

Bishop Challoner Catholic Collegiate Girls School

Inspection report

Unique Reference Number	100978
Local Authority	Tower Hamlets
Inspection number	354925
Inspection dates	9–10 February 2011
Reporting inspector	Michael Merchant

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	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1032
Of which, number on roll in the sixth form	313
Appropriate authority	The governing body
Chair	Fr P Harris
Headteacher	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 7702 7398
Email address	dwhelan@bishop.towerhamlets.sch.uk

Age group	11–18
Inspection dates	9–10 February 2011
Inspection number	354925

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by five additional inspectors. The inspectors visited 37 lessons and observed 36 teachers. They held meetings with members of the governing body, staff, senior staff and groups of students. Inspectors observed the school's work, and examined documentation including the improvement plan, minutes of governing body meetings, data on students' progress, monitoring records and a range of school policies. They also analysed questionnaires received from 194 parents and carers and 216 students.

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

- How well teaching takes account of the needs of different groups of students and provides challenge and motivation, particularly in English and mathematics.
- The effectiveness of the curriculum in motivating and inspiring all students and providing challenge and interest for them.
- The effectiveness of senior and middle leaders and the governing body in monitoring and evaluating achievement and the quality of teaching and learning, and in maintaining the school's good outcomes.
- The effectiveness of the federation in securing improvement to students' outcomes.

Information about the school

This school is an average sized 11 to 18 girls' school and is part of a federation with an 11 to 16 boys' school on the same site. From the age of 16 boys join the girls to form a large sixth form also on the same site. Students also come to the sixth form from a wide range of other schools in the area. This sixth form was part of this inspection, although the boys' school was inspected separately at the same time. The schools share the same facilities and have common heads of faculties and teaching teams. The federation has a single governing body and an executive headteacher leads and manages both schools. A new executive headteacher took up post in September 2010. The school has recently taken full occupation of new school buildings, 'The Learning Village', following a ten-year building programme.

Approximately one in five students is of White British heritage and there is high proportion of students from minority ethnic backgrounds, the largest group being Black British African. Many of these speak English as an additional language. The proportion of students who are known to be eligible for free school meals is well above average. The proportion of students who have special educational needs and/or disabilities, including those with a statement, is similar to that typically found. Their needs relate mainly to moderate learning difficulties.

The school has received many awards including Healthy School, International School and Quality Marks in Study Support and Extended School services. The school gained specialist humanities college status in 2005. The school was recognised as a high performing specialist school in 2008 and an additional specialism of applied learning was achieved in 2009.

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 College is a good school where students make good progress. Under the inspirational leadership of its new headteacher, it is firmly focused on further improving learning and students' achievement. In the short time that she has been in post significant improvements can be seen in student outcomes, in the rigor in which students' progress is being tracked and monitored, and in the quality of teaching and learning. Well-targeted intervention strategies and watchful care, guidance and support enable students to meet and exceed their targets, including targets in the humanities and applied learning specialist plans.

Students are rightly proud of their school and relish all it has to offer. They are cheerful, considerate, very hard working and thoroughly enjoy school. Many wrote in their questionnaires that it is 'the best school'. By the time students leave they are confident, well-rounded young people, ready to play their full part in the world beyond.

All groups of students, regardless of ethnicity or ability, make good progress and by the end of Year 11 attainment is above average. After a dip in 2009, results in national examinations improved significantly in 2010. Students are taught well in the sixth form and make good progress as a result.

Teachers use questioning skillfully in lessons to promote learning and to analyse and improve students' performance. Teachers mark books carefully and regularly. 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. Tasks set in lessons do not always provide maximum challenge for the potentially high-flying students. The specialist status is central to the school's inclusive and far-reaching approach to driving curriculum development and academic attainment.

Governors are conscientious and committed to the school and the local community, but do not engage fully with staff, students and parents and carers. They have good information from school leaders on its ongoing performance, but are not yet using this well enough to evaluate strengths and weaknesses in order to play a full part in setting school priorities. The headteacher has not shirked from the difficult decisions needed to ensure the school continues on its journey of improvement. There is a proposed restructuring of the leadership team and middle leaders are playing an increasingly important role in driving improvements, notably in mathematics and the school's specialist area of the humanities. School self-evaluation is accurate and, most importantly, the school knows exactly what to do further to sustain its journey towards excellence. This, together with the successful action school 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.

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

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 consistent 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 for the work of the school and engage more effectively with staff, students and parents.

Outcomes for individuals and groups of pupils

2

Students join the school with broadly average attainment. They achieve well because most teachers expect much of their students. Progress is accelerating rapidly, particularly in mathematics. This is because teachers explain complicated ideas well and have rightly focused on encouraging students to develop their mathematical investigations and problem-solving skills. In an outstanding mathematics lesson in Year 11, students were learning at a blistering pace because of the teacher's exceptionally high expectations of what he wanted them to learn and the challenging and fun tasks he set for them. The major factor preventing students' achievement from rising faster is the difficulty they have in explaining their ideas when they have read a text, which in turn inhibits their ability to write well.

The school is very conscious of the needs of all students. It 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, coupled with thoughtful deployment of learning assistants and timely interventions, ensure that they make similar progress to that of their classmates.

Pride and respect are hallmarks of students' good personal development. Students develop good social and interpersonal skills and relish working collaboratively. The school fosters respect for different cultural heritages and there is good cooperation between students. As a result, there are very few racist or bullying incidents. Students are confident that if unacceptable behaviour occurs, staff will deal with it quickly and confidentially. This awareness of others extends to students having a strong sense of right and wrong and reinforces all aspects of their spiritual, moral, social and cultural development. Attendance is above average because measures to improve persistent absence are working. Students' academic progress makes a good contribution to their economic well-being and preparation for the next stage of their life. Their preparation for the future is very well supported through their involvement in enterprise-related activities in school and the local community.

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

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	2
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 effectively. Relationships are relaxed, resources are carefully selected and teachers use a range of strategies to engage students and build on their skills. Talk is used well to develop thinking and communication skills. Students are keen to learn, but the quality of teaching and learning is not yet fully consistent across the school. In a minority of lessons, all students work at the same pace, as directed by the teacher, and this leads to insufficient challenge for the more able students. In a few lessons, teachers talk too much, which limits the time students are actively and independently learning, resulting in slower progress and less time for students to articulate and build on what they have learnt by the end of the lesson.

The school has set up thorough systems to check on students' progress. These are used well to ensure that no one is in danger of falling behind and to enable teachers to consistently set the next steps for each student's learning. Students have a good understanding of the quality of their work and what they need to do next in order to move forward. In a few lessons teachers do not use assessment information well enough to consistently challenge the higher-attaining pupils.

The curriculum provides good breadth and balance, is relevant to the needs of individuals and groups, and promotes good outcomes for students. The federation has facilitated joint planning across the two schools which, for instance, has strengthened literacy across all

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

subjects. The specialism enhances the curriculum and enrichment activities very well and outcomes are improving in other subjects across the curriculum. This is because the exposure to literacy and applied learning is contributing to students developing a mature approach to their studies. The specialism is also used to develop exceptionally good transitional links with primary schools which is shared across the federation.

Parents agree that good attention is given to all aspects of care, guidance and support. 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 these result in effective transition arrangements from primary school and on to examination courses at Key Stage 4, the sixth form and beyond.

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 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 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 management 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. Leadership is becoming much more widely distributed by the new executive headteacher although not all leaders are equally effective in driving improvements in their area.

At the time of the inspection, there was no evidence of any discrimination and the school promotes equality for all students vigorously through careful monitoring and well-directed support. Outcomes for all groups of students, given their different starting points, are broadly similar, indicating that the school's commitment to equal opportunities is translated into practice.

The effectiveness of the governing body is satisfactory, including in its work to promote safeguarding. Procedures for safeguarding students meet all statutory requirements, but with weaknesses in the recording and training arrangements which have been addressed quickly by the school. The governing body is very supportive of the school and collects a

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

range of information about its performance, but governors are insufficiently involved in prioritising improvement or evaluating the effectiveness of some policies and procedures.

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. The school develops students' understanding of their religious, ethnic and socio-economic community well, although more so in the local and global context than nationally. Leaders have ensured that students are developing into caring citizens who respect and value the views of others and that a set of common, shared values is embedded in every student.

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

Sixth form

The overall effectiveness of the sixth form is good because leaders and managers ensure provision is effective and leads to good outcomes. The school demonstrates good capacity to make and sustain further improvements in the sixth form. Students join the sixth form from a wide range of schools and their attainment on entry is below average overall. The majority of students are now making good progress and their attainment is broadly average by the time they leave. Variations exist, however, in the progress made in different subjects and retention rates on some courses, although improving, are not high enough. Teaching and learning in the sixth form are good. A new and more helpful monitoring and target-setting system has recently been put in place to provide challenging targets and to ensure that students are motivated to keep on track and make better progress.

Care, guidance and support are effective because teachers invest a lot of time in supporting individual students. Any underperformance is identified and addressed swiftly. Students are well prepared for learning and the challenges they will face after leaving

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

school. One student encapsulated the commitment of every member of staff when she said: 'I'd say they are really committed to the job. They do more than the job really is, you know,... they care about what students get out of it.' School staff treasure students whose circumstances make them vulnerable. Staff know individual students well; they understand and effectively meet their needs using external agencies where necessary. Leadership of the sixth form is good and strongly focused on supporting students and helping them to fulfil their potential.

These are the grades for the sixth form

Overall effectiveness of the sixth form	2
Taking into account:	
Outcomes for students in the sixth form	2
The quality of provision in the sixth form	2
Leadership and management of the sixth form	2

Views of parents and carers

The school and its headteacher clearly enjoy the confidence and support of those parents and carers who returned the questionnaire. A number of individual comments reflected the high-quality care, support and guidance given to students, particularly to those who have special educational needs and/or disabilities, those new to learning English and the good progress made by students. The few criticisms were followed up as inspection trails during the visit. For instance, a small minority of parents and carers raised concerns regarding the help the school gives students to enable them to lead healthy lives. Inspectors found, through discussion with a wide range of students and through lesson observations, that most students have a good understanding of how to stay healthy. A higher proportion of parents felt that the school could do more to help them support their child's learning, keep them better informed about their child's progress and involve them more in decisions that are taken at school. The school recognises that it can do more to communicate more effectively with parents. The views of the parents interviewed informally at the end of the school day confirm the positive responses in the questionnaires.

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 Girls 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 194 completed questionnaires by the end of the on-site inspection. In total, there are 1032 students registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	74	38	97	50	19	10	0	0
The school keeps my child safe	61	31	119	61	13	7	0	0
My school informs me about my child's progress	64	33	100	52	27	14	1	1
My child is making enough progress at this school	56	29	116	60	14	7	1	1
The teaching is good at this school	55	28	118	61	14	7	0	0
The school helps me to support my child's learning	48	25	97	50	40	21	3	2
The school helps my child to have a healthy lifestyle	40	21	109	56	32	16	3	2
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)	52	27	100	52	21	11	1	1
The school meets my child's particular needs	54	28	108	56	16	8	4	2
The school deals effectively with unacceptable behaviour	69	36	88	45	23	12	3	2
The school takes account of my suggestions and concerns	40	21	102	53	23	12	4	2
The school is led and managed effectively	56	29	116	60	12	6	1	1
Overall, I am happy with my child's experience at this school	74	38	98	51	15	8	3	2

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

Bishop Challoner Catholic Collegiate Girls School, London, E1 0AB

Thank you for contributing to the inspection. My team of inspectors and I enjoyed meeting you and finding out about your school. You told us that Bishop Challoner Catholic Collegiate Girls School is a good school and we agree with you.

You are making good progress in most of your lessons and attaining examination results that are above those in most other schools. They are getting better year on year. This is because most of the teaching is good and your headteacher and senior teachers give you challenging targets for all subjects. They monitor your progress towards your targets regularly and support you well if you fall behind. They have introduced more courses for you to choose from in Years 10 and 11 and in the sixth form. Your school takes good care of you. You told us you feel safe and that there is little bullying. We found that your behaviour is good and sometimes excellent. You get on very well together.

We have asked your headteacher to help you to attain even higher examination results by:

- planning work for you that is not too easy or too hard, but just right for you and really makes you think
- giving you more opportunities to learn for yourself in lessons
- making sure that governors are in a good position to monitor how school policies are progressing and help the school to plan for the future.

You can help by always being ready to ask your teachers how you can improve your work. I wish you every success in the future.

Yours sincerely

Michael Merchant

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.