



# St John Boste RC Primary School

Castle Road, Oxclose Village, Washington, NE38 0HL

School Unique Reference Number: **108853**

<b>Inspection dates:</b>	13 – 14 June 2017
<b>Lead inspector:</b>	Karen L Holmes
<b>Overall effectiveness</b>	Previous inspection: Good 2
	This inspection: <b>Outstanding</b> 1
<b>Catholic Life:</b>	Outstanding 1
<b>Collective Worship:</b>	Outstanding 1
<b>Religious Education:</b>	Outstanding 1

## SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St John Boste RC Primary School is an outstanding Catholic school because:

- The Catholic Life of the school is outstanding. Governors, senior leaders and staff have high expectations and a shared vision with regard to the Catholic mission and ethos of the school. It is a welcoming place where everyone is loved and respected.
- Collective Worship at St John Boste is outstanding. It is central to the daily life of the school and is a key part of school celebrations.
- Religious Education at St John Boste is outstanding. The quality of teaching and learning overall is outstanding. Lessons are creative and challenging, which inspire pupils to think about their faith and how to live their lives.

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

- St John Boste Catholic Primary School is a smaller than average primary school situated in a residential area of Washington, serving the parish of St John Boste.
- Children's skills on entry are typical for their age.
- The proportion of pupils who are known to be eligible for the pupil premium is below the national average.
- The proportion of pupils who are known to have a special educational need is below the national average.
- The majority of pupils come from a white British background.

### WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- To improve the quality of teaching and assessment by:
  - Further developing the assessment process by providing opportunities for peer assessment.
  - Ensure teachers finely tune differentiation so that tasks are consistently matched to pupils' ability.

## CATHOLIC LIFE

### THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

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- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- The quality of provision for the Catholic Life of the school.
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

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#### **The extent to which pupils contribute to and benefit from the Catholic Life of the school is outstanding.**

- Pupils at St John Boste are proud of their religious identity and make an outstanding contribution to Catholic Life which has a very high priority across the school. All pupils have a well-established understanding of the school's mission statement as a result of being actively involved in its formation.
- Pupils have a deep sense of belonging to their school family and are keen to take on the many roles and responsibility available to them. They take full advantage of these opportunities supporting a wide number of charitable causes such as supporting the disadvantaged in Peru, providing funds to develop educational, health and training projects.
- Pupils thrive in a family atmosphere where everyone plays an active role in the Catholic Life of the school. They are alert to the needs of others and seek justice. They articulate their views with confidence explaining the purpose of their fundraising activities which benefit their community and beyond.
- Work carried out by the children's minister and parish priest enable pupils to feel well supported in developing their own sense of vocation; pupils know God lives in them so they need to live their lives for him.
- Pupils' behaviour is exemplary at all times as a result of consistent behaviour support throughout the school. Pupils are happy, confident and secure in their own stage of spiritual and emotional growth.

#### **The quality of provision for the Catholic Life of the school is outstanding.**

- The provision for the Catholic Life of the school is a high priority which is reflected in the mission statement and the way the mission of the school is lived out by all in this family community, 'Always try to treat others as you would like them to treat you'.
- The school is a happy and prayerful community which provides a stimulating environment to reflect the school's mission and its Catholic character. Voluntary Friday adoration is extremely popular with all pupils.
- St John's is a school committed to Catholic tradition and ethos; displays and artefacts and

the sacred spaces created throughout the school support this and are of a high quality providing a stimulating learning environment.

- The recently appointed role of children's minister contributes significantly to the work of the school and the community. She is highly visible to all and guides them in their journey of faith.
- The behaviour policy promotes the highest expectations of behaviour reflecting Gospel values to which all pupils aspire. This results in exemplary behaviour and positive relationships throughout the school. Pupils say they learn to respect each other, to always say sorry and to never judge.
- Pastoral care for pupils is outstanding as a result of the commitment of all stakeholders and through having clear policies and structures in place. Pastoral programmes working alongside Personal, Social, Health and Cultural Education (PSHCE) and Relationships and Sex Education (RSE) refer to Catholic teaching and principles. These programmes cater for the needs of all pupils, with staff playing an active part in their delivery to ensure the best possible outcomes for pupils.

**How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school is outstanding.**

- The school's leadership team is deeply committed to the Church's mission in education and lead by example. Leaders at all levels have a shared vision and high expectations for the promotion and continuing development of the Catholic Life of the school.
- The headteacher, along with other senior staff members, parish priest and governors, have a deep commitment to the Church's mission in education; personal development and high quality care are paramount. They are outstanding role models providing very clear direction for improvement.
- The school's self-evaluation is rigorous; a reflection of planned monitoring, analysis and self-challenge, explicitly focused on the Catholic Life of the school.
- High quality performance management and support systems, combined with well-matched continuing professional development opportunities, are provided for all staff.
- The school engages very well with parents and carers to the great benefit of all of its pupils and families. Parents have a very good understanding of the school's mission and are very supportive of it. They are extremely proud of their school and commented upon the warm welcome and inspiring teaching.
- Governors make a significant contribution to the Catholic Life of the school and are passionate about the school's mission. Governors are actively involved in the evaluation of the Catholic Life of the school and provide challenge and support where necessary.
- The outstanding leadership of the Catholic Life at St John's ensures that all pupils are extremely well cared for in a caring, safe and supportive environment.

## COLLECTIVE WORSHIP

### THE QUALITY OF COLLECTIVE WORSHIP

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- How well pupils respond to and participate in the school's Collective Worship.
- The quality of provision for Collective Worship.
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

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#### **How well pupils respond to and participate in the school's Collective Worship is outstanding.**

- St John Boste is a very prayerful and spiritual school where worship is central to the school day. There is a calm and peaceful ethos which pervades the school.
- All pupils are inspired by and enthusiastic in their response to Collective Worship. This is evident in their keen participation in liturgies, particularly their gathering and prayerful reflection. They listen intently, show respect and offer heartfelt responses.
- Pupils are reflective and focused during Collective Worship demonstrating a deep awareness and commitment to their faith and from the earliest age participate fully in prayer. This was evidenced during the daily meditation in reception class where pupils were focussed and reverent.
- Pupils plan and lead Collective Worship at age appropriate levels. They participate in voluntary prayer opportunities and are creative and resourceful in their planning of liturgy.
- Almost all pupils have an excellent understanding of the Church's liturgical year, seasons and festivals. The prayer garden is used frequently for special devotions such as the Rosary and Stations of the Cross.
- Adults provide good role models for pupils and contribute significantly to the spiritual and moral development of the pupils. Pupils show respect for different faiths and are aware that religious beliefs are important.

#### **The quality of provision for Collective Worship is outstanding.**

- Prayer and acts of Collective Worship are given the highest priority and are a key part of every day and every school celebration, providing inspiration for staff and pupils.
- There is a clear policy for Collective Worship and a good range of structures to ensure that it is frequent, regular and inclusive. Collective Worship has a very clear structure and purpose and there are a variety of opportunities for staff and pupils to pray together.
- Focal points are evident in each class with well thought out resources. High quality displays around the school promote an ethos of prayer and provide good support for reflection.
- Adults are passionate about ensuring that Collective Worship is of the highest quality and take every opportunity to model high quality liturgies; themes chosen reflect a deep

understanding of the liturgical year and allow pupils to develop an awareness of contemporary issues and discuss them in relation to the Gospel.

- There is a great sense of community at all levels which is evident in the quality of relationships that exist between everyone; staff, governors, pupils and parents.
- Parents, parishioners and governors are given opportunities to share in the spiritual life of the school through weekly Mass and regular liturgies. Encouraging further family participation in school and parish events is an important part of the school's life.

**How well leaders and managers promote, monitor and evaluate the provision for Collective Worship is outstanding.**

- The headteacher and senior leadership team offer outstanding leadership. They are enthusiastic, demonstrating a real depth of passion and commitment. They have a clear vision, sense of direction and understanding of what is required to bring about further development.
- Leaders and managers are skilled and display expert knowledge of how to plan and deliver high quality experiences of Collective Worship.
- Continual professional development in-house, and at diocesan level, is promoted for all staff. Staff are appreciative of this support and enthusiastic in their approach to Collective Worship. They are quick to embrace new initiatives and share enthusiastically with their pupils.
- Parents appreciate the welcoming community which the school provides when they are invited to join in acts of worship in school and in church. The views of parents and governors are regularly sought. Their responses are highly valued and lead to further developments.
- Very good strategies are in place to monitor many aspects of school life, including Collective Worship and as a result, the quality of Collective Worship continues to improve and enrich the school community.
- Interviews with governors, headteacher, parish clergy and parents reflect the importance of true partnership, evaluation and a mission to ensure the best for all pupils.

## RELIGIOUS EDUCATION

### THE QUALITY OF RELIGIOUS EDUCATION

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- How well pupils achieve and enjoy their learning in Religious Education.
- The quality of teaching and assessment in Religious Education.
- How well leaders and managers promote, monitor and evaluate the provision for Religious Education.

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#### **How well pupils achieve and enjoy their learning in Religious Education is outstanding.**

- Pupils enjoy and understand the value of Religious Education and are keen to do well; they have very positive attitudes and speak enthusiastically about their learning. One child commented, 'I love Religious Education lessons because we do lots of interesting things and learn about Jesus. This helps us to live our lives'. Consequently, behaviour for learning is outstanding.
- All pupils make good or outstanding progress in Religious Education in lessons and over time. They make progress across a range of skills and are developing well in their knowledge and understanding. This is evidenced in books, in the school tracking system and through pupil discussions.
- Current tracking for 2017 shows that the standards of attainment of most pupils in each year group are above or well above diocesan averages.
- There are no specific differences in the progress made by specific pupil groups. Those pupils identified as having a special educational need or disability are well supported and are achieving well.
- Through evidence in books and in conversations, pupils are able to demonstrate effective use of prior knowledge when making links between religious ideas and using scriptural references accurately.
- Creative lessons, where pupils are challenged to think deeply and extend their knowledge and understanding, results in the vast majority of pupils achieving extremely well by the end of key stage two.

#### **The quality of teaching and assessment in Religious Education is good.**

- The quality of teaching and learning in Religious Education is outstanding overall.
- Staff have high expectations and, as a result, pupils concentrate well, producing work of a very high quality. Work books evidence a wide variety of creative activities which capture and enthuse pupils.
- Teachers demonstrate good subject knowledge; they are creative and plan interesting and imaginative lessons using a good range of high quality resources.

- Teachers ensure that they check pupils' learning throughout lessons and are able to adapt their teaching, when appropriate, ensuring that all pupils have the best opportunities to learn and make progress.
- The quality of marking and feedback is good, often addressing areas of success and an area for improvement. Pupils have the opportunity to self-assess their work but peer assessment has not yet been introduced.
- Regular and accurate assessment procedures ensure that teachers and other adults have a very good awareness of their pupils' prior learning and capabilities. This is reflected in very good planning to meet the needs of pupils. More able pupils are challenged well with green pen tasks, however differentiation for the less able is mainly through support.

**How well leaders and managers promote, monitor and evaluate the provision for Religious Education is outstanding.**

- Leaders and managers have conducted a wide range of monitoring activities relating to provision and outcomes in Religious Education. They are very well aware of the areas for development in the teaching of Religious Education and see this as a high priority within the school improvement plan. Planning is therefore based on sound evidence and data.
- Leadership is well-informed by current developments in Religious Education and continues to monitor and evaluate to further improve and support teaching. The Religious Education leaders are very knowledgeable, enthusiastic and well aware of what the school needs to do to maintain and enhance the current outstanding provision.
- Sacramental preparation is given high priority by the headteacher, parish priest and governors and follows diocesan guidance and policy.
- The Religious Education curriculum meets the requirements of the Bishops' Conference and is given a high profile throughout the school contributing very effectively to pupils' spiritual and moral understanding.
- The governing body discharge their statutory and canonical duties well. They are well informed and knowledgeable about the school's strengths and further areas for development. Governors are regular visitors into school and provide appropriate challenge to the headteacher and senior leadership team.



## SUMMARY OF INSPECTION JUDGEMENTS

**HOW EFFECTIVE THE SCHOOL IS IN PROVIDING CATHOLIC EDUCATION:****1****CATHOLIC LIFE:****1**

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

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The quality of provision for the Catholic Life of the school.

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How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

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**COLLECTIVE WORSHIP:****1**

How well pupils respond to and participate in the school's Collective Worship.

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The quality of provision for Collective Worship.

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How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

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**RELIGIOUS EDUCATION:****1**

How well pupils achieve and enjoy their learning in Religious Education.

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The quality of teaching and assessment in Religious Education.

1

How well leaders and managers monitor and evaluate the provision for Religious Education.

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**SCHOOL DETAILS**

<b>School name</b>	St John Boste RC Primary School
<b>Unique reference number</b>	108853
<b>Local authority</b>	Sunderland
This Inspection Report is produced for the Rt. Reverend Séamus Cunningham the Bishop of Hexham and Newcastle Diocese under canon 806 of Canon Law. For voluntary aided schools it also fulfils the responsibility the Governing Body has to inspect the school under s48 of the Education Act 2005.	
<b>Chair of governors</b>	Mrs Kathleen Bengston
<b>Head teacher</b>	Mrs Denise Cushlow
<b>Date of previous school inspection</b>	March 2012
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