



Inspection carried out Under Canon 804 and 806
and in accordance with Section 48 of the Education
Acts 2005 and 2011

DIOCESE OF SALFORD

Name of School St John Bosco RC Primary School
Hall Moss Road, Blackley, Manchester, M9 7AT
Inspection date 12th March 2020
Reporting Inspectors Sue Molloy and Marie Kwiatkowski

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| Type of school | Primary |
| URN | 105530 |
| Age range of pupils | 3-11 |
| Number on roll | 235 |
| Appropriate authority | The Governing Board |
| Chair of Governors | Lorraine McCauley |
| Headteacher | Maggie Johnson |
| Religious Education Subject Leader | Caroline Doyle |
| Date of previous inspection | 22nd October 2014 |
| Grade of previous inspection | Good |

Explanation of the Grades - 1 = Outstanding, 2 = Good, 3=Requires Improvement, 4 = Inadequate

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| Overall effectiveness of St John Bosco RC Primary School, Blackley | Overall grade | 3 |
| The Catholic Life of the school (incorporating Welcome, Welfare and Witness) | Grade | 3 |
| Religious Education (incorporating Word) | Grade | 3 |
| Collective Worship | Grade | 2 |

CHARACTERISTICS AND CONTEXT OF THE SCHOOL

St John Bosco's is a Roman Catholic Voluntary Aided Primary School in the Diocese of Salford situated in Manchester. The school serves the amalgamated parishes of St John Bosco and Mount Carmel. It is a single form entry primary school with full-time Nursery provision. The number of pupils in the school has been broadly consistent in recent years, with 235 pupils currently on role, including 26 Nursery pupils. Deprivation is high with IMD data stating the St John Bosco postcode is amongst the 10% most deprived neighbourhoods in the country. 90% of pupils are baptised Catholics, with 28% of pupils eligible for pupil premium. Currently 39% of pupils are from minority ethnic groups; this has increased over the last 3 years. 22% of the pupils have English as a second language. The percentage of pupils with Special Educational Needs is 10% and 2 children have an EHCP. 80% of staff are Catholic, with 15% having CCRS and 5% having completed the Catholic Leadership Programme. The deputy headteacher was appointed in September 2016 and the headteacher in September 2019. The deputy took over the role of Religious Education subject leader in September 2019.

OVERALL EFFECTIVENESS

St John Bosco's is a welcoming and caring Catholic Primary school. The children are proud of their school and feel cared for and supported. They are polite and well behaved. However, the areas for development from the last inspection have not been achieved, relating to the prayer life of the school and promoting excellent teaching across all phases. The school has been judged to be requiring improvement due to the quality of the Catholic Life of the school and Religious Education. The curriculum needs to be planned so that activities are well matched to the learning objectives and pupils are challenged. With a more carefully planned curriculum they would be able to achieve more highly. Pupils are keen to develop their roles within the GIFT team and the CARITAS Ambassadors but need to be guided further on their responsibility to care for our common home, pursue the common good and serve those in need. The children need to be given opportunities to plan Collective Worship across the school in assemblies and class worship sessions. It is imperative that governors provide support and challenge to enable the recently appointed headteacher to fulfil her ambitions for the school.

THE KEY STRENGTHS OF THE SCHOOL INCLUDE:

- The recently appointed Headteacher, supported by the SLT and Governing Board has a vision for moving the school forward.
- Collective Worship has been given prominence across the school with children taking a more active role in participating in prayer sessions.
- The high level of care provided for pupils and families, treated and respected as unique individuals.

AGREED AREAS FOR DEVELOPMENT:

- To ensure teachers are confident in their subject knowledge, moving learning forward through appropriate and challenging tasks.
- To continue to develop the skills of staff to support pupils to regularly prepare and lead worship, using a variety of ways of praying.
- To ensure the Mission Statement is regularly revisited, lived and witnessed throughout the school.
- To plan for RSE to be taught as part of the curriculum.

THE CATHOLIC LIFE OF THE SCHOOL (incorporating Welcome, Welfare and Witness)

| The Catholic Life of the school (incorporating Welcome, Welfare and Witness) | Overall grade | 3 |
|---|---------------|---|
| Outcomes - The extent to which pupils contribute to and benefit from the Catholic Life of the School | | 3 |
| Provision - The quality of provision for the Catholic Life of the school | | 3 |
| Leadership - How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school | | 2 |

Pupils respond positively to each other and show respect for themselves and others, made in the image and likeness of God. They are aware of the school's mission statement but need to be able to articulate what

it is and what it means to them. As a result, they did not know the mission of the school and its distinctive Catholic identity. The recently appointed CARITAS ambassadors are enthusiastic for their role but they need to be more actively involved in helping others and responding to the needs of Catholic Social Teaching, supporting those in need locally, nationally and globally. The pupils understand that they are valued and cared for as unique individuals and know who they can go to if they need help or support. The school has no RSE scheme and as such the pupils' understanding is not sufficiently rooted in the context of the Catholic understanding of the purpose of sexual love.

Under the leadership of the recently appointed Headteacher, there is a strong sense of community evident in relationships and the culture of welcome in the school. Parents were positive about the changes made, were clear that the school is now more welcoming and there is more supportive pastoral care. The school environment contains signs of the Catholic character of the school, but there is little evidence of the celebration of pupils' work in relation to Religious Education and the Catholic Life of the school. Staff provide supportive pastoral care for pupils and there is a commitment to the most vulnerable. The mission statement expresses the educational mission of the Church, but the extent to which it and the Word of God informs the work of the school is underdeveloped. The RSE curriculum needs to be developed to ensure it is taught and reflects Catholic teachings and principles.

Leaders and governors recognise that parents are the first educators of their children and support them in meeting the demands of this vocation. Parental engagement is increasing with the school providing more opportunities for parents to be involved in school life. Parents acknowledged that they have been more involved since September and that the Headteacher 'actually cares' and that their 'children were happy'. The school has recently appointed a Learning Mentor (January 2020) to support the mental wellbeing of pupils in the school. Leaders and governors support the Church's mission in education but are limited in their understanding of what this entails. The school's self-evaluation lacks accuracy and pupils are not involved in reviewing the Catholic Life of the school. The school now needs to engage in professional development focusing on the Catholic Life of the school to ensure that staff have a good understanding of the school's mission.

RELIGIOUS EDUCATION (incorporating Word)

| Religious Education (incorporating Word) | Overall grade | 3 |
|---|----------------------|----------|
| Outcomes - How well pupils achieve and enjoy their learning in Religious Education | | 3 |
| Provision - The Quality of teaching, learning and assessment in Religious Education | | 3 |
| Leadership - How well leaders and governors promote, monitor and evaluate the provision for Religious Education | | 3 |

The quality of Religious Education requires improvement. The 'Come and See' programme is used as the core of the curriculum, however, evidence in some books displays tasks that have no purpose or links to the scheme. The children are well behaved and participate with interest in lessons. They concentrate and show enthusiasm and engagement. Children lacked confidence and showed limited understanding of vocabulary when talking about their learning. When asked about what was challenging in Religious Education in lessons a child commented 'drawing'. Books in some classes show colouring on photocopied sheets. There is little evidence of independent learning, research or challenge. Pupils' knowledge, understanding and skills are insufficiently developed in lessons and across time. This is evident in work related to the Advent wreath. Many children are clearly capable of achieving much more.

Planned learning does not match activities that children often undertake. Teachers need to be clear about what they want children to achieve in Religious Education lessons. They need to plan appropriate activities matched to the children's age and abilities and expect pieces of work with greater depth, length and quality. Evidence in books shows inconsistent teaching of the relevant vocabulary for units of work. Higher expectations would enable pupils to reflect and think morally in a deeper way recognising the social teachings of the church. The quality of children's work was below the expected standard in many classes. Teacher feedback is

inconsistent and ineffective. It makes little difference to pupils' progress in their learning. Pupils have a limited understanding of what they need to do to improve and how well they are doing because comments and feedback on their work is lacking or not evident. The monitoring of books and lessons is undertaken and records kept, however, it is not focussed on improving Religious Education or securing high quality teaching and stimulating learning for all pupils. The depth of teacher subject knowledge and expertise needs to be developed through training to enable quality guidance and feedback.

Insufficient priority has been given to developments and improvements in Religious Education since the previous inspection and as a result the quality of the curriculum does not meet the needs of different groups of pupils. Self-evaluation by leaders and governors is inaccurate. This has a significant impact on improvements to teaching and learning. Leaders and governors have not given sufficient priority to professional development. The Religious Education subject leader has only been in post since September. Time has been given to the development of Religious Education, however, the SLT would greatly benefit from seeing good and outstanding provision in other schools. Staff need more quality training to increase their confidence in the Religious Education curriculum and their teaching.

COLLECTIVE WORSHIP

| Collective Worship | Overall grade | 2 |
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| Outcomes - How well pupils respond to and participate in the school's Collective Worship | | 2 |
| Provision - The quality of Collective Worship provided by the School | | 3 |
| Leadership - How well leaders and governors promote, monitor and evaluate the provision for Collective Worship | | 2 |

Children are becoming increasingly involved in daily worship. The school has a core list of prayers including a school prayer that has been chosen by the teachers and adopted by all. Appointed pupils are eager to lead newly introduced worship sessions for other pupils across the school. These services began at the start of Lent. They provide a variety of ways of praying using ideas from recently purchased resources. Prayer areas are visible and prominent in every classroom and these altars reflect the liturgical year. Each class has adopted a chosen scripture. Participants are engaged by the worship opportunities created. Where children are leading it is to read small extracts of prepared scripts. The children are enthusiastic about extending their role in developing prayer and are excited to explore this further. The GIFT Chaplaincy Team and recently appointed CARITAS ambassadors have ideas and are eager to undertake planned activities. Clarity on their roles and responsibilities will have the greatest impact on the prayer life of the school.

Class assemblies have only recently been introduced. Children are respectful and reverent during these assemblies. They sing with great enthusiasm using Makaton signs and actively joining in prayers. The whole school assembly observed had been written by the class teacher using suggestions from pupils. Families have recently been invited to join Collective Worship. Parents spoke positively about the opportunities to join the school community for Mass celebrations and assemblies. They would like to see even more opportunities to come together. The next steps are to provide opportunities for professional development through training courses and visiting other schools. This will help staff model the skills to lead quality collective worship that inspires pupils in deep thought and develops their spiritual relationship with God.

The leadership team are making efforts to ensure that Collective Worship is age appropriate, well planned and includes times of quiet and reflection. They are fully committed to developing the prayer life of the school. New initiatives to improve the provision of Collective Worship provided have recently been introduced including a weekly gospel assembly where older pupils assist with the readings. Leaders are creating opportunities for traditional and modern forms of prayer to be explored. They recognise many worship experiences are in their infancy and need further development and embedding to improve standards. Opportunities for silent prayer and reflection need to be developed. The quality of worship in the school would be strengthened by monitoring visits and teachers observing good practice in other schools.