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Inspection of Conisborough College

Conisborough Crescent, Catford, London, SE6 2SE

Inspection dates: 26–27 April 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Previous inspection grade

Requires improvement

What is it like to attend this school?

Pupils are safe in this school. They learn how to keep safe through assemblies and the personal social and health education (PSHE) curriculum. However, Year 11 pupils do not receive specific lessons for PSHE. Pupils can speak to adults if they need help and guidance. If bullying occurs, they are confident that teachers will act on this.

Subject leaders have given careful thought to what pupils should learn in some subjects, although the school does not offer sufficient opportunities in computing or religious education (RE). Teachers know their pupils, and many learn well. Nevertheless, experiences in lessons can be inconsistent. Teachers are not always effective in assessing what pupils know and understand. While pupils appreciate the praise points awarded for positive behaviour, their conduct in lessons is variable. When expectations are not high enough, learning is interrupted.

This school provides an inclusive environment where pupils feel part of a community. Leaders provide clear guidance about careers and opportunities for work experience, including online when required. Leaders work with the wider community to provide additional experiences for pupils. For example, some pupils work with a local football club. Others volunteer as community apprentices for Lewisham young carers. All pupils have access to extra-curricular activities such as the gospel choir.

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

Leaders have thought carefully about the way some individual curriculum subjects are planned. They have identified the most important knowledge that pupils need to know and how pupils' understanding should build up over time. For example, in English, teachers introduce pupils to literary Gothic themes through their study of 'The Tell-Tale Heart'. This helps prepare them for reading 'Dr Jekyll and Mr Hyde' at GCSE.

However, the curriculum does not cover everything it should. Not all pupils are able to study computing in Years 7 to 9. No core provision is made for computing and religious education in Years 10 and 11. The number of pupils entered for the English Baccalaureate (EBacc) is significantly below the government's national ambition for all schools. Leaders have been working to increase the number of pupils who study modern foreign languages. They are ambitious to introduce a second language option at GCSE. However, these plans are not fully in place yet.

In many lessons, teachers deliver well-planned appropriate activities to help pupils recall and build on their learning. This helps pupils develop their understanding. In history, pupils can confidently recall the reasons for the rise of Hitler in Germany. They use precise and clear subject-specific terminology to make links between different factors. However, pupils retain this knowledge with some variability. Teachers do not routinely check what pupils know and remember. Because of this,

pupils' misconceptions go unchallenged. In art, pupils have some gaps in their learning and their work does not always build on previous learning. They were not able to discuss the work of artists they had been studying recently.

Leaders have high expectations for how pupils should behave. They have introduced a new behaviour policy, but it has not had sufficient impact. Expectations are not always understood by pupils or consistently reinforced by teachers. This means that behaviour in lessons can interrupt learning. Pupils' attitudes to learning are not consistently positive.

Leaders show ambition for pupils with special educational needs and/or disabilities (SEND) to achieve as well as their peers. The pupils in the resourced provision receive work that meets their needs and allows them to succeed. Teachers effectively scaffold learning for pupils who need it.

Early readers receive additional interventions, but the overall literacy provision is still in development. Some pupils are reluctant to speak in lessons and this can prevent them from deepening their subject knowledge. Leaders are aware, but work to improve on this is in the early stages. Careful thought has gone into providing careers information, education, advice and guidance. This means that pupils are well informed of their next steps.

Governors know the strengths and the priorities for the school. They could describe the challenges that have hindered the progress of the school, including those linked to COVID-19. Staff appreciate the priority leaders give to their professional development. Staff value the 'open door policy' modelled by the leadership team and the consideration given by leaders to their workload and wellbeing.

Safeguarding

The arrangements for safeguarding are effective.

Staff and leaders are aware of pupils' contextual needs, and this informs their safeguarding practice. Leaders attend updates and network meetings. This key information is then reflected in the regular training and support that staff receive.

Clear routines are in place for staff to log any concerns. These are well understood by all. Leaders are clear about the use of additional agencies and make referrals as required. Appropriate staff are safer recruitment trained. The curriculum provides opportunities for pupils to learn about consent and healthy relationships. Pupils are clear about keeping themselves safe online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Behaviour is not always calm and orderly. It interrupts learning in some lessons. This impacts on staff being able to teach and pupils being able to learn. Leaders

have introduced new systems and approaches to behaviour. Leaders must ensure that these policies and routines are fully established and that all staff follow them consistently.

- The curriculum offer does not meet the ambitions of the national curriculum for all pupils. Leaders must ensure that all pupils have access to the requirements for all year groups. Pupils in Years 10 and 11 must have access to core religious education and computing. Leaders must ensure that pupils have access to the full breadth and range of necessary subjects to meet the requirements of an ambitious curriculum. This includes computing in Years 7 to 9.
- The percentage of pupils entered for the EBacc subjects remains well below the national average and significantly below the government's ambition. This means that not enough pupils are leaving school with these important subjects. Leaders need to continue their work in expanding the modern foreign language offer to ensure that pupils access this important group of subjects.
- Formative assessment strategies are not used consistently in all classrooms. This inconsistency means that teachers are not always clear about what pupils understand. This is impacting on what pupils know and remember. Leaders must ensure that teachers consistently use the school's assessment approaches. This will help to ensure that all teachers are aware of pupils' misconceptions and can address these.
- The school is meeting the statutory requirement to teach relationships and sex education, and health education through PSHE. However, pupils have variable experiences in their learning. Year 11 pupils do not currently receive specific PSHE lessons. Leaders plan to change this next year. Leaders must further develop plans to ensure that all year groups fully receive the necessary and required learning.
- Leaders have recognised that pupils are not always confident in their discussion and communication of ideas. Plans are in place for the development of literacy and oracy skills for pupils. However, it is too early to see much impact from these strategies. Leaders must ensure that plans to improve literacy and oracy are clearly outlined, shared and consistently implemented.

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 information from Ofsted Parent View 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	100742
Local authority	Lewisham
Inspection number	10211668
Type of school	Secondary Comprehensive
School category	Community
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	862
Appropriate authority	The governing body
Chair of governing body	Victoria Wittle
Headteacher	Jane Hadlow
Website	http://www.conisboroughcollege.co.uk/
Date of previous inspection	3 November 2021, under section 8 of the Education Act 2005

Information about this school

- The school has a special resourced provision for 35 pupils with SEND. This provision is specifically for pupils with autism spectrum disorder.
- The school uses one registered alternative provider.
- The senior leadership team has increased in size since the last inspection.
- The school meets the expectations of the Baker clause.

Information about this inspection

The inspector(s) carried out this inspection under section 5 of the Education Act 2005.

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors spoke with the headteacher, deputy head teachers and members of the senior leadership team. They met with representatives of the governing body. They also met with the school improvement partner and representatives of the local authority.

- Inspectors carried out deep dives in these subjects: art, English, history, mathematics, modern foreign languages, and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also looked at curriculum planning documents in some other subjects.
- To inspect safeguarding inspectors spoke with the designated safeguarding leads along with pupils and staff. Inspectors reviewed the single central record and other relevant records.
- Inspectors looked at Parent View free text comments along with results from surveys from staff and pupils.

Inspection team

Sophie Healey-Welch, lead inspector	Her Majesty's Inspector
Lucy Bruce	Her Majesty's Inspector
John Blaney	Ofsted Inspector
Jonathan Newby	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

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