



DIOCESE OF
SHREWSBURY

SECTION 48 INSPECTION REPORT:

**THE CATHOLIC LIFE OF THE SCHOOL
AND RELIGIOUS EDUCATION**

School: St John's Catholic Junior School
Address: Old Chester Road
Bebington
Wirral
CH63 7LH

Tel No: 0151 645 9615

URN: 105080

Headteacher: Mrs E Mullins

Chair of Governors: Mr J McCardle

Date of Inspection: 10 July 2018

Inspectors: Mrs K O'Hare
Mrs E Inman

Mission Statement

"Love one another as I have loved you"

St Johns RC Junior School is a happy, caring school that values the contributions of all to grow together to achieve excellence and success.

Our Aims:

- We work in partnership to develop the whole child, spiritually, morally, intellectually, emotionally, socially, physically and artistically, to make the world a better place according to the values embodied in the Gospels.
- We provide fun and stimulating learning opportunities in a happy, healthy, caring learning environment
- We build relationships and develop self-esteem, respect and a sense of belonging within our school, parish and wider community.
- We create experiences that develop life-long skills, and equip everyone to become learners for the future. To be responsible, face challenges with confidence and perseverance.

FACTUAL INFORMATION ABOUT THE SCHOOL

Pupils	FS		Y1	Y2	Y3	Y4	Y5	Y6	Total
	PT	FT							
Number on roll					63	62	63	66	254
Catholics on roll					59	61	62	57	239
Other Christian denomination					1	0	1	4	6
Other faith background					1	0	0	1	2
No stated religious affiliation					2	0	0	4	6
Number of learners from ethnic groups					10	6	4	7	27
Total on SEN Register					5	12	10	13	45
Total with Statements of SEN					0	0	0	0	<5 -IPFA
FSM					10	13	7	12	42

Exclusions in last academic year	Permanent	0	Fixed term	0
Index of multiple deprivation	0.25			

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
St John's	234
St Luke's	/
St Anne's	3
St Joseph's	2
St Werburgh's	/

With reference to Year 6 – the Catholic schools to which your pupils transferred	
PUPILS TRANSFER	
Name of School	No of Pupils
St John Plessington	56
Upton Hall	2
St Anselms	1
Prenton	1
Wirral	4

RE TEACHING TIME	FS		Y1	Y2	Y3	Y4	Y5	Y6	Total
	PT	FT							
Total RE teaching time (Hours) -- per week					2.5	2.5	2.5	2.5	10

STAFFING	
Full-time teachers	10
Part-time teachers	4
Total full-time equivalent	12
Support assistants	7
Percentage of Catholic teachers f.t.e.	70%
How many teachers teach RE (P) f.t.e.	8
Number of teachers with CCRS or equivalent	8
Number of teachers currently undertaking CCRS	0

NAME OF SCHOOL	
Published admission number	240
Number of classes	8
Average class size KS1	n/a
Average class size KS2	30

FINANCIAL DATA

EXPENDITURE (£)	Last financial year	Current financial year	Next financial year
RE	£2500	£4000	£3000
English	£2000	£2500	£3000
Mathematics	£2000	£8000	£2000
Science	£1500	£2000	£2000

Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 requires improvement and grade 4 inadequate	Judgement
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OUTCOMES FOR PUPILS	2
<p>The outcomes for pupils are good, and pupils are rightly proud of their school. The Headteacher, with the support of the school team, provides a warm, welcoming and friendly atmosphere where all children are given a very positive experience of Catholic education. The positive relationships within the school are a real strength.</p> <p>Pupils understand and can express the ethos of the school and their own views and beliefs with confidence. They value the Catholic tradition of the school and feel they are always encouraged to do their best.</p> <p>Pupils' behaviour is exemplary. They are polite, courteous and show consideration and respect for each other's opinions. When talking about their school they were very positive, confident and happy. Pupils work hard in lessons and can work well collaboratively.</p> <p>Pupils understand that religious belief and spiritual values are important for many people and have a reflective and inquiring attitude to learning. They understand the importance of key celebrations in school throughout the liturgical year.</p> <p>Governors give willingly of their time to help and support the school and the Parish Priest visits school regularly.</p> <p>Careful planning (following 'The Way, the Truth and the Life' scheme) and organisation, supported by good teaching for all ages, ensure the children make good progress in Religious Education from their starting points. The assessment and tracking of pupils' progress in Religious Education is thorough and attainment is in line with attainment in Reading.</p> <p>The pupils listened with respect and reverence during Collective Worship. The school is aware that there is a need to further develop the children's spirituality and confidence by enabling them to take the lead role in both the preparation and organisation of Collective Worship, both within the classroom and wider school community.</p> <p>Pupils enjoy being in school and spoke enthusiastically about the school - how they are expected to be respectful of other people. They understand the systems that are in place to support good behaviour and they know who they can speak to if they are concerned about anything.</p> <p>The school set up a 'Buddy' system to help the transition from the Infant school into Year 3 and a Pastoral Support Worker supports the transition of vulnerable pupils to the High Schools.</p> <p>Teaching Assistants help children to plant flowers in 'Mary's Garden', where the children can pray for their lost loved ones.</p>	

LEADERS AND MANAGERS	2
<p>School leaders and managers are fully committed and demonstrate support for the Catholic Life of the school and the Church's mission in Education. They are committed to providing the best provision for all pupils and conduct a range of monitoring activities relating to provision and outcomes.</p> <p>The Religious Education Subject Leader is relatively new to the role, but has a good understanding of the responsibilities it entails and has monitored standards and progress in Religious Education through learning walks, lesson observations, work scrutiny and moderation meetings. She has attended appropriate CPD meetings to develop her role.</p>	

During the Diocesan moderation meetings links have been made with other schools, and there are plans to develop this further by joining with the Infant School to moderate work in the future.

Governors take their responsibilities seriously, and are keen to support the school. The Headteacher reports on developments and standards at Governors' Meetings. However, the Governing Body relies heavily on the guidance and information from the Headteacher which means their role of "critical friend", providing challenge as well as support, needs further development. Going forward, Governors need to be more proactive and involved in the evaluation of their school, as evidenced by their contribution to the Religious Education SEF.

The Parish Priest is the link Governor for Religious Education and a frequent visitor to school, leading school and class Masses. Opportunities need to be provided for willing parishioners who would like to be more involved in the Catholic life of the school, and opportunities for the pupils to widen their experience of Parish life by the setting up of groups such as 'Mini-Vinnies'.

Collective Worship throughout the school could be further developed with staff CPD and monitored by both the Governors and the Headteacher through Performance Management procedures.

Only 25% of parental questionnaires were returned, but of those all showed support for the school, and that parents were happy with the values and attitudes that the school teaches. One comment noted, "...the determination of the teaching staff to instil the teachings of the Catholic faith is second to none..." and another commented, "The care given to both pupils and their families is exemplary and everyone is made to feel welcome and part of the 'wider family'.

PROVISION	2
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The provision of Religious Education meets the requirements of the Bishops' Conference. The teaching observed by the inspectors was good and effective in enabling pupils to make good progress. In lessons observed the children were generally given appropriate challenge with differentiated lesson objectives. In the best teaching observed, links to previous learning were made and mini plenaries and further questioning were used to address misconceptions or to develop learning – enabling pupils to reflect carefully. Teachers have high expectations of behaviour and they ensure that children are respectful and responsive in lessons.

In some instances there were gaps in consistency and progression; for example younger children were expected and able to find their own way around the Bible as they looked up the Bible references of the texts they were using. However, older pupils were simply given a page number to find a Psalm, and had difficulty following the column layout of the Bible.

There are many opportunities to participate in Collective Worship, both as individual classes and whole school. These are usually planned, prepared and led by staff. The pupils' experience would be enhanced by more opportunities to plan and prepare all aspects of Collective worship themselves.

The school benefits from the skill and expertise of a specialist Art teacher, who works with groups of children throughout the year to produce many highly skilled and attractive Religious Education artworks on display around the school – which contribute significantly to the sense of Catholic ethos.

The work in children's books is generally well presented. However more care could be encouraged when children are given the opportunity to stick their own worksheets into their books.

Marking follows the school policy, which involves the teacher writing a question at the end of the pupil's work to move their learning on and a child's response is expected. In the vast majority of books pupils have responded to the questions from their teachers. Feedback is given orally so there is no evidence of feedback given to pupils which affirms their current learning or level of effort.

The school prepares the children for First Holy Communion and uses various resources, including a prayer bag for home, in their bespoke Programme. This has been popular with parents, one of whom said, *“The buildup and experience of my son’s first Holy Communion was exceptional. The homework tasks complemented this superbly.”*

The parish is involved through the Enrolment Mass and special Sunday Masses towards the end of the preparation.

OVERALL EFFECTIVENESS	2
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St John’s is a good Catholic school. It is a school committed to its Catholic tradition and ethos which is reflected visually in the environment and in the atmosphere of the school.

It is a warm, welcoming, happy and harmonious school, which gives children a firm grounding in knowledge and understanding of the Catholic faith. Parents and pupils are rightly proud of their school.

The school’s capacity for sustained improvement is good.

What the school could do to improve further

- Improve the pupils’ opportunities to plan, prepare, lead and evaluate Collective Worship across the whole school; empowering pupils to take ownership of the prayer life of the school.
- Define and develop a monitoring system to ensure that pupils know how well they’ve done in Religious Education and what they need to do to improve, including the use of ‘driver words’ as appropriate. Recognition of achievement and effort needs to be made explicit in the pupils’ books.

Parents' Questionnaires

63 Parents returned questionnaires

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1	My child enjoys school	48	15	0	0	0
2	I am happy with the values and attitudes that the school teaches	48	15	0	0	0
3	I am made to feel welcome in school	48	15	0	0	0
4	The school seeks the views of parents/carers and takes account of their suggestions and concerns	43	18	0	0	2
5	The school gives me a clear understanding of what is taught in Religious Education	48	15	0	0	0
6	The school enables my children to achieve a good standard of work in Religious Education	50	13	0	0	0
7	The school keeps me well informed about my child(ren)'s progress in Religious Education	41	22	0	0	0

Pupil Questionnaires (Year 3)

		Yes	Sometimes	No
1	Do you like being at this school?	38	11	0
2	Do you find out new things in Religious Education lessons?	39	10	0
3	Are your Religious Education lessons interesting?	34	15	0
4	Do you get help when you are stuck?	36	13	0
5	Do you have to work hard?	39	10	0
6	Do teachers show you how to make your work better?	44	5	0
7	Do other children behave well?	26	23	0
8	Are teachers fair to you?	46	3	0
9	Do teachers listen to your ideas?	40	9	0
10	Are you given responsibility?	40	9	0
11	Do you enjoy your times of prayer together?	42	7	0

Pupil Questionnaires (Year 6)

		Yes	Sometimes	No
1	Do you like being at this school?	25	27	4
2	Do you find out new things in Religious Education lessons?	38	17	1
3	Are your Religious Education lessons interesting?	12	33	11
4	Do you get help when you are stuck?	41	15	0
5	Do you have to work hard?	36	19	1
6	Do teachers show you how to make your work better?	45	8	3
7	Do other children behave well?	4	47	5
8	Are teachers fair to you?	33	20	3
9	Do teachers listen to your ideas?	39	15	2
10	Are you given responsibility?	47	7	2
11	Do you enjoy your times of prayer together?	24	23	9