

St Bonaventure's RC School Profile



St Bonaventure's RC School

Boleyn Road
Forest Gate, London, E7 9QD
Telephone: 020 84723844
<http://www.stbons.net>

Local Authority:	London Borough of Newham
Age range:	11-18
Number of pupils:	1255
Head teacher:	Mr Stephen Foster
Chair of governors:	Msgr John Armitage

What have been our successes this year?

St Bonaventure's has enjoyed a very successful year.

We have introduced a new curriculum in September 2006 at Key Stage 4 designed to meet the needs of individual pupils and had a number of new courses BTEC Art, Media Studies and Music, whilst establishing links with providers in Construction and Catering.

In November 2006, we were awarded the Specialist Schools & Academies Trust Cultural Diversity Award. This is a new trophy and we were selected because of our highly successful involvement in the Lead Practitioners network for Equality and Inclusion, and the focus of the achievement of Afro-Caribbean pupils over a number of years. Also, in the Spring Term we gained National Healthy School Status.

In June 2006 we were also visited by the Diocese of Brentwood Inspection Team. It was recognised that *'St Bonaventure's is an Outstanding Catholic School which displays numerous strengths. It is firmly committed to developing its Catholic identity under the inspirational and outstanding leadership of its Headteacher who is very well supported by his Senior Leadership Team, Governors, Staff and Students and dedicated local clergy'*.

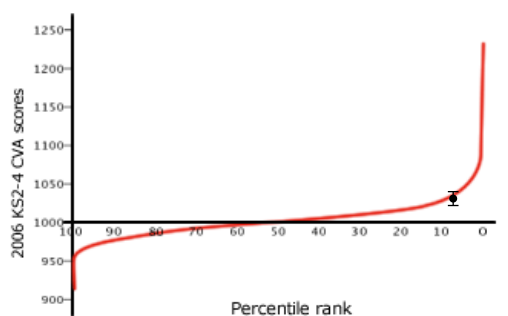
In January 2007 we were included in the London Evening Standard School Awards for Outstanding School of 2006-7.

What are we trying to improve?

In 2006-7 we have tried to develop the following areas:

- Network management and establishing a VLE framework for September whilst introducing new hardware for Years 9 & 12.
- Pedagogy and Practice within the school particularly with regard to Innovative Practice and Assessment for Learning.
- Develop the role of the Middle Leaders within the school.
- Establishing four routes through the curriculum at KS4 with guided personal interviews for all pupils and introducing new courses at BTEC with outside providers.
- Maintaining and developing the role of the pupil voice through the Student Council.
- Working with the LEA to establish 14-19 Diplomas and register our interest in Construction and Catering.
- Working to develop the role of the Teaching Assistant and Learning Mentors.
- Working to develop the EAL programme within the school.

How much progress do pupils make between 11 and 16?

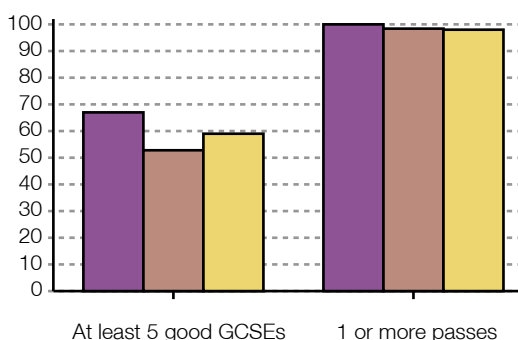


- Our School
- ┆ Confidence interval

The chart shows our school's contextual value added (CVA) score relative to that of other secondary schools. CVA is a statistical means of assessing how effective a school is, by measuring pupils' progress using their test and examination results. The confidence interval shows the range within which we can be confident the score (calculated on the results of only one year group) represents the overall effectiveness of a school. The percentile rank shows the percentage of schools with a score equal to or higher than ours.

Our KS2-4 cva school score of 1031.7 places St Bonaventure's in the top 3 percentile rank in the whole country. From Attainment measures only our average point score of 421.4 and average capped total point score of 328.3 are both significantly well above the national average. (Source RAISEonline 2006).

How well do our pupils achieve in year 11?



- Our school
- Local schools (Local Authority)
- All schools

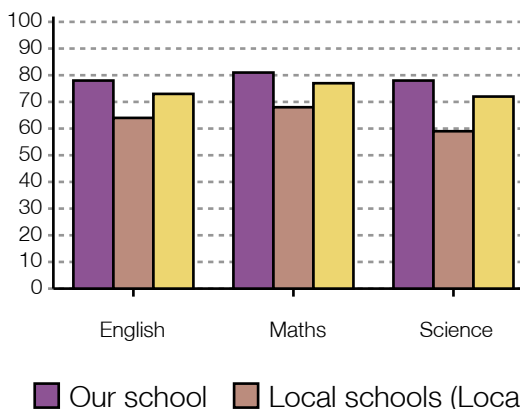
This shows the percentage of pupils (who were 16 years old at the end of the year) who in 2006 achieved 5 or more GCSEs at grades A*-C (or GNVQ equivalent), and one or more GCSEs at grades A*-G (or GNVQ equivalent).

In 2006 a total of 195 students were entered for 1827 GCSE subjects, each student thus sitting on average approximately 10 GCSE subjects. Of the examinations sat 1822 were passed with grades A*-G, with each student gaining an average of between 9 and 10 GCSE passes. 1259 GCSE examinations were passed at grades A*-C (an average of 6.5 A*-C passes per student).

131 students (67.2%) achieved 5 or more passes graded A*-C. Although this is a slight decrease compared with last years examination results. It is well above both National and Newham averages especially for boys.

Individually there were some excellent results, 80 students achieved ten or more A*-C passes at GCSE of whom 19 students achieved fourteen or more passes.

How well do our pupils achieve at age 14?



This shows Key Stage 3 results for 2006. It shows the percentage of pupils eligible for KS3 tests (usually 14 year olds) who achieved or exceeded level 5.

Our results in Science, Maths and English were significantly above the National Boys' and Newham Borough averages for Level 5 and above.

Our AAT value added score of 101.2 and the cva score of 101.4 are both significantly above the national mean and improving. (Source PAT 2005 data, 2006 datas not yet available nationally).

How have our results changed over time?

Since 2004, St Bonaventure's results at Key Stage 4 have been significantly higher than average, based on both Achievement and Attainment (AAT) and Contextual Value Added (CVA) data.

We have built well on prior attainment at all levels of ability. In 2006 we were significantly higher than average in SEN area - School Action Plus and Ethnic areas - White British, Black Caribbean and Black African.

Attainment by students at the end of KS3 since 2004 have been significantly higher than average. In 2006, English, Maths and Science were significantly above average.

How are we making sure that every child gets teaching to meet their individual needs?

St Bonaventure's has already done a great deal to develop personalised learning and will continue to do so. The school is committed to offering a balanced curriculum to all our students. We make sure we are meeting the learning needs of individual pupils by surveying students to find out about English levels and develop ways to ensure advanced learners of English make the progress they should.

All departments develop assessment strategies to ensure that students make progress beyond levels achieved. We are developing curriculum routes at KS4 for example 'Construction'. Intervention strategies at KS3 & KS4 are in place for pupils who are underachieving.

Our SENCO is involved in Year 6/7 transition to ensure that pupils on the Code of Practice are supported appropriately by qualified specialist teachers and teaching assistants. Pupils are supported in class and are also provided with withdrawal support.

We have a 'nurture group' in Years 7/9 for pupils joining us with learning needs. A range of courses are being introduced to meet the needs of academically weaker and disaffected pupils. We have developed 'assertive mentoring' to work with identified pupils.

How do we make sure our pupils are healthy, safe and well-supported?

All pupils take part in PE lessons and there is provision for sporting opportunities after school and at the weekend.

We have been accredited by the Borough with National Healthy Schools status. Pupils are instructed in Drug and Sex Education; these areas of education are covered in a range of departmental schemes of work.

We have a School Chaplain based on site plus School Counsellor for two days a week.

Our Inclusion Unit offers intervention strategies for pupils with a range of needs. Our aim is to build self-esteem, self confidence and behaviour for learning so that all pupils can achieve their potential. We have a clear Anti-Bullying Policy, practice and procedure in

place. Peer group mentors support transition from Year 6 to 7. Pupil Support Plans are coordinated by our Inclusion Unit Manager.

Child protection structures are managed well. We have a strong Student Council who contribute to whole school decision making developing pupil voice.

A School Welfare Assistant is also on site daily.

The pastoral framework ensures that there is 'joined up' thinking and action in terms of identifying and putting in place interventions to promote and support personalised learning.

How are we working with parents and the community?

We keep parents informed with a fortnightly newsletter. We have a weekly 'parent surgery' where parents can discuss any issues with Senior members of staff. Parents are invited to complete questionnaires at each Parents' Evening. Parents provide positive feedback regarding the pastoral system and academic well being. Parental attendance at each Academic Parents' Evening is very high approximately 90%.

The school website allows parents to email staff with questions or concerns.

We hold a Year 6 evening for prospective parents to meet staff, providing relevant information and a parent booklet. We hold study skills evenings for years 9 and 11. We have a long established community education programme.

We also have strong links with St Antony's Church.

We have a Lead Practitioner and four Advanced Skills Teachers who share best practice with schools locally and nationally.

What activities are available to pupils?

St Bonaventure's offers an extensive range of enrichment activities. These include: Whole School & Form Masses, Faith & Prayer Groups and Retreats supported through the School lay Chaplain. There are also theatre visits, concerts, instrumental groups and lessons, choirs, drama and dance workshops, trips abroad and a wide range of sporting activities. We also have a very strong Debating Society across all year groups.

Technology & Literacy Week offers opportunities to develop projects and to work with the local community.

All pupils have access to after-school study support and lunchtime library support. The vast majority of pupils participate in some form of extra curricular or enrichment activity. This is a strength of the school.

What have pupils told us about the school, and what have we done as a result?

98% of our Year 7 pupils agree that this is a good school to be at. Pupils interviewed by OFSTED Inspectors stated that this is a school where pupils from all age and ability ranges are happy and felt supported in an environment where they can learn well, are taught by good teachers and feel safe.

The Student Council requests have included: non-uniform day; access to drinking water in class and more seating in outside areas. These suggestions were agreed by the leadership team. All playgrounds are regularly supervised.

We have made the Junior Playground more open to support pupils at lunchtime as a response to some Year 7 and 8 concerns about bullying.

Our Headteacher holds a 'question time' regularly with members of the Student Council and meets regularly with the Head Boy and Deputy Head boys.

The Rewards Policy and practice has been developed to more regularly and publicly recognise pupil achievement.

We have developed peer mentoring and lunchtime 'clubs' as a result of feedback from pupils joining the school in Year 7.

We have developed a 'student receptionist' opportunity for Yr 8 pupils to give students the opportunity to partake in active citizenship.

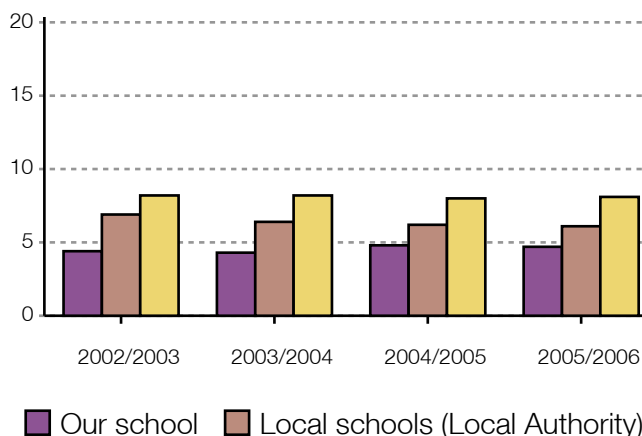
How do we make sure all pupils attend their lessons and behave well?

The School monitors morning and afternoon attendance. The school notifies parents on the first day of absence unless parents have notified the school by telephone. Pupils are registered at the beginning of every lesson by their teachers.

Behaviour in the school is generally very good and the vast majority of pupils adhere to the school rules and behaviour code. If a student misbehaves a range of sanctions are imposed from lunchtime detentions, after school detentions to internal exclusion or fixed term exclusion for serious misdemeanours.

The Senior Leadership Team supervise corridors and oversee pupils in the playgrounds, in the street and at bus stops after school.

How do our absence rates compare with other schools?



This chart shows the percentage of half days missed through authorised and unauthorised absence by all pupils at the school. Information is given for the school, for schools within the local authority and for all schools.

For the fifth consecutive year, the school's absence figures are better than schools locally and nationally.

Absence rates for the school have been consistently between 4 and 4 ½% since 2001/2002.

What do our pupils do after year 11?

Most pupils apply to and are accepted by the Sixth Form Centre. This year we made offers to 161 boys. A minority of boys choose not to apply to the Sixth Form Centre and take up courses at neighbouring Sixth Form and FE Colleges because they are seeking particular types of vocational provision. A very small proportion seek employment at the age of 16.

Given the very high level of achievement at Key Stage 4 most pupils joining the Sixth Form Centre qualify to take 'A' Level courses. The majority of these will follow a programme of between 3 and 5 'A' Levels. A smaller number follow Applied 'A' Level courses.

We also have a small provision at intermediate level for pupils who have not yet reached the qualifying standard to take 'A' level courses.

Ofsted's view of our school

One of the boys interviewed by inspectors reflected on his first three years at St Bonaventure's: 'Everyday I can be myself. I feel safe because I'm with my friends and with teachers I can rely on'. An echo of these powerful words came from a parent, writing on a questionnaire: 'Our son has a statement of special educational needs. He feels safe, secure and included in school life. All members of staff actively seek and really listen to our views, and our son is set realistic goals. This is a happy school with high standards'. As is recognised in the local community, St Bonaventure's is an outstanding school of which students, parents, staff, governors and the diocese are rightly proud. Since its last inspection six years ago, the school has sustained the rich quality of education on offer to the boys in this area of East London, providing very good value for money. The harmonious cultural diversity among the boys is a distinctive feature. Why is the school very successful? There are three applications for every one of the 180 places in Year 7, and thus the boys arrive with high ambition and expectations, strongly supported by their parents. From the boys' first days in the school, teaching and support staff, at all levels, establish equally high expectations of what students can achieve, irrespective of background, ability or aspiration. Systems for day-to-day organisation are meticulous. The boys' positive attitudes and very good

behaviour mean that they arrive at each lesson wanting to learn. They are not disappointed. Teachers plan thoroughly for all levels of ability in their classes; the marking of work is regular and tells the boys how well they are doing and how they can improve. All around the school are vibrant displays celebrating the boys' successes in classrooms, in examinations and in their exciting array of extracurricular activities; some of the art work is stunning. The quality of care, guidance and support received by every individual boy is exemplary, contributed to by governors, teachers and the extensive team of support staff. The boys' personal development lies at the heart of much of the school's planning. Year 11 and sixth-form students interviewed showed themselves to be confident, reflective and caring young people poised to contribute to the cosmopolitan 21st century society in which they live. The Catholic ethos of firm discipline, care and comradeship permeates all aspects of school life. It underpins a climate of purpose and calm in which the boys can, every day, realise their unique talents. Clearly, the quality of leadership given by the headteacher and his senior staff has been decisive in sustaining a long tradition of high quality education at St Bonaventure's. Subject leaders are increasingly playing their part to ensure that accountability for the boys' achievements is shared by all teachers. The school knows well its strengths and areas for development; inspectors accord with the school's robust self-evaluation judgements. As is to be expected of a high performing staff and governing body, together they have identified certain practices in need of renewal and development. The leadership team shared eloquently with inspectors the timeliness of looking afresh at the kinds of work prepared for boys who have English as an additional language. Equally, they recognise the importance of reviewing styles of teaching and learning in all classrooms, including how most effectively to deploy learning support in its various guises. Further, improvements to the curriculum, for example to expand vocational education in Years 10 and 11, are under active discussion. This is a school wishing to be at the cutting edge of national developments in education, tailored wisely to suits the needs of the boys it serves. A Year 9 boy when asked to talk about learning at St Bonaventure's pondered for a moment, then said, confident that others in the group would value and respect his remarks: 'Every day is a different experience - you wonder what's going to happen next. I don't like the summer holidays'.

Date of last inspection: 28-Feb-2006

Ofsted graded our school as excellent

Inspectors made judgements on a scale: outstanding (grade 1); good (2); satisfactory (3); inadequate (4).



[View the Ofsted page for St Bonaventure's RC School](#)

What have we done in response to Ofsted?

In February 2006 the School was awarded an 'Outstanding' grade by its Inspection Team of Roy Blatchford HMI and Penny Holder HMI. The inspection was carried out under Section 8 of the Education Act 2005. The inspection was also treated as a Section 5 under the same Act.

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During 2006-7 we have worked on the area of how well does the curriculum and other activities meet the range of needs and interests of learners. This was recognised in the

report as being generally above average with none significantly below average. Due to the changes introduced in September 2006 at KS4 our School Improvement Partner classified KS4 in our SEF as Grade 1. As a result of the development of the four routes with a vocational context.

Throughout the year, we have focused on the development of programmes for those with English as an Additional Language. On May 22nd 2007 we have used a training session to focus attention of all teachers on this need.

Information about our sixth form

Our results this year

Our results at A level were very good.

At A2 level we achieved an A-E pass rate of 98% with 61% gaining A-C grades. At AS level the Sixth Form boys achieved a pass rate of 84% at A-E and 435 at A-C level.

In terms of average points score the boys achieved a points score of 269 and a per entry average score of 72.5. In terms of vocational A levels achievement was very high with 100% pass rates and at GNVQ Intermediate level a similarly high pass rate of 100% with most boys achieving merits or better and progressing to Applied A level courses in the sixth form.

How have our results changed over time?

Our results have followed an upward trend in recent years

2006

Average points score per student	269
Average points score per entry	72.5

2005

Average points score per student	270
Average points score per entry	77.7

2004

Average points score per student	226
Average points score per entry	67.7

Exam results have improved and been maintained at a high level

	2004	2005	2006
A-E	96	99	98
A-C	63	74	61
A-B	35	45	38

What have been the successes of the sixth form this year?

The exam results at A level are consistently over 60% A-C grades.

Results on vocational programmes which was an area we were seeking to improve have increased significantly. We continue to enjoy very high rates of progression to higher education (over 90%) with 4 boys achieving places at Oxford or Cambridge.

Many students take part in enrichment activities ranging from sports activities to drama to community action groups. Most of these activities are student-led and supported by staff. Student Community Action Day involves all students in a day of voluntary activities each Summer.

Our University Information Evening for Parents is very well attended. The Sixth Form remains very popular locally and our Sixth Form numbers continue to grow year on year. Progression rates from intermediate level to advanced level programmes are very good.

We successfully introduced a laptop leasing scheme for Yr 12 students. Students are engaged in our Religious Studies Programme which includes retreats, liturgical celebrations and a successful interfaith day.

What are we trying to improve in our sixth form?

We continue to work hard to improve the proportion of A and B grades achieved by students in the Sixth Form. Strategies include the development of e-learning, the extension of our laptop leasing scheme and the use of electronic resources that students can access from home.

We continue to run very extensive programmes of study support in the school holidays prior to exams. We are aiming to involve every student in enrichment activities and we are further developing our learning to learn programme to ensure that students become more effective independent learners in preparation for higher education.

What do our students do after leaving the sixth form?

The overwhelming majority of our students (93%) progress to higher education. An increasing proportion choose to study at Universities outside London. We have been successful at helping our students to gain places at the most prestigious Universities including Oxford and Cambridge, UCL, LSE, Manchester, Leeds and other leading institutions.

We have very good links with the University sector and an extensive programme of preparation for University entry. Students follow a wide range of degree courses including Medicine, Law, English, Engineering, Science and Maths based courses as well as more

modern subjects including Psychology and Media Studies.

A number of students follow HE programmes at Art Colleges and Drama Schools. A small proportion elect to begin employment at the age of 18 and a further small number choose to take a gap year before seeking employment or taking up a university place.

Some students choose to spend their gap year working in the school.

More Information

If you would like more information about school policies, including our policies on special educational needs and disability, admissions, finance, school food and our complaints procedure, please contact us:

By telephone 020 84723844

Our website <http://www.stbons.net>
