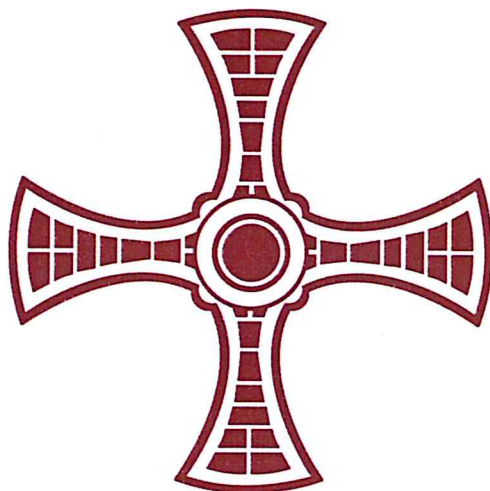


DIOCESE OF **Hexham & Newcastle**
SPIRITUALITY, FORMATION & EDUCATION SERVICE



Section 48 Inspection Report

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

on

**THE CATHOLIC LIFE OF THE
SCHOOL AND RELIGIOUS
EDUCATION**

School: St John Bosco RC Primary School

Address: Bradford Avenue
Town End Farm
Sunderland
SR5 4JW

Telephone Number: 0191 5536921

Email address: stjoh.bosco.primary@schools.sunderland.gov.uk

School URN: 108844

Headteacher: Mrs Anne Mackay

Chair of Governors: Mr Ian McDonough

Inspector: Mrs Christine Ingle

Date of Inspection: 28 and 29 June 2011

This Inspection Report is produced for the Rt. Reverend Séamus Cunningham, the Bishop of Hexham and Newcastle Diocese, (c.f. Code Canon Law, 804, 806), and for the Governing Body of the school (Education Act 2005, Section 48). The inspection reviews, evaluates and plans further improvements in the school's witness to the Catholic faith and Curriculum Religious Education. This process begins with the school's own self-evaluation.

The inspection schedule follows criteria set by the National Board of Advisers and Inspectors.

INFORMATION ABOUT THE SCHOOL

St John Bosco is a primary school which serves an area of social deprivation. The percentage of pupils entitled to free school meals is above average. The vast majority of pupils are from white British heritage. In September 2008 the school established a soft federation with English Martyrs' School which is situated nearby. The school is held in very high regard by parents and the community.

FACTUAL INFORMATION

Pupil Catchment:

Number of pupils on roll: 123

Percentage of pupils baptised RC: 64%

Percentage of pupils from other Christian denominations: 19%

Percentage of pupils from other World Faiths: 1%

Percentage of pupils with no religious affiliation: 16%

Percentage of pupils from ethnic groups: 3%

Percentage of pupils with special needs: 13%

Staffing

Number of full time teachers: 10

Number of part time teachers: 0

Percentage of Catholic teachers: 90%

Percentage of teachers with CCRS: 30%

Percentage of learning time given to Religious Education:

FS	10%	Yr 4	10%
Yr 1	10%	Yr 5	10%
Yr 2	10%	Yr 6	10%
Yr 3	10%		

Parishes served by the school:

The Sacred Heart and St John Bosco, Sunderland

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic education

1

The school's capacity for sustained improvement

1

MAIN FINDINGS

St John Bosco is an outstanding school which makes outstanding provision for Catholic education. Governors, managers and staff have high expectations and a shared vision with regard to the Catholic mission and ethos of the school. The school is a very inclusive and welcoming community where the Gospel message of caring and sharing is seen in action. There is a drive for continuous improvement for the good of the whole community. Staff set good examples and pupils are proud of the school and work well together. Good relationships are a key strength of the school. Parents have a high opinion of the school and are keen to express it. All areas for improvement since the last inspection have been addressed and the school has outstanding capacity for sustained improvement.

Pupils' outcomes are outstanding. They enjoy coming to school and are engrossed in their learning. From well below nationally expected starting points pupils achieve high standards and make excellent progress across the school. Less able pupils are well supported and more able pupils are suitably challenged in Religious Education lessons. Pupils are keen to take part in the opportunities provided to contribute to the Catholic life of the school and an example of the benefits they gain can be witnessed in their exemplary behaviour towards each other. Pupils are confident in preparing and leading collective worship and do so evidently with joy. The promotion of spiritual and moral development is outstanding.

The provision for Catholic education is outstanding. Teaching is well planned and is mainly well differentiated. The school has identified the need to further embed this differentiation across the whole school. Assessments are accurate and the use of targets and self-evaluation makes pupils aware of how to improve their work. Marking is clearly focused on improvement in most places but this is not yet universal in the school. Staff are aware of this and have planned for its improvement. The Religious Education curriculum is rich, varied, focused on raising standards and meets the needs of all pupils. Pupils enjoy it and have input into its design. The quality of collective worship is outstanding.

The leadership and management of the Catholic life of the school and of curriculum Religious Education are excellent. The headteacher, Religious Education coordinator and the deputy headteacher work well together and ensure that monitoring and evaluation systems are robust accurate and embedded in the work of the school. Governors are very aware of their duty to safeguard and promote the Catholic ethos of the school. They visit often and are knowledgeable about the school's strengths

and areas of development. The school has developed extensive and outstanding links to other Catholic schools and a variety of external agencies. The school makes an outstanding contribution to community cohesion and has an outstanding capacity for further improvement.

What the school needs to do to improve further

- Ensure:
 - all pupils in all classes have work tasks matched to their level of progress
 - marking in all classes gives improvement points related to the learning objectives
 - all pupils are given time to respond to the teacher's marking.

PUPILS

How good outcomes are for pupils, taking particular account of variations between different groups

1

Outcomes for pupils are outstanding. Pupils enter Foundation Stage with skills well below national expectations. Pupil questionnaires indicate that pupils enjoy their learning. Attainment in Foundation Stage is in line with expectations. Pupils know they need to show love to each other and they can demonstrate this through friendship and sharing. By the end of Key Stage One standards in Religious Education are above average with only a small minority of pupils who do not attain level 2 and some pupils who attain level 3. Pupils demonstrate in their work that they are learning how to make good choices and that they relate their learning to everyday life situations. By the end of Key Stage Two attainment is high with over 80% of pupils attaining level 4 and a small minority of pupils attaining level 5. Progress across the school is outstanding. Tracking shows almost all pupils make two levels of progress and a growing number are making three. Across the school girls are performing better than boys but the school has introduced a creative curriculum which is impacting positively on boys' progress. In the majority of classes progress is improved by the careful matching of tasks to pupil ability. However, the school is aware that this is not yet securely in place across the whole school.

Pupils make an outstanding contribution to the Catholic life of the school. They have learnt that freedom brings responsibility. They take responsibility seriously and see their roles as buddies, councillors, play leaders, as important because it is about looking after people as Jesus asked us to do. Pupils demonstrate that they benefit from the Catholic life of the school by the way they serve the wider parish community which credits the pupils with bringing families back to church. They demonstrate a deep understanding of how important it is to forgive and to be forgiven and are aware of other people's needs. Pupils respect the beliefs of others and build good relationships with people from all walks of life. They take responsibility for their actions and show keen interest in spiritual, moral and ethical issues.

Pupils' response to and participation in the school's collective worship is outstanding. Observations of pupils in a variety of types of worship show them to be quietly reflective, reverent and joyful when they worship. They are skilled at writing meaningful prayers which they are comfortable to share with others. The whole school are regularly involved in preparing and leading worship and are very confident in their approach. There is an obvious element of inclusion in all acts of worship. Pupils demonstrate a wide knowledge of religious seasons, feast days, traditional prayers and other faiths.

PROVISION

1

How effective the provision is in promoting Catholic education

The quality of teaching is outstanding. The variety of exciting activities provided, is highly effective in motivating pupils and ensure that they learn extremely well. Teachers have excellent subject knowledge and plan activities based on prior learning. In planning and all lessons observed, activities are carefully differentiated to match pupil abilities. However, work in some books indicates this is not firmly established in all classes and the school has identified this as a point for improvement. High quality resources, additional adult support and ICT are all used very effectively to move learning forward quickly. In most classes marking is well developed to promote learning but this is not yet established across the whole school.

Assessment is outstanding; the schools rigorous systems provide accurate and up to date data about pupil achievement. Assessments are regular and systematic across the school. Internal and externally moderated assessments show levelling is accurate. Pupils are involved in self-evaluation and talk with confidence about using 'I can statements' as targets to improve their work. In most classes pupils' response to the teachers' marking brings about improvement and the school recognises the need to embed this practice in all classes. The school is successful in setting challenging targets and carefully monitors pupils' progress towards them.

The Religious Education curriculum meets the pupils' needs exceptionally well. The pupils are involved in carefully planning the curriculum to include full coverage of the programme and exciting opportunities for visits, visitors and first hand experiences. The use of differentiated activities, which ensures learning development, is visible in almost all classes and the school is working to embed this across the whole school. In upper Key Stage Two pupils' response to scenarios shows they are mature and well developed spiritually and morally. A high number of pupils take advantage of extended school opportunities and the curriculum meets the requirements of the Bishops' Conference.

Collective worship experiences are central to the life of the school and the Roman Catholic ethos permeates all that they do. Prayer opportunities for staff, children and the wider community are varied in style and carefully planned into the school year. The variety of liturgies, prayer styles, music and dance ensures pupils are interested and engaged in prayer opportunities. Pupils enjoy opportunities to be involved in preparing and leading acts of collective worship. They are becoming confident and well skilled in upper Key Stage Two. The school has close links to the local parishes. Collective worship is inclusive.

LEADERS AND MANAGERS

1

How effective leaders and managers are in developing the Catholic life of the School

Leaders and managers demonstrate commitment to the mission of the Church by providing a rich, broad, and balanced curriculum with the spiritual development of pupils as a priority. Systems of monitoring and self-evaluation are robust, well embedded in the school's development work and bring improvements quickly. Pupils' conversations show they understand they have a responsibility as Christians to be fair, just and forgiving of others. They demonstrate this in their exemplary behaviour. Staff place high importance on this work. They attend regular training and support the children well. There is good provision for relationship education and the parish see the school as a centre for evangelisation.

Self-evaluation at all levels in the school is outstanding. Improvement focused on the pupils is everyone's aim. The relatively newly appointed Religious Education co-ordinator, supported by the deputy headteacher, have high expectations and rigorous monitoring systems in place. These systems have brought about continuous improvement in attainment over the last three years. The accurate self-assessment has identified the need to further embed the evident good practice in differentiation and marking across the whole school. Staff are kept well informed about priorities and encouraged to attend training targeted at ways to bring improvement.

The governors are very highly committed to the Catholic ethos of the school. They discharge their canonical duties extremely effectively. They make regular visits to the school and are involved in Religious Education evaluation activities. They make requests for information and data, they review the school's work, and act upon their findings. This has been particularly important since the school became part of a soft federation with another school. Governors have embraced this change and have seen it as a great opportunity to develop leadership skills but they have monitored it carefully and challenged when they have concerns. Governors are well informed about Religious Education and about community views of the school.

Partnerships with other providers to promote Catholic learning are outstanding. The school is federated to a local Catholic school and has very well developed links with the other Catholic primary and secondary schools in the area. Regular Deanery meetings between Headteachers and clergy further enhance this partnership. Joint staff training with other local Catholic schools ensures that all staff see that pupil opportunities are extended and that the curriculum is enriched by visits and visitors e.g. to the local mosque. The parish community has close links to the school and joins in celebrations and fundraising with them.

The promotion of community cohesion is outstanding. In this predominantly white, British community teachers and managers have been pro-active to ensure pupils deepen their understanding about other cultures. As part of the 'World Class Primary Programme' there is a link to a multi-cultural school which has allowed pupils to develop friendships across cultural barriers. The school has earned a British

Council International Award and has an established link with a school in Malawi. All are welcome in school. Parish and parents join in school celebrations and value the part time pastoral support worker who helps pupils and families. There is a high amount of fundraising for a variety of charities. The school has a large amount of local agencies working as partners.

SUMMARY OF INSPECTION JUDGEMENTS

Key for inspection grades:

Grade 1 **Outstanding** Grade 2 **Good** Grade 3 **Satisfactory** Grade 4 **Unsatisfactory**

Overall effectiveness	1
The school's capacity for sustained improvement	1
How good outcomes are for pupils, taking particular account of variations between different groups	1
• how well pupils achieve and enjoy their learning in Religious Education	1
❖ the quality of pupils' learning and their progress	1
❖ the quality of learning for pupils with particular learning needs and/or disabilities and their progress	1
❖ pupils' standards of attainment in Religious Education	1
• the extent to which pupils contribute to and benefit from the Catholic life of the school	1
• how well pupils respond to and participate in the school's collective worship	1
How effective the provision is in promoting Catholic education	1
• the quality of teaching and purposeful learning in Religious Education	1
• the effectiveness of assessment and academic guidance in Religious Education	1
• the extent to which Religious Education curriculum meets pupils' needs	1
• the quality of collective worship provided by the school	1
How effective leaders and managers are in developing the Catholic life of the School	1
• how well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan improvement to outcomes for pupils	1
• how well leaders and managers monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for pupils	1
• the extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so that weaknesses are tackled decisively and statutory and canonical responsibilities met	1
• how well leaders and managers develop partnerships with other providers, organisations and services in order to promote Catholic learning and well-being	1
• how effectively leaders and managers promote community cohesion.	1