

Inspection of St Joseph's College

Beulah Hill, London SE19 3HL

Inspection dates: 25–26 February 2020

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Sixth-form provision	Good
Previous inspection grade	Good

What is it like to attend this school?

St Joseph's College serves a richly diverse community. Pupils understand the differences between themselves and people from other backgrounds. They learn to treat everyone equally. They get on with one another. There is a strong sense of inclusion. The school's 'five fundamental respects' for self, others, learning, community and faith reinforce this.

Pupils feel well cared for. They know who they can talk to if they have any problems or concerns. They told us bullying is uncommon. They are confident that staff deal with it when it happens. This makes them feel safe.

Leaders expect pupils to do well in their studies. They also place a lot of importance on pupils' personal development. All pupils take part in regular life-skills sessions, which support them in preparation for adulthood.

A new behaviour policy is being introduced. Some parents and carers think that sanctions are applied too quickly and that they can be too harsh. Pupils say that things are a lot stricter than they used to be. However, they recognise that they now get to lessons quickly, and do not waste as much learning time. Staff have noticed these changes too.

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

Leaders have identified what pupils need to know and be able to remember over time. In all subjects, the curriculum has been planned and organised to enable this to happen. In science, for example, pupils learn about human reproduction in Year 7. They build on this knowledge when they study genetics and inheritance in Year 8.

Pupils in Years 7 and 8 study a full range of curriculum subjects. Currently, Year 9 pupils study a core programme of English, mathematics, science, religious studies and games. They have chosen three more subjects from the selection of academic and vocational courses on offer. The current arrangement narrows pupils' learning experiences. Leaders, governors and trustees have agreed changes to the curriculum. From September 2020, all pupils throughout Years 7 to 9 will study a full range of curriculum subjects.

Teachers provide regular opportunities for pupils to recap and review prior knowledge. This allows swift identification of misconceptions. It also secures the understanding that underpins more demanding work in the future. However, some teachers do not pick up gaps in pupils' learning quickly enough. In such cases, pupils struggle to build on their learning.

Leaders identify pupils in Year 7 who have difficulty with literacy and numeracy. These pupils get intensive support to help them catch up. They study English, mathematics, geography and history with a specially trained teacher. Their

programme includes the same topics as their peers. Most of them make rapid progress. They develop skills that allow them to successfully access other subjects.

Pupils with special educational needs and/or disabilities (SEND) are well catered for. Leaders ensure that pupils' social and emotional needs are met. Teachers use the information they receive on these pupils to plan for their needs.

A new behaviour policy is being implemented. At first there was a significant increase in the number of serious sanctions applied. School records show that this has now stabilised. Staff and pupils recognise the positive impact it has had. There is more focus on learning. Pupils make sure they arrive on time for school and for lessons. They behave well as they move around the school buildings and when they are outside. Disruptions to learning are rare. When incidents do occur, they are dealt with quickly and consistently by staff. Systems for celebrating pupils' successes are not as well embedded. Pupils would like their achievements to be recognised more routinely by staff. Leaders have plans for this, as the next phase of their behaviour policy.

The sixth form has improved since the previous inspection. There is a broad range of courses to choose from. Teachers challenge students so they get the best out of them. Students develop wider skills through mentoring younger pupils, volunteering and taking on leadership responsibilities. They receive careers advice and guidance, which allows them to make informed decisions about their next steps. Most students go on to university, higher-level training or apprenticeships.

There is a strong commitment to developing pupils for life in the future. Pupils follow a varied programme and learn how to become well-rounded people. They explore challenging topics in a safe and supportive environment. For example, Year 8 pupils discussed stigmas around mental health. They told us that they enjoy these lessons because they make them 'think about how to be a better person'.

Safeguarding

The arrangements for safeguarding are effective.

All staff receive regular updates to their training. They are confident about spotting the signs that may suggest a pupil needs help. Staff also know how to report concerns, and who they should be referred to. Members of the safeguarding team are trained so they can respond to a wide range of potential risks. They work with relevant external agencies to make sure that pupils quickly get the support they need. Pupils follow a comprehensive programme to help keep themselves safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The current Year 9 pupils' study programme is not broad or ambitious enough. Leaders have reviewed the curriculum offer. Firm plans are in place to ensure that

all pupils in Years 7 to 9 will study the full range of curriculum subjects from September 2020. Leaders and governors should ensure that these curriculum plans are fully implemented.

- Leaders have provided teachers with training to help them spot misconceptions and gaps in pupils' knowledge. This training has not been used routinely by some teachers and, in these classes, pupils fall behind. Leaders should regularly review the effectiveness of training to ensure that it impacts fully on teaching practice and pupils' learning throughout the school.
- The first phase of the new behaviour policy has been successfully introduced. Leaders should ensure that the next phase, which focuses on celebrating pupils' successes, is embedded with equal determination. This is to help pupils feel recognised for their achievements and increase their motivation to do even better.

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 Ofsted Parent View information 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

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

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	138221
Local authority	Croydon
Inspection number	10121548
Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Boys
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1100
Of which, number on roll in the sixth form	220
Appropriate authority	Board of trustees
Chair of trust	William Doris
Headteacher	David Garrido
Website	www.stjosephscollege.org.uk/
Date of previous inspection	27–28 April 2016

Information about this school

- St Joseph’s College is a larger than average Roman Catholic (Lasallian) boys’ comprehensive.
- The school has a mixed sixth form.
- The school uses alternative provision at Rise Education (Mitcham).

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- Inspectors held meetings with the headteacher, members of the senior leadership team and the special educational needs coordinator.
- We did deep dives in these subjects: English, mathematics, science, computer science and information technology, geography and art. This involved meeting

with leaders, teachers and pupils. We visited lessons in these subjects and looked at pupils' work.

- We spoke formally and informally with pupils, sixth-form students and members of staff. We also considered the views of staff, pupils and parents through Ofsted's inspection surveys.
- We took into consideration additional correspondence received during the inspection. We spoke directly with some parents.
- We met with a member of the trust and three governors, including the chair. We spoke with a representative of the Southwark Diocese.
- The school's safeguarding policies were scrutinised. We spoke with the safeguarding team, including the designated lead. Records of pre-employment suitability checks were also reviewed. To check the culture of safeguarding, we spoke with pupils and staff.

Inspection team

Katerina Christodoulou, lead inspector	Seconded Inspector
Terry Millar	Ofsted Inspector
Vikram Gukhool	Ofsted Inspector
Ben Thompson	Ofsted Inspector

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