

# St John Bosco Roman Catholic Primary School

URN: 105530

Catholic Schools Inspectorate report on behalf of the Bishop of Salford

2-03 July 2025

## Summary of key findings

### Overall effectiveness

The overall quality of Catholic education provided by the school

2

#### 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 general norms for religious education laid down by the Bishops' Conference

Yes

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

Yes

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

Fully

## Compliance statement

- The school meets the 10% requirement of teaching religious education, as laid down by the Bishop's Conference.
- The bishop of Salford has no additional requirements for primary schools.
- The school has fully responded to all previous areas for improvement.

## What the school does well

- The mission statement is lived out by all in the school and community of St John Bosco Roman Catholic Primary School.
- Relationships and pastoral care for pupils, staff and families is a key strength of the school.
- Pupils have secure knowledge and understanding of the religious education learning required and this is consistent across the school.
- Prayer is central to the life of the school and many opportunities are given for pupils to write their own prayers.

## What the school needs to improve

- Governors and leaders to ensure that all pupils understand the theology behind their charity work, and understand why we support those in need locally and nationally.
- For pupils to speak with greater fluency, using key vocabulary and specific concepts to demonstrate their understanding of their religious education.
- Provide more opportunities for all pupils to plan, lead and evaluate their own class prayer and liturgy.

## 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

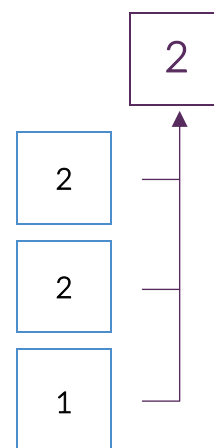
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

#### 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 at St John Bosco Roman Catholic Primary School are confident and happy pupils who know they are valued and cared for. They are able to express their understanding of what it means to be unique individuals and recognise they are made in the image and likeness of God. The school mission statement, 'With Jesus in our hearts we love, pray, learn and play', is known and understood by all pupils. Pupils are extremely kind and caring, and are very aware of the differing needs within their own class group. They show great respect and empathy towards each other. Pupils understand the importance of supporting their neighbour, whether locally or nationally and are proud of the charity work they are involved in, which includes supporting Cafod, Macmillan Coffee mornings and their local St Vincent de Paul charity shop. The school's own Mini Vinnies group is involved with this charity through their parish group. Further support needs to continue, on a regular basis, with the many groups in school which include a Laudato Si' group, Caritas and the Guardian Angels (faith leaders) so that the pupils understand why we are called to action to serve others, and the role we play in looking after and caring for God's world. Their work can then impact on all pupils across the school.

The mission statement, which has recently been updated, is known, lived and witnessed throughout St John Bosco. There is a real sense of community, which is clearly evident in the strong relationships which exist between staff, families and the parish. All are welcomed to this happy primary school, including the most vulnerable, and support is given to all. It is evident that Christ is at the heart of this school and their work. All staff are positive role models for the pupils through their commitment to engaging in the many after school activities that take place and the support they give to the parish community. They show high pastoral care for all pupils. The

relationships, sex, and health education (RSHE) curriculum is delivered from Reception through to Year 6, with school following the *Life to the Full* programme. It is fully rooted in the teachings of the Church and meets all statutory requirements. Pupils would benefit from an understanding of Catholic social teaching principles to support their charity work and their role in looking after God's world.

Leaders and governors ensure that Christ and His teaching is at the centre of all their work and they are deeply committed to developing the Catholic faith life of the pupils. The headteacher, in conjunction with the senior leadership team, have put Catholic life and mission at the forefront of their school's work. The headteacher's welcome, on the school website, reflects the priority given to proclaiming the Catholic identity of the school and the strive to fulfil the Church's mission. The school has an excellent relationship with the diocese and participate in all the services that are offered. Leaders and governors work hard to ensure there are strong links between the school and parish. The parish priest is a regular visitor to school and his support is valued by all. Parents are highly complementary about the school. They know the school's mission statement and values, and as one stated, 'They could not ask for a better supportive community.' Leaders and governors are determined that pupils and families receive the highest level of support, and resources are targeted at supporting those in the greatest need with the school employing a pastoral mentor who supports both pupils and staff. The Early Career Teachers (ECTs) new to the school are highly complementary of the support, care and guidance they receive.

## Religious education

The quality of curriculum religious education

### Religious education key judgement grade

#### Pupil outcomes

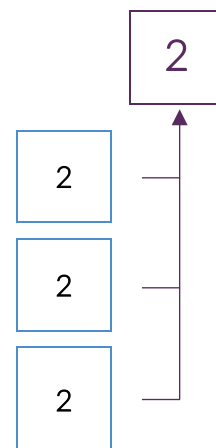
How well pupils achieve and enjoy their learning in religious education

#### 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 secure knowledge, understanding and skills which reflect the requirements of the *Religious Education Curriculum Directory*. Pupils make good progress and many can retell and recall their prior learning during religious education lessons. They recognise the importance of these lessons. In a discussion with a group of pupils, one child held up her religious education book and declared, 'This is the most important subject, because it is about my faith.' Pupils have a good knowledge and understanding of many different Gospel stories and parables. Pupils enjoy their lessons, showing interest and enthusiasm, and are keen to share their ideas with each other. Behaviour in lessons is good as pupils are engaged in their learning. Though pupils can speak with confidence about what they have learnt, they need to develop the ability to use key vocabulary when answering questions and also asking questions of their teachers and peers to further enhance their learning. Pupils understand the feedback and marking system employed by the school and how to correct their work, but are unsure if they have made progress.

The *Come and See* programme is used across the school, however, the curriculum is changing to reflect the new directory. Teachers are trialling the new programme for the diocese, with success. Teachers are confident in their subject knowledge and show a commitment to the teaching of religious education. All staff create a positive climate for learning with pupils being encouraged to support and help each other. Good recall strategies are used at the start of lessons in order to ensure pupils are able to demonstrate previous learning and continue to develop their knowledge, and this is consistent across the school. The introduction of new vocabulary is at the forefront of all lessons; however, pupils would benefit from being encouraged to use this vocabulary throughout lessons and in response to questions asked of them. Opportunities also need to be presented to pupils in lessons for time for reflection, so that

this can have an impact on their spiritual and moral development. The planning and delivery of lessons observed during inspection was good, with the use of scripture taking a high priority, and with engaging activities. However, the monitoring of books showed that at Key Stage 2 the content, quality and presentation of work did not always reflect the high standards observed during inspection.

Leaders and governors have ensured that religious education is comparable with other core subjects in terms of resourcing, staffing and timetabling. Religious education is given the required time. The professional development of all staff has a high priority. Leaders have developed teaching in religious education so that teaching and learning in this subject is consistently good. The subject leader is confident and enthusiastic in his role and has an inspiring vision for this subject. He attends all diocesan training, ensuring staff are kept up to date by disseminating the information back at school meetings. He has shared his expertise for the benefit of his colleagues and other schools. Moderation of pupils' work takes place in school and at local cluster meetings. The impact of his work is evidenced in the good outcomes observed during inspection. The links with the diocese have included the school taking part in the Year of Hope Jubilee art competition, with the pupils art-work beautifully displayed around the school hall. Forensic monitoring of religious education by both governors and leaders needs to now take place so that areas for further development, correctly identified in the self-evaluation document, are achieved, and so lead to outstanding outcomes.

## 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 respond well to the experiences of prayer and liturgy provided at St John Bosco RC Primary School. Pupils, particularly at upper Key Stage 2, work well with others, including their teachers, in leading and participating in the school's celebration of the Word services. They join in with prayers and sing with confidence, and a variety of hymns were sung, across the school, during inspection. Many of these hymns are supported by sign language, used by both pupils and staff. Pupils can describe the parts of the liturgical year and know of the various prayers that are said at these times. They would benefit, however, from experiencing a variety of ways of praying, particularly the use of silence, meditation and be given opportunities for spontaneous prayer during class prayer and liturgy services. More frequent services would ensure all pupils have the opportunity to plan and lead class prayer and liturgy, so developing their expertise and confidence. Further work is also needed to develop the role of the Guardian Angels team in planning and leading prayer and liturgy across the whole school, so their work impacts on the spiritual life of all pupils.

Leaders, including governors, recognise the importance of collective worship for the school community and are striving to ensure it is of the highest quality. They have ensured that the prayer life of the school is a priority with whole school and key stage celebration of the Word taking place each week. Seasonal scripture is used and is at the heart of all services. There is a daily pattern of prayer with pupils knowing many traditional prayers. Prayer areas have been established in every classroom, and these are attractive spaces with pupils stating they do use these for their own prayers. A prayer garden has been developed and used by the many leadership groups within the school. Each class has their own prayer book, which contains evidence of the pupils writing their own prayers and the different liturgical services they have been involved with over the past year. Families are encouraged to support the prayer life of the

school and appreciate the opportunities that allows them to participate fully in the school's liturgy, particularly to attend class and whole school Masses. Training has taken place to ensure all staff are skilled in leading prayer and liturgy, however they need further support to help pupils plan high quality creative experiences for all.

The school has an up-to-date policy on prayer and liturgy, which reflects the prayers to be taught from the new document *'To love you more dearly'*. The policy would benefit from including a clear strategy for building up the skills of participation as pupils progress through the school. The liturgical year is planned and includes all key feast days and the dates for classes to access Mass and the Sacrament of Reconciliation, and whole school gatherings of celebration of the Word. Leaders are committed in leading the whole school community in prayer and liturgy, recognising their role in developing the spiritual life of all. Resources are allocated appropriately for prayer and liturgy. The school should continue to offer training on the delivery of class prayer and liturgy so that all staff, including non-teaching staff, are provided with professional development opportunities which enhance their understanding of prayer and liturgy and so become skilled in supporting pupils. Leaders need to continue developing the work already undertaken with pupils who are prayer leaders so that they become confident in independently planning, delivering and evaluating their work, and so impact on the spiritual life of all pupils across the school. Further monitoring and evaluation of the provision of prayer and liturgy by all leaders, including governors, will ensure staff provide spiritual experiences for children that are engaging and of a consistently high quality.



## Information about the school

|  |   |
|--|---|
| Full name of school                            | St John Bosco Roman Catholic Primary School   |
| School unique reference number (URN)           | 105530  |
| School DfE Number (LAESTAB)                    | 3523446   |
| Full postal address of the school              | St John Bosco Roman Catholic Primary School, Hall Moss Road, Blackley, Manchester, M9 7AT           |
| School phone number                            | 01617407094   |
| Headteacher                                    | Louise Pearson  |
| Chair of governors                             | Lorraine McCauley   |
| School Website                                 | <a href="http://www.st-johnbosco.manchester.sch.uk/">http://www.st-johnbosco.manchester.sch.uk/</a> |
| 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                            | 3-11  |
| Gender of pupils                               | Mixed   |
| Date of last denominational inspection         | 12 <sup>th</sup> March 2020   |
| Previous denominational inspection grade       | Requires Improvement  |

## The inspection team

Fiona Robinson  
Nicole Hadfield

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 |