

# Saint John Bosco College

Princes Way, Wimbledon, London, SW19 6QE

**Inspection dates** 27–28 February 2013

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected	
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school

- Achievement has improved significantly this year because, with many new staff since September 2012, the quality of teaching and learning has moved into a higher gear. Students now make good progress in most lessons.
- In 2012, students known to be eligible for free school meals achieved as well as others in GCSE examinations and exceeded the same students' results nationally.
- Behaviour is good. Most students are attentive, work hard and are keen to do well. They enjoy their lessons. They feel safe and get on well together.
- In just over five terms, the headteacher's outstanding leadership has successfully merged two schools into one. The college has a positive and harmonious ethos and continues to improve rapidly.
- Governors, managers and all members of staff are united in their determination to achieve the college's targets and priorities for improvement. These are accurate and well focused. The capacity for further growth is strong.
- The sixth form is good and developing well in its first year. Many students now in Year 11 plan to stay on after GCSEs.

### It is not yet an outstanding school because

- The teaching occasionally does not sufficiently challenge higher attaining students.
- Too little time has been allocated in lessons for students to use the high-quality resources introduced to extend their literacy and numeracy skills.
- Punctuality, and attendance by a few individuals, is not good enough.
- Some sixth form students lack confidence to study independently.
- The quality of homework, what is set and how teachers mark it, is variable.

## Information about this inspection

- The inspection team observed 30 part-lessons some of which were jointly observed with the headteacher and senior leaders. They observed an assembly and visited tutor time at the end of the first day.
- Inspectors held meetings with members of the senior leadership team, middle leaders and other staff with positions of responsibility, several members of the governing body, including the Chair, two representatives of the local authority and groups of students.
- Inspectors discussed lessons they had seen with teaching staff and examined a range of documents including the school's own evaluation, improvement plans and data about progress, standards, exclusions, attendance and behaviour.
- Inspectors looked at a range of students' work in lessons, particularly in English and mathematics.
- Inspectors took account of the very small sample of responses to Ofsted's on-line Parent View questionnaire and one completed by the majority of staff.

## Inspection team

Clare Gillies, Lead inspector

Additional Inspector

Bartholomew Cannon

Additional Inspector

Clifford Walker

Additional Inspector

## Full report

### Information about this school

- This new school was formed in September 2011 by the Joint School Trust of Saint John Bosco. Many of the students who entered the school had been at Salesian College and John Paul II School which closed in July 2011. .
- The college is much smaller than the average secondary school but it will have capacity for over 1000 students in Years 7 to 11 and 250 in the sixth form when it relocates into a new building on the former Salesian College site in Battersea planned for 2015.
- The capital spending for the new school and other developments on the Battersea site is being funded by the Archdiocese of Southwark and the Salesians of Don Bosco.
- Approximately one in four students are of White British or Other White heritage. One in five students are of Black African heritage. Many other minority ethnic groups, including students of Black Caribbean heritage, are represented in the college.
- Over half the students, an above average proportion, speak English as an additional language.
- Over 40% of students, a well above proportion, is eligible for the pupil premium which provides additional funding for specific groups including looked after children in local authority care and students known to be eligible for free school meals.
- The proportion of students supported through school action is above average. The proportion of students supported through school action plus or with a statement of special educational needs is also above average. The most common needs relate to behavioural, emotional and social difficulties.
- A few students who are looked after children joined the college this year.
- A small number of Year 7 students are eligible for catch-up premium in English and/or mathematics.
- The school has recently opened a specially resourced provision for students with statements of special educational needs on the autistic spectrum.
- The school uses part- and full-time alternative off-site education provision for a few students. All three sites are in the local authority: Ashburton Training Centre, Fairbridge and Francis Barber. The local authority quality assures these institutions.
- The school meets the government's floor standard, which sets the minimum expectations for students' attainment and progress.

### What does the school need to do to improve further?

- Improve teaching by:
  - planning work to match all levels of abilities and check that higher attaining students are given challenging and stimulating work
  - setting meaningful homework according to agreed arrangements, mark it to a high standard and give students time to respond to the comments they receive.
- Raise achievement by:
  - strengthening students' literacy and numeracy skills by allocating time for them to use the resources prepared for this purpose and making sure that all teachers focus on these skills as a regular ingredient of their lessons
  - maintaining the impetus to improve punctuality and reduce absence
  - guiding sixth formers how to carry out research and work independently

- insisting on high standards of presentation in students' work.

## Inspection judgements

### The achievement of pupils

is good

- The percentage of students attaining five GCSE A\* to C grades including English and mathematics was below the national average in 2012. Results were average in mathematics but not in English. These results reflected the challenging context of the college's intake and staffing in its first year.
- Girls, a fifth of the cohort, achieved better than boys. Students who speak English as an additional language and those of Black Caribbean or African heritage outperformed others. There was practically no difference in the English and mathematics results attained by students known to be eligible for free school meals and other students, the opposite of what is seen nationally.
- Progress has improved rapidly this year, particularly in subjects such as English and geography where new subject leaders are driving up standards. The percentage of A\*/A grades was low in 2012 because some higher attainers underachieved. Data and results from early entry mathematics support the college's confidence that GCSE results will be above average in 2013. Groups which underachieved in 2012, such as White British boys, are well on track to do better in 2013.
- Disabled students and those with special educational needs underachieved last year but, with improved provision, better support in class and guidance for teachers, their progress is now good, particularly in Years 10 and 11. Teachers are attentive to their individual needs.
- Students with statements of special educational needs who are attached to the autistic spectrum unit are mainly taught in class with specialised support as necessary. They have settled in well. Students who are looked after children make at least as good progress as others.
- Students eligible for pupil premium or Year 7 catch-up funding make good progress, particularly in their reading. Students read regularly in tutor time but not enough to enrich their vocabulary and extend their writing styles and accuracy.
- Well-considered resources have been introduced by the recently appointed literacy and numeracy coordinators but, as yet, too little time has been allocated for students to focus on these key skills because tutor time is too short. Sixth form students who speak English as an additional language do not yet receive the intensive literacy work they need to tackle advanced academic work.
- The college encourages students to take GCSEs in their home language with good outcomes in 2012. There is much ground to cover in classes which were not taught well last year but, with an intensified pace of learning, underachievement is being tackled extremely effectively.
- Year 12 attainment is below average because only a few students started their AS courses with high GCSE grades. Nevertheless, nearly all are making good progress towards their targets.

### The quality of teaching

is good

- In many lessons, teachers plan varied activities which they move through at a pace that keeps students interested. They use film clips and other interesting resources that grab students' attention. They ask questions that stimulate students' thinking and then further questions to extend understanding. These features were seen in a lively Year 9 history lesson where students thought for themselves and worked well together in groups.

- Sometimes teachers do not prepare work that sufficiently matches students' different abilities. For example, higher attainers wait to move on when they finish work before others. One student observed that they are 'pushed but not stretched'. Occasionally, keen to help lower attainers, teachers do not ask enough advanced questions to higher attainers.
- The focus on promoting students' literacy skills is evident when teachers explore words, stress subject-specific vocabulary and insist on accurate spelling. In a Year 12 philosophy lesson, good examples helped students understand the difference between 'induction' and 'deduction' but, in science, Year 8 students did not get to grips with 'sedimentary'.
- The college has recently set up a working party to consider all aspects of homework. This is needed as there is inconsistency in the amount set and the quality of marking between subjects. Where teachers take care to write thoughtful suggestions for improvement or pose questions, students rarely respond. Students do not always present work neatly and teachers do not regularly pick this up.

### **The behaviour and safety of pupils** are good

- Students' concentration in lessons can be exemplary. Students are adamant that behaviour has improved enormously since the college opened, observing that their learning is rarely interrupted because 'the troublemakers have left'. Internal and external exclusions, which have declined considerably this year, reflect boisterous behaviour outside of lessons and the college's strict enforcement of its expectations.
- Attendance is average although that of students in Year 11 has not improved enough. Punctuality is improving but still has some way to go, particularly in Year 9. The college does not shy from issuing penalty notices.
- Social and moral expectations have a high profile in assemblies, tutor times, and several lessons. Many teachers skilfully link work to the real world and topical and ethical issues. The college promotes the importance of tackling discrimination well. Students are sensitive in their understanding of different lifestyles and behaviours. The college ensures there is no discrimination of any kind.
- Students are confident that there is very little bullying and very aware of the different types that they might meet in college and outside. Year 11 students commented on how pleased they are that the college takes cyber-bullying very seriously. The college fosters good relationships, reflected in how well students get on together and with their teachers.
- It is mostly boys in Year 11 who attend alternative provision. Nearly half have completed their programmes with others working towards vocational qualifications. Heads of year keep in touch with the providers regularly.

### **The leadership and management** are good

- The headteacher tackled the challenges the college faced in its first year with determination and success. He merged two schools' teachers and students into one college, introduced a sixth form, ensured funding was in place for a new building and set up a unit for students on the autistic spectrum.
- During the college's first few terms, senior leaders had to tackle some poor teaching and learning which they did successfully taking appropriate actions where necessary. Meanwhile, students took time, to adjust to working together, and to accept the college's high standards of behaviour.
- The headteacher is ably supported by a small and effective leadership team and an increasingly strong group of middle leaders. A wealth of data is produced to analyse progress against targets and highlight where students need extra help.
- Before the college opened, the local authority contributed much valuable support, which

continues. The college welcomes this external expertise which has contributed to its rapid improvement.

- Governors continue to fully support the headteacher's application of performance management. Particularly during the first year, a number of staff were given help to improve; they were not given pay rises or promotion if they did not. Close to one-third of the teachers have been appointed since September 2012. The headteacher continues to demand higher standards from teachers whose lessons require improvement.
  - Teachers' professional development evolves from accurate assessment of areas for improvement emerging from lesson observations. Teachers with particular skills and expertise train others, a strategy that is effective and well received. Middle leaders meet regularly, feel fully involved in college developments and know that their contributions are valued. They understand exactly where work remains to be done. Staff morale is high.
  - Several key staff have not been in post long enough for their actions to be fully embedded, for example in literacy and numeracy and in provision for disabled students and those with special educational needs. Nevertheless, far better academic and pastoral systems, practical information and high quality resources for teachers are already in evidence and significantly improving progress.
  - All statutory safeguarding and child protection arrangements are in place and staff are trained regularly. Equality of opportunity is a key element of the college's work, reflected in the allocation of pupil premium funding last year; field trips that students could not afford, for example, or counselling. An evaluation of last year's spending has generated only a few changes this year. Year 7 catch-up students are taught mathematics in small classes and a few receive one-to-one reading support.
  - Governors have debated entering students early for GCSE mathematics. Students sit the examination again if they have the potential to attain a higher grade, or they focus on other key subjects such as English. Year 11 students who have already attained high grades study for a further mathematical qualification.
  - There are numerous trips, visits and focus days which add extra interest to the good curriculum. The range of subjects offered in the sixth form will increase as numbers go up. Students enjoy researching and writing their extended projects.
  - Parents can easily access information on the college's website, which can be read in any language. Attendance at a recent parents' evening was very high, reflecting the college's successful liaison with parents.
  - **The governance of the school:**
    - The governing body was set up in advance of the college opening. Members' enthusiasm and determination have contributed to its growing success. Governors receive detailed reports on achievement, the quality of teaching and performance management issues. They know, for example, which subjects underperformed in the college's first year or which teachers did, or did not, receive salary increases. The governing body keeps a sharp eye on the college's finances, including how funds such as the pupil premium are spent, and checks these students' progress carefully to ensure that actions taken are having a positive impact. The headteacher is held to account with governors describing his work correctly, as 'forceful' and 'transparent'.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	135762
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	400258

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Comprehensive
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	11–17
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	555
<b>Of which, number on roll in sixth form</b>	65
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jane Hargrave
<b>Headteacher</b>	Simon Uttley
<b>Date of previous school inspection</b>	Not applicable
<b>Telephone number</b>	020 8246 6000
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