



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST. JOHN BOSCO CATHOLIC PRIMARY SCHOOL

MAGHULL

Inspection Date	Tuesday 20 th November
Inspectors	Mrs Julie Rourke Mrs Louise Byrne
Unique Reference Number	104941

Inspection carried out under Section 48 of the Education Acts 2005 and 2011

Type of School	Catholic Primary
Age range of pupils	4-11
Number on roll	208
Chair of Governors	Mr James Thompson
Headteacher	Mr Danny MacAreavy
School address	Green Lane Maghull Merseyside L31 8BW
Telephone number	0151 520 2628
E-mail address	admin.stjohnbosco@schools.sefton.gov.uk
Date of last inspection	16 th October 2013

Introduction

This inspection was carried out under Section 48 of the Education Acts 2005 and 2011

The report of the inspection is produced for the Archbishop of Liverpool (Code of Canon Law 804 and 806) and for the governors of the school.

The inspectors are members of the Christian Education Department and their associates approved by the Archbishop of Liverpool for this purpose.

Information about this school

- St. John Bosco school is an average sized Catholic Primary School situated in Maghull, Sefton mainly serving the parish of St. Catherine of Alexandria.
- There are 208 children on roll of whom 197 are baptised Catholic, 10 come from other Christian denominations and 1 child from another faith or religious tradition.
- There are 10 teachers at the school, including the headteacher, of whom 8 are baptised Catholic. Eight teachers have a suitable qualification in Religious Education.
- Since the last inspection, there has been a change in personnel. A new Chair of Governors has been appointed and there is a new subject leader in post.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires Improvement
Grade 4	Inadequate

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OVERALL EFFECTIVENESS

St. John Bosco Catholic Primary School is an outstanding school in providing Catholic Education.

CATHOLIC LIFE

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

- The extent to which the pupils contribute to and benefit from the Catholic Life of the school is outstanding.
- Pupils at St. John Bosco know and understand their mission and know how to live it out. They actively participate in the Catholic Life and promote the mission of the school, '*Enjoy, Embrace, Excel.*' They regularly evaluate its effectiveness.
- Pupils show a respect for themselves and others as made in the image and likeness of God. Children's behaviour is exemplary, they show an ability to listen, to give thanks, to forgive and be forgiven. They are also quick to congratulate and celebrate each other's achievements.
- Children are praised regularly through a variety of awards. There are weekly certificates and a John Bosco award each half term. The school's breakfast club and welfare staff also reward children for their kindness and helpfulness.
- Pupils at St. John Bosco's are articulate and understand their responsibilities. The school is outstanding in ensuring children are developing their alertness in taking leading roles to express their religious and cultural identity and beliefs.
- Pupils value and respect the Catholic tradition of the school and its links with the parish community and the Archdiocese. They have welcomed the new parish priest who is having a positive effect on the Catholic Life of the pupils. They have celebrated their First Holy Communion with a display in the parish church, encouraging parish, home and school links.
- Pupils and their families are welcomed in the parish for the Sacramental preparation programme, *With You Always*.
- Pupils are encouraged to develop their prayer life. They request prayers for global and national events. They have prayed and continue to support families in their school community who are in need.
- Pupils enthusiastically embrace the demands that membership of a Catholic school entails. As a result, they take a leading role in those activities which promote the school's Catholic Life and mission, for example, becoming Head Boy or Head Girl, part of the School Council, gardening club, sports teams and school choir.
- Pupils enthusiastically embrace a holistic approach to education, understand what it means to have a vocation and joyfully offer their gifts in the service of others. Children actively seek ways to fundraise for national charities but also know the needs of their own community. On the day of inspection, children excitedly gathered and sent their gifts for the *Christmas Shoe Box Appeal*. They have visited and supported a local food bank, provided Carol concerts for residential homes. The school's Prayer Council have raised money to buy *CAFOD World Gifts*.
- Pupils fully live out their Catholic mission through a variety of opportunities such as the Harvest Festival, Infant Nativity and Easter celebrations. Children also enjoy taster days at the local Catholic high school. Older pupils enjoy a residential to experience awe, wonder, moral and spiritual development.
- Pupils enjoy learning about other faiths and religions, which widens and celebrates other beliefs and cultures.

- St. John Bosco's is a close-knit community. The school takes every opportunity to provide personal support and development for all children and their families. Families also regularly support the school, for example by using their own time to garden and tidy the school grounds.

The quality of provision for the Catholic Life of the school

- The quality of provision for the Catholic Life of the school is outstanding.
- The school's current Mission Statement expresses the educational mission of the Church. The school is keen to refresh their mission with its aims and objectives to reflect the considerations of any new governors, parish priest, parents, children and staff.
- This will be an opportunity for the school to continue moving forward with one mission that celebrates who they are, what they do and what they aim to be.
- The school reflects its mission and identity through obvious signs of its Catholic character. The school is a welcoming, homely and inviting learning environment with beautifully presented displays depicting and celebrating children's work and a variety of topics covered. The grounds have ample space for sports, play and outdoor learning. The polytunnel on the school grounds is used for practical design opportunities.
- There is a strong sense of community at all levels, evident in the high quality of relationships and the centrality of prayer to the whole community. The school is a supportive and joyful community. There is a high regard for the pastoral needs of staff and members' needs are understood and catered for.
- Staff promote high standards of behaviour and are outstanding role models of mutual respect and forgiveness for pupils. They participate in school activities which reflect the Catholic Life and mission of the school through staff meetings, staff prayer times, fundraising and social events.
- Clear policies and structures are in place, which provide the highest levels of pastoral care to almost all pupils, and there is an explicit and concrete commitment to the most vulnerable and needy in both policy and practice.
- A parent explained, *'It is one thing saying you are Christian but another to behave as one. In many small ways they have ensured (my child) is included. (My child) is thriving emotionally and academically. This inclusive, non-judgemental approach has resulted in a very happy child, who loves school and feels part of the family.'*
- Staff provide outstanding opportunities for the spiritual and moral development of all pupils. The Religious Education programme and Personal, Social and Health Education permeate the curriculum. This includes, cyber awareness, environmental issues, anti-bullying and mindfulness which reflects Catholic teachings and principles.
- The Relationships and Sex Education programme, *Journey in Love* recommended by the Archdiocese, is beginning to be implemented across the school. The school is now keen to map this programme, identifying links with Religious Education, Science and Personal, Social and Health Education across the school year to embed the programme.

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

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for the Catholic Life of the school.
- The school's leadership is deeply committed to the Church's mission in education. Leaders are energised by the task and are a source of inspiration for the whole community.

- The provision for the Catholic Life of the school is given high priority by leaders. This is reflected in the school's self-evaluation which involves monitoring, analysis and self-challenge and is clearly focused on the Catholic Life of the school and its Mission Statement.
- The headteacher, leaders and governors are keen to continue developing and revisiting the school's mission.
- The Parish Priest, Governors, the headteacher and senior leaders are highly ambitious for the Catholic Life of the school and lead by example in the way it consistently emphasises Catholic Life as a school improvement priority. They make a highly significant contribution to the school. They are fully involved in the schools' evaluation and are ready to challenge as well as support where necessary.
- Policies relating to the Catholic Life of the school are up to date and ratified by the governors.
- The Governors are fully immersed in school life and regularly visit the school. On the day of inspection, one governor expressed, *'This is a unique school. All of the children that come here are happy.'*
- The Governors are rightly proud of their headteacher. He is a true reflection and role-model for Catholic education. They fully acknowledge the passion and dedication he gives to the school and its community.
- The provision for the Catholic Life of the school is given the highest priority by leaders. This is reflected in the school's self-evaluation which involves monitoring, analysis and self-challenge and is clearly focused on the Catholic Life of the school.
- Continuous Professional Development focusing on the Catholic Life of the school occurs and is effective. The staff live out the mission statement. They share its purpose and are keenly involved in shaping and supporting it.
- The school has strategies for engaging with parents/carers to the benefit of pupils. The school's website has a wealth of information as well as an open-door policy, regular newsletters, welcome and parent/teacher meetings. Parents have a good understanding of the school's mission.
- The parish priest has made a great impact on the Catholic Life of the school. He meets with the headteacher regularly and has arranged masses in school with parishioners. He is fully supportive of the school's *Come and See*, Religious Education programme and he welcomes being invited to be a resource for teachers and children in supporting their faith journeys and furthering their understanding in Religious Education.
- The school is enthusiastic in its response to Archdiocesan policies and initiatives and promotes them throughout the school. The programme for Relationships and Sex Education, *Journey in Love* has been agreed by the governing body and has begun to be implemented throughout the school.

RELIGIOUS EDUCATION

How well pupils achieve and enjoy their learning in Religious Education

- The extent to which pupils achieve and enjoy their learning in Religious Education is good with some outstanding features.
- Pupils, from their varied starting points, make good progress in each key stage.
- The school is outstanding in ensuring that pupils with specific educational needs are individually catered for. They are fully immersed in their learning. On the day of inspection, the whole school community responded to and supported their needs.

- Pupils, relative to their age and capacity, are religiously literate and engaged young people; they use their knowledge, understanding and skills, to reflect spiritually, and to think ethically and theologically.
- Pupils concentrate well and are engaged in lessons and are committed to improving their knowledge, understanding and skills, in order to further develop as competent learners.
- Pupils approach their lessons with interest and enthusiasm. Pupils enjoy their activities and respond enthusiastically to opportunities which extend their learning. Behaviour in lessons is excellent because pupils enjoy Religious Education and disruptions are unusual.
- The quality of pupils' current work, both in class and in written work, is good. Pupils workbooks are well presented, depict a variety of activities and progress is evident across the year groups.
- Pupils workbooks celebrate their achievements. There is some good evidence of developmental marking with the use of driver words. This good practice should be shared across the school to be consistent. This will enable pupils to benefit from challenges, know how well they are progressing and know how to keep improving.
- Marking can continue to improve by using the driver words to mark against differentiated learning outcomes. Marking over the course of a topic can then include an age appropriate development and challenge for pupils.
- Pupils' attainment, as indicated by teacher assessment is good. Pupils achieve at least average attainment.
- There is good evidence of data collated from across the school. The school has begun using the new *Standards in Religious Education* which is tailored to suit the needs of the school and clearly identifies pupil progression. This is a positive start in enabling the school to share with governors and parents how Religious Education is affecting different groups of children. The school can now continue to use this data to develop Religious Education groups and use data for differentiated planning.

The quality of teaching, learning and assessment in Religious Education

- The quality of teaching, learning and assessment in Religious Education is good. On the day of inspection some of the lessons observed were outstanding.
- Teachers plan good lessons and have a good understanding of how pupils learn. They share good informal assessments through detailed evaluations. As a consequence, pupils apply themselves well and make good progress in lessons and in some lessons observed, outstanding progress.
- Teachers can continue to improve planning by using detailed data to plan for Religious Education groups. This will support differentiation. Teachers can then choose one task and use the driver words to show differentiation.
- Teachers are developing ways to include driver words to differentiate and challenge pupils. Communicating the purpose of the driver words will support children in their learning. This will enable teachers to strengthen their high expectations for pupils in Religious Education.
- On the day of inspection, teachers planned a variety of creative activities to engage the pupils. Teachers questioned skilfully and made good use of the *Big Questions* to progress meaning and purpose. Topics taught were linked well to real life situations. In some plenaries observed, children were challenged further.
- Teaching assistants are carefully planned for to optimise learning for pupils. They show great understanding and consideration of the specific needs of pupils in their care and encourage progress.

- On the day of inspection, older children explored expectations in Advent. The teacher led children into a group silent debate. Children wrote their comments to challenging open questions. The plenary celebrated their debating and they were given the opportunity to further their understanding by considering their own expectations for Advent. This outstanding lesson enabled children to apply their skills, to progress their understanding and link faith to life experiences.
- The good and outstanding practices within school now need to be shared to enable consistency in Religious Education lessons.
- Achievement and effort are celebrated well in lessons leading to high levels of motivation from the pupils.

How well leaders and governors promote, monitor and evaluate the provision for Religious Education

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for Religious Education.
- Leaders and governors ensure that the Religious Education curriculum meets the requirements of the Bishops' Conference in every respect and in each key stage.
- Leaders and governors ensure that the required amount of curriculum time is given to Religious Education in each key stage.
- Leaders and governors ensure that Religious Education has full parity with other core curriculum subjects including professional development, resourcing, staffing and accommodation.
- Timetables reflect the required teaching time for Religious Education. Lessons that are given quality and appropriate timings are reflected very well in children's work.
- Any additional requirements and policies of the Archdiocese regarding the Religious Education curriculum are fully implemented.
- Leaders' and governors' self-evaluation of Religious Education is a reflection of frequent assessment, tracking, monitoring, analysis and self-challenge which is informed by current best practice in Religious Education. This can be further improved by formalising the monitoring of teaching and learning which will highlight good and outstanding practices that can be shared and focus future action plans.
- The curriculum leaders for Religious Education, one of which is also the headteacher, have worked well as a team to ensure that all new Archdiocesan initiatives are in place and are keeping staff informed. They both have high expectations for Religious Education and work extremely hard at securing their clear vision.
- The subject leaders are part of a cluster with their neighbouring local Catholic school. They meet regularly to discuss and support one another in leading Religious Education. They share good and outstanding practices.
- Evidence is detailed, collated and organised excellently. The subject is strongly led and supported by the senior leaders, parish priest and governors.
- Parents receive regular updates about Religious Education, there is a wealth of information on the schools' website and they receive a dedicated newsletter each term.
- The Religious Education governor meets with the subject leaders, is fully informed of the standards across the school and regularly supports monitoring.

COLLECTIVE WORSHIP

How well pupils respond to and participate in the school's Collective Worship

- Pupils response to and participation in the school's Collective Worship is outstanding.
- Pupils act with reverence and are keen to participate in Collective Worship. They sing joyfully, and join in community prayer appropriately and with confidence.
- Pupils are involved in a variety of approaches to prayer which includes scripture, religious artefacts, liturgical music and other forms of prayer both traditional and contemporary. Pupils value and participate voluntarily in liturgy and prayer.
- On the day of inspection, children gathered in appropriate, suitable environments ready for prayer. Collective worship was planned well, and pupils were fully involved appropriate to their age and stage of development.
- In one worship observed, a powerful message was portrayed to children using a film clip. This message was then explored through Scripture and prayer. Go forth messages were clear and enabled the children to spread the message that they had heard.
- Pupils are guided in their responses to Scripture. By allowing silence, reflection, contemplation and heartfelt responses, children will be able to explore differing ways to deeply respond and spend time with God.
- Pupils regularly prepare and lead worship with confidence and a degree of independence. In conversations with older pupils on the day of inspection, pupils were enthused by their worship. They are thoughtful in their planning of liturgy. Other pupils are engaged by the worship opportunities planned by their peers.
- There are many opportunities throughout the school year for pupils to develop their understanding of the Church's liturgical year and its seasons and feasts.
- The parish priest encourages the school to look at different ways of celebrating their faith. Parish Masses are sometimes celebrated in school, encouraging links between home, school and parish. The school family is being supported by the parish priest to learn some sign language which will serve to enhance their prayer life.
- The experience of living and working in a faithful, praying community has a positive impact on the spiritual and moral development of the pupils, irrespective of ability.
- St. John Bosco's is an inclusive prayerful community who show a deep respect for one another. All children are invited to pray and encouraged and supportive to be a part of the prayer life of the school.

The quality of Collective Worship provided by the school

- The quality of Collective Worship provided by the school is good.
- Collective Worship is central to the life of the school and is at the heart of school celebrations. Praying together is part of the daily experience for all pupils and staff.
- Relevant staff understand the Church's liturgical year, seasons and feasts and ensure that pupils have a variety of experiences of the Church's liturgical life.
- Collective Worship is given a high priority in terms of planning, evaluating and resourcing; as a result, experience of Collective Worship is engaging, and all members of the community speak positively about these opportunities.
- Each member of teaching staff has a comprehensive planning folder which includes pupils' planning at an age appropriate stage. They have a good understanding of the purpose of Collective Worship and the wide variety of methods and styles of prayer.
- Quality worships can continue to enhance the prayer life of the school by accessing advice and support from the Archdiocese to unpick how Scripture and children's responses can be further enriched.

- Collective Worship has a purpose, message and direction. The themes chosen for worship can be enhanced by developing a long-term planner that will reflect the good practices already in place and will help to support teachers further in their planning and delivery of worship.
- Opportunities are planned in a manner that facilitates attendance by other adults associated with the pupils and school and there is a good and growing response to this invitation.
- Parents are positively engaging with the prayer life of the school. A parent expressed how she enjoys the participation in Collective Worship.

How well leaders, governors promote, monitor and evaluate the provision for Collective Worship

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for Collective Worship.
- Leaders know how to provide clear policies and guidelines to plan and deliver quality Collective Worship. They lead Collective Worship within the school and are appropriate models of outstanding practice for staff and pupils. They promote pupils' planning and leading Collective Worship.
- They have an outstanding understanding of the Church's liturgical year, seasons and feasts and they are able to make these accessible to the pupils in a contemporary context.
- Monitoring of Collective Worship is embedded and is supporting worship across the school.
- Leaders are keen to continue developing and incorporating liturgical formation, the delivery of Collective Worship and the possibility of a Collective Worship co-ordinator.
- There is a dedicated Collective Worship governor who is fully supportive of the prayer life of the school. On the day of inspection, governors described how privileged they are to hear prayers written by children.
- Governors are informed of policy guidelines and monitoring of Collective Worship. They also are invited to and regularly attend Collective Worship celebrations.

What the school needs to do to improve further

- Continue to develop the Catholic Life of the school by:
 - revising the school's mission statement, aims and objectives to celebrate who they are, what they do and what they aim to be;
 - mapping the Relationships and Sex Education programme across the school year and embedding the programme.
- Continue to develop Religious Education by:
 - using data to impact on differentiated planning for pupil's learning and challenges.
 - communicating the purpose of using driver words to impact on differentiation for planning, teaching, learning and marking;
 - embedding and formalising the monitoring of teaching and learning to share and celebrate best practices.
- Continue to develop Collective Worship by:
 - developing a long-term planner that will reflect the good practices already in place and will help to support teachers further in their planning and delivery;
 - accessing support from the Archdiocese to unpick how Scripture and children's responses can be further enriched.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	1
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CATHOLIC LIFE

The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
The quality of provision for the Catholic Life of the school	1
How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school	1

RELIGIOUS EDUCATION

How well pupils achieve and enjoy their learning in Religious Education	2
The quality of teaching, learning and assessment in Religious Education	2
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	1

COLLECTIVE WORSHIP

How well pupils respond to and participate in the school's Collective Worship	1
The quality of Collective Worship provided by the school	2
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship	1

Key to judgements: Grade 1 is Outstanding, Grade 2 Good, Grade 3 Requires Improvement and Grade 4 Inadequate