



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST. JOHN BOSCO CATHOLIC PRIMARY SCHOOL

MAGHULL

Inspection Date 16 October 2013

Inspectors Mrs. Denise Hegarty Mrs. Angela Williams

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 205

Chair of Governors Mrs. Anne Parkinson

Headteacher Mr. D. MacAreavy

School address Green Lane
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Date of last inspection 4 July 2007

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, oversubscribed Catholic Primary School situated in Maghull, Sefton mainly serving the parish of St. Gregory's and Our Lady's, Lydiate.
- There are 205 children on roll of whom 202 are baptised Catholic and 3 come from other Christian denominations. The school is heavily over-subscribed.
- There are 11 teachers at the school including the headteacher of whom 8 are Catholic. Ten teachers teach Religious Education and all the teachers have a suitable qualification in Religious Education.
- The headteacher was in post at the time of the last inspection.
- Since the last inspection, a new lead subject co-ordinator has been appointed and is now supported by the former co-ordinator.

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 School provides good Catholic Education.

Inspection Judgements

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

- Pupils make an outstanding contribution to the Catholic Life of the school and greatly benefit from it. They are excellent, loyal ambassadors for the school.
- They know and understand the school's Mission Statement and Motto, 'Enjoy, Embrace, Excel' and appreciate that it is asking them all to enjoy their school life and seize the opportunities that come their way to fulfil their potential. Representatives from Year 6 were involved in its evaluation and review.
- Pupils can talk about and relate Gospel values to their behaviour and daily lives and are quick to congratulate others who display these values. They praise and acknowledge the contribution of others and enjoy nominating their peers for awards. They show a readiness to embrace and celebrate their lived experiences especially through Collective Worship.
- They are proud to belong to this school community and understand the demands and responsibilities that living up to their motto places on them especially in how they encourage each other and consider each other's views and opinions. They treat each other with care, consideration and kindness and form good relationships.
- Pupils are encouraged to take on roles of responsibility in the school and wider community e.g. as school councillors, 'chummies' and lunchtime leaders. Within these roles, they learn organisational skills, the importance of co-operating with each other and looking out for and after others.
- As school councillors, pupils are involved in decision making about school improvements, including modifying the reward system, and also with charity work. They know that they are listened to by adults and feel they can make a contribution to the school.
- Pupils are actively involved in developing the Catholic character of the school by raising awareness of and generously supporting a variety of charities including CAFOD and Nugent Care (Good Shepherd). They contribute to and serve community projects locally, nationally and globally including their Community Carol Concert and Carols in the Park, the Seel Street Mission, Macmillan Coffee Mornings, their Ghanaian partner school and the Roxburgh Nursing Home Garden Project.
- Pupils willingly support the less well off and vulnerable as they donate gifts to Operation Christmas Child, the harvest food bank appeal and visit care homes. This enables the children to develop an awareness of the needs of others and to appreciate and value what they have.
- The Kids' Skills project supports pupils who need it and enables those involved to grow in independence, in confidence and to experience success.
- Pupils embrace opportunities to meet their potential in all aspects of school life and benefit from a wide range of extra-curricular activities e.g. sports, gardening and speaking and listening/drama club. Through these activities, they learn the values of commitment and responsibility.
- Year 6 pupils have the opportunity to participate actively in residential trips to Kingswood. Such experiences impact greatly on the pupils' social and moral development as they develop self-confidence, and understand the value and importance of teamwork and communication skills.

- Pupils have a good sense of right and wrong and apply this in their personal relationships. They take an increasing responsibility for themselves and their actions within the moral framework upheld by the school. Their behaviour throughout the school is outstanding. Children are polite and interested in the life of the school. They know that they are loved and cared for.
- They have developed links and friendships with pupils from neighbouring community schools.
- Education for personal relationships has fostered positive attitudes in pupils encouraging them to develop an awareness of and respect for themselves and others.
- Regular class celebrations and Masses are held which involve the parish, parents and wider family. Pupils enjoy planning and participating in a variety of liturgical celebrations, Masses, Easter and Harvest Celebrations etc. They appreciate the efforts made by the school chaplain, Fr. Smith and staff to bring these celebrations to life.
- The *Year of Faith* was celebrated well by the school through displays and celebrations. This ensures that the year is a memorable time for the children to develop their faith.
- Pupils show respect and understanding of other faiths and religions and have enjoyed learning about Judaism, Hinduism and Islam within the curriculum.

How well pupils' achieve and enjoy their learning in Religious Education

- Pupils' achievement and enjoyment in Religious Education is good.
- They make good progress in relation to their starting points and capabilities.
- Pupils' attainment in Religious Education is good overall. Analysis of assessments undertaken provides evidence of pupils generally attaining appropriate level for their age and stage of development in each key stage.
- There is no difference in performance between pupils of different gender.
- Outcomes for pupils with additional or special needs are very good. They are well supported in the school and make good progress.
- Pupils are becoming increasingly more religiously literate. Their knowledge, understanding and skills are developing appropriate to their age or capacity.
- They are developing the skills that enable them to reflect spiritually, think ethically and theologically and are becoming more aware of the demands of religious commitment in everyday life.
- Pupils' engagement in and enjoyment of their learning is generally excellent as shown by their interest, engagement, positive attitude and excellent behaviour in lessons. They appreciate the efforts staff members make to make their lessons enjoyable and respond enthusiastically.
- Pupils are encouraged to work independently and collaboratively. They co-operate well with each other in group work. Across the school, children are very respectful of each others' views and opinions.
- They are anxious to learn and improve their knowledge, understanding and skills as they become independent learners.

How well pupils' respond to and participate in Collective Worship

- Pupils' response to and participation in Collective Worship is good.
- Pupils enjoy, respond well and actively participate in daily Collective Worship.
- They act with great reverence and respect at such times and are keen to participate in a variety of gatherings.

- Pupils' knowledge of prayer and liturgy is increasing. They are very familiar with responses from the Mass and with a variety of prayer styles in an age appropriate way. They are open to the Word of God in the Scriptures and appreciate its importance.
- Pupils reflect quietly from an early age and join in community prayers appropriately and with confidence.
- Pupils are becoming increasingly more confident and skilled in preparing and planning worship from their earliest years for class celebrations.
- Their liturgical skills are well developed.

The quality of teaching and how purposeful learning is in Religious Education

- The quality of teaching and purposeful learning is good. It is consistently effective in ensuring that pupils are interested, engaged and make good progress. Some teaching is better than others and the better practice should be shared.
- Teachers plan well and display excellent subject knowledge. Their superb planning and assessment files show their commitment to the subject and reflect the expectations of senior leaders. All long term members of the teaching staff have the *Catholic Certificate in Religious Studies*.
- A generous number of teaching assistants and additional adults are deployed very well to support teaching and learning.
- All adults in the school work industriously and harmoniously. They are very good role models for the children to emulate and show a high level of pastoral care for their pupils. They are genuinely interested in the children's progress in the subject and are keen for them to fulfil their potential and succeed.
- As teachers have become familiar with the new programme for Religious Education, *Come and See*, they deploy a better range of teaching styles to motivate and inspire the pupils. Where outstanding teaching was seen on the day of inspection, teachers made excellent use of the plenary sessions to assess, consolidate and move children's learning on.
- Excellent questioning techniques were observed in many classes especially when teachers used the 'driver' words from the *Levels of Attainment* to pose suitable questions that challenged learners.
- Teaching encourages pupils' enjoyment of and enthusiasm for Religious Education. In their interview, Year 6 pupils expressed their delight in undertaking role play in a recent lesson where they enacted a court room debate where the prodigal son was put on trial. They also shared their appreciation for how they were given the opportunity to 'interrogate' and interpret religious art work as they searched for the symbolism within.
- Teachers take into account pupils' prior learning and try to ensure tasks are differentiated when planning so that the work consolidates, builds and extends their knowledge and understanding.
- Teachers provide opportunities for pupils to learn, think and act independently and to work considerately and collaboratively.
- They have high expectations of the pupils they teach in terms of attitude and behaviour.
- Good use is made of time and resources especially Information and Communication Technology to maximise learning. The Year 2 pupils that were interviewed particularly enjoyed being able to use ipads to record their work.
- 'Assessment for Learning' strategies are generally used effectively across the school. Teachers consistently share the learning objective and success criteria with their classes. These are often revisited in the plenary session so pupils can assess how well they have done during the lesson.
- Key words are used appropriately and reiterated frequently to build up the children's religious vocabulary.

- Pupils' contributions are valued and appreciated. Very good use is made of praise and encouragement.
- Vibrant displays in classrooms and around the school celebrate the children's work, reinforce learning and provide opportunities for reflection.
- Effort and achievement are celebrated through marking and verbal encouragement.
- The assessment of pupils work in Religious Education is good. Marking generally focuses on the learning outcome and sometimes refers to the 'driver' words. In some classes, a marking dialogue is emerging. Teachers use their assessments well to inform future planning.
- The school has good assessment strategies which provide detailed information on the achievement of all the pupils. Teachers track individual progress and enter data onto school tracking sheets which are used effectively to identify areas of development for individuals and groups of pupils. They are thus able to identify how well pupils are achieving and tackle underachievement.
- A portfolio of assessed and moderated work is being compiled.
- Teachers enable pupils to evaluate their own work.

The extent to which the Religious Education Curriculum promotes pupils' learning

- The extent to which the Religious Education Curriculum promotes pupils' learning is good. It meets pupils' needs very well. Religious Education is clearly seen as the core curriculum subject in this school.
- Using the *Come and See* programme recommended by the Archdiocese, the school meets the requirements of the Religious Education Curriculum Directory.
- Appropriate levels of the programme are being followed in different classes. This ensures complete Religious Education entitlement for each child and meets National and Archdiocesan requirements.
- Of the total curriculum time at least 10% is allocated to Religious Education. This fulfils the requirements of the Bishops of England and Wales.
- Planning ensures full coverage of the Religious Education programme. Imaginative and engaging strategies and resources are deployed to enrich pupils' learning.
- The school implements new curriculum developments as appropriate and purchases suitable resources in support. A generous budget is allocated for the subject.
- Displays around the school are linked to the curriculum and celebrate work.
- Enrichment activities such as sport and the speaking and listening club have a positive impact on the curriculum, promote respect for the gifts and talents of each individual and help to raise self esteem.
- The Religious Education curriculum provides good opportunities for pupils' spiritual, moral development and vocation.
- Visits to places of interest and visitors into school enhance the curriculum further. Fr Smith, the school chaplain, is a regular visitor who freely gives of his time to the school. He has supported the children's learning by, for example, being interviewed by pupils about his vocation to the priesthood. The school community value his support. Year 2 pupils made a recent visit to church to look for the signs and symbols they could find there.
- Children have explored the beliefs and values of the Jewish faith, Hinduism and Islam. This helps to promote tolerance and respect for those who think differently.

The quality of Collective Worship provided by the school

- The Collective Worship provided is outstanding in reflecting the Catholic character of the school. It has a high profile and is central to the life of the school.
- Collective Worship plays a key part in meeting the spiritual needs of the pupils and is valued by all participants. Opportunities are provided to enable full, active and conscious participation of the whole school community.
- A variety of experiences are provided including whole school, phase and class sessions in a variety of settings. The school is currently working on enhancing outdoor provision for worship.
- Collective Worship is timetabled to make links with other areas of the curriculum.
- Timings are age and stage appropriate. This ensures it is a suitable, personal experience for the children.
- Collective Worship is well-planned and adults provide excellent role models for pupils to emulate.
- An excellent policy and guidelines are in place and in line with Archdiocesan requirements.
- Prayer and Liturgy are used effectively as a source of inspiration to help pupils and staff members reflect upon their lives and mission. Reflective and imaginative prayer are used within whole school and class prayer time.
- Children are enabled to pray formally and informally using a variety of prayer methods and styles. The school ensures that formal prayers are taught at an age appropriate time.
- The governors and senior leaders monitor provision for Collective Worship.
- The school has purchased a variety of suitable resources which are well cared for and used very effectively.
- Focal areas are available in each classroom and there are a number of lovely devotional areas around the school including the recent harvest display in the school hall and the St. John Bosco display in the entrance area. These enable the children to make links to the themes and create sacred spaces to enhance worship.
- Staff members have received recent training in planning, leading and evaluating Collective Worship and are embedding what they have learned.
- The teachers are becoming more able to provide essential resources and opportunities to help children to develop the skills necessary to plan, lead and participate in Collective Worship and to evaluate it effectively.
- Opportunities are provided for parents, carers, extended family members, governors and members of the community to participate in a variety of celebrations of the *Come and See* programme, the school feast day and the Church's liturgical year. These include many services and Masses.

How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan and implement improvement to outcomes for pupils

- Leaders, governors and managers are outstanding in promoting, monitoring and evaluating the provision for the Catholic life of the school and in the way they plan and implement improvement to outcomes for pupils.
- The head teacher is exuberant, energetic and enthusiastic in his leadership of the school. Together with the rest of the senior leadership team, he provides an exemplary model of service to the school.
- The school environment is stimulating, vibrant and very well cared for both indoors and outside. Leaders strive hard to provide the very best for their community.

- Leaders, governors and managers are wholly committed to developing the Catholic life of the school and show a very good understanding of and commitment to the Mission of the Church. This is reflected in the school's own Mission Statement and motto, 'Enjoy, Embrace, Excel'.
- All who form part of the school community including parents, priest, governors and children were involved in the development and review of the Mission Statement.
- It directs and guides every aspect of school life and is a useful tool by which the school evaluates its effectiveness. It is displayed throughout the school, on the school website and is used on all documentation.
- Opportunities are provided for the staff and pupils to play an active part in Catholic life and Mission of the school. They know, own and live out their Mission Statement.
- St. John Bosco school family strives to provide a welcoming, caring and happy community which follows the example of Jesus in everyday life. This is evident in the children's consideration for each other and in the pastoral care given by adults in the school.
- Leaders, governors and managers use the monitoring data available outstandingly to evaluate the school's performance, celebrate, and plan future improvements.
- A strategic action plan for the way forward during this school year has been formulated which has clearly identified targets, timescales and lines of accountability. This feeds into the Self Evaluation Document which in turn provides further evidence of the school's monitoring, analysis and self challenge. It gives an accurate picture of the Catholic life and work of the school and its analysis provides a basis to celebrate the school's strengths and outlines areas identified for development.
- The school provides good induction and in-service training and support to enable staff members to further understand the Church's Mission in Education and to play their unique parts in it.
- In-service sessions at LACE are regularly attended, all long term members of staff have *Catholic Certificate in Religious Studies* and Religious Education features regularly on the staff meeting agenda.
- The quality of Collective Worship is a priority for the school. It is monitored and evaluated by leaders and by the Religious Education link governor. An excellent up to date policy and guidelines for its implementation are in place.
- Excellent spiritual and moral development policies are in place and reviewed regularly by the Governing Body. A range of opportunities for spiritual and moral developments are provided for staff and pupils.
- There are positive relationships at every level within the school and within the parish community. All members are valued, supported and respected.
- Good behaviour and positive attitudes are spotted, praised and rewarded throughout the school. Each week, for example, lunch time supervisors set a 'Golden table' in the family room for children who have been seen to be most helpful and considerate during lunch times.
- A half-termly 'St. John Bosco award' is awarded to a child in each class who displays the qualities of the school patron saint and who lives out the values inherent in the school Mission Statement.
- Matters of social justice are given high importance with many examples of awareness and fund raising for a variety of good causes e.g. Operation Christmas Child and the local food bank.
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all. This is a very inclusive school.
- The school works closely with the parish community. Displays taken down in school are often taken to church for parishioners to see and celebrate the children's work. The parish priest is a regular and welcome visitor. He gives his time and energy freely to the school.

- The school supports the Archdiocesan sacramental preparation programme, *With You Always* very well and some school staff members attend sessions and celebrations.
- Parents are consulted regularly and involved in a variety of ways in the life of the school. They are kept well-informed through newsletters and the school website.
- Governors fulfil their responsibilities outstandingly. They are fully committed, proactively involved and are very loyal to the school. They are kept well-informed about the Catholic life here. They have effectively helped to shape the direction of the school through their high profile and in the many contributions they make. They regularly attend whole school celebrations, acts of worship and special liturgies throughout the year.
- The new Chair of Governors is also a regular, enthusiastic visitor.

How well leaders, governors and managers promote, monitor and evaluate the provision for the Religious Education of the school and plan and implement improvement to outcomes for pupils

- Leaders, governors and managers are good in promoting, monitoring and evaluating the provision for the Religious Education of the school and in the way they plan and implement improvement to outcomes for pupils.
- Religious Education is at the core of the curriculum in St John Bosco School.
- A yearly audit of resources is undertaken and a suitable budget is provided to further enhance provision.
- Timetables are monitored to ensure that 10% quality time is dedicated to the teaching the subject.
- Monitoring of the subject takes place as part of the school's annual monitoring schedule. Teaching and learning is monitored by the head and subject leader and appropriate feedback and support given as necessary. Good practice is celebrated and should be shared.
- The excellent subject action plan identifies areas to develop found through the annual subject audit and through the monitoring cycle. It gives strategic steps to take to implement plans and achieve targets. It feeds into the overall Self Evaluation Document.
- Continuing professional development opportunities are provided for all and additional support and induction given to new or inexperienced staff members.
- Termly meetings are held for moderating assessments. Staff meetings are arranged, as appropriate, to plan topics and disseminate any new information to staff.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance. Staff are familiar with and becoming more secure in their levelling of work.
- Assessment information is collated and tracked by the subject leaders and shared with the leadership team, governors and parents.
- The subject leaders are excellent at guiding Religious Education. They show commitment and enthusiasm. Both work really hard to support and encourage staff. Archdiocesan training and briefing sessions are regularly attended and new initiatives introduced when appropriate. Excellent documentation guides and directs all staff in the delivery of the subject. This is updated as necessary.
- Governors are kept well-informed. They are interested and proactively involved.
- Newsletters are provided for parents and carers each term, which outline the curriculum and indicate how they can enhance their children's Religious Education. These should be personalised for the school and include school dates and celebrations.
- Parents receive an annual report on progress and are kept further informed through verbal reports on Parents' Evenings. They are consulted on different issues depending on the topic being covered and encouraged to support their child's learning especially through the homework opportunities that teachers provide.

- Achievement and effort are celebrated especially at the end of week assembly which is much appreciated by pupils who hold it in high regard.

What the school needs to do to improve further:

- Improve pupils' outcomes for Collective worship by:
 - giving the children opportunities to respond to readings from Scripture in different ways;
 - developing a deeper awareness of the importance of stillness and reflection and how this helps pupils to engage with the presence of God;
 - ensuring pupils are more involved in planning and delivering Collective Worship.
- Develop the school website further to truly reflect the school's Catholicity and share information on Religious Education more effectively to enable parents to fully support the work being done in school.
- Continue to implement the areas for development that have been identified by the school in the Self Evaluation Document. This includes:
 - Ensuring that differentiated tasks to challenge and support groups are consistently provided across all classes and topics, particularly by using the driver words from the *Levels of Attainment*.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	2
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OUTCOMES FOR PUPILS

How good outcomes are for individuals and groups of pupils	
The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
How well pupils achieve and enjoy their learning in Religious Education	2
How well pupils respond to and participate in the school's Collective Worship	2

PROVISION

How effective the provision is for Catholic Education	
The quality of teaching and how purposeful learning is in Religious Education	2
The extent to which the Religious Education curriculum promotes pupils' learning	2
The quality of Collective Worship provided by the school	1

LEADERS AND MANAGERS

How effective leaders, governors and managers are in developing the Catholic Life of the School	
How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan and implement improvement to outcomes for pupils	1
How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	2

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