

Bishop Challoner Catholic Collegiate Boys School

352 Commercial Road, London, E1 0LB

Inspection dates 1–2 April 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- Teaching is good and learning activities regularly capture students' love for learning.
- Students' achievement overall is good. By the end of Year 11, students make good progress in English and outstanding progress in mathematics. Although students' progress in science is also good it is not as rapid as in English or mathematics. Across the school, the most able students make outstanding progress. The progress of students in Key Stage 3 is good. Students' attainment in English and mathematics is above average.
- Behaviour and safety are outstanding. Students are proud to attend the school and this is reflected in their above average attendance.
- The school provides an excellent range of learning opportunities and additional activities. These promote students' good progress and personal development exceptionally well.
- Students' spiritual, moral, social and cultural development is outstanding. The promotion of racial harmony within the school's richly diverse community is exemplary.
- The executive Principal 'leads by example'. Changes to the senior leadership team are driving improvements forward at a faster rate. Senior leaders and members of the governing body share her focus and commitment to consistently raise the school's performance.

It is not yet an outstanding school because:

- Progress in science is not as fast as in English and mathematics.
- Marking does not always provide students with clear guidance on how to improve their work.
- Activities are not sufficiently challenging for some students, including the disabled and those with special educational needs.
- Changes in staffing have meant that students' achievement is currently good, rather than outstanding.

Information about this inspection

- Inspectors observed teaching and learning in 25 lessons, with 25 different teachers. Seven observations were made jointly with senior leaders. Inspectors made a number of shorter visits to other lessons and scrutinised students' work in books. They also listened to, and observed, students reading.
- Meetings were held with three governors, a local authority representative and senior leaders.
- Inspectors looked at documents relating to safeguarding, the arrangements for checking how well staff perform, the tracking and assessment of students' achievement, records on attendance, behaviour and safety and checks on the quality of teaching and learning.
- They also took note of the 20 views of parents and carers registered on Ofsted's online questionnaire, Parent View, and a meeting with a parent governor. The 52 questionnaires completed by staff were scrutinised.

Inspection team

Zahid Aziz, Lead inspector

Additional Inspector

Jackie Jones

Additional Inspector

Samuel Ofori-Kyereh

Additional Inspector

Full report

Information about this school

- Bishop Challoner Catholic Collegiate Boys School is smaller than the average-sized secondary school. It is federated with Bishop Challoner Catholic Collegiate Girls School and the sixth form, and shares a single governing body and executive Principal.
- The girls' school on the same site, which includes a sixth form, was inspected at the same time. Some boys attend this sixth form after leaving in Year 11.
- The proportion of disabled students and those who have special educational needs supported through school action is average. The proportion supported by school action plus or through a statement of special educational needs is above average.
- The proportion of students for whom the school receives pupil premium funding is well above average. This is additional funding for students who are known to be eligible for free school meals, students who are looked after by the local authority and children with a parent or carer in the armed services. At this school, it applies mostly to those known to be eligible for free school meals.
- The vast majority of students are from a wide range of different minority ethnic backgrounds, the largest being of Black African and Black Caribbean heritage. The proportion of students who speak English as an additional language is above average. The proportion of students who are White British is well below average.
- The school does not enter any students in Year 10 for GCSE examinations.
- The school uses an alternative off-site learning provider called City Gateways, a charity that helps to support young pupils in preparing for further education and employment. Currently, there are four students who are using this facility.
- The school meets the government's current floor standards, which set the minimum expectations for students' attainment and progress in English and mathematics.
- Many staff have left and joined the school since the previous inspection.

What does the school need to do to improve further?

- Further accelerate students' rates of progress to raise attainment further, especially in science, by making sure that:
 - all work and activities are sufficiently challenging for all students, including the disabled and those with special educational needs
 - teachers' marking more regularly provides students with precise guidance on how to improve their work.

Inspection judgements

The achievement of pupils

is good

- Students make good progress in Key Stages 3 and 4 in English, science and other subjects, and excellent progress in mathematics from their starting points. This is due to strong adult and additional support. Progress is not outstanding because teaching over time has not consistently ensured all students make the progress they are capable of.
- For the last three years, the proportion of students gaining five A* to C passes at GCSE, including in English and mathematics, has been steadily increasing and is now expected to be well above the national average this year. The most able make excellent progress in English and mathematics as a result of the provision of appropriately challenging courses at Key Stage 4. Inspection evidence and school information show that this group is making much faster progress than previously in these subjects as well as science and humanities.
- Recent checks by the school and verified by inspectors indicate that all students across the school are making faster progress in English and mathematics than in the past and are set to do even better than in the previous year. A relative weakness in science is being tackled with better quality assessment, improved teaching and better leadership. This year, the proportion of students gaining A* to C passes in key subjects is on course to be better than last year.
- The progress students are making in improving the quality of their writing is more rapid than that previously. This is because students are using language more effectively, employing a variety of sentences and demonstrating an increasingly sophisticated use of vocabulary. As a result, progress over time in writing is good and improving in a sustained way.
- Students read books regularly and widely. They have a real love for reading. They show excellent understanding of complex text and are able to pronounce vocabulary accurately.
- The students supported by pupil premium funding are less than a quarter of a GCSE grade behind their peers in English and mathematics at the end of Key Stage 4. The gap is closing as a result of them making good progress which is better than that of similar students nationally.
- The progress of disabled students or those who have special educational needs is not as rapid as it should be. Some activities lack sufficient challenge and this limits progress. Students for whom English is an additional language make excellent progress. Those students who use an outside provider make good progress as a result of regular attendance; training opportunities, such as the Duke of Edinburgh Award scheme, meet their individual needs well.
- The additional Year 7 catch-up funding is being used to very good effect for eligible students. It has assisted students to improve their understanding of texts and their writing skills. These students also receive some free books which is encouraging them to develop their reading skills.
- The school is very inclusive and actively promotes equal opportunities and tackles any discrimination well. Pupils with a disability or special educational needs make good progress. All ethnic groups increasingly make at least good progress, including those from Black African and Black Caribbean heritages. The progress of students from a White British background is improving in line with their peers. Leaders ensure that students who are not making fast enough progress, or who may need extra help to achieve well, receive it in a timely way.

The quality of teaching

is good

- The teaching is good, particularly in English, mathematics, religious education, physical education and where teachers have good subject knowledge and use questioning well. Teaching has improved over time as indicated by the students' improved progress and attainment. However, it is not outstanding as there remains too great a difference in the performance of students across different subjects.
- Relationships between teachers and their students are positive. Many students express their appreciation for the support they receive. They value the encouragement that teachers give them through recognising and celebrating their success.

- Students 'rise to the challenge' when learning is exciting and expectations are high. Teachers are aware of students' individual abilities and help them to improve their rate of progress. However, on a few occasions particularly in science, this is not the case and progress is not as fast as it should be.
- A good example of improved literacy skills was seen during the inspection where students studying *A Midsummer Night's Dream* showed a good understanding of imagery to describe the character of Puck. In mathematics, due to teachers' high expectations, students make fast progress.
- Any students who show signs of falling behind are quickly identified and given the support they need to catch up, including those starting in Year 7. Effective help from teachers and support staff is also provided for those students who are eligible for pupil premium funding. Students are well prepared for GCSE examinations. For example, students have a clear understanding of the ways to answer questions to gain the highest marks. Strategies to support students in a variety of ways, including Saturday sessions, are effective in mathematics and English. As a result, the vast majority of students fulfil their potential and attain the grades of which they are capable.
- The assessment of students' attainment and progress is accurate and this is helping to ensure more precise predictions for GCSE results. Students are fully aware of the grades and levels they are reaching and this helps them to focus on their targets and on what they need to do to make better progress.
- Students are usually quick to learn from the mistakes they make when working in books because teachers point out where they have gone wrong. However, occasionally work is not marked regularly and written comments are not as helpful as they should be. This restricts the rate at which students' work improves.

The behaviour and safety of pupils are outstanding

- The behaviour of students is outstanding. Students say behaviour has improved vastly since the previous inspection. They say students are much more polite, courteous and respectful to adults and their classmates, both in class and around the school. In every class students get on with their learning well and work very well on their own or in groups.
- Students are proud of their school and of themselves. This is reflected in their consistently smart appearance in the school uniform. Attendance and punctuality are above average. Students speak confidently to visitors.
- The management of behaviour by staff is excellent. Very robust systems record and analyse any incidents, and then help ways to improve students' behaviour. As a result, very few incidents of inappropriate behaviour occur. Over time, incidents of poor behaviour have reduced significantly.
- Disabled students and those with special educational needs are very well integrated into the daily routine. They have excellent relationships with each other and the adults around them. This helps them with their learning.
- Racial harmony, as a result of the respect students show to those who come from different backgrounds and cultures, is of the very highest quality. Year 11 students are mentors and role models for those in Year 7.
- The school's work to keep students safe and secure is outstanding. Students feel very safe. They are very well aware of different forms of bullying, including homophobic, but say bullying is rare in school. They learn about internet safety. They have an excellent knowledge about how to keep themselves safe from potential dangers of local traffic, as demonstrated by their safe crossing of a very busy road at the front of the school, and of the dangers of drug and alcohol abuse.

The leadership and management are outstanding

- Since she took over, the executive Principal, who 'leads by example', has worked relentlessly

hard in seeking to transform the school to one where nothing less than the best is accepted.

- Senior school leaders, staff and the governing body are exceptionally committed to ensuring that every student is given the opportunity to do their best.
- The executive Principal has taken decisive action to change the senior leadership team and to appoint new subject leaders and teaching staff. Many earlier changes to staffing have meant that students' achievement is currently good rather than outstanding, but it is speeding up rapidly due to much stronger and secure middle leadership. Leaders have ensured that the quality of teaching improves rapidly. Most telling of all are the improvements in English, where levels of achievement have risen dramatically.
- The school's procedures for gaining an exact view of its performance are accurate. Plans for continued improvement are targeted precisely on ways for raising achievement and reaching higher standards. The impact of actions are checked regularly by senior and middle leaders.
- Senior leaders are committed to promoting high-quality teaching. Arrangements for the appraisal of teachers' performance and the application of the national Teachers' Standards are linked closely to the targets for improving students' progress.
- Questionnaire responses from staff indicate that their morale is exceptionally high. The school has a strong link with parents and carers. Most parents and carers consider that their child is happy and safe at school and that they make good progress.
- The school provides an excellent range of learning opportunities and additional activities that make a very positive contribution to students' good progress and outstanding personal development. There are many after-school activities including various sports. Revision sessions and additional optional learning opportunities are available in many subjects. Musical activities have a very high profile.
- Assemblies and opportunities for reflection and to consider the needs of others make a highly effective contribution to students' spiritual, moral and social development. Students' cultural understanding is stunningly good in terms of the respect and understanding shown towards those of different faiths.
- The range of subjects and courses available meets students' learning needs well as a result of the very careful consideration given to changes to the courses available. The high-quality of guidance on various future pathways prepares students well for higher education or the world of employment.
- As part of the work of the federation, school leaders work together to raise standards and increase rates of students' progress. Staff at all levels work together very closely, sharing training opportunities and expertise.
- The local authority has made a positive contribution to the school's development by providing valuable advice to teachers and leaders. This has helped the school to increase rates of students' progress over time.
- **The governance of the school:**
 - Governors have an excellent grasp of how well the school is performing and progressing compared to others and they are well informed about the quality of teaching. Governors are involved fully in overseeing arrangements to ensure that teaching is of high calibre and that teachers are rewarded appropriately for the quality of their performance. Central to this is the excellent quality of information provided by the executive Principal, senior leaders and subject leaders. Governors benefit from access to high-quality training opportunities provided within, and beyond, the federation. Governors are not afraid to address areas of concern or to ask challenging questions, for example about slower achievement in science. They are well equipped to do so and keep a watchful eye on the impact of plans for improvements. Governors are scrupulous in their management of the school's financial resources. They are fully aware of the impact on students' progress of additional funding, such as the pupil premium. The school's arrangements for safeguarding students and for child protection meet current requirements.

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

Unique reference number	133289
Local authority	Tower Hamlets
Inspection number	441083

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	Boys
Number of pupils on the school roll	535
Appropriate authority	The governing body
Chair	Gail O'Flaherty
Principal	Jackie Johnson
Date of previous school inspection	9–10 February 2011
Telephone number	020 7791 9500
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