

Governance Report

St John Bosco College 2025-2026

SJBC has had a steady year. Our school development priorities are to:

- Improve the quality of teaching and learning
- Improve Whole School Attendance
- Literacy development across KS3-5
- Increase Sixth Form recruitment and retention.

Overall, 2026 outcomes show a broadly stable picture with several important strengths alongside clear areas for further improvement. Attainment 8 remained around 43, with strong gains in Maths at grade 5+ and in the combined English and Maths 5+ measure.

The overall English Attainment 8 contribution also improved from 4.30 to 4.67, despite weaker English Language threshold outcomes. Outcomes for disadvantaged pupils, SEND pupils and particularly those with EHCPs compare favourably with the latest national figures, which is a significant strength.

Vocational outcomes at Key Stage 5 were also strong. However, there remains work to be done on securing more pupils at grade 4+ in English and Maths, improving EBacc outcomes, closing internal gaps for disadvantaged pupils and boys, and strengthening academic A-level performance.

The main focus is therefore to build on areas of demonstrated strength while sharpening intervention, assessment accuracy and curriculum support where outcomes were below expectation.

We are pleased to be making progress with retaining our most able students from KS4 into KS5: 7 out of our 10 top attainers at GCSE are returning to our 6th form to continue their studies in 2026-2028.

We are operating in a challenging economic environment, and the governors are working with the SLT to reduce in-year deficit budgets and plan for a smaller school cohort. School numbers have remained steady despite the fact that the secondary school population in London is decreasing. Whilst we currently have the safety net of an accrued surplus from careful financial management in previous years, the projections are for this to be spent in two years' time and governors are planning carefully to minimise the impact of deficit budgets.

Maintaining excellent student behaviour has also remained an important consideration and the early introduction of the Yondr pouch system as part of a school ban on mobile phone use and the introduction of family-style dining for KS3 students continues to reap rewards.

There continues to be considerable pressure on the school's pastoral support services and we are proud that so many of our students thrive despite very challenging family backgrounds. The complexity and sheer volume of the school's safeguarding work presents a considerable challenge, and governors oversee the school's safeguarding improvement plan with the quality of recording and sharing of information being an area of focus this year. The oversight of safeguarding continues to be our most important function.

Our Governing Body has been enhanced by the arrival of two new Diocesan governors who both have considerable experience in education. Both Richard Berlie, a serving Headteacher in London and a former pupil of Salesian College and Angela Pitcher, a recently retired Wandsworth Headteacher and current school improvement advisor for the LA, will bring a great deal of expertise to the board.

Part of the Governor's work over the last year has been to review the school's options for academisation in the light of Diocesan policy on Multi Academy Trusts. We commissioned an external review from two education experts looking at the pros and cons of three suggested Catholic MATS. The Governor's took the decision that at the current time the school will not be seeking to academize but will review our options again within the next three years. Current government policy is that whilst academisation is the direction of travel, no school will be forced to academise if it doesn't provide benefits to the school.

Ours is a happy and thriving school community despite the challenges we face. I would again like to thank all the Governors for their time and effort supporting SJBC. We are all volunteers and hope that our time as Governors is effective and supportive.

Jane Hargrave JP
Chair of Governors,
September 2026

Please see below the summaries from our four Governor sub committees:

Resources – chaired by Allan Gardiner

A good year this last year. The effort we have put into being more strategic as a committee is starting to pay off and there were less last-minute dramas as a result. The estate plan that we now have in place means that we really understand, way ahead of time, what significant expenses we have coming up in terms of maintaining the school and all the bits of kit that contribute to this. (Honestly, if you have never been involved in education you should become a school governor for a few years. The expenses that are associated with running a school, that have nothing to do with actual teaching, will blow your mind).

We ended the year having spent less than we had forecasted to spend, which is largely down to the way in which the Director of Business and Operations has approached our income and expenditure with fresh eyes. We did set a deficit budget for the year, which is not something we have had to do for a while, after being able to create a healthy surplus over the last few years. This has been because of factors outside of our control, in terms of increased National Insurance contributions and teachers and support staff pay rises that, as yet, have not been funded from central government. Therefore, for this last year and the coming year, we decided to fund these from our surplus rather than make cuts to what we offer to our students. This is something that all schools are currently grappling with. The school continues to devote a significant amount of time looking at ways to reduce costs to ensure we are spending our resources as effectively as possible and this will continue to be a focus in the coming year.

Good news is that our pupil numbers have held up so far despite the falling rolls generally across London and we have managed to fill pretty much all of our teaching posts for the autumn term. In addition, all the time, effort and expenditure put in to sorting the heating and ventilation system for the school is now paying off and our energy usage is now well down on where it was, and more in line with other schools of a similar size. Also, the problems we have had with heating and cooling the classrooms is now much improved. I am also very pleased that we have secured a new IT provider for the next few years, and we are looking forward to working with them on our IT strategy going forward.

This coming year we are looking to have a more conscious focus on really understanding how we can best use our limited resources to focus on the quality of education and ensuring that we are getting the best possible outcomes for every student, starting with looking at the impact of the money we spend from the pupil premium and also what we can do more of to also support our more able students in realising their potential

The other big things on our minds for the coming year are: thinking ahead in case we too are impacted by falling pupil numbers, (something all schools in London are having to do); further exploring the benefits / risks of academisation as it would be irresponsible not to do so; and exploring funding options in light of the increased costs that schools are facing.

So, in summary, a good year last year, but as ever lots to think about for the coming year.

Allan Gardner, July 2026

Personal Development Committee – chaired by Mrs Moira Bennett

The Personal Development Committee has responsibility for ensuring that the Personal Development and the Behaviour & Attitudes of students at SJBC is outstanding. The aim of the committee is to provide support and challenge for the school in terms of how leaders and staff create a safe, calm, orderly and positive environment in the school and the impact this has on the behaviour and attitudes of pupils; how leaders and staff provide a curriculum that provides for students' broader development, enabling them to develop and discover their interests and talents; prepares students for future success in their next steps and for life in modern Britain. The key areas to note for the academic year 2025-2026 are as follows:

Attendance

Governors pay particular attention to school attendance figures. Ensuring good attendance by all students continues to be a whole school priority, recognising the undeniable evidence that poor attendance equates to poor attainment levels. However, despite significant efforts on the part of the school overall attendance figures are not at target levels. A review in April 2026 showed that there has been an improvement over time from 88% to 90% however there remains work to be done to ensure that whole school attendance is consistently at or above the national average of @92%. The governors continue to monitor the situation and agree strategies for improvement. The governors are pleased to note that the attendance for students with an EHCP continues to be @8% higher than the national average.

Behaviour

During the course of their many visits to school throughout the academic year the committee are able to witness at first hand the general standard of behaviour both inside and outside of the classroom. In addition the PD committee receive termly reports on behaviour statistics including the nature of misdemeanours and the number of suspensions. The committee also review the 'good behaviour' logs. Overall governors have noted that the improved behaviour noted in the previous academic year has been sustained and, in many areas, improved. The improvement in 'behaviour for learning' in lessons has been widely observed by governors and has been commented on positively through pupil voice. A review of behaviour (and attendance & personal development) commissioned in April 2026 confirms these observations.

Personal Development Curriculum

The personal development of the students continues to be a significant strength of the school. Informed by the RUAH ethos the PD curriculum is designed to ensure that pupils are not only accomplished subject learners but are also confident, reflective and responsible young people who are well prepared for life beyond school.

A major focus this year has been the continued development of the school's RSE & PHSE provision which addresses Relationships and Sex Education, Health and Wellbeing and Online Safety and Digital Wellbeing; forming a comprehensive health curriculum delivered through a two-year cycle of approximately 64 tutor-time sessions. Sessions are discussion-based, reflective and deliberately designed around real-world ethical, societal and safeguarding issues and wherever possible are relevant and meaningful to pupils' lived experiences. Pupils are encouraged to debate, challenge and reflect on complex topics in an age-appropriate and values-led environment.

During the Governors' Visit Day and also Link Subject Visits the governors have had the opportunity to observe these sessions in action and have provided constructive feedback to the SLT.

Feedback on the PD curriculum from Student Voice is very positive. Evidence indicates that students value the consistency and openness of discussion and report growing confidence in discussing sensitive topics such as consent, mental health, online safety and healthy relationships. Governors have had the opportunity to sit in on a number of Student Voice meetings and have been impressed by the level of engagement across the year groups. Governors would however like to see students speak more clearly and confidently in group situations; the school's initiatives to address this are regularly reviewed and discussed by the committee.

The wider Personal Development programme has also continued to support leadership, belonging and community engagement across the school. The governors have been pleased to note initiatives such as Family Lunch, student leadership opportunities and Sixth Form mentoring that continue to contribute positively to school culture, relationships between year groups and students' sense of belonging within the school community. Governors have had a number of opportunities to partake in the Family Lunch which they have found a positive experience.

Mental Health & Well Being

The committee receive regular reports on all aspects of MH&WB at the school and maintain an audit document to provide governors with an 'at a glance' summary of the school's provision in this area; enabling them to understand, question and if appropriate offer advice.

This academic year the improved student mentoring scheme has provided peer-led support to build confidence, trust and belonging, particularly for the younger or more anxious students.

There is also increased collaboration between the school and the on-site Battersea NHS Mental Health support team which offers a comprehensive, multi-disciplinary programme of targeted pastoral support, drawing on the expertise of a wide range of professionals. Students can request to speak to a member of the pastoral team at any point in the day, which some students find reassuring.

Careers

The Careers Education, Information, Advice and Guidance (CEIAG) programme has continued

to provide a broad range of high-quality experiences across all key stages. The focus this academic year has been on strengthening employer engagement, increasing parental awareness of pathways and ensuring students are well informed about future education, training and employment opportunities.

The annual Careers Fair, held in the Spring term, provided strong engagement opportunities for students across Years 9–13. Over 20 employers, universities and training providers attended from sectors including technology, finance, retail, engineering, transport and the creative industries. A particular strength of this year's event was that the Amazon stall was supported and led by former SJBC students from the 2025 T Level Digital cohort which provided current students with relatable insight into progression routes, apprenticeships and industry experiences following Sixth Form. Where possible governors also provide support at this event.

A key development this academic year has been strengthening communication with parents and carers regarding routes and pathways. Careers and Pathways newsletters have been introduced for parents and students; All Year 11 students receive one-to-one guidance interviews with the independent careers adviser and parents and carers are offered follow-up guidance appointments where needed.

The governors are pleased to note that the careers programme continues to play an important role in supporting aspiration, social mobility and informed decision making across the school.

Prepared by Chair of Personal Development committee – Moira Bennett - August 2026

Quality of Education (Curriculum) - Chaired by Mr Nicholas Crean

The Quality of Education Committee are tasked with ensuring that the quality of education provided at Saint John Bosco College is of the highest standard. The aim of the Committee is to provide support and challenge for the school in terms of: Curriculum, Implementation and Impact. The Committee meets formally twice a year, in the autumn and summer terms. The key areas to note for the academic year 2025-2026 are as follows:

Summer 2025 External Examination Results

GCSE:

There were no progress scores for KS4 for Summer 26 exams due to the absence of SAT results (COVID). However, the Attainment 8 score was the highest it had been in recent years. A key focus going forward is to ensure that more pupils get strong passes (Grade 5) in both Mathematics and English. 64% of students achieved a grade 4 or above in English and Maths, which is the highest percentage of students since 2019. If students only get a strong pass in English this does impact their options in the Sixth Form, as the school require a student to get a grade 5 or above in both Maths and English. The school's data is in line with national data, of note the gap between school's data for pupil premium versus non pupil premium is

narrower than the national data. White British and black Caribbean continue to be a concern as they are the lowest attaining and the most populous groups; these cohorts are also a concern at local authority level.

Year 13/KS5 Results:

The results were slightly lower than predicted, but the year-on-year trend showed an upward trajectory. The progress in the number of students in the C to A* cohort increased from 46.6 % to 68.6%. There should be a focus on supporting more students to obtain a B grade particularly in those subjects where no B grades were awarded as this provides more options for university. Also, fewer students achieved A* or A so this is an area of focus particularly as this has an impact on marketing the sixth form. Teachers are supported to become exam moderators, enabling them to become familiar with an A/A* answer. In addition, there is a focus on promoting high standards and a culture of hard work in the Sixth form. There were no results for History and Geography as there were too few students to offer these subjects, both subjects are now running in Year 12. The school needs to offer a variety of subjects at A Level and T Level, hence some flexibility may be necessary to balance the schools offer to retain students of all abilities. Financial implications need to be balanced alongside the curriculum offer.

T Levels

The school was the only school in the borough that achieved a 100% pass rate for students taking T levels, very encouraging as this is the first cohort who have taken these exams. T level are increasingly recognised by universities as viable and credible. There is some resistance to recruitment with T Levels where families have a traditional approach to education and expect their child to take A Levels. A higher number of students have applied for T Levels in September 2026 (26 students) than last year. Each T Level subject requires 16 students minimum to make the course cost neutral to the school. The school has made a structural change by undertaking in-school marketing for T Levels, plus the launch of a new social media company to drive a T Level campaign. Promoting T Levels is prudent as 33% of Y7 arrive below KS2 national (lower reading age than chronological) and typically achieve middle grades at GCSE, hence will have a better chance of achieving a top grade at T Level rather than at A Level. All students at SJBC who have undertaken T Levels have gone into higher education whether a degree apprenticeship / university. Approx. 50% of students undertaking a digital T Level were offered apprenticeships by Amazon. The school also offers a Level 2 pathway in 6th Form as a bridging year into a T Level (Level 3) for students who would not typically take A Levels.

Y13 Destinations/University

The majority of A Level students went onto Higher Education with a small number taking a gap year. More students are receiving places at Russell Group Universities. Post results offers seemed more generous this year due to national factors.

CPD/Homework

There is a change to performance management; now emphasis is more on developmental unless there is a genuine concern (historically objectives were met / not met / part met). The school will continue to buy in specialist support from advisors for curriculum reviews and teaching and learning as necessary. Last year this included support for Maths, Computing, English and Science. The Arbor homework system is now well embedded at the

school, being user friendly for students highlighting where work is set, dates for completion and when homework is overdue.

Literacy, Numeracy and Computing

Literacy

Literacy remains a key area of focus. The Wandle catchup phonics programme continued and will target students earlier. Several students are c15 months below their chronological reading age across all year cohorts so need to have challenging texts in lessons to support their learning and help them to improve their reading level. The Literacy Lead is providing training to staff in this area. A Literacy review was undertaken in two parts which identified some areas of concerns, and the formulation of an action plan (phonics interventions, which has now received additional training and observations. Literacy and oracy are seen as linked, and tutor time has been the vehicle used to drive oracy. Oracy has three clear routines which embed in lesson resources; Head of Learning summarised a process which includes greater priority given to tutor time and resources. To improve oracy momentum, the SPRINT model which aims to complete a short story in a week.

Numeracy

A TLR has been awarded to CT who is the Numeracy Lead. Their role is to raise the profile of numeracy through initiatives that will focus on manipulating numbers. There will also be a focus in linking departments which have a numeracy content in the syllabus such as Geography and DT to ensure a consistent approach is adopted regarding calculations.

Computing

This year's focus has been on improving the quality of delivery at KS4 and improving the KS3 curriculum. The new IT provider will deliver workshops on the safe use of social media to Year 7 students and AI for Years 8 and 9.

Advisor Reports

The school will continue to buy in specialist support from advisors for curriculum reviews and teaching and learning as necessary, last year this included support for Maths, Computing, English and Science.

SEND

The school has a reputation of being inclusive and has many strengths to support students with SEND needs, however, associated resources are limited. The Base is full with a waiting list and Devereux provision has been extended for two further students, however, the risk is Base provision negatively affecting attendance data. The school continues to liaise with the LA about Base provision. The provision is well established and remains an area of strength of the school. Both units are oversubscribed. Pupils make good progress with some ultimately transferring to mainstream, and it is heartening to record that 2 pupils have started university this year. The school has twice the national rate of EHCPs in school which presents challenges. A concern is that while overall the student roll continues to decline, the number of students with an EHCP has increased. 11 students incoming in Y7, Sept 2026, have an EHCP. A challenge

for SJBC is that the school has twice the national number of students with an EHCP. Currently there are 89 students with an EHCPs, plus 6 EHCPs in progress and 11 students with an EHCP joining in Sept. 2026. This number is equivalent to a special school status. When school applies for EHCPs they are for students with significant complex needs not just one or two SLPD type concerns / comorbidities.

SEF

The SEF is an ongoing working document and has been re-written to match the new Ofsted Framework and a draft was circulated to Governors in summer 2026. An Ofsted inspection is due from October 2026. Feedback has been received from an external professional. The SDP is now embedded in the SEF. The new Ofsted framework is a challenge with “expected standard” rating more robust than the previous model as every standard needs to be met. Context of data is key. The schools progress measures and attainment measures do compare with national (even though over 80% of students are disadvantaged), although attendance and behaviour are not fully in line with national, which will be a challenge, although the school has very strong context in both areas.

Policies

Governors approved the Pupil Premium Strategy for publication on the school’s website. It has been updated to ensure it reflects best practice. More than half of Year 7 students receive Pupil Premium and are more vulnerable, so the school ensures that the delivery Quality First Teaching supports this cohort. The school has received Pupil Premium (PP) of £385k for the current academic year and this has been assigned to various budget lines to support this cohort.

Governors’ Visit Days

In the Spring term, the governors once again attended a whole school Governors’ Visit Day which has now become an important part of the governors’ information gathering process. As always the governors particularly welcomed the opportunity to speak at length with students and staff about their experiences and views on school life. The governors are extremely grateful to the Headteacher and the SLT (Senior Leadership Team) for the warm welcome and unrestricted access that is afforded to them on these visit days. Two governors also visited separately for a day in April observing five departments (from Y7 to Y13) and conversations with department staff and the Student Council. Full reports are on gov hub.

Public Examinations 2026

Y11 predictions are similar to last year, 2025. Generally, Y11 (GCSE) predictions are realistic / cautious. Significant progress has been made in 5+ Mathematics which is important for students alongside 5+ English in terms of accessing 6th Form courses. Significant number of students last year achieved 5 in English but not in Maths. Y13 A Level prediction – cohort less able than past few years. A broad view was taken on entry requirements to make courses available. Smaller cohort than historical, approx. 70 students. Staff are personalising student support. A few students are now doing a reduced timetable following weak January mock

results.

The Chair would like to thank the other members of the Committee who attended and contributed to the meetings and also, the SLT members of staff who attended the Curriculum Committee meetings for their leadership, preparation and ongoing commitment to the school.

Nicholas Crean, August 2026

RUAH - chaired by Professor John Lydon

The Governors' RUAH Committee has responsibility for: ensuring that St John Bosco College (SJBC) is an outstanding Roman Catholic, Salesian school. The aim of the committee is to provide support and challenge for the school in terms of:

- Catholic Life and Mission of the school
- Religious Education in the school
- Collective Worship in the school
- Scrutinizing and agreeing the school's admissions policy each year.

Catholic Life, Mission and Chaplaincy

In my report for the College year 2024-25 I confirmed that the College was inspected under the National Catholic School Inspection (CSI) Framework on 8th-9th May 2025 and I was especially pleased to report that St John Bosco College again achieved the judgement 'Outstanding'. The fact that the Inspection Team emphasised the significance of the term 'RUAH' reflects the magnitude of its impact on the daily life of the School.

The chaplaincy provision for the school remains outstanding. Mrs Rosemary Addai leads the team I supported enthusiastically by Sister Patricia Devine FMA, Fr Gregory Echegwu SDB and the Head of Religious Education, Fr Andrew Ebrahim SDB alongside other members of staff who make various contributions to the life of the chaplaincy. In addition, Sr Kay Young FMA provides learning support in the Savio Centre. The contribution of the Salesians of Don Bosco and the Salesian Sisters to the school's excellent chaplaincy provision must be acknowledged.

Quality of Education in Religious Education (RE)

Once again, the Headteacher noted the outstanding results in the GCSE exams 2025, summarised below:

- The RE results were excellent and outperformed other subjects. Of the 111 pupils who sat the exam 80% were awarded a grade 4 or above and 32% achieved a grade 8 or above.

- A key challenge is that 70% of pupils are from non-Catholic families so teaching needs to be adapted to prepare them for the exam. The school also has a high level of pupil mobility with many joining up to Year 9 and therefore they will have a significant amount of catching up which the department does well to address.
- There is evidence that all students value RE which is integral to the ethos of the school which is not necessarily the case in comparable schools.
- The residual value is .7 which means the RE results are outperforming other subjects.

Fr Andrew Ebrahim SDB, the Head of Religious Education, confirmed the exemplary range of interventions/enrichment, which have contributed considerably to the outstanding results:

- 7 intervention sessions a week including two on Saturday and one on Friday after school.
- Thursday after school for Ukrainian and Spanish students
- Easter Holidays – three mornings GCSE/A Level
- Summary document produced for each student indicating progress
- Over 100 AI quizzes generated
- A wide range of Speakers/trips focused on enrichment
- All pupil premium students get free revision textbooks for the GCSE.
- Teachers uploaded sources of Wisdom and Authority onto Instagram at the request of some of our Yr 11 students.

With regard to Advanced Levels, overall the A Level class achieved 0.4 above their target grades.

Leadership of the RE Department

This performance in GCSE examinations, together with the alacrity with which he and the Department respond to suggestions following my annual Governance visit reflect the outstanding leadership of Fr Andrew Ebrahim SDB.

Fr Ebrahim has resigned from his post as Head of RE after 9 years of outstanding leadership. He will, however, remain on the staff as a teacher of Religious Education and will offer support to the newly appointed Head of RE Fr. Gregory Echegwu SDB to whom, on behalf of the Governing Body, I offer congratulations on his appointment following an interview process.

GOVERNORS AND CSI

I have spoken in previous reports about the enhanced emphasis on the role of governance in the latest Catholic School Inspection documentation. This has been enhanced further in the most recently published Catholic School Inspection Framework document which, in total, has 190 references to Governors and governance, focusing especially on the role of governors in relation to the Catholic life

and mission of all Catholic schools. In reality, this is summed up in the following aspects covered during the Catholic School Inspection:

- How the governing board fulfils its responsibility as the guardian of the
- mission of a Catholic school.
- The vision and priorities for the Catholic life and mission of the school,
- religious education and prayer and liturgy.
- How aware governors and/or directors are of the strengths and development needs of the Catholic life and mission of the school, religious education and prayer and liturgy.
- How governors and/or directors are involved in the completion of the School's record of self-evaluation and its on-going evaluation.
- To what extent the school understands and relates to its Catholic identity and charism, which, in the case of St John Bosco College, constitutes the Salesian charism of St John Bosco.

The RUAH committee is especially concerned with discussion around the school's ongoing self-evaluation processes around RE and Chaplaincy between inspections.

J J Lydon

Professor John Lydon KC*HS
Link RE & Chaplaincy Governor
St John Bosco College
Chair of the RUAH Committee