



St John's Catholic Primary School

URN: 105249

Catholic Schools Inspectorate report on behalf of the Bishop of Salford

07–08 March 2024

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

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

2

Religious education (p.5)

The quality of curriculum religious education

2

Collective worship (p.7)

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

2

The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference

Yes

The school is fully compliant with all requirements of the diocesan bishop

Yes

The school has responded to the areas for improvement from the last inspection

Fully

2

What the school does well

- All are welcome because of the exemplary role models of senior leaders, governors, staff and pupils.
- Relationships at all levels are exceptional and are witness to the Church's mission in education. Faith and love are at the heart of the school.
- The pastoral care given to all members of St. John's school family.
- Pupils' enjoyment, engagement and commitment to religious education.
- The joy and love shared as a worshipping community.

What the school needs to improve

A full renewal of St. John's mission statement, aims and objectives to celebrate their strengths, initiatives and achievements.

Update the policy and procedures for religious education.

Update the policy and procedures for collective worship.

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

Pupil outcomes

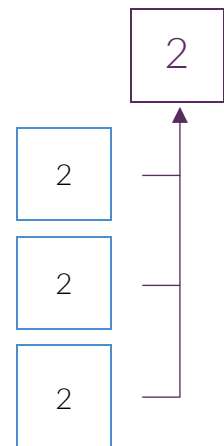
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

Provision

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

Leadership

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



Pupils at St. John's are able to articulate their school mission, 'In the light of Jesus, where we learn to love and love to learn.' They understand the part they play within it and value it. Pupils' behaviour is exemplary. They know the importance of respecting everyone in their school family. They are polite, expressive, full of kindness, and show a deep respect for those of other faiths, religions and none. This is a school which welcomes the stranger on a daily basis. One child commented, "I am supporting a new girl who has just arrived from another country and that is really important." They are happy, secure and confident. They understand that they are valued as unique individuals, made in the image and likeness of God and in turn, as they grow, they too value one another. This is clearly evident in the roles and responsibilities they undertake. At St. John's every child entering school is paired with a Year 6 pupil. They take their 'Seeds and Gardeners' duties very seriously guiding, supporting and nurturing them to become active members of the school family through play and by example. Pupils are committed to following the teachings and examples of Christ. They wholeheartedly embrace being faith leaders and enjoy their roles as councillors, Growing in Faith Together and Caritas ambassadors. They have supported a range of charities including CAFOD, British Legion and a local hospice. They respect and form strong relationships with each other and staff accordingly across the school.

St. John's is a warm and welcoming school family with love at its heart. All who come into contact with the school are greeted with openness and feel the schools mission lived in the light of that love. They are exemplary role models and relationships at all levels are excellent. Staff are supportive, joyful and have a deep heart felt loyalty to the school. All members of St. John's family feel valued and they live out their faith and embrace diversity and culture without exception. A parent shared, "My child learns about other religions as the school is a diverse place and I am happy this is celebrated." The school environment is vibrant and celebrates its mission and Catholic identity. Prayerful spaces are inviting, displays are motivational and liturgical-based

focuses are age and stage appropriate. All staff provide high quality compassionate pastoral care for pupils, they know and understand pupils' needs demonstrated in all their practical and empathetic actions. They are exemplary role models who bear witness to their Catholic life and mission. The school's provision for relationships, sex and health education meet both statutory and diocesan requirements. There is a holistic vision and *Life to the Full* is faithful to the teachings of the Church.

Leaders and governors clearly articulate the Church's mission and understand that this is their core responsibility. The school acknowledge that it is now ready to hold a full review of its mission to refocus and celebrate its journey so far. Governors are ambitious and provide both support and challenge in their evaluation of the school. Leaders have developed good links between the school and the parish. The parish priest is a welcome visitor to the school and provides opportunities for the school to come together to celebrate the sacraments throughout the year with the parish community. Leaders embrace and support the role of parents in their vocation and this is warmly appreciated. They offer an open-door policy, they are invited to all celebrations and correspond through regular newsletters. One parent commented, "Communication is very good and we are invited to participate as much as we like." Early career teachers receive a warm introduction to St. John's family and are fully supported in their induction year. Leaders and governors demonstrate care for staff well-being and as a result, staff say that they are very well supported. A member of staff expressed, "There is a supportive and Catholic ethos that permeates through everything. All leaders are approachable and I know my wellbeing is considered and cared for."

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

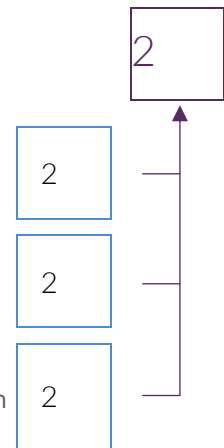
How well pupils achieve and enjoy their learning in religious education

Provision

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

Leadership

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



Pupils are developing a secure knowledge and understanding of religious education. They concentrate well and behaviour in lessons is exemplary. They engage fully in lessons and say that they enjoy their learning. They are interested and enthused when they are given challenging tasks for example Year 4 pupils shared their experience of First Holy Communion with younger pupils. They are articulate and are developing their religious literacy. Echo response is used in some classes to reinforce key vocabulary. They are developing skills to reflect spiritually, ethically and theologically. Pupils work well collaboratively and independently and respond in different ways for example opportunities at the beginning of lessons to revise key events. This is effective as they are remembering more and able to make links with scripture and tradition. Pupils with additional needs receive adapted and carefully constructed activities. Focused questioning, talking partners and short tasks enable confident responses from pupils. Floor books are used effectively. Sharing a big book of previous work enables the youngest children to recall their learning leading to child-initiated activities. This led to a pupil remembering what Jesus said at the Last Supper exclaiming, 'He said, that's my body and that's my blood.' In the best lessons, pupils enjoy the responsibility of their own learning.

Teachers demonstrate good subject knowledge in religious education. They use a creative approach to the *Come and See* programme. In early years, there is a thorough understanding of the pedagogy required to centralise religious education and the steps required to ensure that learning through play builds strong foundations for further learning. This will enable a smooth transition to the new *Religious Education Directory*. Support staff are highly skilled in ensuring that adaptive teaching strategies are used, resulting in effective learning for pupils with additional needs. 'Flashback 4' has recently been introduced and successfully implemented to support pupils' recall of prior knowledge. Live marking and feedback through a traffic light system

provides motivation and praise, resulting in good responses from pupils. Pupils' workbooks demonstrate a variety of tasks and coverage of the topics. In some books there is an over-reliance on worksheets. Developing the policy for religious education detailing data collation, expectations, recording and reporting will strengthen and secure the outcomes for pupils.

Leaders and governors ensure that the curriculum meets the requirements of the Directory, timetabling, resourcing, staffing and accommodation. Parents receive information through newsletters, annual reports and in parent and teacher meetings. Governors are well informed and knowledgeable about St. John's. They take an active part in supporting the life of the school and produce evaluation responses to inform the board. The subject leader is enthused leading and teaching religious education. She uses her knowledge and understanding of how pupils learn to great effect. She has a clear vision, is very organised and approaches her role with tenacity. Moderation takes place with a cluster of local schools and good practice is shared. Continuing professional development opportunities with the Diocesan adviser will further enhance monitoring and moderation practices across the school.

Collective worship

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

Collective worship key judgement grade

Pupil outcomes

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

2

Provision

The quality of collective worship provided by the school

2

Leadership

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

2

2

Pupils engage and respond well to the prayer and liturgy opportunities provided at St. John's. They work well with others in preparing aspects of prayer and liturgy and are reverent and respectful. Pupils are joyful in their singing and join in wholeheartedly to prayers. Children take part and often lead prayer and liturgy alongside their teachers. During prayerful gatherings they are ably assisted to share their own prayers. Some children are proud members of the GIFT team – Growing In Faith Together. They interact and reflect on their experiences well. They are confident in their roles as part of an established praying community. During a whole school and community gathering an older pupil spontaneously supported a younger child to take a full active part in the liturgy. This was a humbling experience to witness and truly expressed the faithful commitment of the pupils and staff at St. John's.

Prayer and liturgy are routinely planned for by staff at St. John's. It is central to the life of the school and features in a variety of settings. Key liturgical events and special moments are celebrated by the whole school family for example, Mothers Day and the retelling of the Passion. In response to their *Come and See* journey, families are warmly invited to share in worship throughout the liturgical year. Friday gatherings led by senior leaders and pupils are both prayerful and joyful celebrations to which parents and the wider community come together. These enhance relationships and create a palpable atmosphere of love, reverence and community spirit. Thoughtful focus areas with age-appropriate and well-chosen artefacts add to meaningful worship. The daily pattern of prayer is effective and traditional prayer is progressive. An updated, fulsome policy, detailing current practice will serve as a useful tool for staff to develop and enhance the prayer and liturgical life of the school.

Leaders know the importance of prayer and liturgy and strive to make links on how scripture impacts their lives. Governors are regular visitors and enjoy being a part of prayer and liturgy

opportunities taking time to attend masses and assemblies. They say are proud of the reverent and respectful pupils at these special times. Leaders ensure that there are quality age-appropriate bibles and well-chosen artefacts, evident in the prayer spaces around school and in classrooms. Governors ensure there is a healthy budget for resources. The parish priest is fully supportive of the prayer life of the school and welcomes children and staff regularly to parish masses and liturgical celebrations throughout the year. Year 6 children are currently working with Year 4 pupils to enable them to become altar servers at school celebrations. Leaders have taken the time to ensure that teachers are good role models to pupils, supporting them in developing their own and others' prayer experiences. Leaders are beginning to develop monitoring and evaluation of worship which once embedded, will further the good practices observed.

Information about the school

Full name of school	St John's Catholic Primary School
School unique reference number (URN)	105249
School DfE Number (LAESTAB)	3503366
Full postal address of the school	St John's Catholic Primary School, Darwen Road, Bromley Cross, Bolton, BL7 9HT
School phone number	01204333440
Headteacher	Lesley Jackson
Chair of Governors	Amy Cowen
School Website	www.st-johns-bromley-cross.bolton.sch.uk/
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	N/A
Age-range of pupils	5-11
Gender of pupils	Mixed
Date of last denominational inspection	9 th December 2015
Previous denominational inspection grade	Good

The inspection team

Julie Rourke
Julie Johnson

Lead
Team

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