

Bishop Challoner Catholic Collegiate Boys School

Inspection report

Unique Reference Number	133289
Local Authority	Tower Hamlets
Inspection number	360473
Inspection dates	9–10 February 2011
Reporting inspector	Paul Metcalf

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Secondary
School category	Voluntary aided
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	611
Appropriate authority	The governing body
Chair	Fr Peter Harris
Headteacher	Mrs Jackie Johnson
Date of previous school inspection	27 February 2008
School address	352 Commercial Road London E1 0LB
Telephone number	020 7791 9500
Fax number	020 7791 9589
Email address	kevans@bishop.towerhamlets.sch.uk

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Introduction

This inspection was carried out by four additional inspectors. They observed 30 lessons taught by 30 teachers across all subjects and covering the full age and ability range. Meetings were held with staff, governors and students. Inspectors looked at a range of data and documentation, including the school improvement plan, school policies, assessment data, safeguarding documentation and governing body minutes. The responses to questionnaires completed by staff, students and 150 parents and carers were also analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- Whether the quality of teaching is securing sufficient progress for all students across all subjects especially in English and mathematics.
- Whether the curriculum meets all students' needs especially in terms of literacy, numeracy and the sport specialism.
- How well care, guidance and support promote learning and personal development for all students.
- How effectively leaders at all levels are driving and securing improvement, and their capacity to sustain these improvements.

Information about the school

This is a smaller than average 11 to 16 boys' school which is part of a federation with an 11 to 18 girls' school. The schools are on the same site and share a coeducational sixth form, also on the same site. The sixth form was part of the girls' school inspection which took place at the same time. The federation has a single governing body and an executive headteacher who took up post in September 2010. The schools share the same buildings, heads of faculties and teaching teams. The school has recently taken full occupation of new school buildings known as the 'The Learning Village', following a ten-year building programme.

The proportions of students from minority ethnic backgrounds and those whose first language is not English are significantly above national averages. Approximately one quarter of the students are from White British backgrounds, with high proportions of Black African, Black Caribbean and Bangladeshi students. The proportion of students with special educational needs and/or disabilities, including those with statements of special educational needs, is in line with national averages.

The school has been recognised as a Healthy School and an International School, with quality marks in Study Support and Extended Services. The school became a specialist sports college in 2007.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Bishop Challoner Catholic Collegiate Boys School is a good school, where students make good progress and attainment is rising. The school has successfully managed a period of extended disruption, during which new buildings were being commissioned. Now, under the exceptional leadership of the executive headteacher, it is focused on further improving learning and raising students' achievement. In the short time since her appointment, there have been significant improvements in the quality of teaching and learning, the rigour of student tracking and the engagement of middle managers. Her realistic appraisal of the school has galvanised staff to focus more sharply on improvements such as rapidly improving the examination results in English. Effective care, guidance and support and well-targeted intervention strategies have enabled students to meet and exceed their targets.

Students are polite, considerate and very hardworking. Questionnaires confirm that they enjoy school and this is reflected in their high levels of attendance. They know how well they are doing and they are well prepared for their future. All groups of students, regardless of ethnicity or ability, make good progress and by the end of Year 11, attainment is above national averages. Results in national examinations have improved steadily over the last three years. GCSE results in 2010 were the school's best ever. The school's specialist status makes a significant contribution to students' strong performance in physical education (PE) and ensures that the majority adopt healthy lifestyles well.

Teaching and learning are good overall. Teachers manage behaviour well, based on supportive relationships which encourage and enthuse students. In a few lessons, learning is held back because teachers do not ensure that students are given sufficient time to work independently, to learn in an active way or to talk about their findings. Good and outstanding practice was observed in science and mathematics where students were challenged to apply their knowledge to new learning contexts and real-life situations. Occasionally, teachers do not use assessment information well enough to ensure that tasks set in lessons consistently offer sufficient challenge for higher-attaining students.

The committed and dedicated headteacher has not shirked the difficult decisions needed to ensure the school continues on its journey of improvement. For example, she has been asked to restructure the senior leadership team across the federation to make it more responsive to the school's needs and she is also developing the leadership skills of middle managers who are increasingly playing an important role in driving improvements and securing more consistent achievement across both schools. Governors are well informed about the school and have plans to further increase their involvement and understanding. Currently they do not engage fully enough with staff, students and parents and carers. They hold the school to account for weaknesses but do not rigorously evaluate the effectiveness of their policies and procedures. School self-evaluation is accurate and, most

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importantly, the school knows exactly what to do further to sustain its journey towards excellence. This, together with the successful action that leaders have taken to maintain the good outcomes at the last inspection and the strong rising trend in attainment, means that the capacity to improve further is good.

What does the school need to do to improve further?

- Increase the proportion of good and outstanding teaching and learning in all year groups by:
 - giving students more responsibility for their own learning in all lessons by encouraging them to be more active and inquisitive
 - making consistently better use of assessment information to ensure that there is always sufficient challenge for higher attaining students.
- Ensure governors evaluate the effectiveness of the implementation of statutory policies, hold leaders fully to account and engage more effectively with staff, students and parents.

Outcomes for individuals and groups of pupils

2

Students' achievement is good and improving. There remains some variation in examination performance in different subjects, with particular successes in science and PE but weaknesses in English. Overall, attainment is above national averages, with strong evidence of recent improvement, especially in English. Students join the school with attainment that is just below average but improving each year. On the basis of their starting points, they make good progress. They show interest and enthusiasm for their subjects and make good progress in lessons, especially when they are given more responsibility for their own learning and when assessment information is used to ensure a sharper match of work to students' different abilities. The school works effectively to support students with special educational needs and/or disabilities, those new to learning English and those who enter the school with particularly low levels of attainment. Detailed plans to support these groups, along with thoughtful deployment of learning assistants and timely interventions, ensure that they make similar progress to that of other students.

Discussions with students and responses to questionnaires confirm that they enjoy school and feel safe. Exclusion rates are low and students' good behaviour makes a positive contribution to their learning. The school achieved Healthy School status in 2010 and students are aware of healthy eating and the consequences of different food and eating patterns. They participate enthusiastically in PE lessons and there is a large take up for extra-curricular sport, including coaching, refereeing and leadership roles. The school achieved International School status as a result of its work with schools abroad. Students are well prepared for their future economic well-being. They benefit from work experience and education programmes which prepare them well for their future lives. Their levels of competency in numeracy and information and communication technology are good and strongly improving in literacy. Attendance rates are high. Students' spiritual, moral, social and cultural development is good and well supported through school assemblies, registration time and charity work.

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Please turn to the glossary for a description of the grades and inspection terms

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Most teachers use their good subject knowledge to plan thoroughly and meet students' learning needs. Relationships are supportive, resources are appropriate and teachers use a range of strategies to engage students and build on their skills. In most lessons, students are actively involved in their learning and are given opportunities to develop their speaking and listening skills through paired and group work. In these lessons, teachers use questioning to explore answers and challenge their students. However, in a small number of lessons, students have limited opportunities to contribute or discover for themselves, as teacher-talk dominates the lesson. The school has set up more robust systems for tracking the progress of students and using early intervention to adjust and set targets which explain what students must do to improve and encourage them to do so. In a few lessons, teachers do not use assessment information well enough to challenge the more-able students.

The curriculum provides good breadth and balance, is relevant to the needs of individuals and groups of students, and promotes their good outcomes. The use of literacy across the curriculum was identified as an area for improvement and is now much more evident in all classes. However, the same attention has not yet been applied to speaking and listening skills to enable students to rehearse their ideas verbally before they commit them to paper. The school makes good use of its sport specialism to offer an extensive range of competitive and recreational activities which are available to the school and the

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community. The specialism supports students' awareness of sporting achievements and healthy lifestyles, with teams competing at borough, regional, national, and international levels.

Care, guidance and support are good. Students' learning, personal development and well-being are monitored rigorously and their needs are met by well-targeted support. The school works closely with families and a range of agencies to sustain the academic and personal development of students facing challenging circumstances. As a result, behaviour and attendance have improved considerably and vulnerable students progress as well as their peers. The quality and accessibility of information, advice and guidance for students, including careers advice, are good and result in effective transition arrangements from primary to secondary school and from secondary to post-16 education, training and work.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The new executive headteacher has a clear and unwavering vision for her school. She is raising standards of attainment rapidly through what she describes as her 'unrelenting focus on standards' and her commitment to enabling all students to be 'the best they can be'. The school has set up more robust systems for tracking the progress of students and is using early intervention to adjust and set targets that are far more challenging or to provide additional help. This has done much to accelerate progress during the current year. The transfer of the school into new buildings and the sharing of teaching facilities and staff between the two schools of the federation have been managed very well. Senior leaders have played an important role in maintaining the good outcomes for students and middle leaders are becoming increasingly influential in driving improvements. The governing body is conscientious and committed to the school and the local community. Members receive good information about school performance but do not evaluate the effectiveness of their policies and procedures rigorously enough.

Equality of opportunity and eradicating discrimination are at the heart of the school's values, beliefs and actions so that outcomes for all groups of students, given their different starting points, are broadly similar, indicating that the school's commitment is translated into practice. Procedures for safeguarding students meet all statutory requirements, but with weaknesses in training and recording arrangements which have been quickly and resolutely addressed by the school. The school works well in partnership with external agencies and its partner school in the federation to secure extra support for those students who need it. Community cohesion is good and the school has worked very hard to provide an extended range of support strategies and links with schools locally,

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nationally and internationally, although the impact has not yet been evaluated fully to ensure that it is as effective as it could be.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

The Ofsted questionnaire was returned by a small minority of the school's parents and carers. Of those that responded, an overwhelming majority of responses were positive and supportive of the school. Almost all said that their child enjoyed school and agreed that the school kept them safe. Parents and carers said that teaching was good and that the school prepared students well for the future. A very small minority commented about unacceptable behaviour and a few felt that the school did not take sufficient account of their suggestions and concerns. Inspectors found that behaviour is managed well and there are good systems in place to seek the views of parents and carers. A very large majority of parents and carers said that the school was led and managed effectively.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of students registered at Bishop Challoner Catholic Collegiate Boys School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 150 completed questionnaires by the end of the on-site inspection. In total, there are 611 students registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	46	31	102	68	1	1	1	1
The school keeps my child safe	48	32	96	64	5	3	1	1
My school informs me about my child's progress	49	33	86	57	11	7	4	3
My child is making enough progress at this school	45	30	85	57	15	10	2	1
The teaching is good at this school	50	33	84	56	9	6	2	1
The school helps me to support my child's learning	46	31	80	53	18	12	3	2
The school helps my child to have a healthy lifestyle	39	26	89	59	14	9	4	3
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	42	28	91	61	8	5	2	1
The school meets my child's particular needs	39	26	88	59	10	7	4	3
The school deals effectively with unacceptable behaviour	52	35	72	48	19	13	5	3
The school takes account of my suggestions and concerns	25	17	96	64	19	13	2	1
The school is led and managed effectively	45	30	89	59	6	4	6	4
Overall, I am happy with my child's experience at this school	54	36	83	55	10	7	2	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



11 February 2011

Dear Students

Inspection of Bishop Challoner Catholic Collegiate Boys School, London, E1 0LB

On behalf of the inspection team, I am writing to thank you for your warm welcome when we visited your school and to tell you about our findings during the inspection.

We concluded that your school provides a good level of education. Examination results are improving and we were pleased to see the progress that you are making in your lessons and how well you understand what you need to do to improve. We were also pleased to note that your attendance is high.

The quality of teaching and learning is good and improving. The care, guidance and support provided by the school are good overall. We were pleased to read your positive responses to the student questionnaire and to hear that you enjoy school and feel safe.

We have asked your teachers to work closely with the executive headteacher to give you more responsibility for your own learning and encourage you to be more active and inquisitive in class. We have also asked teachers to make better use of assessment information. We want governors to seek the views of staff, students and parents as they improve the way they check the effectiveness of the school's policies and procedures. You can help by making sure you work hard to meet your targets and taking care over your work and presentation.

Once again, thank you for your contribution to the inspection and very best wishes for your future success and happiness.

Yours sincerely

Paul Metcalf

Lead inspector

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