



ST. JOSEPH'S COLLEGE
READING • BERKSHIRE

“Pupils’ self-esteem and self-confidence grow because of leaders’ consistent reminders that everyone is unique and intrinsically valuable.”

ISI 2025

ISI INSPECTION
NOVEMBER

2025

Summary Report

ALL STANDARDS
‘MET’

From the Head

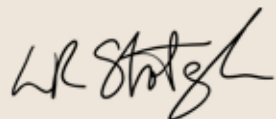
I am delighted to share with you the summary report from our recent ISI Inspection. It highlights the excellent academic, pastoral, and co-curricular provision across all areas of school life. The inspectors speak warmly of how our ethos and values underpin the experience of every pupil; instilling values of inclusivity, respect and compassion.

St Joseph's is a special place to learn and grow. This is made possible by the dedication of our staff, who inspire pupils daily and facilitate their engagement with all aspects of College life, simultaneously preparing them for their next steps, beyond our walls. This report is a testament to their hard work, and I would like to applaud the whole community. Our Governors too, deserve our thanks for their ongoing oversight and guidance.

I would also like publicly to thank our parents and pupils, for their continued support and commitment to the College. Listening to some of your feedback, shared by inspectors at the conclusion of the inspection, was affirming.

The ISI team is required to identify recommended next steps. This ensures that all schools continuously seek to improve. Comfortingly, their recommendations to us - developing a comprehensive digital strategy and further enhancing our use of data to inform classroom planning - are already embedded in our Vision 2030 strategic plan. I look forward to working with colleagues to advance these priorities in the months ahead.

I hope you enjoy reading this summary, alongside the full ISI report. I believe, as I hope you will, that it offers a positive, honest and reassuring reflection of all that St Joseph's College does to help every student give, and be, their best each day - Optima Deo!



Laura Stotesbury
Head

From
the Head



ISI Reporting

The Independent Schools Inspectorate is appointed by the Department of Education to inspect independent schools in England. The inspectors report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this reports as 'the Standards'.

Schools are expected to meet the robust standards in each of the sections listed below:

SECTION 1 Leadership and Management, and Governance	SECTION 2 Quality of Education, Training and Recreation	SECTION 3 Pupils' Physical and Mental Health and Emotional Wellbeing	SECTION 4 Pupils' Social and Economic Education and Contribution to Society	SECTION 5 Safeguarding
ALL STANDARDS 'MET'	ALL STANDARDS 'MET'	ALL STANDARDS 'MET'	ALL STANDARDS 'MET'	ALL STANDARDS 'MET'

St Joseph's ISI inspection in November 2025 found that all standards in all areas were 'met'.

Our Summary Report

In order to make the ISI report content easier to digest, we have taken the highlights and organised them under the following four headings that cover St Joseph's College life.

- Our Culture and Values
- Academic and Curriculum
- Co-Curricular, Enrichment and Extension
- Wellbeing and Future Readiness

The text on the following pages is taken verbatim from the ISI report. The full report can be found on the College website.



Our Culture and Values

Our Culture and Values

The school's ethos actively encourages pupils to consider their responsibilities to each other and to the wider world.

Pupils develop a clear understanding of the importance of respect and consideration for all as a result of leaders' clear and consistent reiteration of the school's ethos and values.

Pupils know they are valued as unique individuals and so grow in self-knowledge and self-confidence.

Leaders approach inclusivity as an essential value and teach pupils to be active in promoting this. They encourage the activities of the pupil-led equality, diversity and inclusion society that recognise the range of backgrounds and beliefs in the school.

Governors and leaders at all levels ensure that the school's aims and ethos underpin all its activities. Central to this is a commitment to respecting the dignity and worth of each individual, so that the wellbeing of all is promoted. Leaders have created an environment in which the school's Catholic foundation and values are well publicised, clear and understood by all members of the school community.

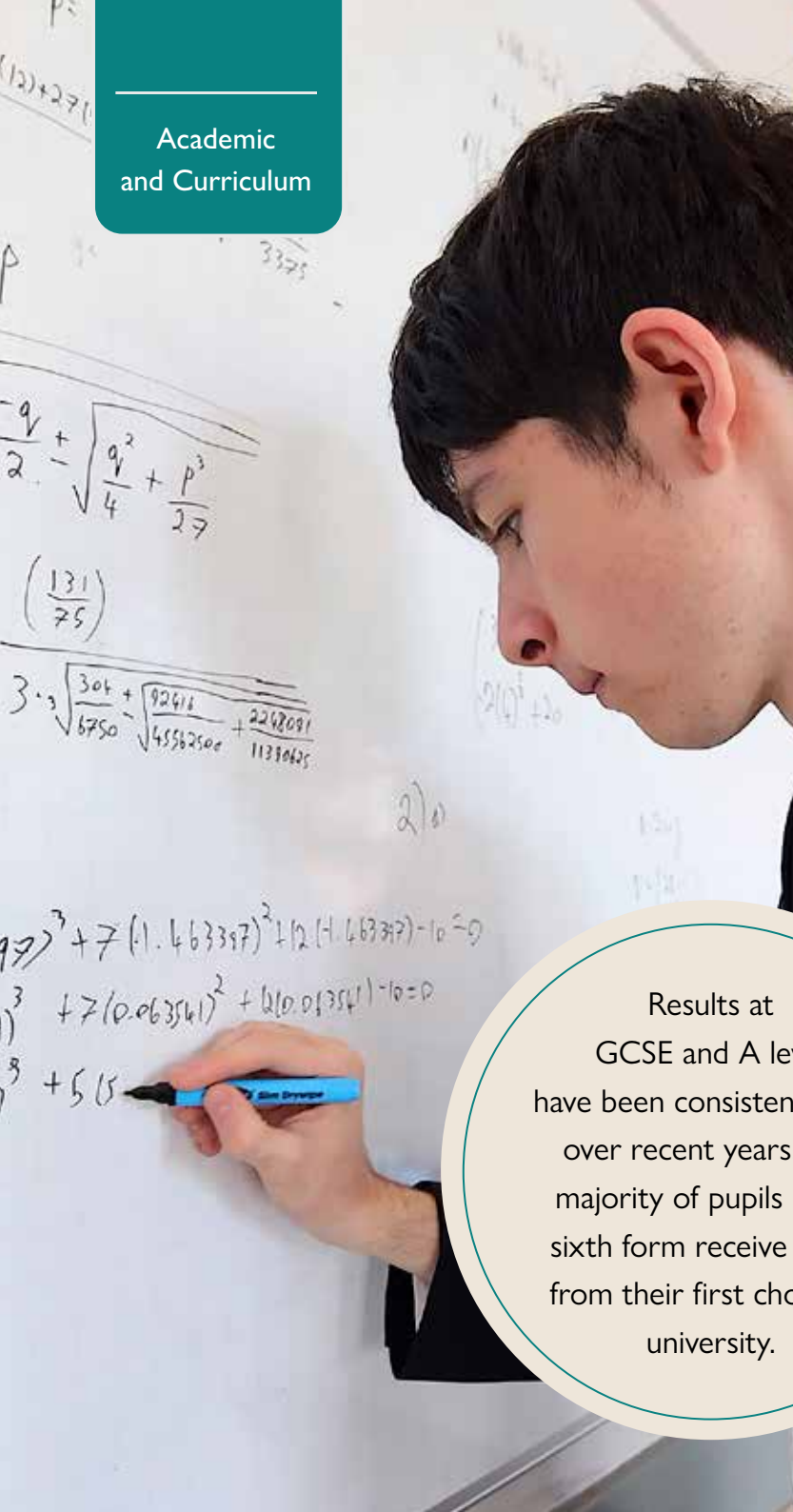
Leaders have created a number of means for pupils to voice their opinions and to take responsibility in the school. Pupils respond positively to these opportunities.

Leaders have established a school culture in which the safeguarding of pupils is acknowledged to be everyone's responsibility. Staff at all levels are well trained so that they understand what to do should they have concerns about a pupil.

Pupils understand the behavioural expectations set by leaders and comply with them, behaving respectfully and responsibly. They learn that bullying is unacceptable and bullying incidents are rare. Staff are alert to any indication of unkindness and step in sensitively to help resolve situations before they can escalate.

Leaders ensure that pupils fully understand the importance of responsibility and inclusivity in their school community and in the wider world. Pupils know that their opinions are taken seriously by school leaders and that they can make a difference to their own lives and the lives of others. Pupils are keen to take responsibility in school and in supporting charitable causes.





Results at GCSE and A level have been consistently high over recent years. The majority of pupils in the sixth form receive offers from their first choice of university.

Academic and Curriculum

Teachers have confident subject knowledge and use this to develop pupils' learning effectively. Teachers are typically skilful in managing behaviour in their classroom, so that pupils can work without distraction.

Relationships between teachers and pupils are positive so that pupils feel supported in their learning. The vast majority of pupils are eager, motivated learners, determined to do their best. They achieve well and make good progress overall across the range of subjects.

Teaching motivates pupils and encourages them to take responsibility for their own learning. Pupils are keen to do their best and work hard to improve. They form positive relationships with their teachers. The vast majority of pupils are swift to become engaged in the topic of the lesson. Their behaviour in lessons is sensible and respectful of the rights of others to learn.

The curriculum effectively combines teaching on key values that support British society, such as mutual respect, with Catholic teaching on social responsibility that emphasises human dignity and that rights and responsibilities go hand in hand. As a result, pupils have developed their understanding of people's rights and of the unacceptability of discrimination based on differences or disagreement about lifestyle choices.

The curriculum exposes pupils to a breadth of subject material that is appropriate to the needs of all. Pupils acquire knowledge and understanding across a range of subjects.

The learning support department identifies effective strategies to support pupils who have special educational needs and/or disabilities (SEND).

Leaders have established robust and helpful processes to evaluate pupils' progress over time to inform teachers' planning.

Co-Curricular, Enrichment and Extension

Knowledgeable teaching enables pupils to produce imaginative and skilful artistic and graphic work and sing tunefully and many are involved in various musical groups and activities. Pupils involve themselves enthusiastically in school and house drama productions.

There is an extensive programme of extra-curricular activities that gives pupils opportunities to develop their skills and interests across a range of areas from music, sports and drama to global or economic issues. Pupils develop their talents, learn new skills and broaden their understanding of matters beyond the taught curriculum.

Pupils' aesthetic awareness is well developed through the leaders' creation of a curriculum and provision of many extra-curricular opportunities that encourage pupils to develop their interest in the arts.

Older pupils engage enthusiastically in PE lessons, in which their specific skills such as in basketball, football and rugby develop well as a result of skilled coaching.

Large numbers of pupils join Model United Nations activities, deepening their understanding of the social and economic issues that shape people's lives across the globe.

Pupils develop a broad general knowledge of the political and legal systems of modern Britain through the PSHE programme. Leaders ensure that when political issues are raised there are balanced discussions. Pupils in the sixth form have a particularly firm grasp of the importance of exercising their right to vote and participating fully in Britain's democratic society.

Co-Curricular,
Enrichment and
Extension



Wellbeing and Future Readiness

The curriculum and schemes of work draw on the school's core belief that all individuals are equally worthy of respect, irrespective of differences such as background, belief or sexual orientation. This conviction, consistently emphasised by leaders, underpins all aspects of school life.

Leaders encourage pupils' understanding of the importance of being honest with themselves, as a step towards personal development. As a result, pupils grow in self-knowledge.

Children in the early years learn to understand their emotions and how to play happily with others.

Pupils' self-esteem and self-confidence grow because of leaders' consistent reminders that everyone is unique and intrinsically valuable.

Leaders set high behavioural expectations of pupils, with clear procedures for rewarding good behaviour. Staff provide role models of considerate, courteous behaviour and the vast majority of pupils are sensible and respectful.


The well-planned personal, social, health and economic education (PSHE) and relationships and sex education (RSE) programmes support pupils' physical and mental health.

Pupils learn about the importance of a healthy lifestyle, nutritious food and how exercise can contribute to their mental as well as their physical wellbeing.

Careers education begins in the prep school as pupils are alerted to a range of careers and encouraged to recognise and challenge stereotypes about career options. Older pupils extend such understanding and are encouraged to link their choices of GCSE and A-level study to their career ambitions. The school provides older pupils with comprehensive support and advice on possible pathways for their futures, including with regard to applying to universities, apprenticeships or going straight into employment. They are well prepared for the next stage of their lives.

The curriculum helps pupils to develop their financial understanding and provides them with helpful advice on future career paths. It prepares pupils well for the next stage of their education and lives.

Wellbeing and
Future Readiness



Leaders have created an environment that encourages pupils' understanding of the importance of the non-material aspects of life and the values of compassion and empathy.

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