

# **DENOMINATIONAL INSPECTION REPORT**

incorporating Section 48 and Canonical Inspection under Canon 806 on  
behalf of the Archbishop of Southwark

**URN 100752**

**Bonus Pastor Catholic College**

**Winlaton Road**

**Bromley BR1 5PZ**

**Inspection date: 23<sup>rd</sup> & 24<sup>th</sup> May 2018**

**Chair of Governors: Mrs L Farmer**

**Executive Head: Mrs R Holden**

**Head of School: Mr J Ronan**

**Inspectors: Mr D G Fox**

**Ms J Strong**

## **EDUCATION COMMISSION**

St Edward's House, St Paul's Wood Hill, Orpington, Kent BR5 2SR

Tel 01689 829331

**Interim Director of Education: Mr Stephen Bryan**



### Key for inspection grades

Grade 1	Outstanding	Grade 3	Requires improvement
Grade 2	Good	Grade 4	Inadequate

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

Bonus Pastor Catholic College is an oversubscribed mixed Catholic College located in the London Borough of Lewisham. It is situated in the Lewisham Deanery of the Archdiocese of Southwark. The principal parish that Bonus Pastor serves is The Good Shepherd, Downham. Pupils also come from other Catholic Lewisham schools; The Holy Cross, St William of York, St Augustine's, Our Lady and St Philip Neri and St Saviours. The proportion of pupils who are baptised Catholics is approximately 92%. The average weekly proportion of curriculum time given to Religious Education is 10% in key stage 4 and 7% in key stage 3.

The school takes pupils from 11 to 16 years. The number of pupils currently on roll is 794. The attainment of most pupils on entering the school is broadly average. The proportion of pupils eligible for free school meals is 39%, which is above the national average. Around 12% of the pupils receive extra support in class. The number of pupils with a Statement of Special Educational Needs (SEN) or an Educational Health Care Plan (EHCP) is broadly in line with the national average at 2%. The percentage of pupils whose first language is not English is below the national average at 12%. The proportion of pupils from minority ethnic backgrounds is high, with the majority of pupils coming from a black African or black British background.

Publication Date 10th July 2018



## SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

Bonus Pastor Catholic College is an outstanding Catholic school because:

- Leaders and governors provide outstanding leadership. The Executive Head Teacher, Head of School and the leadership team constitute an empowering and an inspirational presence, particularly in the context of the promotion of the Catholic life of the school.
- The mission of the school, “Auxilare Non Nocere,” encapsulates the holistic approach to excellence which permeates the life of the school. Pastoral care for pupils and staff is a significant strength of this distinctly Catholic school.
- The school’s House-based pastoral structure has a significantly positive impact on relationships in the community. The word family was used regularly by students to describe the strong ethos of the school.
- Parents welcome the high level of engagement from the school. They overwhelmingly acknowledge that the school brings obvious benefits to pupils. They know they are part of a family. One parent expressed her deep appreciation for the pastoral and spiritual care the school gives and for instilling the value of prayer in her child.

## WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER

- Continue to provide opportunities which will strengthen the Junior Chaplaincy Team as they will then be able to contribute more significantly to the spiritual life of the school.
- Ensure that the allocation of curriculum time to Religious Education in Key Stage 3 meets the 10% requirement of the Bishops’ Conference.



## Overall Effectiveness

How effective the school is in providing Catholic Education.

1

### Catholic life

1

The extent to which pupils contribute to and benefit from the Catholic life of the school.

1

The quality of provision for the Catholic life of the school.

1

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life of the school.

1

### Religious Education

1

How well pupils achieve and enjoy their learning in Religious Education.

1

The quality of teaching, learning and assessment in Religious Education.

1

How well leaders and governors promote, monitor and evaluate the provision for Religious Education.

1

### collective worship

1

How well pupils respond to and participate in the schools' collective worship.

1

The quality of provision for collective worship.

1

How well leaders and governors promote, monitor and evaluate the provision for collective worship.

1

## CATHOLIC LIFE

1

### **The extent to which pupils contribute to and benefit from the Catholic life of the school is outstanding**

- Pupils make an outstanding contribution to the Catholic life of the school and derive huge benefit from attending Bonus Pastor. They were able to articulate a genuine sense of belonging to a Catholic family. One pupil said “We begin year 7 with God and we end year 11 with God. It is a nice way and gives a clear direction.”
- The call to serve is evident throughout the life and work of the community. Each person is recognised as made in the image of God. There is a high level of mutual respect. Behaviour throughout the school is excellent. Pupils said that teachers are good at trying to understand underlying challenges facing them when there are occasions of misbehaviour.
- Pastoral care systems are excellent and ensure pupils live and learn in a safe place. A confidential email address has been set up for pupils to pass on their concerns. They know their concerns will be addressed quickly and confidentially.
- The school shows great concern for the mental and emotional wellbeing of the pupils. During the inspection there was a weeklong focus during form time on mindfulness. There was a high level of engagement in the lessons observed.
- Pupils were happy to talk about how they actively seek to support one another and about being part of a family where everyone is valued, respected and cared for. They understand and live by the school motto “to help not to hinder.” For example, year 7 pupils delivered a presentation to the year on looking after each other. They distributed an accompanying booklet. There is now an anti-bullying representative in each year to whom pupils can go. Its impact is evident in the harmonious community where pupils are instrumental in addressing each other’s concerns and looking out for everybody. Pupils run an e-safety group to advise others about the dangers of internet use.
- In discussions with inspectors, pupils spoke very warmly about the opportunities to serve others. Fundraising is an established part of school life. Pupils understand that others have greater need in the local and wider community, such as St. Christopher’s Hospice, Age Concern and CAFOD. In addition to fundraising, works of charity also take place at key times of the year such as Harvest Collection, Christmas Jumper Day and several events organised by the Heads of House. These give the students a practical focus to their Christian mission of service and ensures that pupils are aware of their responsibilities towards the needs of others.
- Pupil leadership is a strength of the school and contributes effectively to creating an environment in which pupils know they are safe and cared for. House Captains said they appreciate the opportunities offered to them by the trust and responsibilities



they are given. A pupil who joined in Year 9 described the impact as “it opened my eyes to see how much you had to offer.” They show great pride in serving others as prefects and peer mentors. Older pupils are excellent role models.

- The school is excellent at empowering pupils to take on responsibilities and to participate in the wider enrichment curriculum. The Bonus Pastor Charter lists 56 ways of developing skills beyond the classroom. The motto is “More than just exam results – Be the Best.”
- Parents overwhelmingly support the school and appreciate what it offers. They feel part of the family. A parent spoke movingly about how her child was listened to and helped to pray.

### **The quality of provision of the Catholic life of the school is outstanding**

- The House-based pastoral structure has a positive impact on relationships in the school. Teachers and pupils said that it broke down barriers between all ages and created a family feel to the school. One pupil described it as “the jewel in the crown.” There is a high level of mutual respect within the community. Behaviour is excellent.
- The high level of inclusion is evident through the Wider Curriculum programme. Teachers responsible for providing it are outstanding. Their purpose, in the words of one, is “no matter their background or future, we make sure every child has opportunities.” Participation is tracked. When pupils do not engage, every effort is made to identify why and to support them as appropriate. Micro- volunteering projects allow individual pupils to work on their own project. For example, one pupil is developing a visual display of areas of need throughout the world for the school’s fundraising work. Another pupil is producing visual support on youtube for the hard of hearing.
- The Chapel is a vital part of the school. It is used for small group masses and reflections. Doors are opened into the hall for whole year masses. On one wall, the beautiful stain glass window was inspired by ideas from pupils. It is visually and spiritually uplifting. It also contains images of all aspects of school life. The further development of the prayer garden will enhance the provision for private prayer and reflection.
- There is an annual pilgrimage to Rome. Some pupils attend the Summer Camp run by the St Vincent de Paul and John Bosco.

**How well leaders and governors promote, monitor and evaluate the provision for the Catholic life of the school is outstanding.**

- The school's self-evaluation was fully endorsed by inspectors in all key areas.
- The school's leadership is deeply committed to the Church's mission in education. Leaders and governors maintain the balance between school improvement and Catholic distinctiveness. It is a school that learns, prays and cares.
- The Governing body plays an active role in supporting and developing the Catholic nature of the community. The leadership ethos is one of service to the pupils to enable their spiritual, social and moral development through Christ's love. This is evidenced through their commitment to recruit high quality, committed Governors and teachers to enhance Catholic life. The Chair summed up their vision as wanting to ensure "every child is given the utmost opportunity to succeed beyond 16 and become people who will make a difference."
- Governors are well informed about the Catholic life of the school through regular visits, especially by the Chair and the link governor. The development of the Catholic life of the school is explicitly set out in the school improvement plan.
- The Executive Headteacher and newly appointed Headteacher are outstanding and are passionate about ensuring a positive experience of Catholic education at Bonus Pastor. They are strongly supported by the Senior Leadership Team. Together they work highly effectively in the context of the Catholic life of the school. High priority is given to promoting the centrality of the school's Catholic ethos and ensuring it is a living reality. This is evident among staff who serve as role models of prayer and respect.
- School leaders have provided a distinctly Catholic and spiritual environment with the Chapel and new prayer garden. They have established a Spirituality team of senior staff who provide frequent and varied forms of worship for staff and pupils.
- The staff development programme reflects key principles relating to Catholicity and spiritual development. New staff are fully inducted into the Catholic life of the school and receive training on how to lead prayer which is reverent, respectful and reflective. This is constantly role modelled by Senior Leaders, the Religious Education department and the Spirituality team.
- The Parish Priest has a strong presence in the school and provides effective support to staff and pupils.

## RELIGIOUS EDUCATION

1

### How well pupils achieve and enjoy their learning in Religious Education is outstanding

- Levels of attainment on entry are broadly in line with national averages. Attainment and progress at the end of key stage 4 are above national averages and in line with school expectations and outcomes. Standards in Religious Education are outstanding and continue the upward trend over the last three years, from 78% to 83% in 2017. This is in the context of a school whose attainment at GCSE over the last three years has been consistently outstanding and has put Bonus Pastor in the top 20% schools in the country. It is a Beacon school in the Borough.
- Outcomes reflect the school's ambitions for each pupil. High expectations show the determination of the school for pupils to achieve at least expected outcomes in Religious Education. Challenging targets are set. Pupils respond positively to the challenge and grow in self confidence because of the encouragement and praise from teachers.
- Various groups of pupils achieve at least age related expected levels of progress with some exceeding. For example, more able pupil premium students are performing above expected levels and beyond the national average. Overall, there is parity with non-pupil premium students. The gap in outcomes between boys and girls has been narrowing over the last three years. It is expected that there will be parity between girls and boys this year.
- Pupils displayed good, and in some cases, outstanding standards of religious literacy. During the inspection, GCSE pupils showed they knew and were developing an understanding of several Jewish key words related to the Law.
- A wide range of pupils who met inspectors said they enjoyed their lessons and spoke warmly about the challenge and support the teachers give them. One pupil said that teachers "care about progress and they care about you."
- Behaviour for learning is outstanding. In the lessons observed across the key stages, pupils were attentive, engaged actively and collaborated very well in their learning. GCSE pupils affirmed the support teachers give them within the classroom and through Kaboodle, an online revision guide.
- Students' written work is generally of a high standard. Most pupils take pride in their work and are enthusiastic about learning.



### **The quality of teaching and assessment in Religious Education is outstanding**

- Lesson observations and reviews of pupils' work confirms the school's self-evaluation and their own observations that teaching is always at least good and often outstanding.
- Evidence shows teachers differentiate effectively and demonstrate excellent subject knowledge. Challenging questioning techniques and appropriate levels of challenge were seen in the lessons inspectors observed.
- Pupils make above national progress because well-structured lessons are delivered in ways that are engaging and well-paced. This reflects a high level of consistency across the department to ensure pupils can learn. A range of Assessment for Learning techniques are effectively used within lessons to assess the progress of students within the class and to inform further planning.
- Consistent assessment and progress tracking are significant strengths of the department. For pupils in years 7 and 8, progress is reported termly. It is half termly for GCSE pupils. Information is measured against the school's target for each pupil. Moderation within the department enables teachers to identify pupils who need support or further challenge. Teachers share ideas on how to provide more effective teaching.
- Pupils confirmed that they enjoy lessons because of the range of methods teachers used, such as making presentations, dramatising scripture and the opportunities for individual study. They appreciate the support teachers give them. A feature of the GCSE guidance is the exam technique guide that pupils use to answer the different mark questions. GCSE skills are subtly introduced to pupils in years 7 and 8. Teachers do not reduce the creativity of and fun in learning. Pupils confirm their enjoyment of Religious Education.

### **How well leaders and governors promote, monitor and evaluate the provision for Religious Education is outstanding**

- Curriculum time is 10% at Key Stage 4 and averages 8.5% across both key stages. The school is committed to addressing the allocation so that it meets the requirements of the Bishops' Conference.
- Religious Education has very high profile in the school. It has a profound impact on the moral and spiritual development of pupils. Outcomes in Religious Education reflect outstanding leadership at all levels.
- Governors are proud of the school's achievements and are determined to support the school in its work of continually improving standards. They are well informed about the standards of teaching and learning through the Head Teacher's reports and by visits to the school. They are effectively managing the transition to a new Headteacher so that there will be a seamless hand over of responsibilities in the new academic year.



- The link governor for Religious Education carries out regular learning walks and work reviews. His findings ensure that governors have an excellent understanding of the strengths of the school and areas for development. The Chair's weekly meetings with the Headteacher add to the robust scrutiny of standards and the effectiveness of the school. Sustained improvement in standards in Religious Education demonstrate excellent leadership and effective collaboration between leaders at all levels.
- Leadership of Religious Education is outstanding. The Head of Department has a high level of expertise and a clear focus on how to improve teaching and learning. The level of consistency across the department reflects a strength of her leadership. Teachers of Religious Education have confidence in her ability to lead and to continue the upward trend.
- The Head of Department has established effective monitoring and assessment systems. Termly assessments at Key Stage 3 and half termly at Key Stage 4 provide detailed information for each pupil. Appropriate strategies follow that address areas of concern so that each pupil is given every opportunity to learn. There are cross-departmental discussions to identify pupils who are not performing consistently in Religious Education or who may be exceeding expected targets.
- Lesson observations and learning walks are used to identify areas for development for staff. Regular formal and informal meetings combined with an open-door policy ensure they are well supported.
- Excellent CPD across a network of schools results in improvement and innovation in teaching. It promotes excellent relationships with other Catholic schools and colleges and greatly improves provision at Bonus Pastor in terms of training and sharing of good practice.
- Bonus Pastor is a member of the Catholic Teaching Alliance (CTA) which is cross phase and cross borough. It was successfully established in March 2012 and is thriving. It continues to be used effectively. The school leads a successful collaboration for sharing good practice and growing its own expertise in teaching and leadership.
- The school has changed the GCSE programme to Edexcel this year to provide greater access to learning for pupils of all abilities. There is an established programme of the study of other faiths. Year 7 pupils study Islam, Hinduism and Sikhism. Year 8 pupils visit a synagogue as part of their learning. Judaism is the second religion in the GCSE studies.
- The Relationship and Sex Education policy has been reviewed and updated in line with the diocesan and Department for Education requirements. This has been ratified by the governing body and mapped across Religious Education and the wider curriculum.

## COLLECTIVE WORSHIP

1

### **How well pupils respond to and participate in the school's collective worship and prayer life is outstanding**

- Pupils play a pivotal role in collective worship. They said that they are actively involved in preparing masses and assemblies. One highlight of their participation was when they used their own ideas to prepare and lead the Easter liturgy.
- Acts of worship engage pupils' interests and inspire them in deep thought and heartfelt response. They enjoy participating in and leading across a range of acts of worship from the celebration of mass to private prayer in the chapel and on retreat.
- During the inspection, pupils responded with respect and reverence in the assemblies and morning prayer. They were engaged regardless of their faith background. The school should consider enhancing the spiritual nature of assemblies with visual symbols such as a candle and appropriate music.
- The experience of prayer has a visible effect on the confidence and ease with which pupils spoke of their faith. Pupils said that daily prayer is a way of life and that there is no embarrassment in praying and offering their own intentions.

### **The quality of provision for collective worship and prayer life is outstanding**

- Prayer and worship are at the heart of school life. Praying together is part of the daily experience for pupils.
- The staff Spirituality team provides many opportunities for pupils to attend acts of collective worship. The provision of materials enables staff and pupils to pray at the start of each day and to deliver assemblies. The termly prayer book is a collection of traditional prayers and a selection of pupils' prayers.
- The Chapel is in regular use for liturgical worship and Masses. This provides both staff and students with an opportunity to both pray and reflect.
- Pupils in Years 7 celebrate Mass as the final part of their induction process at the start of the year. Pupils in Year 11 end their school life with a Mass of Thanksgiving and celebration. This celebration welcomes each student formally into the school community and encourages year 11 students to make the best of their last year at Bonus Pastor Catholic College.
- High quality assemblies are delivered by senior leaders, teachers and students themselves. House and year assemblies take place on a rota basis every week. There is an assembly rota in place which allows all staff and students alike to reflect on and develop their faith and spirituality.



- The retreat programme is a feature of provision throughout the school. Pupils in years 7 and 9 students attend a retreat at Aylesford Priory which is organised and run by St. Vincent's Youth team. Year 8 visit a local Synagogue and Year 10 attend a residential retreat at St. Vincent's in Whitstable.
- Links with the major feeder parishes have been established. Priests from these parishes have visited at key times to celebrate Mass or to offer the Sacrament of Reconciliation during Lent and Advent.

**How well leaders and governors promote, monitor and evaluate the provision for collective worship and prayer life is outstanding**

- Leaders and governors have ensured that there are many opportunities for pupils to experience a range of liturgies and prayer. Chaplaincy provision has been restructured to enhance provision for pupils to pray and celebrate their faith. The Chair spoke of governors' commitment to providing meaningful prayer experiences for staff and pupils.
- Formation for leadership of collective worship for staff and pupils is an integral part of the school improvement plan. Inset on prayer and spirituality enable all staff, especially non-Catholic staff are enabled to contribute to the spiritual and prayer life of the school.
- The Senior Spirituality Team are highly visible as leaders of collective worship. They effectively monitor collective worship. For example, observation of morning prayer in various form rooms showed a consistent and prayerful atmosphere.
- The Junior Chaplaincy Team is a confident and growing group of students who are increasingly taking on greater responsibility for preparing and leading acts of worship. The plan to involve younger students will further strengthen chaplaincy throughout the school.