



# St John Bosco Catholic Primary School

Inspection Report

**Unique Reference Number** 103991  
**LEA** Sandwell  
**Inspection number** 277044  
**Inspection dates** 27 June 2006 to 28 June 2006  
**Reporting inspector** Marion Wallace AI

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

<b>Type of school</b>	Primary	<b>School address</b>	Monmouth Drive
<b>School category</b>	Voluntary aided		West Bromwich
<b>Age range of pupils</b>	3 to 11		B71 2ST
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0121 5560228
<b>Number on roll</b>	234	<b>Fax number</b>	0121 5560228
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr P Fahey
<b>Date of previous inspection</b>	28 June 2004	<b>Headteacher</b>	Mr Gerald O'Hara

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 27 June 2006 - 28 June 2006	<b>Inspection number</b> 277044
-----------------------------	---	------------------------------------

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

St John Bosco is an average size Catholic primary school. The majority of pupils are White British with just under one fifth from minority ethnic backgrounds. Most of the newly arrived pupils have little English and speak Polish. Children start Nursery with varying levels of learning skills but overall these are well below average. The proportion of pupils identified as having learning difficulties and disabilities is below the national average and the proportion of pupils joining the school during the course of the year is average. The majority of pupils come from an area of high social deprivation.

The present headteacher has been at the school for nine weeks. The school experienced a high turnover of headteachers for two years prior to the current headteacher's appointment.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

St John Bosco is an improving school that has made good progress since the last inspection in 2004 and is no longer in the serious weakness category. Inspectors agree with the school's evaluation that overall effectiveness is now satisfactory with some good features, such as the personal development of pupils. The school gives sound value for money. The school is a secure and friendly environment that provides good levels of care and support for all pupils. There are adequate systems to check how well they are progressing and generally pupils know what they need to do to improve. The curriculum is satisfactory. In the last few years the school has rightly focused on literacy, numeracy, science and information and communication technology (ICT). It is now ready to fully embrace other curriculum areas.

The quality of teaching is good overall and satisfactory in the Foundation Stage. Children enter the school with well below average standards, make satisfactory progress in the Foundation Stage and good progress thereafter to reach just below average standards by the time they leave school. The effectiveness of provision in the Foundation Stage as in other years is hindered by the lack of a well planned outdoor area. Pupils with learning difficulties and disabilities, and those at the early stage of learning English, are well supported and make good progress.

Leadership and management are satisfactory and have successfully addressed weaknesses identified in the last report. The new headteacher has made a good start and is well supported by his experienced deputy and other colleagues. Subject coordinators have not yet been given a prominent enough role in monitoring and developing their subject. A deficit budget, which has held the school back in the past, is now under control and the school has a good capacity to improve further.

### What the school should do to improve further

- Improve provision for children in the Foundation Stage so that they enter Year 1 having made good progress in all areas of learning.
- Improve the whole outdoor area to make it a more stimulating learning environment.
- Develop the leadership and management roles of all subject coordinators to ensure pupils experience a richer curriculum.

## Achievement and standards

### Grade: 2

Pupils achieve well and reach standards just below those expected nationally by the time they leave. This represents good progress and achievement from the well below average skills children start with when they enter the Nursery. Children make satisfactory progress in the Foundation Stage and by the time they enter Year 1 standards of the majority of pupils are below average.

In Year 2 progress accelerates and is good because of high quality teaching and, consequently, by the end of the year standards are above average in reading, writing

and mathematics. Pupils do less well at the higher level in writing but constant improvement has resulted in more pupils gaining the higher level in mathematics this year. The most recent published results show a marked improvement in standards at the end of Year 2 and Year 6 since the last inspection in 2004. In national tests in Year 6 standards have been just below average in literacy, numeracy and science in the last two years, representing good progress from pupils' earlier years in the school. In addition, the benefits of improved teaching in Year 2 in particular are working their way through the school.

Pupils are challenged by, and meet, realistic targets and good measures have been put in place. Pupils at the early stages of learning English and those with learning difficulties and disabilities are well supported and make good progress. Standards in ICT have improved since the last inspection when they were identified as a notable weakness and are now at the level expected.

## **Personal development and well-being**

### **Grade: 2**

A high priority is given by the school to the all round development of pupils and as a result their personal development, including their spiritual, moral, social and cultural development, is good. Pupils say how much they enjoy school and this enthusiasm for learning is clear. They typically say that, 'we think our school is great, we all know each other and are happy, we work as a team'. Attendance is still slightly below the national average despite the good work of the school to ensure pupils attend regularly. Pupils develop good relationships with each other and with adults and these promote their achievement and knowledge of safety. Behaviour is good. Pupils confirmed that bullying is rare and are confident that 'bullying won't be tolerated and we know who to tell if it happens'. Well planned assemblies contribute to the very good spiritual development. Pupils have opportunities to be responsible for others, for example older Polish speaking pupils take responsibility for younger pupils new to this country.

Pupils are increasingly encouraged to contribute to the school and wider community. The school council is well organised and has good ideas for developing the playground and fund raising activities. Members of the council report that there is little to do in the playground and inspectors agree with them. It is a credit to the pupils that they are so well behaved at playtimes with such limited facilities.

Pupils develop a strong appreciation of the importance of healthy eating and keeping fit. The excellent healthy choice of school lunches supports this well. Improvements in pupils' basic skills are helping them to be better prepared for their future economic well-being.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teaching and learning have both improved since the last inspection and are now good overall. The quality of teaching and learning in the Foundation Stage is satisfactory but has some good features. It is inhibited by the lack of a well planned outdoor area. Children form secure relationships with adults and they learn to enjoy school but they are not given enough encouragement to work independently.

From Years 1 to 6 teaching is more productively focused on the development of skills and knowledge. There has been a marked improvement in Year 2 provision. Pupils in this class experience high quality teaching. Teaching in Years 3 to 6 is mainly good and there is a particularly enthusiastic approach to learning in the final year. Work is generally well matched to the needs of pupils but not always so for the more able. The teaching of music by the music specialist is outstandingly vibrant, imaginative and creative.

Teachers willingly embrace the use of new technology and use interactive whiteboards well to reinforce learning. Teaching assistants are well trained and deployed, providing good support for pupils with additional needs.

Teachers know their pupils well and have adequate systems for monitoring how well pupils are learning. Most marking is good although it is not consistent across the school. Pupils are being encouraged to assess their own learning and understanding and they are responding well to this.

### Curriculum and other activities

#### Grade: 3

The curriculum is satisfactory. There is good provision for the basic skills of literacy and numeracy but the balance of the timetable could be better to enable improved coverage of other subjects. The school is working to improve links between subjects and also provision in the Foundation Stage. Provision for ICT has developed well since the previous inspection and is now satisfactory, helped enormously by improved facilities. Insufficient attention has been paid to the importance of a stimulating outdoor learning environment in the school. The curriculum serves the needs of pupils with additional learning needs well and effective use is made of booster programmes when any pupils have fallen behind. Pupils who do not speak English as their first language are well considered and supported. The school offers a good range of extra-curricular clubs and these are well attended. There are sound opportunities to contribute to the life of the community through music and sporting competitions.

## **Care, guidance and support**

### **Grade: 2**

The quality of care, guidance and support for pupils is good and this contributes to their enjoyment and good progress. The school keeps pupils safe and is active in ensuring risk assessments are carried out. Child protection procedures are well understood. Pupils say they feel safe knowing who to turn to if necessary and the clear procedures for dealing with any incidents of bullying are typical of the support available. The school liaises well with outside agencies to provide any additional support, such as speech therapy, and individual language plans are provided for pupils at an early stage of learning English. Pastoral support is good and pupils in need are monitored carefully. Procedures for tracking pupils' progress are sound and consequently most pupils are given good support to help them meet their targets. Pupils' work is marked regularly and they appreciate the supportive and challenging comments.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. Following many changes in leadership the new permanent headteacher has made a good start and already has the respect of teachers, parents and pupils. They feel that the school has continued to develop well since his relatively recent appointment. He has good knowledge of the strengths and weaknesses of the school and he is very well supported by his talented deputy. Measures to bring about further improvement in pupils' standards and achievement are already bearing fruit. Subject managers provide satisfactory leadership and are intent on ensuring all groups achieve equally well. As a result of many changes in leadership, opportunities to monitor teaching and learning in their subject have been reduced and their professional development in that respect has been neglected.

The school development plan is currently being revised and priorities refined to ensure continued improvements. Pupils and parents are being encouraged to have an increasing voice in the affairs of the school.

The capacity to improve is good. Governance has improved since the last inspection and is now satisfactory. The governors are supportive of what the school does but are not sufficiently aware of their responsibilities in holding the school to account and challenging the headteacher and staff where necessary. The deficit on the budget which has held the school back in the recent past has been successfully addressed and financial recovery is firmly in place.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
--	-----------------------	--------------

### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Thank you very much for welcoming us into your school. We enjoyed talking to you and your teachers, coming to your assembly and listening to your beautiful singing. We also enjoyed eating the fantastic lunches. You have such a wonderful choice of tasty, healthy food every day. These are the other things we liked most about your school.

- When you first come to the school in the Nursery you settle in well and enjoy school.
- You do well in subjects such as English, mathematics and science because you have good teachers.
- Your new headteacher runs the school well and makes sure those of you who need extra help get it.
- You enjoy school and are enthusiastic when doing activities, including sporting activities and dance that take place outside the school day.
- You are taught to realise the importance of eating healthily.
- You told us you feel safe and well supported.

But to make things even better we have suggested a few things we think will help.

- We think your outdoor area and playground could be more interesting.
- We think the younger children should be taught to use the outdoor area more often.
- We think you should be given more time to learn and practise your skills in art and design, design and technology, physical education, history, geography and music.

We wish you well for the future.