



## SECTION 48 INSPECTION REPORT

Canonical Inspection under Canon 806 on behalf of the  
Archbishop of Southwark and Inspection of  
Denominational Education under Section 48  
of the Education Act 2005

URN 135762

Saint John Bosco College  
Princes Way  
Wimbledon  
SW19 6QE

Inspection date: 10 - 11 March 2014

Chair of Governors:	Mrs Jane Hargrave
Headteacher:	Mr Simon Uttley
Inspectors:	Mr Tom Cahill
	Mr Nigel Fisher

### EDUCATION COMMISSION

St Edward's House, St Paul's Wood Hill, Orpington, Kent BR5 2SR  
Tel 01689 829331 Fax 01689 829255  
Director of Education: Dr Anne Bamford

# SECTION 48

# Introduction

## Description of the school

Saint John Bosco College is a voluntary aided, 11-18 mixed Catholic comprehensive school, which opened in September 2011 under the joint trusteeship of The Salesians of Don Bosco and the Archdiocese of Southwark. The school is located within the parish of Wimbledon Common, which is part of the Mortlake Deanery. The school is funded by the London Borough of Wandsworth.

The school is currently based on the site of John Paul II school, which closed in the summer of 2011, together with Salesian College, Battersea. Students from these two schools transferred to the new St John Bosco College. The school will move, in autumn 2015, to new state of the art buildings currently under construction at the Salesian's site in Battersea. The new school will have a capacity of 1300 students.

The school has a wide catchment area, including both Westminster and Southwark dioceses. Students attending the school come from over 30 different primary schools and there are currently 451 students on roll. The school's distinctive Catholic ethos is based on the traditions of the Salesians, where each student is encouraged to become a good Christian, an honest citizen, able to earn a living. The percentage of students who are Catholic is approximately 50% and another 30% from other Christian faiths.

Although a mixed school, boys make up 75% of students attending the school. This imbalance is mainly due to the fact that the Salesian' College in Battersea was a boys' school. The school is working hard to redress, through recruiting and retaining girls, by ensuring they receive a high degree of individual care and attention. The growing number of girls at the school and the very positive view the girls expressed to inspectors, suggest this approach is being successful.

The school is a very diverse but harmonious community. A large percentage of students have English as an additional language and over 43 different languages are spoken by students. The school has a more than average number of recent arrival children and the school makes great efforts to ensure they feel welcomed and settle quickly. The percentage of students from ethnic minorities is well above the national average and approximately 20% of students are entitled to free school meals. The prior attainment of students on entry to the school, is well below the local and national average.

## Key for inspection grades

Grade 1	Outstanding	Grade 3	Requires improvement
Grade 2	Good	Grade 4	Inadequate

# Overall effectiveness of the school in providing Catholic Education

GRADE  
2

Saint John Bosco College is a good and improving Catholic school. The school's outstanding Headteacher has a clear vision to build upon the current strengths of the school, in order to make it an outstanding Catholic school in the future. He is very well supported by an experienced and committed senior leadership team, who share his vision. The school is also fortunate to have a highly effective and experienced governing body, that provides an appropriate blend of challenge and support. They know the strengths of the school, as well as its weaknesses and monitor carefully the work of the school, in order to bring about further improvements in terms of the outcomes of the students and to the Catholic life of the school.

Students made clear to inspectors that they feel safe within the school and appreciate being members of Saint John Bosco College community. Students' behaviour in lessons and around the school is good. They are respectful towards their teachers and one another and recognise the school has improved, year-on-year, since it opened in 2011. The students feel there is very little bullying and feel confident that any bullying reported would be dealt with quickly and effectively. Staff provide excellent role models to the students.

Responses from parents, who returned the Section 48 questionnaire, were overwhelmingly positive. Several parents praised the commitment and hard work of the caring staff of the school who are, in turn, excellent role models for the students. A Parent Teacher Association has recently been established, which is keen to support developing the Catholic life of the school.

The very good Chaplaincy team provides excellent pastoral support to the students and the staff. The team ensures that students benefit from a wide range of good quality liturgies throughout the year and that Mass takes place at least once a week in the school chapel.

The school has a mission statement, which is displayed in many classrooms. However, it is not well known or understood by the students and has not been reviewed since the school opened.

## What steps need to be taken to improve further?

Governors, Headteacher and staff should:

- Continue to improve the quality of teaching to ensure all teaching is consistently good and increase the percentage of teaching judged outstanding.
- Ensure the outcomes in GCSE Religious Education continue to improve, to match those achieved by the students in English and Maths.
- Keep under review the provision for Post 16 General Religious Education, to ensure it meets the requirements of the Archbishop.
- Provide further training for teachers, to further develop the quality of collective worship and prayer life at the school.
- Provide more opportunities for students to help plan, participate in and evaluate collective worship and other forms of liturgy.
- Review and raise the profile of the school's mission statement, in order to make it more accessible and meaningful to the students.

# Outcomes for pupils

GRADE  
2

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

Students clearly benefit from attending this good Catholic school. They have a sense of right and wrong and what it means to be part of a Catholic school. Many students described the school as caring and that they were pleased to be part of the school community.

Students' behaviour is good, both in class and around the school. The behaviour policy of the school is based on respect and restorative justice. Staff have high expectations and students respond positively to these expectations and, as a result, the number of students excluded has been decreasing.

Community cohesion is excellent, reflecting the positive relationships which exist in the school. Community cohesion is also clearly strengthened by the Salesian teaching paradigm of 'RUAH', which has a clear focus on respect, understanding, affection and humour. This is seen in action on a daily basis, where members of the chaplaincy team are regularly with students during morning break and lunchtime in the playground, playing games or just talking and listening to the students. Students are involved in a number of fund raising activities, including CAFOD and the Mama Margaret project which supports employment training for young women in Kenya. Students also support the Samaritan's Purse charity, which sends Christmas gifts to needy children all over the world. The school also supports fund raising for The Shooting Star Hospice and Make a Wish charity.

Students in all year groups have the opportunity to attend retreats. In Year 7, the school makes use of the Kairos Centre in Roehampton. Year 7 students were very positive about the retreat experience. A retreat at Worth Abbey is also organised for the girls. Senior students also attend Savio House, the national Salesian's Retreat Centre at Bollington, in Cheshire.

A number of students from the school also visit Turin, in Italy, each September, to celebrate the life of Don Bosco and participate in an annual exchange of students with the Agnelli Salesian School, also in Turin. This long standing partnership exists to develop the students' understanding of the international dimension of Salesian education and the worldwide mission of the Catholic Church.

The school also provides an extensive range of extra-curricular activities in terms of sports, trips and other related activities, which also contribute to the spiritual, moral, social and cultural development of the students.

The school has recently opened a specialist provision for students on the autistic spectrum, whose family apply via the Local Authority, conditional on supporting the ethos of the school. The provision, named Savio, provides a very supportive and safe haven for students, who would otherwise find mainstream school difficult.

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

Students are positive about their Religious Education lessons. They enjoy especially the opportunities to discuss a wide range of topics which impact on their daily lives.

Student outcomes are good overall. At GCSE, results are good, taking into account the prior attainment of students on entry to the school. In 2013, results were similar to GCSE English, but this was not based on the full cohort. A number of students followed a short GCSE course or entry level course. When this is taken into account, GCSE results are not as good as those achieved by students in English and Mathematics. In future, most students will take the full GCSE course.

At Post 16, results are variable. At AS, results are poor, as a result of students being admitted to the course in the first year of the Sixth Form coming into existence and without the necessary skills required. The Year 12 students were also not able to benefit from having a Year 13 peer group from which to take important cues, to help them develop a strong Post 16 learning culture. The school is aware of this issue and has taken appropriate action to ensure students meet stricter entry requirements and their progress is being monitored more closely. Results in Philosophy are much stronger, reflecting the outstanding teaching provided and the systematic checking of students' understanding each lesson.

### **How well pupils respond to and participate in Collective Worship**

Students clearly show respect and participate in a wide range of collective worship provided by the school. The school is fortunate to have a large dedicated Chapel, where Mass takes place every Friday morning, as well as on a Tuesday morning during Advent and Lent. The parish church is adjacent to the school and can accommodate the whole school for Masses.

The developing school choir is adding richness to collective worship at the school and is much appreciated by the students. Some students expressed a wish to be able to sing or perform more frequently at assemblies and in collective worship.

## **How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils**

The school has a proactive and experienced Ethos Committee, which promotes, monitors and evaluates the Catholic life of the school. The committee ensures, through regular and detailed reports, that governors are kept up to date with the range of activities which promote the Catholic life of the school. These reports include reference to Masses and liturgies, links with local parishes and schools, admissions, as well as matters of discipline, including exclusions. Using the detailed analysis of data provided by senior leaders, governors are able to evaluate the effectiveness of policies in relation to behaviour and attendance of students and challenge senior leaders, where appropriate.

The school benefits significantly from the provision of a full-time Priest Chaplain, who is supported by a part-time Salesian Sister, who has a specific responsibility for ensuring that girls are fully integrated into the school. This provision represents a very significant investment by the trustees in the Catholic life of the school.

## **How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement for improvement to outcomes for pupils**

The school has a clear focus and determination to improve the quality of teaching in all subject areas, including Religious Education. Regular lesson observations and feedback to teachers takes place and the Subject Leader is held to account for student outcomes by the Headteacher, who is the senior leadership link for the Religious Education Department. The school has accurate and detailed tracking systems, to monitor both the quality of teaching and the outcomes of students. Good support and training is provided to teachers, to help them develop effective practice. Teachers also ensure effective intervention takes place, where a student does not make the expected progress.

An experienced governor, with a teaching background, acts as link governor to the Religious Education Department and knows the strengths and weaknesses of the department very well. As with the governing body, he provides appropriate challenge, as well as the necessary support, to ensure provision and outcomes in Religious Education remain a high priority for leaders.

The Subject Leader for Religious Education was appointed in January 2014. He brings experience and enthusiasm to this core subject and he has correctly identified priorities to focus on, to move the department towards outstanding.

### The quality of teaching and how purposeful learning is in Religious Education

Overall, teaching in Religious Education is good. However, it is not yet consistently good and there is too little teaching that is outstanding. Outstanding teaching was observed during an A 'Level Philosophy lesson and this outstanding practice needs to be shared and developed amongst all Religious Education teachers.

Teachers plan lessons carefully, to ensure students are engaged in their lessons and make progress. Religious Education lessons are well resourced. Teachers make clear the lesson objectives and the majority of lessons seen had a good pace. Students make most progress in lessons where they are active participants through whole class discussions, group work and role play. Written work is usually of good quality, although sometimes students spend too much time copying work from the board, or completing work which could be completed at home, to ensure the time spent in lessons is used effectively.

Teachers use effective questioning to check the understanding of students. However, more open questions and follow up questions would provide greater challenge to the students and deepen their understanding of topics covered in the lessons.

Teachers generally provide effective assessment, which tells the students how well they are achieving and what they need to do to improve further, in line with the assessment and marking policy of the school.

### The extent to which the Religious Education curriculum promotes pupils' learning

The school ensures that at least 10% of curriculum time is allocated to the teaching of Religious Education and therefore meets the guidelines of the Archdiocese.

Detailed schemes of work are in place for all Key Stage 3 and Key Stage 4 lessons. However, these do not always provide sufficiently differentiated work and do not always challenge the most able students. Teachers should use the schemes of work flexibly and creatively, to ensure all students are challenged.

At Key Stage 4, the majority of students follow the Edexcel GCSE Course, which includes the study of St. Mark's Gospel. Some students follow a short course and a few students are entered for the entry level certificate, which is being phased out.

At Key Stage 5, students do not follow a general course in Religious Education, although some students follow advanced level courses in Religious Education and Ethics, as well as Philosophy.

Students who do not follow these advanced level courses, take the extended project qualification, which provides additional UCAS points. Students carry out a research project with a religious theme, guided by teachers during a weekly timetabled lesson. Students made clear they enjoyed the challenge provided by the extended project and the fact the qualification enabled them to gain further UCAS points. However, for some less able students, such a course may not be appropriate and, therefore, provision for general Religious Education, at Key Stage 5, should be kept under review, to ensure it meets the needs of all the students and adheres to any requirements of the Archbishop.

## The quality of Collective Worship provided by the school

The quality of collective worship is good, especially where this is supported by the Chaplaincy team. Excellent resources for prayers and displays are provided by the Chaplaincy team and these make a very significant impact on the Catholic life of the school. Many of these resources are provided online, making these easily accessible to both students and staff alike. Students were respectful during Masses and assemblies seen during the inspection. However, there were missed opportunities to ensure students were appropriately involved in the planning and delivery of these experiences, which are led, in the main, by teachers or members of the Chaplaincy team. Teachers would benefit from further training in order to enhance, particularly, the quality of collective worship during Year assemblies, which take place in the school hall.

The school is very fortunate to be located adjacent to the parish church. This provision enables the whole school to come together for special celebrations, such as Ash Wednesday. Many students told inspectors they especially enjoy these whole school occasions, which included a Remembrance Day Service and Christmas Carol Service.

Publication date ... 24 April 2014