

Bishop Challoner Catholic Secondary School

Inspection report

Unique Reference Number	116478
Local Authority	Hampshire
Inspection number	338826
Inspection dates	11–12 March 2010
Reporting inspector	Christopher Russell

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	621
Appropriate authority	The governing body
Chair	Mr T Cullinane
Headteacher	Anthony Corish
Date of previous school inspection	12 March 2010
School address	St Michael's Road Basingstoke RG22 6SR
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Introduction

Introduction This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. Thirty-one lessons were observed, taught by 30 teachers; there were also a number of briefer visits to lessons. Meetings were held with students, staff and governors. As well as observing the school at work, inspectors looked at a wide range of documentation, 148 questionnaires completed by parents, and questionnaires completed by staff and students.

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

- whether lessons consistently enable students from all ability groups (particularly middle-ability students) to make good progress in their learning
- the impact of the changes made to the curriculum on students' achievement and enjoyment
- whether assessment data are now used more effectively to raise standards and evaluate progress
- the impact of the work being done to strengthen monitoring and evaluation.

Information about the school

Bishop Challoner is a small school serving a wide geographical area. Most students are from White British backgrounds. The proportion of students identified as having special educational needs and/or disabilities is similar to that seen nationally. The school's specialisms are in mathematics and computing.

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 has developed well since it was last inspected nearly three years ago: it is now a good school. Most importantly, there have been significant improvements to the quality of teaching and the curriculum:

- teaching is now typically good and much is outstanding, although the way in which teachers use assessment in their teaching is less well developed
- the school's Key Stage 4 curriculum in particular has been developed and includes a wider range of courses; this meets students' different needs and interests more closely.

As a result of these improvements, students achieve very well and leave with excellent examination results. Most of their other outcomes are also outstanding. Attendance rates are high, students' behaviour and attitudes to learning are exemplary, and almost everyone continues in education when they leave. Students recognise and appreciate the school's excellent ethos and atmosphere, and they feel well cared for and supported.

The school's continuing improvement is the result of clear and determined leadership. The fact that examination results are already high has not led to complacency: staff are ambitious to achieve more. Senior leaders provide a strong lead and, in the last three years, leadership across the school has been strengthened. Most notably:

- the way in which leaders monitor the school's work and evaluate the impact of the school's actions has developed well; many aspects are now very good, although monitoring is not as rigorous across all aspects of the school's work
- middle leaders play a much greater role in the school's development
- the achievement of individual students is now tracked much more carefully.

Senior leaders and most middle leaders have a thorough and detailed understanding of the school's strengths and weaknesses, and the school is well placed to continue its improvement.

What does the school need to do to improve further?

- Develop the way in which teachers use assessment to support their teaching, in particular by ensuring that:
 - teachers use information about students' targets and current achievement when they plan and deliver their lessons to ensure that activities match the attainment levels of different students more closely
 - teachers' questions are precise and probing enough to check students' learning as the lesson progresses

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

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- teachers use assessment during the lesson to shape and modify activities as the lesson proceeds
- teachers make good use of the final part of the lesson to check and consolidate students' learning
- marking and feedback to students consistently provide them with a clear understanding of how to improve their work and meet their targets.
- Ensure that all aspects of the school's work are monitored and evaluated rigorously. In particular:
 - extend sharper monitoring and evaluation to all areas of the school's work
 - strengthen the role of governors in monitoring the school's work and challenging leaders
 - make full use of improved data about students' achievement to measure the impact of the school's actions and judge the effectiveness of different aspects of the school's work.

Outcomes for individuals and groups of pupils

1

Students' achievement and most of their other outcomes are outstanding.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account:	
Pupils' attainment ¹	1
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	1
Pupils' behaviour	1
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	1
Taking into account:	
Pupils' attendance ¹	1

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

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

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The extent of pupils' spiritual, moral, social and cultural development	1
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How effective is the provision?

The quality of teaching has improved and is now good overall: although satisfactory in a minority of lessons, teaching is good (and often outstanding) in the large majority. Teachers have excellent relationships with their students and the atmosphere in classrooms is positive, welcoming and very productive. They ensure that students have a rigorous knowledge and understanding of key subject matter. Although improving and generally strong, the way in which teachers use assessment in their teaching is less well developed. In particular:

- teachers do not always make sufficient use of information about students' targets and current achievement when they plan and deliver their lessons, which means that activities are not consistently shaped and matched closely enough to the attainment levels of different students
- teachers' questioning techniques are not always precise enough to check students' learning as the lesson progresses (and teachers are therefore not able to modify the lesson in response)
- teachers often do not make good enough use of the final part of the lesson to check and consolidate students' learning
- although some marking and feedback provide very clear and useful information to students about how to improve their work, this is not yet consistently the case across the school.

The curriculum has developed well and now meets students' needs more closely. A number of students now follow courses at the local college. There have been other helpful developments, such as the introduction of vocational science courses and opportunities for students to take some examinations early. Wide-ranging and high-quality curriculum opportunities for personal and social education support students' good and often outstanding outcomes in this area. The school has plans to develop the curriculum further in the next few years; these plans are sensible, realistic and based on a good understanding of students' needs.

The school offers a good range of care, guidance and support for students. Students with acute and complex needs, and those identified as having special educational needs and/or disabilities, are particularly well supported.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

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

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How effective are leadership and management?

Senior and middle leaders are providing considerable drive for the school's further development. Governors support the school well. They do not, however, monitor all aspects of the school's work with sufficient rigour or always provide sufficient challenge to leaders.

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	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
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	1

Views of parents and carers

Parents' and carers' responses to the inspection questionnaire were very positive, matching the findings of the inspection. There were few negative comments; there was no discernible pattern to those that were made.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bishop Challoner Secondary 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 148 completed questionnaires by the end of the on-site inspection. In total, there are 648 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	57	39	86	58	3	2	2	1
The school keeps my child safe	70	47	77	52	1	1	0	0
The school informs me about my child's progress	45	30	97	66	4	3	2	1
My child is making enough progress at this school	60	41	81	55	3	2	1	1
The teaching is good at this school	52	35	85	57	5	3	0	0
The school helps me to support my child's learning	38	26	96	65	8	5	0	0
The school helps my child to have a healthy lifestyle	27	18	101	68	18	12	1	1
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)	61	41	81	55	3	2	0	0
The school meets my child's particular needs	54	36	82	55	6	4	2	1
The school deals effectively with unacceptable behaviour	48	32	81	55	11	7	2	1
The school takes account of my suggestions and concerns	35	24	92	62	8	5	1	1
The school is led and managed effectively	73	49	68	46	1	1	2	1
Overall, I am happy with my child's experience at this school	75	51	67	45	4	3	0	0

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 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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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 pupil's 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.



15 March 2010

Dear Students

Inspection of Bishop Challoner Catholic Secondary School, Basingstoke, RG22 6SR

Thank you for your help and for taking the time to talk to us during the recent inspection. I am writing to you to tell you about our main findings.

We judged that the school has improved in the three years since it was last inspected ' the school is now good. In particular:

- the quality of lessons has improved and many more are now good or outstanding
- the curriculum has been developed and now meets your needs and interests much more closely.

The way in which the school sets targets for you and tracks your progress has also developed well.

The school helps you to achieve excellent examination results and to develop exceptionally well as young people. We were very impressed by your behaviour and attitudes to school, and also by the large number of you who carry on with your education when you leave.

There are two things in particular that we have asked the school to concentrate on:

- improving the way in which teachers use assessment in their lessons, for example by checking your learning as the lesson progresses
- making further improvements to the way in which leaders monitor the school's work.

The headteacher and other staff are very ambitious for the school and are working hard to ensure that it keeps improving. They have a good understanding of the school's strengths and areas for development, and know what to do next to continue the school's improvement.

Best wishes from the inspection team.

Chris Russell

Her Majesty's Inspector

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