

# Bishop Challoner Catholic Collegiate Girls School

352 Commercial Road, London, E1 0LB

**Inspection dates** 1–2 April 2014

|                                |                      |                    |          |
|--------------------------------|----------------------|--------------------|----------|
| <b>Overall effectiveness</b>   | Previous inspection: | Good               | 2        |
|                                | This inspection:     | <b>Outstanding</b> | <b>1</b> |
| Achievement of pupils          |                      | Outstanding        | 1        |
| Quality of teaching            |                      | Outstanding        | 1        |
| Behaviour and safety of pupils |                      | Outstanding        | 1        |
| Leadership and management      |                      | Outstanding        | 1        |

## Summary of key findings for parents and pupils

### This is an outstanding school

- In this high-performing school, students make rapid progress and reach high standards in many subjects including English and mathematics.
- The quality of teaching is impressive. A significant amount of teaching is outstanding. Its high quality inspires students to do their best and make rapid progress.
- Students feel safe and their behaviour is outstanding. Attendance rates are high. Students are justifiably proud of their school.
- Students' spiritual, moral, social and cultural development is promoted exceptionally well. The school has high expectations for every student. The extensive range of experiences provided for them ensures that they develop into mature and considerate adults determined to make their mark in the world.
- The sixth form is good and improving rapidly. Those students who complete two full years in the sixth form make at least good progress in relation to their starting points.
- Senior leaders and governors carefully analyse all aspects of the school's work. This has helped to secure outstanding teaching through improved training. A detailed analysis of data has led to improved target setting which has improved achievement so that it is now outstanding.
- Led by a truly inspirational Executive Principal, leaders and managers at all levels, including the governors, provide the drive and ambition needed to ensure that this wonderful school continually improves.

## Information about this inspection

- Inspectors undertook 31 classroom observations of teaching featuring 31 different teachers.
- Meetings were held with three members of the governing body and with a representative from the local authority.
- Meetings were held with five different student groups and with many different staff including the Executive Principal, senior managers and heads of departments.
- Inspectors took account of 21 responses to the online questionnaire, Parent View, in planning the inspection. The responses to 52 staff questionnaires were also considered.
- Inspectors looked at samples of students' past and present work and scrutinised various documents. These included the checks by the school on how well it is doing, its planning and extensive information on students' academic progress and records relating to behaviour, attendance, punctuality, and safeguarding.
- Inspectors evaluated the impact of additional funding, such as the pupil premium.

## Inspection team

|                               |                      |
|-------------------------------|----------------------|
| Bill Stoneham, Lead inspector | Additional Inspector |
| Fatiha Maitland               | Additional Inspector |
| Robert Randall                | Additional Inspector |
| Gill Walley                   | Additional Inspector |

## Full report

### Information about this school

- The school is an averaged-sized secondary school. It is part of a federation with an 11 to 16 boys' school on the same site. Each school has its own head of school, with an Executive Principal having an overview of both schools. The schools share a governing body. The Executive Principal was appointed in January 2010.
- Since her appointment, many staff changes have taken place. A new senior leadership team has been established, many middle leaders are comparatively new to post and a significant number of staff have left the school.
- Boys wishing to pursue their education past the age of 16 can join the girls' school. Students from many other schools in the vicinity also join for sixth form education.
- The sixth form formed part of this inspection. The boys' school was inspected simultaneously, but by a different team.
- Approximately one in four students is of White British heritage.
- There is a high proportion of students from minority ethnic backgrounds, the largest being Black British African.
- Approximately half of all students learn English as an additional language.
- The proportion of students known to be eligible for the pupil premium (additional funding for students known to be eligible for free school meals, children who are looked after by the local authority and those with a parent in the armed services) is very high and virtually twice the national average figure.
- The proportion of disabled students and those with special educational needs supported through school action is below average. The proportion of students supported at school action plus or with a statement of special educational needs is similarly below average. Students' additional needs are wide ranging, with most relating to behaviour, emotional, social and moderate learning difficulties.
- Approximately one third of the students leaving the girls' school at the end of Year 11 enters the sixth form. Attainment on entry is lower than might be expected given the school's GCSE results. This is because many of the higher attaining Year 11 students undertake their sixth form studies at a variety of other locations across London.
- The school does not make any use of off-site alternative learning providers.
- The school meets the current government floor standards, which determine the minimum expectations for attainment and progress by the end of Key Stage 4.

### What does the school need to do to improve further?

- For all marking to be as thorough and informative as the best in the school, ensure that all teachers:
  - provide clear written feedback on students' work that clearly explains what has been done well, what needs to be improved and how this is to be achieved
  - check that students provide appropriate responses to the written feedback they receive.

## Inspection judgements

### The achievement of pupils

### is outstanding

- Students make outstanding progress from their starting points. The proportion of students who gain five or more GCSE grades at A\* to C, including English and mathematics, has continually improved over the last three years and is significantly higher than the national average.
- Every student is offered excellent equal opportunities to succeed. Gaps in progress or attainment between various groups of students, including those eligible for free school meals, are quickly identified and are being closed rapidly. Checks on work and progress are thorough and accurate and help to ensure that all ethnic groups make equally strong progress.
- Current Year 11 students are on track to reach their challenging targets. Many have already gained impressive GCSE results in English and mathematics through early entry. The school confidently predicts that 2014 GCSE outcomes will at least mirror the significantly above average GCSE results gained in 2013.
- Extra monies from the Year 7 catch-up funding are used most effectively to support students with below-average skills in literacy and numeracy. Students entitled to this funding are making excellent progress and their standards in reading and writing, for example, are improving well.
- The progress of students eligible for pupil premium funding is closely checked. Eligible students perform far better than such students nationally. But, in 2013, their overall performance, including in English and mathematics, was about half a GCSE grade below their peers in school at the end of Year 11. This outcome represented a closing of the gap in attainment in relation to their peers than in previous years. School data indicate that this gap will close further during the current academic year. This additional funding is being used in highly effective ways to ensure gaps in performance are narrowed at a rapid rate.
- Disabled students, those with special educational needs and those who speak English as an additional language all perform strongly, making progress that is similar to that of their peers. They receive appropriate and well-planned support from their teachers and teaching assistants.
- The 2013 data indicated that although the most able students made at least good progress, their overall performance was not consistently outstanding. Careful analysis by the school identified this comparative shortfall, which has now been addressed. The most able students are now making outstanding progress.
- Outcomes in the sixth form are improving well. Attainment on entry to the sixth form is below average. In recent years, AS-level outcomes in Year 12 have been below average. In part this has been because some students did not complete their courses of study. This issue has been successfully tackled by the new sixth form leaders. Outcomes at the end of both Years 12 and 13 for students studying AS and A levels and equivalent qualifications are rising and are on track to improve further. Students' progress is at least good in relation to their starting points.

### The quality of teaching

### is outstanding

- The rapid progress made by students across many subjects, including English and mathematics, and the high standards they reach confirm that teaching is of a consistently high quality.
- Students and their parents praise the quality of teaching. Many students, of all ages, showed great enthusiasm when talking about the quality of teaching. Teaching in subjects as diverse as English, French, history and mathematics was highly praised, with some sixth form students highlighting the quality of teaching in physics. As one sixth former commented, 'We are so lucky to have so many such good teachers.'
- Students, including those for whom English is an additional language and those eligible for extra funding through the pupil premium, make excellent progress in their literacy skills and especially their reading and writing. A range of students was heard reading well and with confidence. High-quality written work was a feature of many subjects and of much of the work seen.
- Teachers know their students well and consistently have high aspirations. They know their

particular needs and plan accordingly. Teachers consistently challenge students to 'aim high'; second best is not tolerated. Expectations were clearly set very high, for example, in a Year 12 health and social care class with the teacher repeatedly telling the students that their work should be at a distinction level. The students responded most favourably and determinedly to this upbeat message.

- Outstanding teaching featured, for example, in a Year 7 mathematics class on revising algebra. Progress was rapid, with considerable evidence of high-quality prior learning. Students displayed accurate understanding when answering questions. The work was challenging and teaching was skilled in spotting if any student had made a mistake, which was then quickly corrected. The students clearly enjoyed this approach and made rapid progress in reinforcing their understanding of algebra. Students were aware of their target grades and knew what they had to do to improve.
- Most teachers provide students with regular and helpful written feedback on their work. On the few occasions where teaching and learning are less effective, marking lacks precision. Most staff annotate students' work in a way that indicates what has been done well, what needs to be improved and with advice about how improvements can be secured. This very good practice is not yet universal. A minority of teachers do not always offer sufficient advice on how to improve; nor do they check that that students have acted on the guidance given.
- The quality of teaching has improved well since the previous inspection. The school has many gifted teachers who are highly committed to the students they teach. Excellent procedures are in place to ensure that the quality of teaching remains high and improves further.

### **The behaviour and safety of pupils are outstanding**

- The behaviour of students is outstanding.
- This is such a happy school, with many smiling faces. Students from a wide range of cultural backgrounds study and socialise together in a harmonious and convivial way. Occasional incidents of over-exuberance tend to be nipped in the bud quickly by staff.
- The high quality of student behaviour is a key factor contributing to their outstanding academic success. The vast majority of students attend school with a desire to learn. Where learning is especially good, students' attitudes are highly positive. Students show a desire to acquire new knowledge and a thirst for learning. Their behaviour for learning is difficult to fault.
- Strong and mutually-respectful relationships are a feature of all aspects of the school's work. Behaviour is managed well by staff and students said that bullying, of any description, is rare; if any incidents are reported, staff ensure that action is taken swiftly and effectively.
- Exclusion rates are very low and have fallen since the last inspection. Over this same period, attendance, including in the sixth form, has risen to levels that exceed the national average for secondary schools.
- The school's work to keep students safe and secure is outstanding.
- Students know about the dangers of cyber bullying, and e-safety is given a high priority. Although, the main school entrance faces one of London's busiest roads, students were observed leaving the site one afternoon when this road was exceptionally busy and a number of emergency vehicles were passing at speed with their sirens blazing. Many students wished to cross this busy road. In these potentially dangerous circumstances, students of all ages acted with commendable thought and common sense. They gave their own safety high priority.
- Students are offered an impressive range of additional activities to enjoy and many experiences whereby they can develop their sense of responsibility and skills. Opportunities as varied as working with local entrepreneurs, attending specialist lectures from prominent academics to playing with an orchestra from a Cambridge college, enliven the students' educational experiences and ensure that the promotion of their spiritual, moral, social and cultural development is truly outstanding. The school's Catholic values are evident in many aspects of staff and students' work and conduct.

## The leadership and management are outstanding

- The school benefits hugely from the visionary and inspirational leadership of its Executive Principal. Her commitment and passion to changing the life chances of her students are humbling. In this quest she is unstintingly supported by an excellent leadership team, by governors, by a team of highly committed middle managers and a talented and hardworking staff.
- There is a most beneficial working relationship with the local authority which offers light touch support. This too contributes positively to the success of the school.
- The Executive Principal has overseen many changes since her appointment. The senior leadership team has been restructured and many subject leaders have been in post for no more than two years. The Executive Principal, her senior team, middle leaders and all other staff have worked tirelessly to establish a highly successful school where every student matters and where expectations are high and results significantly exceed national average outcomes.
- Middle leaders are fully committed to ensuring further success for the school. They fully share the vision of the Executive Principal, and the outstanding examination results in many subjects show their effectiveness in helping to secure very high standards.
- Questionnaire responses indicate that staff morale is exceptionally high and parents are highly satisfied with the outcomes for their child. As one middle leader commented: 'The leadership and management of this school are outstanding and this school will continue to flourish.'
- The school's procedures for gaining an accurate view of its own performance are detailed, thorough and effective. They inform the school's plans for the future and underpin the outstanding outcomes.
- The leadership of teaching and its impact on learning are outstanding. Leaders' judgements on the quality of teaching are accurate and the provision for staff training is integral to ensuring that the very highest standards are maintained and even improved.
- Students in all years, including the sixth form, are offered a most appropriate, broad and rich range of subjects and activities. The rich provision for extra-curricular activities makes a major contribution to the students' academic and personal achievements. It is rare for a student to leave without a place in employment, training or education. The growing number of students successfully gaining admission to top universities, including Oxbridge colleges, bears testimony to the success of the school and the expectations staff have of their students.
- Financial management is astute. The considerable additional funding through schemes such as the pupil premium is utilised well to benefit the students.
- The school's success in managing additional income is recognised well beyond the local area. School staff have addressed national conferences to explain their enterprising use of pupil funding. Literacy skills have been significantly enhanced through the school buying students novels. Such innovative use of funds helps to ensure impressive outcomes.
- A new sixth form leadership team quickly identified issues with AS outcomes in Year 12 and has taken appropriate and decisive action. Checks on students' work and progress have been improved considerably. Results at both AS and A level are improving well.
- Arrangements for safeguarding fully meet all statutory requirements.
- **The governance of the school:**
  - The school's success owes much to the quality of its governing body. This eclectic group of local people and professionals from a variety of backgrounds is highly supportive of the Executive Principal and her staff and the work they do. The governors analyse outcomes thoroughly and their understanding of data enables them to provide challenge, rigour and advice. Governors manage school finances well. They check that money is spent prudently and to the benefit of the students. They refer with confidence to the quality of teaching and how the many recent changes have benefited the school and ensured rapidly rising standards. They are fully involved in the performance management of staff and ensure that when staff progress up the pay scale the additional reward is linked to the quality of performance.

## What inspection judgements mean

| School  |                      |  |
|---------|----------------------|--|
| Grade   | Judgement            | Description  |
| Grade 1 | Outstanding          | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.   |
| Grade 2 | Good                 | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.   |
| Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.   |
| Grade 4 | Inadequate           | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |

## School details

|                                |               |
|--------------------------------|---------------|
| <b>Unique reference number</b> | 100978        |
| <b>Local authority</b>         | Tower Hamlets |
| <b>Inspection number</b>       | 443456        |

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

|   |                                    |
|---|------------------------------------|
| <b>Type of school</b>                         | Secondary                          |
| <b>School category</b>                        | Voluntary aided                    |
| <b>Age range of pupils</b>                    | 11–18                              |
| <b>Gender of pupils</b>                       | Girls                              |
| <b>Gender of pupils in the sixth form</b>     | Mixed                              |
| <b>Number of pupils on the school roll</b>    | 945                                |
| <b>Of which, number on roll in sixth form</b> | 245                                |
| <b>Appropriate authority</b>                  | The governing body                 |
| <b>Chair</b>                                  | Gail O’Flaherty                    |
| <b>Headteacher</b>                            | Jackie Johnson                     |
| <b>Date of previous school inspection</b>     | 9–10 February 2011                 |
| <b>Telephone number</b>                       | 020 7791 9500                      |
| <b>Fax number</b>                             | 020 7791 9594                      |
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