance. Staff appreciate the guidance of the subject leader in planning collective worship, and the access to resources which support them in their planning and preparation. Leaders use evidence from monitoring and evaluation to plan professional development as required. They make use of good practice within school, the expertise of the subject leader and support from the archdiocese. There is ongoing evaluation to maintain high-quality provision for collective worship.

Information about the school

Full name of school	St Jude's Catholic Primary School
School unique reference number (URN)	130384
School DfE Number (LAESTAB)	3593431
Full postal address of the school	St Judes Catholic Primary School, Worsley Mesnes Drive, Wigan, WN3 5AN
School phone number	01942 204091
Headteacher or Head of School	Mr Damian Wilson
Chair of Governors	
School Website	www.saintjudes.wigan.sch.uk
Trusteeship	Diocesan
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	
Age-range of pupils	3 - 11
Gender of pupils	Mixed
Date of last denominational inspection	27 March 2019
Previous denominational inspection grade	Outstanding

The Inspection Team

Dominic Vernon Lead

Charlotte Hillier

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement