



# **DENOMINATIONAL INSPECTION REPORT**

incorporating Section 48 and Canonical Inspection under Canon 806 on  
behalf of the Archbishop of Southwark

**URN 138221**

**St Joseph's College**

**Beulah Hill**

**London**

**SE19 3HL**

**Inspection dates: 5<sup>th</sup> & 6<sup>th</sup> October 2021**

**Chair of Governors: Mr Stephen Horsman**

**Headteacher: Mrs Catherine Kane**

**Inspectors: Mrs Eileen Watson**

**Mrs Maria Noone**

## **EDUCATION COMMISSION**

St Edward's House, St Paul's Wood Hill, Orpington, Kent BR5 2SR  
Tel 01689 829331

**Director of Education: Dr Simon Hughes**



## Key for inspection grades

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

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

St Joseph's is a popular Catholic Lasallian boy's college, with a mixed 6<sup>th</sup> form and is located in the Croydon Deanery of the Archdiocese of Southwark. The principal parishes that the college serves are the Church of the Faithful Virgin, St Andrews, St Margaret Clitherow, English Martyrs, St Bartholomew's, St Matthews and St Anthony of Padua.

The proportion of students who are baptised Catholics is 25%. The proportion of students of other Christian faiths is 33%. The proportion of students of other faiths is 28%. The college takes boys from 11-19 and admits girls into the sixth form. The number of students currently on roll is 1011 including 184 in the sixth form.

The attainment of students on entering the school is broadly average. The proportion of pupils eligible for free school meals is 40%

Since the last S48 inspection in April 2016 in which the school was judged to require improvement, the school has addressed recommendations highlighted in the report, including ensuring that 10% of curriculum time is allocated to the teaching of Religious Education.

St Joseph's provides a warm and welcoming environment. Pupils respond very well to the expectations and standards which the school has developed regarding behaviour in and around the school site: as a result, there is a calm atmosphere throughout. Pupils spoke highly of the sense of community spirit, recognising the importance of care for one another. It is evident that since the last inspection, the school has improved and has developed a culture of success and sustained improvement.



## SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Joseph's is a Good Catholic school because:

- Overall, the strong Catholic ethos and moral purpose of the school provides good pastoral care for all pupils, which ensures they are happy and safe.
- Governors continue to play a significant role in ensuring the school continues to be a highly effective Catholic school. They are knowledgeable and fully understand the strengths and areas of development of the school.
- Consistently good teaching by Religious Education teachers and outstanding leadership of the department is raising standards and improving the outcomes of students.
- The Acting headteacher provides excellent Catholic leadership and all staff are positive role models for the students.

### WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Continue the upward trend of improving the outcomes of all pupils in Religious Education, especially for more able boys.
- Review the staffing of the Religious Education Department to give the Head of Department scope for succession in planning.
- Ensure pupils are involved in the planning, preparation and delivery of Collective Worship.
- Develop further the College Mission Statement to ensure all stakeholders understand the theology behind it.



## Overall Effectiveness

How effective the school is in providing Catholic Education.	2
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### Catholic Life

2

The extent to which pupils contribute to and benefit from the Catholic Life of the school.	2
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The quality of provision for the Catholic Life of the school.	2
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How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school.	2
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### Religious Education

2

How well pupils achieve and enjoy their learning in Religious Education.	2
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The quality of teaching, learning and assessment in Religious Education.	2
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How well leaders and governors promote, monitor and evaluate the provision for Religious Education.	2
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### Collective Worship

2

How well pupils respond to and participate in the schools' Collective Worship.	2
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The quality of provision for Collective Worship.	2
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How well leaders and governors promote, monitor and evaluate the provision for Collective Worship.	2
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## CATHOLIC LIFE

2

### **The extent to which pupils contribute to and benefit from the Catholic Life of the school is good.**

- St Joseph's is a good Catholic College, providing its pupils with excellent opportunities to develop their spirituality and religious literacy. The Acting headteacher and other leaders successfully promote a very clear direction for the Catholic life of the school and its place in the local community. They ensure that the school's developing mission statement enable students to 'live life to the fullest' and embody the five fundamental respects of 'Respect for Faith, Respect for Learning, Respect for Others, Respect for Community and Respect for Self'.
- Students respond very positively to the very high expectations of the staff; their behaviour and appearance in lessons and around the school is exemplary. As a result, their attitudes to learning are good as are their highly positive relationships with teachers.
- Pupils told inspectors that they enjoyed being part of the school community because it is so inclusive. Pupils are drawn from many communities but identify very strongly with the school. Pupils made clear to inspectors that they very much value the commitment and hard work of all the staff who they feel 'will always go the extra mile to support them every day'.
- Pupils are committed to promoting the wider common good by fund raising for local and national charities; collecting for the Norbury and Brixton Trussell Trust local foodbank and donating food parcels to the homeless and people in need. Students were also involved in raising money for CAFOD recognising that charity and alms giving has also to be focused on helping those less fortunate in a global capacity.
- Parents are very supportive of the school 'saying that 'my son loves this school; he feels safe here'. Another said that 'the school's mobile apps are excellent for obtaining information and communication with staff is really positive'.

### **The quality of provision of the Catholic Life of the school is good**

- The pastoral care and support provided to all students by teachers and support staff is effective. As a result, students thrive in this inclusive and welcoming school where gospel values permeate all aspects of school life.



- Prayer and worship are core to the life of the community, daily prayer and liturgical celebrations being key events in school life. This provision supports and promotes the Catholic life and mission of the school and the spiritual and moral development of pupils.
- The pastoral curriculum has a high priority. The Personal, Social and Health Education programme is complemented by thoughtfully designed and carefully planned Relationships and Sex Education reflecting Catholic teachings provided through Religious Education and Science lessons and tutor time.
- The school has a very beautiful chapel which is well used and makes a very important contribution to the Catholic Life of the school. School Masses are celebrated on Holy Days of Obligation and days important to the college, for example on the feast days of St Joseph and St John Baptist de la Salle. Tutee-led Chapel Assemblies are also celebrated for every tutor group. During the inspection a year 9 group chapel assembly was observed, focused on the Lasallian month of Peace. Prayers were said by pupils and reflective time was also included. Students were reverent throughout.

**How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school is good**

- Senior leaders and governors have a sound understanding of the strengths of the school as well as the areas that have to be developed further. They know the school well and monitor carefully the development and impact of the Catholic ethos of the school.
- The acting headteacher and school leaders have a secure knowledge of their pupils and of the socio-economic circumstances of the communities served by the school.
- Leaders also have a very accurate understanding of the core principles of respect of the school which informs a challenging yet realistic school development plan to support pupils' education.
- The governing body share the vision of the acting headteacher and support her in her new role. Governors are regular visitors to the school and regularly attend liturgical celebrations.
- Leaders ensure that all staff are actively involved in contributing to and enhancing further the Catholic Life of the school. The Director of Spirituality led a whole staff continuing professional development (CPD) session on the distinctive nature of a Catholic school and all staff have been trained in planning assemblies.



## RELIGIOUS EDUCATION

2

### **How well pupils achieve and enjoy their learning in Religious Education is good**

- Pupils make good progress taking into account their starting points when they join the school. As a result, their achievement is good and results in Religious Education compare favourably with the national average and are in line with other core subjects at the school.
- Pupil's behaviour seen by inspectors in lessons was exemplary. They were highly respectful of their teachers as well as peers, which allowed for very positive relationships to be established in the classroom. The attitudes to learning shown by the students make a very significant contribution to the progress they make and grades they achieve.
- Religious Education is held in high regard by pupils. There was unanimous affirmation during interviews and within the classroom that they enjoy Religious Education lessons and understand its importance in a Catholic school.
- By the time students leave the school, they have developed an excellent understanding of their own faith as well as other faiths.

### **The quality of teaching and assessment in Religious Education is good**

- The evidence provided to the inspectors shows that the department is very well organised and managed. Care is taken to ensure that all programmes of study and activities are reviewed regularly and thoroughly. This ensures that the teaching in the department is continually developing and improving.
- Teachers of Religious Education are hardworking and dedicated to delivering well planned and interesting lessons which engage pupils. The school's own self-evaluation shows that teaching is consistently good. Inspectors are in full agreement with this assessment and observed some outstanding practice during the inspection. In one lesson, students were challenged with how to use philosophical quotes in exam type questions. One student said 'philosophy makes me think in a different way'.
- The Religious Education curriculum at this school has undergone considerable review and development since the last inspection. This has arisen from an internal review



and a significant change to the GCSE specification. Leaders have also developed new approaches to assessment.

- The Religious Education department is led efficiently and effectively. The subject leader ensures all department members are supported fully in all areas of teaching. The department is well resourced, receiving comparable budgets to other core subjects. It is located primarily in specialist accommodation where the displays are stimulating and interesting.
- The allocation of teaching to the subject at all key stages meets the requirements of the Bishops' Conference of England and Wales. In addition, the Relationships and Sex Education programme supports the spiritual and moral development of pupils by the inclusion of many topics which are taught well and in line with the teachings of the Catholic Church.

#### **How well leaders and governors promote, monitor and evaluate the provision for Religious Education is good**

- The subject leader is very experienced and provides strong and effective leadership. He has managed the many changes to the Religious Education curriculum effectively particularly at GCSE and 'A' Level. Staff morale in the department is high as it is across the whole of the school.
- The Chair of Governors is the link governor for Religious Education and is a regular visitor to the department. The headteacher also line manages the subject leader. They give their full support to the department, which is rightly seen as a core subject within the school. The school has also been well supported by the Diocesan Advisor for secondary education.
- Leaders and governors have taken action to ensure that Religious Education now has the time allocated on the timetable according to the requirements of the Bishops' Conference. This was a recommendation in the previous inspection report.
- Pupils in key stage 3 follow a course based on the programme 'The Way, the Truth and the Life'. The course content has been reviewed to provide a better foundation for the new and more challenging AQA Syllabus A GCSE course at Key Stage 4, which covers the Christianity and Islam specification. Students studying A level follow the course offered by OCR. In addition, all students in the Sixth form follow a general Religious Education course based on the NOCN course content but this is not assessed or certificated. As a result, the content of the Religious Education curriculum delivered by the school meets the requirements of the Curriculum Directory



## COLLECTIVE WORSHIP

2

### How well pupils respond to and participate in the school's Collective Worship and Prayer Life is good

- Prayer and worship lie at the heart of the school and pupils respond positively and respectfully to the opportunities for prayer and collective worship provided.
- Pupils fully participate through prayer, and quiet reflection. Pupils told inspectors that they were respectful during prayer and reflection and how much they enjoyed the school's liturgical celebrations, including Mass. Overall behaviour is of the highest standard.
- Prayers are recited during tutor time and at the start of each lesson. Afternoon registration starts with the Lord's prayer.
- In a year 9 Assembly held in the school chapel with the focus being on the Lasallian month of peace, students demonstrated a high level of engagement and mature and respectful behaviour. Prayers and scripture readings were led by the students relating to Catholic values.

### The quality of provision for Collective Worship and Prayer Life is Good

- Provision for Collective Worship is carefully planned by the subject leader for Religious Education and reflects the liturgical year. This ensures that students have many opportunities for high quality Collective Worship.
- Provision is highly inclusive and takes into account the variety of beliefs followed by the students at the school.
- The school is very fortunate to have its own beautiful chapel in which the local Parish Priest celebrates Mass on Holy Days of Obligation and relevant feast days. It is also used by the school for special assemblies and collective worship. The regular use of the chapel and its easy access for the students makes a very significant contribution to the Catholic Ethos of the school and its provision for Collective Worship.



**How well leaders and governors promote, monitor and evaluate the provision for Collective Worship and Prayer Life is good**

- The timetable provides sufficient time for Collective Worship on a daily basis, either through Assemblies or tutor time. This is evidence of the high priority leaders place on this aspect of school life.
- The school ensures there is a strong sense of the traditions of the Church and the main celebrations of the liturgical year.
- Governors are regular visitors to the school. They attend major liturgical celebrations and have an accurate view of the quality and impact of collective worship at the school.
- High quality resources, such as a prayer booklet, are provided to teachers for use in daily Collective Worship by the subject leader for Religious Education.