

Inspection of St John Bosco Catholic Primary School

Monmouth Drive, West Bromwich, West Midlands B71 2ST

Inspection dates: 10 and 11 June 2025

The quality of education **Outstanding**

Behaviour and attitudes **Outstanding**

Personal development **Outstanding**

Leadership and management **Outstanding**

Early years provision **Outstanding**

The executive principal of this school is Mandy Grubham. This school is part of St John Bosco Multi Academy Company, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Helen Parkes, and overseen by a board of trustees, chaired by Phil Hancox.

Ofsted has not previously inspected St John Bosco Catholic Primary School under section 5 of the Education Act 2005. However, Ofsted previously judged St John Bosco Catholic Primary School to be outstanding for overall effectiveness, before it opened as an academy. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

Pupils are, rightly, incredibly proud to be part of this nurturing, inclusive school which is at the very heart of the community it serves. They enjoy attending each day and living up to the high expectations set by the school. Pupils achieve highly.

Behaviour across school is exemplary. It is rooted in 'The St John Bosco way' – a shared ethos that is woven through school life. Staff and pupils consistently uphold the values of the school. This creates a calm, respectful and ambitious environment where pupils thrive.

Pupils take on responsibilities across school with pride. Whether through classroom jobs, being part of the junior leadership team, a member of the 'FABs' team (friends against bullying), or a host of other important roles. Pupils here really do make a difference. They learn valuable life skills and contribute to the life of school and their community.

Pupils benefit from a wide range of opportunities available in school. Clubs, trips and enrichment activities are carefully designed to develop talents and broaden horizons. They prepare pupils exceptionally well for their next stages of education and life beyond school.

St John Bosco is a joyful place to learn and grow, where every child is known, supported and celebrated.

What does the school do well and what does it need to do better?

The school's highly ambitious curriculum identifies precisely what pupils are to learn. From the Nursery Year to Year 6, complex knowledge is clearly broken down into manageable chunks. Opportunities to revisit and repeat key content and vocabulary help pupils to remember their learning over time.

The curriculum is carefully organised to ensure that pupils are well prepared for their next stages. For instance, in mathematics, pupils in Year 6 learn skills specifically identified to help them succeed in mathematics as they move to secondary school. Children in Reception Year are exceptionally well equipped for future learning in Year 1. Teachers benefit from highly effective professional development. This helps them to lead and teach curriculum subjects expertly. Teachers anticipate pupils' misconceptions and address them carefully.

The school has an unwavering determination for every pupil to become a fluent reader with a love of books. Staff teach the phonics programme skilfully. Regular, accurate checks on pupils' reading mean that extra support can quickly be put in place when needed. Group reading interventions and one-to-one support are impressive and highly effective. Across school, pupils love listening to their teachers read engaging texts to them.

Children in the early years get off to a strong start. They quickly learn routines and expectations. Older pupils take great pride in modelling 'The St John Bosco way' to their younger friends. Children in Reception Year learn to be resilient, independent learners

who are keen to discover more about the world about them. For example, they delight in growing sunflowers while learning about plants and simple life cycles.

The school quickly gets to know pupils and families well. There is a relentless ambition for every pupil, including those with special educational needs and/or disabilities (SEND) to achieve. The school identifies needs accurately and ensures that teaching meets the needs of pupils accurately. Pupils in the Sunshine Room benefit from high quality provision.

Relationships across the school are incredibly respectful. Pupils know that staff care deeply for them. The school has ensured that, if pupils have a worry, they know who to talk to. Pupil safeguarding leaders play an active role in ensuring that pupils are happy, safe and listened to. Excellent behaviour means that no learning time is lost.

The school's offer for personal development is excellent. There is an extensive, carefully planned, range of opportunities on offer for all pupils. From taking part in sporting events to learning about careers or showcasing a talent at the annual talent show, there are opportunities for pupils to develop character, try new things and to really shine. Many of these activities are purposefully linked to important aspects of life in modern Britain and to learning life-long skills such as managing emotions and keeping mentally healthy.

Excellent communication with parents and carers ensures that strong relationships are formed. As a result, the school is a trusted part of the local community that strives to secure the best outcomes and support for every pupil.

Staff value the highly positive well-being support they receive from leaders. They share the same high aspirations as school and trust leaders, and local governors. This shared vision for excellence permeates every aspect of school life. The trust and local governing board provide highly effective challenge and support to ensure that this vision is consistently realised and that delegated responsibilities are met.

Safeguarding

The arrangements for safeguarding are effective.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	148535
Local authority	Sandwell
Inspection number	10290685
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	247
Appropriate authority	Board of trustees
Chair of trust	Phil Hancox
CEO of the trust	Helen Parkes
Principal	Mandy Grubham (executive principal), Jessica Attwood (head of school)
Website	www.st-johnbosco.sandwell.sch.uk
Dates of previous inspection	8 and 9 February 2012

Information about this school

- This Roman Catholic School is part of the Archdiocese of Birmingham. The last section 48 inspection for schools of a religious character took place in January 2024.
- The school does not make use of any alternative provision.
- The school provides on-site, before- and after-school childcare.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors spoke with the executive principal, the head of school, the special educational needs coordinator and other leaders in school. The lead inspector met with the chair of the board of trustees, the CEO and other representatives from the trust. The lead inspector met with the chair and other members of the local governing board. The lead inspector also spoke on the telephone with a representative of the Archdiocese of Birmingham.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors carried out deep dives into these subjects: early reading, mathematics, history and physical education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. A team inspector also discussed the curriculum and looked at pupils' work in some other subjects.

Inspection team

Rachel Henrick, lead inspector

His Majesty's Inspector

Usha Devi

His Majesty's Inspector

Mike Onyon

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025