

Saint John Bosco College

Address: Parkham Street, Battersea, London, SW11 3DQ

Unique reference number (URN): 135762

Inspection report: 15 September 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard ●

Achievement

Expected standard ●

Typically, pupils develop secure knowledge and skills across the curriculum. Pupils achieve well in most of their GCSE examinations, often in line with national averages. Leaders are aware of some subjects that need further attention where pupils perform less securely. However, largely pupils progress very well. This is particularly the case for those who begin at the school with lower starting points and those who are disadvantaged.

The introduction of the new Tech Levels has been a success in the school. The small group of students who take these achieve very well and perform more highly than their peers nationally. However, A level outcomes are below the national average and have been for some time. They remain a priority for the school.

Pupils at all ages develop their reading skills and mathematical knowledge to enable them to access their learning and progress. Pupils with special educational needs and/or disabilities achieve well, especially those who receive additional, tailored, support in the resource bases. This means that generally, pupils are well-prepared for their next steps into education, employment or training.

Curriculum and teaching

Expected standard ●

Leaders have an accurate understanding of the quality of the curriculum and teaching. They know where there are strengths and where further development is needed. This means that pupils benefit from a broad and well-designed curriculum, so they can build on their prior learning.

Most teachers have the subject knowledge they need so that they can explain concepts clearly and help pupils understand new ideas. Generally, the curriculum is taught well, and teachers check pupils' understanding. At times, the precision of these checks and how well teachers address any gaps or misconceptions from pupils' responses can vary.

Pupils with special educational needs and/or disabilities are known to staff. Some pupils are provided additional, targeted support in the resource bases attached to the school. Staff in these bases are highly trained and deliver high-quality care and teaching. A small number of pupils follow an adjusted curriculum which is appropriate for them. Pupils who are in class with their peers are broadly given the adapted resources and strategies they need to access the curriculum.

Leaders identify pupils who have gaps in their knowledge in reading, writing and mathematics. These pupils are provided with support including those who need teaching in phonics. A literacy programme also supports high numbers of pupils who have English as an additional language. Sometimes vocabulary is not consistently explored with pupils across subjects.

Leaders have built an inclusive and welcoming community. Pupils are provided with a secure, stable and warm environment. They benefit from positive relationships with staff who know them well. Pastoral care is well-considered, including for those pupils who have significant barriers to their wellbeing such as those known to social care. Vulnerable pupils are carefully monitored. Additional interventions are put in place where needed.

Pupils' needs and barriers are identified quickly when they arrive at the school. There is a clear graduated approach in place. Staff are given both the training and information they need to help pupils. This is especially evident in the resourced provision where pupils receive nurturing and effective support. The fluid approach here enables pupils to be equipped to join their peers in mainstream with confidence and return should they need additional help.

Additional funding is used to support disadvantaged pupils well to help them develop their learning and access enrichment opportunities. The impact of this strategy could be further evaluated at times to assess its effectiveness.

Alternative provision is used for a small number of pupils. This is appropriate and monitored. Further consideration could be given to its use following suspension and the clarity of parental agreement.

Needs attention

Attendance and behaviour

Needs attention 

Leaders have an informed understanding about pupils' attendance and behaviour. Whilst they do have high ambitions for attendance, pupils' attendance is below national averages and persistent absence remains high. Leaders have begun taking steps to address pupils' attendance. They work more effectively with families to reduce barriers that stop pupils' coming to school. There are signs that this is having an impact, but it is too early to see how embedded these changes are.

There are high expectations for pupils' behaviour and attitudes to school. Pupils respond well to staff who model these behaviours and have positive relationships with them. Lessons are rarely disrupted and pupils value their learning. Pupils in the resource bases are provided a particularly calm and focused learning environment.

Incidents of bullying and discriminatory language, when they occur, are often addressed by leaders promptly. However, a few pupils report that some negative language use persists and at times misogynistic and homophobic behaviours continue, despite leaders' actions.

Leaders use a range of interventions to help pupils make the right choices, although the impact of these could be further evaluated. Suspensions are low and pupils are encouraged to reflect on their actions. Some pupils with special educational needs and/or disabilities are

frequently out of lesson in the reflection room. Further support is required to ensure these pupils are able to be in lessons.

Leadership and governance

Needs attention 

Leaders have accurately identified areas of the school that need improvement. However, some of their actions to drive this improvement work are in the early stages and have not had the required impact quickly enough. There are some aspects of the school's work that would benefit from further monitoring and quality assurance. For example, staff training for the new personal, social and health education (PSHE) curriculum has started this academic year. However, pupils across year groups have significant gaps in their knowledge, particularly of relationships and sex education (RSE), and actions to address these have taken considerable time. The impact of this work is yet to be determined.

Leaders provide professional development that is aligned to the school priorities. Staff largely have the training they need to fulfil their roles. This is especially evident for those early in their careers. While most staff are proud to work at the school, a few feel that the high demands put on them are not fully balanced against their well-being.

Leaders are acutely attuned to the challenges and context of their school and advocates for the community they serve. With their governors, leaders have established a welcoming school that particularly supports pupils who are disadvantaged. Governors meet their statutory duties and hold leaders to account alongside managing resources effectively.

Parents and carers are happy with the provision the school offers. They are positive about the communication they receive from the school.

Personal development and wellbeing

Needs attention 

Leaders have recently reviewed their personal, social and health education (PSHE) to increase its coherence so that pupils' knowledge can develop securely over time. The new content for PSHE and relationships and sex education (RSE) is largely suitable although further refinement is required.

PSHE and RSE were driven through the medium of assemblies, drop down days and science lessons. However, previously, the school has not had clear and robust systems to assess pupils' knowledge of PSHE and RSE. Many pupils have lacked opportunities to confidently ask questions. This has resulted in some significant gaps in pupils' understanding including of progressive online safety and how to keep themselves safe in relationships. Leaders have put plans in place including training to address this, but this is very new and too early to see the impact.

Leaders have prioritised pupil wellbeing. Pastoral care is comprehensive and ideas such as family dining encourage pupils to live the schools' values. Pupils largely demonstrate respect for each other and the school is a cohesive and inclusive community. However, inappropriate language and views can occur due to the previous PSHE coverage. These issues persist in the sixth form. Pupils do, however, know how to keep themselves safe.

Leaders provide thoughtful extra-curricular activities. They aim to match pupils' interests and spark curiosity. Clubs include robotics, gardening, and Dungeons and Dragons. More pupils are also taking up sports competitively. Additional funding is used well to support those who need it. Although overall take up is still not very high, leaders have increased the number of girls who take up activities so that they match the boys.

The careers programme supports pupils' aspirations. Pupils receive talks from a range of providers, individual careers' guidance and undertake work experience in Year 10 and Year 12. This work helps them aim high.

Post-16 provision

Needs attention 

Leaders have an accurate understanding of their post-16 provision and have designed a secure 16-19 curriculum. The recent introduction of new qualifications are well considered and positively received by a small group of students. Generally, the curriculum is taught well. However, some opportunities for students to discuss and test their ideas can differ in quality. Likewise, the quality in which teachers check pupils' understanding vary. This means that while pupils build their skills and knowledge over the course of their study, they may not do so in the depth they are capable of. The school encourages independent study, although the expectations here are sometimes unclear.

Students, including those with special educational needs and/or disabilities, are prepared for their next stage of education, training or employment. Students receive a thoughtfully devised careers programme to help them consider their future pathways. This includes work experience and careers fairs. Some students also take the opportunity to undertake this abroad. However, while students do achieve qualifications that largely enable their next steps, A level outcomes are significantly below national averages. The small number of students who take vocational courses perform more positively.

Students are provided with clubs and societies, but the take up is not high. Leaders have provided students with a development programme as part of their studies, although students do not have many opportunities to explore current affairs or wider issues in depth. Trips and enrichment vary across the sixth form.

What it's like to be a pupil at this school

The school is an inclusive and nurturing community for its pupils. Leaders and staff are committed to serving the community with high levels of care. The inclusion bases are places of great pride for the staff and provide a warm and dedicated environment for pupils to thrive in.

Pupils feel safe and have trusted adults. The school provides a secure and stable setting for pupils, who feel they belong and are seen. Pupils know that there are adults to speak to if they need additional help. Some pupils do not attend school as often as they should. Leaders have strengthened their approach to attendance. These actions are beginning to take effect.

Pupils work hard in lessons and respect each other. Discrimination and bullying are not tolerated. When incidents or concerns arise, staff respond quickly. Most of the time these are resolved but in a few instances views can remain. This is in part due to gaps in pupils' knowledge in personal, social and health education. This curriculum is being revised, but it is too early to see the impact.

Leaders have high aspirations for what pupils can achieve. They provide a broad and ambitious curriculum. Pupils who need additional support to access their learning usually receive help quickly. Literacy work supports' pupils understanding and leaders know where this could be further strengthened. Typically, pupils achieve well by the end of Year 11 in their GCSE examinations. Students in the sixth form follow a suitable curriculum and, on the whole, are prepared well for their next steps. However, the achievement of sixth-form students is lower than their peers nationally.

Pupils are supported well in overcoming their barriers. They are encouraged to take on positions of leadership such as the school council and older students mentor their younger peers. This puts an emphasis on responsibility and empathy for others.

Next steps

- Leaders should ensure that teachers consistently check what pupils' know and understand so they can swiftly intervene when needed, including when teaching literacy and introducing new vocabulary.
- Leaders should improve pupils' attendance. They should ensure that new approaches to supporting pupils' attendance are used consistently to identify and address any barriers, including new and emerging barriers.
- Leaders should ensure that there is a suitable and well taught relationships and sex education (RSE) and health programme which develops pupils' knowledge of healthy relationships and respect which informs appropriate behaviours and attitudes, including in the sixth form.
- Leaders should ensure that the sixth form curriculum is delivered to ensure students deeply embed their learning and attain well.
- Leaders should ensure that the sixth form provision for personal development supports students to be ready for their next steps in education, employment and training
- Leaders should strategically implement and quality assure the new processes and systems they are rolling out so that have maximum impact.

About this inspection

The chair of the board of governors in this school is Jane Hargrave.

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

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMI.

Inspectors spoke with senior leaders, governors, staff, pupils and a representative from the local authority during the inspection.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

This inspection took place from 15 September 2026 to 16 September 2026

Information about this school

This school is registered as having a Roman Catholic religious character. It is in the Diocese of Southwark. Its last section 48 inspection was in May 2025.

The school includes provision for pupils who have education, health and care plans for autism spectrum disorder (ASD). This includes two resource bases, one for approximately 47 pupils and the other for 18 pupils.

The school currently makes use of 1 alternative provision for a small group of pupils.

Headteacher: Paul Dunne

Lead inspector:

Sarah Saunders, His Majesty's Inspector

Team inspectors:

Luisa Vittoria Bonelli, Ofsted Inspector

Guy Forbat, His Majesty's Inspector

Rebecca Iles-Smith, His Majesty's Inspector

Alan Blount, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from [different sources](#). More recent data may have been published since the full inspection took place.

 The inspector(s) used this data during the full inspection on 15 September 2026

School and pupil context

Total pupils

828

Below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,063

School capacity

1,050

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,154

Pupils eligible for free school meals (FSM)

60.09%

Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 30.4%

Pupils with an education, health and care (EHC) plan

10.39%

Well above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.53%

Pupils with special educational needs (SEN) support

16.30%

Close to average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 14.0%

Location deprivation

Below average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

Resourced provision and SEN unit

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	30.0%	45.4%	Below
2023/24 (final)	30.1%	45.9%	Below
2022/23 (final)	37.6%	45.3%	Close to average

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	43.5	46.1	Close to average
2023/24 (final)	44.0	45.9	Close to average
2022/23 (final)	43.7	46.3	Close to average

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	0.17	-0.03	Close to average
2022/23 (final)	-0.10	-0.03	Close to average
2021/22 (final)	-0.06	-0.03	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	17.3%	25.8%	Close to average
2023/24 (final)	20.6%	25.8%	Close to average
2022/23 (final)	33.9%	25.2%	Close to average

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	37.4	34.9	Close to average
2023/24 (final)	39.9	34.6	Above
2022/23 (final)	41.3	35.0	Above

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.14	-0.57	Above
2022/23 (final)	0.05	-0.57	Above
2021/22 (final)	-0.24	-0.55	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	17.3%	53.1%	-35.8 pp
2023/24 (final)	20.6%	53.1%	-32.5 pp
2022/23 (final)	33.9%	52.4%	-18.5 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	37.4	50.4	-13.0
2023/24 (final)	39.9	50.0	-10.1
2022/23 (final)	41.3	50.3	-9.0

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	-0.14	0.16	-0.30
2022/23 (final)	0.05	0.17	-0.12
2021/22 (final)	-0.24	0.15	-0.39

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (revised)	89%	92%	Average
2022 leavers (revised)	95%	93%	Average
2021 leavers (revised)	94%	94%	Average

16 to 18 performance

A-level average point score

The average points that students achieved per A-level entry.

Year	This school	National average	Compared with national average
2024/25 (final)	30.50	35.00	Below
2023/24 (final)	26.16	34.38	Below
2022/23 (final)	28.17	34.16	Below

A-level value added

A score showing students’ progress between the end of key stage 4 and the end of their academic qualification studies.

Year	This school	National average	Compared with national average
2024/25 (final)	-0.2	0.0	Close to average
2023/24 (revised)	-0.3	0.0	Below

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	10.3%	8.4%	Above
2023/24 (3 term)	9.5%	8.9%	Close to average
2022/23 (3 term)	11.2%	9.0%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	37.4%	23.4%	Above
2023/24 (3 term)	33.8%	25.6%	Above
2022/23 (3 term)	39.0%	26.5%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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