



Catholic Schools Inspectorate inspection report for **St John Boste Catholic Primary School, Washington**

URN: 147147

Carried out on behalf of the Rt Rev Stephen Wright, Bishop of the diocese of Hexham and Newcastle on:

Date: 20-21 September 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	x	
The school is fully compliant with all requirements of the diocesan bishop	x	
The school has responded to the areas for improvement from the last inspection	Fully	

Summary of key findings

What the school does well

- St John Boste is a very welcoming and inclusive school that pupils are rightly proud of.
- School leaders have invested time and resources to staff well-being, making the team feel valued and positive about their roles at the school.
- Excellent parish links mean that pupils are a frequent and welcome presence in the church, worshipping and sharing the Catholic life and mission of the school with parishioners.

- Pupils share and are inspired by the headteacher's passion for the care of God's creation. They are committed to eco principles and believe their actions can make the world a better place.

What the school needs to improve:

- Improve the delivery and frequency of individual pupil feedback, so that every pupil knows how well they have achieved and what they need to do to further improve and deepen their learning.
- To provide opportunities for independent work so that pupils might have the chance to demonstrate deeper learning.

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



Pupil outcomes in Catholic life and mission are outstanding. Pupils are proud of their school; they want it to be a place where everyone is happy, and so, as a result, their behaviour is excellent. They embrace its Catholic identity and speak of its inclusivity and the welcome it provides. Pupils say, "Everyone is heard here, we are all welcome." Pupils know that their school is based on the teachings of Jesus and recognise that they are called to help others less fortunate wherever they can. Pupils understand and embrace their school mission statement and live by a commitment to 'help make the world a happy place for everyone'. Pupils are articulate and enthusiastic when discussing the ways in which they contribute to, and benefit from, the Catholic life at St John Boste. Pupils, even in the youngest classes, are aware that they are unique and precious to God. The Mini Vinnies and eco committee know that their acts of service can have a positive impact on their school and the wider world. They show a deep respect for themselves, for others, and for our common home. They respond to Catholic social teaching principles in their efforts to be stewards of creation and have been recognised in this work with the CAFOD Live Simply Award.

The quality of provision for the Catholic life and mission of the school is outstanding. Christ is at the centre of St John Boste Catholic Primary School. School staff inspire pupils to action. They are exemplary role models who work with dedication and enthusiasm. They foster a true sense of a community based on Gospel values and show tremendous support for each other and for the pupils of this school, guiding them to contribute to activities within the community. Pastoral care for pupils is very strong with staff nurturing each pupil and recognising each as an individual. The mission statement is clear and understood by all. Staff readily implement it

across the curriculum and in every part of school life. There is care and attention given to sacred and prayerful spaces around school and in individual classes. Artwork which is shared first in the parish and then in the school celebrates the Catholic faith. An embedded culture of welcome means the school celebrates the presence in the school community of those from other faith and belief traditions. The provision for relationships, sex and health education is carefully planned and meets the statutory and diocesan guidelines.

Leaders clearly articulate the Church's mission. Governors are committed and actively support the school. They work hard to ensure a flourishing partnership between school and the parish. By laying a footpath between church and school governors have literally paved the way for children to be part of the parish community. Governors speak highly of the school's participation in parish life and of the regular visits to church for class and whole school Mass. Policies and procedures reflect the high priority given to the Catholic identity of this school. Parents have a clear understanding of the school's mission and most speak of their support and joy in being regularly included in it. Many speak of the school as a family that "recognises the qualities within each child." Leaders demonstrate their respect for the dignity of workers through their care for staff wellbeing, and they make it clear to staff that they value the work they do. They have shown their commitment to the Catholic life and mission of the school by making this a priority throughout recent leadership changes.

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.....

1

Leadership

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

1



Progress and outcomes in religious education are strong. Pupils make sustained progress from their different starting points. The pupils respond well to the tasks that are planned by their teachers. In all year groups, the tasks support them to know more and remember more. Pupils with additional needs achieve well; this is because lessons and activities are adapted appropriately to allow them to access the curriculum alongside their peers. The school's focus on oracy is evident. Children are articulate about their learning in religious education. Relative to their age, pupils are able to discuss their learning confidently. By the time they reach upper Key Stage 2, pupils are able to explain how their knowledge from religious education has an impact in other areas of learning. Year 5 pupils were able to compare Mother Teresa and Oscar Romero to historical figures they had learned about in previous year groups. Pupils speak overwhelmingly positively about their learning in religious education. At some points pupils are challenged to deepen their thinking and are asked questions which are not always easy to answer. This helps pupils in their learning. As one pupil reflected, "Some of the things we learn about are hard. We compare peoples' opinions, and it helps us take on their point of view."

Teachers demonstrate a very strong subject knowledge. This is conveyed in a range of effective ways across the school and is appropriate to the age and ability of the children. Teachers are skilled in using effective questioning to understand what pupils know. They use pupils' responses effectively to shape understanding. High expectations of what pupils will achieve punctuate all areas of the school. Pupils rise to these expectations and, as a result, are motivated, engaged, and eager to learn. Planning is used effectively to build on pupils' prior learning. Teachers include retrieval of previous learning in their plans for each lesson which supports pupils in remembering prior knowledge. This is effective in consolidating what pupils know, which supports understanding of how to complete tasks well. At times, individual feedback is not attuned to the individual needs of pupils. Teachers

sometimes miss opportunities to deliver incisive feedback which could support pupils in making immediate progress. They provide appropriate scaffolding to support pupils' understanding, using modelling effectively, and giving pupils an opportunity to reflect.

Leaders within the school are ambitious in their vision for religious education. The headteacher and subject lead are determined that pupils have access to a high-quality curriculum which has parity with other core subjects. This curriculum is sequential and builds on previous learning. The subject leader has ensured that the school's approach to teaching and learning is effectively applied to religious education. This has had a positive impact on teaching and pupil outcomes. The headteacher and subject leader recognise strengths in the school. Effective practice is shared, and support is available for staff to develop their practice. Staff speak very positively about the impact of continuous professional development delivered by leaders in school and from within Bishop Wilkinson Catholic Education Trust. They were clear that there is a support network in school and that messages come back quickly from external training. The headteacher ensures that governors are well informed about what goes on in school. Effective links with the parish have been established and thrive. This provides high quality enrichment beyond the classroom which engages children in their learning. Leaders at all levels are proud of their achievements in religious education.

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

Pupil outcomes in collective worship are outstanding. Pupils fully participate in and respond to the experiences of prayer and liturgy provided by the school. They enjoy sharing liturgical prayer saying it “brings them together as a whole St John Boste family.” Pupils can clearly articulate how these experiences have inspired them into action. Appropriate to their age and understanding, pupils know of a variety of ways to pray that are part of the Catholic tradition. They can reflect on their experiences of prayer with the younger pupils saying they particularly enjoy opportunities to experience liturgical dance. All speak enthusiastically about the daily meditation time, and how they enjoy those moments of calm to speak to God. Pupils work collaboratively with staff and their peers to plan and prepare creative experiences for prayer and liturgy within their own classes and for the wider school community. This begins initially with support but develops through the school so that pupils in Key Stage 2 lead prayer and liturgy independently. They undertake ministries with confidence and understanding and are secure in their use of the Church’s traditional responses and prayers. Pupils value weekly class and school Mass and are happy to be part of the parish community.

The quality of the collective worship provided by the school is outstanding. The centrality of prayer and liturgy to the life of St John Boste School is clear. Pupils are offered a wide range of experiences in curriculum time and at other times such as the lunchtime prayer group and parish worship. Staff, including senior leaders, are inspiring models of exemplary practice to other staff and pupils. Well-chosen scripture passages linked to the church’s liturgical season form the central message of each liturgical prayer. Staff are highly skilled in helping pupils to confidently plan and structure meaningful experiences for others. Prayer spaces are visible within all classrooms and elsewhere within school and its grounds to allow pupils to share

thoughts from the week and consider how their mission from whole school liturgical prayer can be lived out throughout that week. Pupils are able to lead prayer in their prayer garden which they helped to design. There are strong partnerships between parents, families, and the local parish, with some parents speaking of their appreciation at being invited to regularly share prayer experiences with their children.

The leadership of collective worship is outstanding. Leaders have thoughtfully planned how to work with families to include them in the prayer life of the school. Leaders ensure there are regular opportunities to visit church, both for planned class or whole school Mass and to experience other forms of prayer such as stations of the cross or praying the rosary. Leaders have set a clear strategy for building upon the foundations laid in early years. In this way pupils' experiences of prayer, and their skills of planning for others, develop over their time in school. A varied programme of prayer and liturgy is embedded across the year. Significant days in the Church's year are prioritized in the school's calendar and celebrated by the whole school community. Leaders have placed the highest priority on continued professional development and the spiritual formation of staff through their family of schools within Bishop Wilkinson Catholic Education Trust, recognising that this ultimately impacts on the experiences offered to the pupils of this school. As a result of this formation, all staff understand the centrality of prayer and liturgy to the life of the school and not only promote it but fully witness it.

Information about the school

Full name of school	St John Boste Catholic Primary School
School unique reference number (URN)	147147
Full postal address of the school	Castle Road, Oxclose Village, Washington, Tyne and Wear, NE38 0HL
School phone number	0191416 6200
Name of head teacher or principal	Denise Cushlow
Chair of governing board	Veronica Christie
School Website	https://www.stjohnbostepprimary.org.uk/
Multi-academy trust or company (if applicable)	Bishop Wilkinson Catholic Education Trust
Type of school	Primary
School category	Academy
Age-range of pupils	3 to 11
Trustees	Diocese of Hexham and Newcastle
Gender of pupils	Mixed
Date of last denominational inspection	June 2017
Previous denominational inspection grade	1

The inspection team

Jane Weatherall	Lead inspector
Michael Moran	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