



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST. JOHN BOSCO ARTS COLLEGE

LIVERPOOL

Inspection Date	Tuesday 4 June 2013
Inspectors	Deacon Paul Mannings Mrs. Elizabeth Dolan
Unique Reference Number	104715

Inspection carried out under Section 48 of the Education Acts 2005 and 2011

Type of School	Catholic voluntary-aided, mixed comprehensive
Age range of pupils	11-18
Number on roll	874
Chair of Governors	Mr. John Gibbons
Headteacher	Mrs. Anne Pontifex
School address	Stonedale Crescent Liverpool L11 9DQ
Telephone number	0151 546 6360
E-mail address	enquiries@stjohnbosco.org.uk
Date of last inspection	Wednesday 5 May 2010

Introduction

This inspection was carried out under Section 48 of the Education Acts 2005 and 2011

The report of the inspection is produced for the Archbishop of Liverpool (Code of Canon Law 804 and 806) and for the governors of the school.

The inspectors are members of the Christian Education Department and their associates approved by the Archbishop of Liverpool for this purpose.

Information about this school

- St. John Bosco Arts College is a voluntary-aided, 11-18, mixed comprehensive.
- The school is under the trusteeship of the Daughters of Mary Help of Christians (Salesian Sisters).
- There are 874 pupils on roll of whom 66.36% are baptised Catholic, with 20.25% from other Christian denominations and 0.57% from other faith or religious traditions.
- 12.58% have no specified faith or religion.
- 52% of pupils are drawn from associated Catholic primary schools in two pastoral areas. A significant number are from Catholic and state sector schools in the wider community.
- The school has 73 teaching staff of whom 60% are Catholic.
- The Religious Education department has eight members; four full - time, one part time and three who also teach other subjects.

Key for inspection grades

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

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Overall effectiveness:

St. John Bosco Arts College provides outstanding Catholic Education.

Inspection Judgements

The extent to which the pupils contribute to and benefit from the Catholic Life of the school.

- The extent to which pupils contribute to and benefit from the Catholic Life of the school is outstanding.
- Pupils understand the Mission Statement. They talk about how it is lived practically. Student Council is encouraged to review its impact.
- Those of other faiths, religions and world views speak of how they feel part of the Catholic Life, not least through opportunities for involvement.
- Pupils are confident to express their own beliefs. They respect the beliefs of others.
- Pupils have a strong understanding of the school's Salesian charism and how this underpins Catholic Life.
- Pupils have a pervading sense of connection between school and home communities. A number speak about their parish involvement and how this interacts with school.
- They appreciate how pastoral systems uphold and support mutual care and respect. Again, this is readily linked to the school's Catholic character and living of gospel virtues.
- Pupils have confidence in themselves and each other. Again, they connect this to a fulfilment of the Gospel challenge to make the most of personal talents through opportunities offered. They know that personal achievement is well celebrated. School is focused entirely upon pupils spiritual, moral and academic enrichment.

How well pupils' achieve and enjoy their learning in Religious Education

- Pupils show outstanding levels of achievement and attainment in Religious Education.
- In Key Stage 3 targeted levels of progress are challenging. They match the age and stage of all pupils. Consequently their rate of attainment and achievement secures a solid basis for Key Stage 4.
- In Key Stage 4 performance at GCSE in 2012 resulted in 24.7% of pupils achieving A* - A and 72.2% A* - C.
- In Key Stage 5 for AS Level, 83.3% achieved A* - C. For A*, 66.7% achieved A* - C
- In Key Stage 5 General Religious Education, 83.6% achieved Level 2 and 98.5% Level 3.
- These results are broadly consistent with progress in the last three years.
- Pupils' performance in Religious Education remains above the national average for Catholic schools.
- Achievement and attainment is enhanced by pupils' motivation to succeed. Their behaviour is exemplary.
- They are encouraged by strategies that enable self assessment. This is evident in the overall quality of Assessment for Learning. Levels of Attainment are used throughout Key Stage 3. In Key Stages 4 and 5 grade boundaries are understood and aspired to.

How well pupils' respond to and participate in Collective Worship

- Pupils' response to and participation in Collective Worship is outstanding.
- They value the content because it offers scope for personal stillness and reflection.
- Pupils understand the relevance of the themes to their lives.
- They speak positively about daily acts of prayer and year group gatherings.
- They are regularly invited to prepare and lead acts of worship.
- Pupils feel secure in expressing their own beliefs and listening to the beliefs of others. Opinions and views are often sought during Collective Worship. This in turn helps pupils appreciate differences in opinion.
- Pupils appreciate what they term as the *homeliness* of Collective Worship in relation to its focus on their prayer needs and intentions.
- They value contributions from guest speakers.
- Pupils readily make the distinction between worship and assemblies. They state the two are often well linked to further enrich the religious focus. They offer awards assemblies as an example.

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

- The quality of teaching and purposeful learning in Religious Education is outstanding.
- Outstanding and good elements include appropriate levels of pace, progress and challenge. There is high quality questioning that encourages considered responses. Planning is founded on the teachers' thorough knowledge of pupils' prior learning. All learning and teaching activities are creative and designed to motivate.
- The very few areas requiring improvement need to focus on strategic planning and depth of content.
- Marking and annotation of pupils work highlight further the quality of Assessment for Learning. There is robust commentary and routine target-setting. This is appreciated by pupils because it enables their own contribution to the learning process. In class pupils confidently refer to the strengths of their work and know how to improve.
- Teachers demonstrate high levels of professional expertise. In both independent and group study they are on hand to sustain progress and intervene where necessary. Pupils are thoroughly engaged.
- There is full time learning support assistance, which is exceptionally well deployed.
- High quality resources enhance learning. Classrooms are well organised, presented and so conducive to learning.
- Quality learning and teaching results in pupils' high rating and enjoyment of Religious Education.

The extent to which the Religious Education Curriculum promotes pupils' learning

- The extent to which the Religious Education curriculum promotes pupils' learning is outstanding.
- Programmes of study match the requirements of the Religious Education Curriculum Directory for Catholic Schools and Colleges in England and Wales (2012).
- The 10% provision in Key Stages 3 and 4 together with 5% for General Religious Education in Key Stage 5 fulfils the requirements of the Bishops of England and Wales.
- Content in Key Stage 3 provides thorough reinforcement of prior learning. It enriches skills for progression into Key Stage 4. All pupils in Key Stage 4 undertake a successful GCSE specification. In Key Stage 5 a small and successful group pursue

AS and A2 Ethics and Philosophy. All Key Stage 5 students are entered (at Levels 2 and 3) for the nationally accredited course in General Religious Education.

- Learning About and Learning From Religion is the dual focus of programmes of study. They are creatively structured and include assessment processes.
- Content includes scope for thorough knowledge and understanding of other world faiths and traditions.
- Differentiation is evident in learning outcomes and pupils' tasks.
- Pupils readily connect the content to their own lives. They are quick to appreciate the gospel challenge it offers to living the school's mission.

The quality of Collective Worship provided by the school

- The quality of Collective Worship provided by the school is outstanding.
- This is evident in the weekly themes supported by structured guidance for delivery.
- Resources for Collective Worship are both creative and diverse.
- The quality of provision encourages staff and pupils to take part. The Mission Statement and Liturgical seasons are at the core of provision. There is frequent inclusion of other world faiths and traditions. Community outreach is a key component. The school's specialism in Performing Arts is a major contributor.
- Co-ordination is effectively managed by a team inclusive of Chaplaincy, Religious Education and Music.
- Provision is well monitored in terms of ensuring Collective Worship takes place. The process includes senior leadership and year heads. The school should further develop in-service training for staff in need of continued guidance in presenting Collective Worship in ways that go beyond basic provision. This could include opportunities to observe abundant good practice already taking place.
- Collective Worship is a major contributor to the spiritual and moral development of pupils and staff. This is evident beyond the routine provision and embraces prayer that takes place in class and in staff gatherings. It also includes the school's contribution to Collective Worship in the diocesan community.

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.

- Leaders, governors and managers are outstanding in promoting and developing the Catholic life of the school and show good understanding of and commitment to the Mission of the Church.
- They undertake this task inspired by the school's Salesian charism.
- Consequently the Mission Statement is underpinned by objectives that uphold Catholic Life, Collective Worship and Religious Education.
- Mission Statement reviews include parents, staff and pupils.
- Catholic Life is monitored as a priority within school development plans and departmental reports. It is most clearly identified within the Section 48 Self Evaluation. Consequently governors and senior leaders are confident in their knowledge of strengths and developments.
- Governors and senior leaders are clear that Catholic Life is a shared mission. The full time lay – chaplain works to draw together the school and the local pastoral area communities. Links are also made to embrace the wider catchment area. An overall priority is maintaining Catholic Life and making it relevant and accessible as much to those of other Christian denominations, faith, traditions and world views.
- The school's Catholic Life has the essential universal dimension. This is demonstrated by its support of social interaction and charities on a global scale.

How well leaders, governors and managers promote, monitor and evaluate the provision for the Religious Education of the school and plan and implement improvement to outcomes for pupils.

- Leaders, governors and managers provide outstanding monitoring and evaluation of Religious Education. Together they plan and implement improvement to outcomes for pupils.
- They line manage Religious Education through regular meetings and reports. The subject leader is a governor. This ensures both efficient communication with the full governing body and their informed knowledge and understanding of Religious Education.
- Consequently the Section 48 Self Evaluation document is effectively completed as a team response. Members clearly identify areas for improvement and ways to implement progress. Information is concise and strategic. Reviews take place and inform ongoing development.
- The subject leader provides outstanding leadership of the department. This is the result of personal commitment, expertise and support from senior leadership. High levels of administrative planning ensure effective delivery of the curriculum. The designated second in the department is well supported and enabled to manage specific areas efficiently and thoroughly.
- Religious Education teachers have direction and opportunities for their continued professional development. This is focused on the needs of the pupils. Expertise is nurtured and shared. Together they shape the lead status of Religious Education within the school. Accompanied by governors and senior leadership they all secure its centrality to Catholic Life.

What the school needs to do to improve further:

- Further develop monitoring of Collective Worship by:
 - identification of staff requiring further training;
 - provision of training that maximises their use of weekly themes and resources.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	1
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OUTCOMES FOR PUPILS

How good outcomes are for individuals and groups of pupils	
The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
How well pupils achieve and enjoy their learning in Religious Education	1
How well pupils respond to and participate in the school's Collective Worship	1

PROVISION

How effective the provision is for Catholic Education	
The quality of teaching and how purposeful learning is in Religious Education	1
The extent to which the Religious Education curriculum promotes pupils' learning	1
The quality of Collective Worship provided by the school	1

LEADERS AND MANAGERS

How effective leaders, governors and managers are in developing the Catholic Life of the School	
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	1
How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	1

Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 requires improvement and grade 4 inadequate