



## Catholic Schools Inspectorate inspection report for St John Bosco Catholic Primary School, Sunderland

URN: 148782

Carried out on behalf of the Canon Peter Leighton V.G., Diocesan Administrator of Hexham and Newcastle on:

Date: 26-27 January 2023

Overall effectiveness The overall quality of Catholic education provided by the school.....	1
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.....	1
Religious education (p.5) The quality of curriculum religious education.....	1
Collective worship (p.7) The quality and range of liturgy and prayer provided by the school.....	1
The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference	✓
The school is fully compliant with all requirements of the diocesan bishop	✓
The school has responded to the areas for improvement from the last inspection	Fully

### Summary of key findings

#### What the school does well

- The Catholic life and mission of the school is outstanding in every regard, offering exemplary pastoral support to staff, pupils, their families, and the wider community.
- Leaders at all levels are inspirational witnesses to the gospel and Catholic Social Teaching.
- Pupils demonstrate a deep sense of belonging to this welcoming and inclusive community. They behave exceptionally well, are polite and appreciate all the school offers them.

What the school needs to improve:

- Provide more specific feedback in religious education which enables all pupils to fully understand what they must do to progress in their learning.
- Enable staff to maximise their opportunities to develop a secure subject knowledge in religious education.
- Further develop the capacity for pupils to routinely evaluate the quality of the prayer and liturgy to identify how to improve next time.

## 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:.....

1

### Pupil outcomes

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

1

### Provision

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

1

### Leadership

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

1

St John Bosco School demonstrates a strong, welcoming, and inclusive Catholic culture. Gospel values lie at the heart of the school community and are known, lived, and experienced by all pupils, and endorsed by both staff and parents. All school community members embrace the mission, 'Caring for each other as we live, learn and grow in God's love', and are dedicated to securing it. Pupils understand it exceptionally well, and even the youngest pupils can confidently explain what it means to them in their daily lives. They know that they are loved and valued in their God-given uniqueness because the staff are committed to caring for and nurturing every child. Pupils have a deeply embedded understanding of the example of Jesus, and they readily and confidently make connections between their actions and those of Christ. An example of this is when explaining how they try hard to be kind, caring and forgiving. Pastoral care is strong. As a result, pupils know that they are genuinely loved and made in the image of God. A well-sequenced Catholic relationships, sex and health education programme has been carefully planned and implemented. 'Life to the Full' is combined with additional units of British values and Catholic Social Teaching ensuring that the programme is firmly rooted in the teaching of the Church. The school provides a carefully maintained, engaging Catholic environment both indoors and outdoors. Displays of pupils' work communicate the message of Jesus, creating a prayerful and spiritual environment where everyone can work and play, knowing that God is at the heart of the school. A strong culture of mutual respect exists between the pupils themselves and the staff. Pupils benefit greatly from the care and support they receive. Consequently, pupils feel safe and valued, and develop a sense of belonging. This is reflected in their motivation to work hard and achieve well. Pupils commented that they feel valued and listened to, describing the school as, 'St John Bosco School is like one big family.'

Staff are exemplary in their relationships and provide the highest levels of pastoral care and outstanding service to the community. They make an exceptional contribution to the school's Catholic life and mission and there is a strong sense of vocation and belonging amongst all staff. A powerful sense of community runs through the school at all levels. Parents and carers are overwhelmingly positive about the school and are very supportive of its work, with one parent commenting, 'St John Bosco School is a family we are proud and lucky to be part of.'

Leaders and governors are dedicated to ensuring that the pupils experience an enriching Catholic education that provides excellent formation. They are meticulous in ensuring staff receive high-quality training and induction so that the Catholic life and mission of the school is consistently strong. They ensure all staff are treated with respect and dignity, resulting in a highly motivated and committed team. Staff feedback highlights how they feel valued and supported by the school. Leaders are highly ambitious and have clear action plans that drive improvement. Governors are passionate about their role within the school, supporting and challenging leaders, ensuring that all policies reflect the Catholic mission of the school. They rightly see the school as a source of inspiration to the whole community and are ambitious about its contribution to the lives of the people it serves. They make highly significant contributions, effectively monitoring and evaluating with rigour, analysis, and targeted improvement. They are proud of the strong links to the Church and fully support the school in its core mission.

## Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

1

### Pupil outcomes

How well pupils achieve and enjoy their learning in religious education.....

1

### Provision

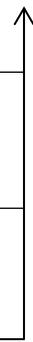
The quality of teaching, learning, and assessment in religious education.....

2

### Leadership

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

1



Pupils enjoy their lessons at St John Bosco’s School. A clear and consistent approach to teaching and learning enables them to improve their knowledge and understanding of religious education. Pupils say that the, ‘teachers are doing a good job, as they help us to understand what we are learning’. Pupils talk confidently about their work, using religious vocabulary accurately and confidently, linking it to everyday life. They demonstrate good learning behaviour, high levels of concentration and experience well-planned opportunities for independent learning. Across the school, pupils are provided with creative and exciting stimuli to enable them to reflect on their responses such as job advertisements for a prophet, roleplay, debates, blogs, and radio broadcasts. Pupils skilfully revisit prior learning through the ‘power of 3’, demonstrating their ability to know more and remember more during their lessons, thus achieving the best possible outcomes. Attainment in religious education is strong, with most pupils meeting or exceeding age-related expectations by the end of each key stage. The coverage and progress evident in pupils’ books endorse the findings of monitoring and analysis undertaken across the school.

Teachers enable pupils to reflect meaningfully on the learning objectives of each lesson. The use of ‘challenge questions’ is becoming well-embedded in the school. Pupils enjoy having this opportunity to reflect. It enables them to have a deeper understanding of, and personal response to, the curriculum. Teachers generally have good subject knowledge, and there is a culture of staff working together with dedicated support from senior leaders to ensure teaching is never less than good. Lessons are structured to elicit pupils’ responses through skilful questioning, maximising the learning of all pupils. Most teachers adhere to the school’s marking and feedback policy, recognising and valuing pupils’ efforts. Teachers encourage and

support pupils to do their best and understand how to improve. Pupils talk confidently about how their work is assessed and how they can access extension questions but are not confident when articulating what they need to do to improve their work.

Leaders and governors maintain religious education at the heart of the curriculum. They ensure that the curriculum meets the requirements of the *Religious Education Curriculum Directory 2012* and that the required amount of time is given to religious education. The school's subject leader is an expert and provides high-quality support to all staff at St John Bosco. The intent and implementation of the curriculum have been carefully considered. Learning is effectively sequenced to meet the needs of pupils in each key stage. As a result, prior learning is effectively enhanced and built upon. Leaders provide quality resources and ensure that staff receive regular, pertinent training and updates. Consequently, the quality of work produced by pupils has parity with other core subjects. Leaders understand the importance of monitoring and assessment. They have a clear and accurate understanding of strengths and areas for development in religious education and take effective action to secure improvements. A detailed tracking system for monitoring religious education is securely in place with regular lesson observations, scrutiny of pupils' work and data analysis, all of which are used effectively to further enhance pupil learning. The findings of this monitoring are reported to the local governing committee on a termly basis.

## Collective worship

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

Collective worship key judgement grade:.....

1

### Pupil outcomes

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

1

### Provision

The quality of collective worship provided by the school .....

1

### Leadership

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

1

Reverence and respect permeate all liturgies and captivate pupils' interest. They are inspired to respond with sincerity. Pupils have a detailed understanding of the liturgical year and can explain how it influences the life of the school. Older pupils are confident in preparing and leading prayers, liturgies, and reflections. They fully understand their role when leading liturgies and undertake these confidently and with skill. They work well with staff and each other and are excellent role models to younger pupils. Pupils recognise prayer as an essential part of school life. They write thoughtful prayers and reflections in their journals and class books. They can discuss their faith eloquently and articulate their genuine spiritual relationships with God. Many pupils are beginning to develop their skills when evaluating acts of worship, identifying how to make further improvements, but this is not yet developed across the whole school.

Prayer is the heartbeat of every school celebration and is central to its life. The rhythm of the school day is built around regular prayer and a focus on the liturgical year offers a variety of opportunities and experiences. These opportunities make a significant contribution to the spiritual life of the whole school community. The importance of a range of prayers is understood and valued by staff and pupils. They understand that prayer is their opportunity to talk to God and can happen anywhere and at any time. Many high-quality areas in and around the school, such as the newly created prayer garden, continue to inspire and support the development of spontaneous prayer. Pupils in Year 6 speak highly of their prayer journals. One pupil commented, 'when I feel sad or worried about something, I write a prayer in my journal and then I begin to feel much better.' All staff are committed to providing a spiritual and inspiring model of prayer and liturgy which allow pupils time for reflection, leading to a

commitment to 'go forth' and act differently. Scripture passages are always carefully and thoughtfully chosen when staff prepare prayer. This leads pupils to explain each the message of each liturgy confidently. The use of carefully chosen music, artwork, creative displays, prayer stations, and visual images around the school, in addition to engaging PowerPoint presentations, help to provide innovative and engaging acts of prayer and liturgy. Parents are invited to many of the planned liturgies and acts of worship planned across the year. One parent commented, 'It's an absolute pleasure to be part of the liturgies, nativities, and Masses at St John Bosco. They are so special.'

Leaders and governors ensure that staff receive high-quality and effective induction training to deliver prayer and liturgy, which results in good levels of confidence and competence amongst staff. Senior leaders monitor the school's provision of prayer in line with their monitoring and review cycle, which leads to well-planned improvements. Leaders place high importance on clearly relating prayer and liturgy to the lived experience of the school community. Pupils witness models of outstanding practice, resulting in consistently high standards of prayer within classrooms and through the entire school. Governors know the school exceptionally well. They monitor and evaluate the provision of prayer and liturgy through regular visits and half-termly reports from leaders. Governors know that leaders' reports are accurate because they witness first-hand the quality of prayer and liturgy at St John Bosco. Relationships between the governors and the school are a strength. Consequently, they provide highly effective support mechanisms to pupils, staff, and the whole community.

## Information about the school

Full name of school	St John Bosco Catholic Primary School
School unique reference number (URN)	148782
Full postal address of the school	Bradford Avenue, Sunderland. SR5 4JW
School phone number	0191 5368090
Name of head teacher or principal	Mrs Lianne Peart
Chair of governing board	Mr Ian McDonough
School Website	<a href="http://www.stjohnboscosunderland.org.uk">www.stjohnboscosunderland.org.uk</a>
Multi-academy trust or company (if applicable)	Bishop Chadwick Catholic Education Trust
Type of school	Primary
School category	Academy
Age-range of pupils	3-11
Trustees	Diocese
Gender of pupils	Mixed
Date of last denominational inspection	10-11 November 2015
Previous denominational inspection grade	Outstanding

## The inspection team

Elaine White	Lead inspector
Daniel Fenwick	Team inspector

## 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