

St John Bosco Catholic Primary School

URN: 104941

Catholic Schools Inspectorate report on behalf of the Archbishop of Liverpool

01–02 October 2025

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

Religious education (p.5)

The quality of curriculum religious education

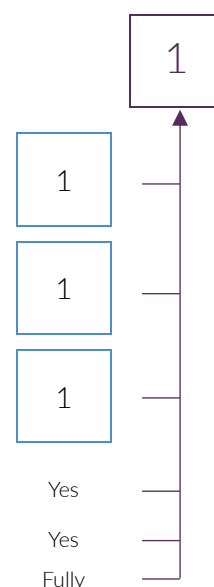
Collective worship (p.7)

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

The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference

The school is fully compliant with any additional requirements of the diocesan bishop

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



Compliance statement

The school is compliant with the requirements of the Bishops' Conference for Catholic life and mission, religious education, and collective worship.

The school is also compliant with any additional requirements of the Archdiocese of Liverpool.

The school has responded fully to areas identified for improvement in the last inspection.

What the school does well

- The whole school community lives its mission with authenticity and enthusiasm.
- Leadership of the headteacher is inspirational and is well supported by the subject leader.
- Religious Education is outstanding due to the high levels of staff commitment and expertise.
- School, parish and community links are embedded and effective.
- The school environment facilitates and celebrates high quality prayer and liturgy.

What the school needs to improve

- Provide systematic evidence that the relationships, sex and health education curriculum is in line with the content of the Religious Education Directory.
- In religious education provide moderation and assessment opportunities and share good practice with partner schools.

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



The pupils of St John Bosco Catholic Primary School flourish academically, spiritually and morally by living the school's mission and knowing they are loved. The sense of family in the school is palpable, and all members of the community are proud to belong to it. Pupils and staff all play an active role in developing and embedding the Catholic life. They are truly nurtured in their faith as valued members of the school and parish family because of the opportunities provided. Consequently, pupils are motivated to flourish in all they do. From their earliest years, pupils are encouraged to be active participants in their faith journey. They make a significant contribution locally, nationally and globally and have a full understanding of the difference they can make. Pupils spoke about the fundraising contributions they had made to charities such as CAFOD and a local animal shelter. Pupils are exemplary role models to each other and take positions such as Chummies, Prayer Pals and school council members with pride and a sense of responsibility. Their behaviour in and around the school is exceptional and it is evident that they care for each other and their community.

At St. John Bosco the provision of a nurturing environment where every pupil feels a sense of belonging is paramount. Staff go above and beyond to support pupils and families, demonstrating a genuine care that extends beyond academic concerns and is rooted in love. The pupils expressed that teachers do not just pick the best, rather they include everyone in lessons and extra-curricular opportunities. The school's commitment to its Catholic identity is visible through the care and attention given to creating its learning environment indoors and out. The curriculum has been carefully planned to provide a wealth of opportunities for the pupils to actively participate and think deeply about their place in the world. They truly care for their common home and the work on Fair Trade, CAFOD and other charities chosen by the pupils

deepens their knowledge of compassion in the world and how they can live out their individual missions. They truly want to make a difference. The relationships, sex and health education programme of study is well planned and timetabled across the school. The programme of study meets archdiocesan and statutory requirements.

The headteacher is fastidious in exercising his duty to be the faith leader of the school family. He is supported extremely well by the governors, assistant headteacher, subject leaders, and the parish priest who share a deep commitment to ensuring that the Catholic faith and life permeate every facet of school life. Leaders place Christ at the heart of all they do. They are a source of inspiration for the whole community and exemplary witnesses to the Gospel. A parent noted, "The school doesn't just teach academic subjects, but also helps pupils grow in kindness, respect, responsibility, compassion, and a sense of service to others." The taught curriculum has Catholic education at its core and subject leaders work together seamlessly to provide effective connections between subjects. All staff highly value the support and family feel of the school. They express heartfelt appreciation for the pastoral care they receive. Governors are highly ambitious, knowledgeable and experienced and use this to lead by example and strategically move the school from strength to strength. This is clearly evidenced in the robust self-evaluation of the school which is owned by the whole school community. These established relationships are both challenging and supportive. Parish links are strong, and the school and parents highly value the support of the parish priest.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

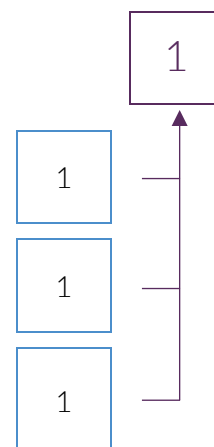
How well pupils achieve and enjoy their learning in religious education

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 excellent knowledge and understanding in religious education, that is in accordance with the requirements of the new Religious Education Directory. There has been a smooth implementation of the Directory, and it has had a positive impact on the standards in lessons. Pupils are making good and better progress and levels of attainment are in line with and above those of other core subjects. Pupils from the Early Years to Year 6 are encouraged to recap and recall knowledge at the beginning and during lessons to ensure they know more and remember more. Pupils are religiously literate. They are engaged young people who use their curiosity to think ethically and reflect spiritually. Pupils enjoy their learning by expressing knowledge and understanding creatively and producing work of a consistently high standard and quality. Their behaviour in lessons is exceptional. They are independent learners and in a Year 4 lesson used technology effectively and worked collaboratively with little intervention needed from adults. There are built-in opportunities for reflection and self-assessment; as a result, pupils are becoming competent learners who have a clear understanding of what they are doing and what they need to improve.

Teachers are highly committed to religious education and understand the impact the subject has on pupils' spiritual and moral development. Teachers have strong levels of subject knowledge and expertise. Expectations of all pupils are high, which is shown in the many examples of work in books provided. Pupils take pride in their work. These high expectations, well-sequenced pedagogy, and planned opportunities for retrieval enable pupils to consolidate and achieve peak levels of knowledge and understanding in their religious education lessons, notably in their knowledge and recall of scripture. In addition, teachers weave questioning skilfully throughout lessons and adapt to bespoke learning needs and offer challenge to the more able. The challenge is delivered in a fun and interactive way which maximises their engagement and

ensures pupils enjoy their learning. Pupils can present their work in a variety of styles during lessons across each year group. Celebration of effort is evident. There is a consistent strategy for feedback used throughout the school which is both affirming and ensures pupils move on with their learning. The range of resources in each class is vast, and this includes the invaluable assets of support staff. Teaching assistants are experienced, nurturing and committed to the pupils they work with.

Leaders and governors ensure religious education is delivered with faithfulness and commitment. It has full parity with other core curriculum subjects. It is extremely well resourced, and all staff receive opportunities to develop their subject knowledge and pedagogical development. This is enabled through archdiocesan courses and shared good practice. The subject leader has a clear vision with a strong level of expertise which should be shared beyond the school. Her skills are appreciated and utilised by the staff resulting in the consistency of best practice. This leads to teaching which is increasingly good or better. Leaders' monitoring and evaluation of teaching ensures that the implementation of the new Religious Education Directory meets the needs of all pupils. The content has been creatively structured to build on and enhance prior learning. Leaders have provided a range of enrichment activities which enhance pupils learning in religious education. These include using the different learning spaces around the school. The self-evaluation is informed through a range of sources including monitoring and analysis and is an accurate reflection of the school's progress in religious education.

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

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

1

Pupils at St John Bosco fully participate with the well-planned and rich range of prayer and liturgical experiences. They engage enthusiastically, sing joyfully and reflect silently. Pupils are aware of the Church's liturgical year and understand the importance of preparation for significant feasts and services. They take an active part in the celebration of the word, sharing readings and prayers as well as preparing focus tables. The pupils appreciate the regular opportunities to minister to their school community. They work confidently, collaboratively and creatively to produce reverent prayer experiences, taking complete ownership of every aspect. Prayer and liturgy is well planned to develop throughout the stages of the pupils' lives at school. The school buildings and grounds embody the centrality that prayer is given in the formation of its pupils who can authentically articulate the effect prayer has on their everyday lives. Pupils appreciate the variety of scripture and recognise how it shapes their views on the world and the fact that everyone is special to God. When considering the parable of the Good Samaritan one pupil said, "You don't have to come from the same place to be a good person."

Prayer, liturgy and worship is central to life at St John Bosco and is naturally embedded into its daily provision. The school has equipped pupils and staff with the resources and skills to effectively produce a range of prayer and liturgical opportunities. A parent noted, "Prayer and liturgy aren't extras, they are an integral part of the school's identity and help shape my daughter's character." Staff support pupils and show a deep commitment to the prayer life of the school. This is further enriched by the home, school and parish partnership. Senior leaders and staff are exemplary models of best practice when leading prayer and liturgy, which in turn supports pupils to plan and lead the celebration of the word in class. Effective continued professional development for staff has enabled these skills to be rolled out across the school with consistency. Pupils have a good understanding of the four-part liturgical model. When

discussed with a group of pupils one said, "Prayer reminds us that Jesus loves us." The staff regard prayer, liturgy and worship as integral to the life of the whole school community. A variety of creative prayer opportunities were observed which included praying the rosary, use of outdoor spaces and the use of musical instruments.

At St John Bosco there is a clear and precise policy for prayer and liturgy which is understood and put into action by all. There is also a clear direction for prayer and its development as the pupils' progress through the year groups. There is a carefully planned calendar which reflects the liturgical year's seasons and feasts as well as the flexibility to support the school's specific occasions and celebrations. A staff member expressed that, "Taking part in prayer and liturgy has deepened my faith." Leaders have a thorough understanding of the range of ways of praying in the Catholic tradition. They shape prayer experiences to the needs of the community and the plans to increase this further are testament to their commitment. Staff professional development and mission statement review events ensure the highest priority is given to the spiritual development of all members of the school community. Governors have also invested in the provision of quality space, time and resources all in the cause of spiritual development. From the evidence gathered prayer, liturgy and worship underpin Catholic life and mission and is therefore integral to the whole vocation of this Catholic school.

Information about the school

Full name of school	St John Bosco Catholic Primary School
School unique reference number (URN)	104941
School DfE Number (LAESTAB)	3433375
Full postal address of the school	St John Bosco Catholic Primary School, Green Lane, Maghull, Liverpool, L31 8BW
School phone number	01515202628
Headteacher	Danny MacAreavy
Chair of governors	Madelaine Hartnett
School Website	www.stjohnboscoprimary.co.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	Non-selective
Age-range of pupils	4-11
Gender of pupils	Mixed
Date of last denominational inspection	November 2018
Previous denominational inspection grade	1

The inspection team

Mrs J Taberner
Mrs J Ashton

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