



# Archdiocese of Birmingham

## Section 48 Inspection

### Bishop Challoner Catholic College

Institute Road, Kings Heath, Birmingham B14 7EG

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Inspection date	3 <sup>rd</sup> & 4 <sup>th</sup> October 2017
Reporting Inspector	Louisa Craig
Assistant Inspector	Stephen Burns

Inspection carried out under Section 48 of the Education Act 2005

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Type of School	Voluntary Aided
Age range of pupils	11-18 years
Number on roll	1247
Appropriate authority	The Governing Body
Chair of Governors	Greg Keegan
Telephone number	0121 444 4161
E-mail address	k.hall@bishopchalloner.bham.sch.uk
Date of previous inspection	4 <sup>th</sup> & 5 <sup>th</sup> October 2012
DFE School Number	330 5413
Unique Reference Number	103560
<b>Headteacher</b>	Kevin McEvoy
Previous inspection:	1
This inspection:	1

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## Evidence

- Two Diocesan Inspectors carried out the inspection.
- The focus of the inspection was on the quality, leadership, and impact of the school's provision of Catholic life, collective worship, and religious education (RE).
- The inspectors observed teaching across 13 RE lessons to evaluate the quality of teaching, learning and assessment. They also completed a spiritual, moral and vocational (SMV) learning walk across the school.
- The inspectors completed a work scrutiny and held discussions with pupils to evaluate their understanding of Catholic life, worship, and the impact of teaching on their learning over time.
- Meetings were held with the link governor for RE and a parent representative of the governing body, the headteacher, deputy headteacher, person in charge of Catholic life of the school (PICCLS), the RE subject leader, pupils and the lay chaplain.
- The inspectors attended tutor time, a year group assembly, staff briefing, devotional prayers in the chapel and a primary chaplaincy event. They also undertook a learning walk to look at aspects of learning and teaching in RE, the presentation of the Catholic life of the school and pupils' behaviour.
- The inspectors reviewed a range of documents including the school's self-evaluation, data about pupils' attainment and progress, RAISE online, the development plan, teachers' planning and records of aspects of Catholic life across the curriculum.

## Information about the school

- Bishop Challoner Catholic College is an above average-sized secondary school with a sixth form in Kings Heath, Birmingham.
- Bishop Challoner Catholic College is a cohort 1 Teaching School. The Teaching School Alliance is a partnership of 55 schools.
- Bishop Challoner Catholic College is the lead school for the Central Midlands Science Learning Partnership and the Central Maths Hub.
- The school serves the parish of St Dunstan's, Kings Heath.
- The majority of pupils in the school are white British.
- The proportion of pupils from minority ethnic backgrounds is above the national average.
- The proportion of pupils who speak English as an additional language is below the national average.
- The percentage of Catholic pupils is currently 93%.
- The proportion of pupils who are disadvantaged is above the national average.
- The proportion of pupils who have special educational needs and/or disabilities with a statement of special educational needs or an education, health care plan is just above the national average.
- Attainment on entry is slightly above the national average.

## Main Findings

- The overall effectiveness of the Catholic life, RE and Collective worship of the school is outstanding. The vision and commitment of the governors, the headteacher and his leadership team in creating the climate for transformational education is inspirational.
- The proclamation and witness to the centrality of Christ in the Church's mission in education is the unifying and energising driving force for excellence across the school community.
- The development of the Catholic life of the school is outstanding. Pupils are given rich opportunities to develop their potential and they are supported in their journey through prayer and liturgy.
- The whole school community strives to enable pupils to grow in their learning whilst nurturing their talents, overcoming barriers and creating a positive climate, which supports the development of the whole person.
- A caring ethos pervades the school, student behaviour is outstanding and relationships are strong, bearing witness to Christ being at the heart of the community.
- The strong Catholic ethos is evident amongst leaders, staff and governors and is given high priority. Leaders, staff and governors effectively promote and evaluate the Catholic life of the school putting spiritual formation at the heart of school life. The headteacher, whose presence around the school is very dynamic and effective and who leads by example, has very clear and strongly held views of Catholic education and how it should impact on the lives of the pupils.
- The effectiveness of leadership and management through the PICCLS in promoting the Catholic life of the school is outstanding. A strong sense of Catholic mission permeates all aspects of school life. The whole staff body is committed to providing pupils with extended opportunities to grow and develop into young people with a strong sense of personal worth and an awareness of their responsibilities towards others.
- Collective worship plays a central role in the life of the school. The experience of collective worship, prayer and liturgy, central to the daily life of the school, is outstanding. Pupils are very positive about collective worship and are involved in its delivery and evaluation. There is further scope for pupils to be more involved in the planning and delivery of worship in both tutor time and assemblies.
- The school has invested significant resources in employing an empowering lay chaplain. The lay chaplain represents a significant presence within and beyond the school, supported by the chaplaincy team. There is a palpable sense of teamwork, which ensures that a wide range of liturgical opportunities are offered to the school community including Masses, retreats and opportunities for private and community prayer.

- The leadership and management of the religious education department is strong. The subject leader has a vibrant vision for religious education that encompasses both a dedication to achieving excellent academic outcomes for pupils and an ambition to prepare them for the demands of religious commitment in daily life.
- The quality of religious education is outstanding. Pupils enjoy religious education and standards of achievement are high in every key stage. At GCSE, the results demonstrate that almost all groups of pupils make progress, which is above the national average. At A-Level, pupils achieve extremely well, and again this is above the national average. Teaching is frequently outstanding and never less than good. The meticulous monitoring and reviewing, involving the senior team and governors, ensures that high standards of teaching and learning are maintained.

## **THE CATHOLIC LIFE OF THE SCHOOL**

### **Catholic life, collective worship and spiritual, moral and vocational development: provision and outcomes**

- The Catholic life of the school is outstanding.
- The calm sense of purpose, centred on care for the individual and each other, is apparent from the moment visitors enter the school and observe its purposeful atmosphere. Members of staff are confident in their roles as members of a Catholic faith community and new staff are well supported in contributing to the school's Catholic life. The centrality of the school's Catholic ethos forms a core feature in induction programmes for both staff and pupils.
- The school's commitment to Catholic education is clearly evident in its teaching school role where annually over fifty teachers are successful in starting their teaching journey.
- Pupils are fully committed to living out the school's mission statement. They support each other with great care and show admirable respect for all members of their school community. They are immensely proud of their school, which they describe as a family.
- The school captures its Catholic life through a visual gallery showing evidence of outstanding provision and impact.
- Pupils respond generously to a range of opportunities to serve others modelled on the example of Christ. The school focus of the year of service highlights the talents and achievements of the whole community in line with the school mission statement '*We give glory to God through our service to others*'.
- The school offers many opportunities for pupils of all ages and abilities to put "Faith into Action". The whole community demonstrates a moral conscience in a wide variety of charitable activities and social enterprise. The school community have raised over £35,000 in the last six years.

- Pupils respond generously to a range of opportunities to serve others modelled on the example of Christ. This is particularly evident in the sixth form where there is a wide range of service opportunities through the JP2 award.
- Pupils talk with great delight about the activities they have been involved in through which they serve others.
- Pastoral care is a significant strength of the school. Pupils profoundly endorse the care and support that they receive from the school.
- Pupils are very proud of their school and show this through their exemplary behaviour, witnessed throughout the day both in classrooms and around the school. Relationships between staff and pupils are characterised by mutual respect, courtesy and support.
- Pupils take advantage of and benefit from rich opportunities for spiritual, vocational and moral development provided for by the RE department and chaplaincy team. These include visits to places of religious interest or significance, such as Lourdes.
- Student work and achievement in extra-curricular activities is prominently displayed around school, on the website, in newsletters and online, as are the achievements and rewards of each individual pupil.
- Spiritual, moral, social and cultural development is outstanding. In addition to the strong focus on matters spiritual, the school seeks to develop pupil imaginations and a sense of the wonder of the world around us.
- The school continues to develop student potential even after Year 13 with a number of pupils returning to the school in a variety of roles. The recent artist in residence is a former pupil who has designed the school Christmas card.
- Whilst the school is proud of and celebrates its Catholic heritage, cultural diversity is both recognised and celebrated as a key feature of the school.
- The school reward system highlights pupils' sense of personal worth. Across Key Stage 3 pupils use the *Commit to Character* cards and are challenged to develop virtues such as compassion, curiosity and gratitude.
- The school talent shows are well attended and are a platform for both pupils and staff to demonstrate their talents in a wide variety of activities.
- Student leadership in school is very powerful with many examples being driven by the work of the School Games organiser. The partnership work through sport involves pupils working with over 40 primary schools to develop their leadership skills. The primary chaplaincy work is highly praised by staff and pupils across the partnership. The school are keen to increase the chaplaincy staffing to promote this work further.
- The chaplaincy team are the student voice for the Catholic life of the school. They are involved in the planning, monitoring and evaluation of all areas of this work.
- The weekly 'Press the Priest' session provides pupils with the opportunity to ask questions and develop their understanding of vocation. This has resulted in pupils having a clear understanding of vocation and what it means to them.

- All subject departments have individualised prayers and subject teachers lead their pupils in prayer during lesson time. The departments are starting to provide opportunities for the pupils to lead these prayers.
- The school are currently working with the parish rosary group to provide opportunities for pupils to engage in the rosary.
- The chaplaincy team are the driving force behind the Bishop Challoner Youth clubs which are available to all the youth in the parish. These are providing a platform for pupils to grow in faith and include opportunities for peers to lead and develop collective worship.
- The gifted lay chaplain plays a key role in leading developments and activities within the school. He works closely with the PICCLS and other equally talented staff to deliver outstanding provision of the Catholic life of the school.
- The Catholic character of the school shines through in times of worship and prayer. Collective worship follows the liturgical year; liturgies and prayer life provide pupils with opportunities to develop spiritually and enhance their beliefs and values.
- Pupils readily share their positive memories and experiences of worship, showing enthusiasm, pride and depth of thought in their involvement.
- The school chapel is situated in the centre of the school and is always open for prayer and reflection. Pupils welcome this provision and commented on the way in which these spaces provide an important resource, particularly in key moments such as during examination times.
- Parents talk very positively about the school's Catholic mission. They are very grateful for the many opportunities provided by the school to support their children's spiritual development and believe that the school is a very caring community. They know what is going on at school and how their children are progressing through regular communication as well as information on the school's website.
- Teachers look for opportunities to use their subject to demonstrate and articulate Gospel values. As one pupil said: 'teachers are passionate; the school's values and ethos are brought into every lesson'.

## **LEADERSHIP**

### **Leadership of Catholic Life and Collective Worship**

- The leadership of Catholic life and collective worship is outstanding.
- The leadership of the school is strongly focused on its Catholic mission, on raising standards and promoting the personal development of pupils. The headteacher is an empowering and highly visible presence and inspires a genuine sense of community and commitment to the school's vision. The holistic development of pupils is of paramount importance to the school's leadership team.
- The school has a good range of strategies for engaging with parents/carers about both pastoral and academic issues. Parents feel strongly that the school

is highly supportive of all parents/carers, particularly those who find themselves in challenging circumstances.

- The governors are fully committed to promoting the Catholic life of the school. Governors engage energetically in discussions around the school's strategic plan in which Catholic life features prominently.
- Governors ensure that the school mission statement underpins all policies and that self-evaluation is rigorous in order to identify correctly any areas for development.
- The enthusiastic commitment and varied range of expertise in the governing body are used to good effect in determining the direction of the Catholic life of the school. Governors take seriously the discharge of their statutory and canonical duties. They are actively involved in evaluating the school's strengths and areas for development.
- A detailed monitoring calendar is produced each year, which involves leaders at all levels, evaluating performance using a variety of sources of evidence.
- The leadership and management ensure the school plays a full and active part in the wider community. All pupils, including those of different faith background speak warmly of the sense of inclusivity that characterises the school.
- School leaders are the driving force in the school's improvement journey. Self-evaluation is accurate and rigorous. There are clear systems in place for parents, staff and pupils to make their views known.
- Documentation identifies targets, timescales and lines of accountability with governors being active participants in school self-evaluation.
- The school is a key member of the local Catholic community. Strong links exist with the local Catholic primary schools, enriching the provision of Catholic education in the area. The school, through its teaching school role, also supports other secondary schools across the diocese in both their Catholic mission and their drive to raise standards.
- All stakeholders are at the centre of shaping the school's mission and ethos. They are involved in developing and implementing a cohesive strategy to evaluate and plan improvements to the school.
- The Teaching School is a learning community that routinely shares best practice, and delivers high quality integrated programmes for school-led improvement.
- The school are currently writing a faith-based leadership formation course to further develop opportunities for faith-based leadership continued professional development.

## **RELIGIOUS EDUCATION**

### **Leadership, outcomes from and provision for religious education**

- Religious education is truly at the heart of the school, influencing not only the school's Catholic life but also the academic performance of the pupils.

It is evident to all staff, parents and pupils that religious education is the core of the curriculum.

- Leadership and management of religious education is exemplary. The department models an outstanding leadership approach that has as its vision 'the very best' for each student. The collaborative team of staff are role models for the pupils in creating a thriving Catholic community where each person is valued and academic excellence fostered.
- The subject leader has a calm, determined and supportive approach to developing the pupils' religious literacy. He is relentless in the pursuit of improving standards in teaching and learning.
- The RE department self-evaluation is very accurate; the subject leader has an excellent understanding of the strengths and areas for improvement. The curriculum leader is very well supported by the RE link governor and the school leadership team.
- The religious education curriculum is well planned and resourced by the leadership of the department.
- Monitoring, evaluation, moderation, accurate assessment and staff training, all combine to promote the centrality of religious education and its impact on the daily life of the school.
- Pupils' achievement in religious education is outstanding; pupils make outstanding progress from their starting points in Year 7 to the end of Year 11. Different groups of pupils make excellent progress in religious education. The majority of pupils join the school with above average levels of attainment. At Key Stage 3 pupils make excellent progress, which is based upon a mastery framework. At GCSE pupils attain consistently above the national and diocesan average.
- Monitoring of assessment data is used effectively to evaluate the school's performance and to plan for future improvements.
- There is a robust programme for the monitoring and evaluation of RE. Teaching and learning is monitored regularly and appropriate feedback and support given as necessary.
- Good practice is shared and celebrated with continuing professional development opportunities being provided for all.
- The quality of teaching and learning overall is very strong.
- Teachers' planning is often excellent and lessons develop pupils' understanding and skills in a systematic way. ICT is used effectively, together with high quality resources, to engage and motivate pupils' interest.
- Teachers have strong subject knowledge, which inspires and promotes pupil confidence.
- Appropriate pace, challenge and skilful questioning are consistent features in encouraging the pupils to think critically and develop their religious literacy.
- Pupils show a genuine enjoyment in RE and many regard it as one of their favourite subjects. This is demonstrated through excellent behaviour for learning and a mutual respect for their teachers and peers.
- Pupils demonstrate a deep pride in all they do in lessons and the quality of their written work is often of a very high standard.

- Pupils are curious learners, who respond well to the challenges set by the teachers and as a result make significant progress in their lessons.
- Pupils' work is regularly and robustly moderated. Staff have high levels of confidence in assessing pupils' attainment and progress.
- Pupils' books show that progress in RE is sustained. Embedded good practice in assessment allows the pupils to know what they have done well and what could be better.
- Pupils' contributions and achievements are recognised and acknowledged and their self-worth is nurtured through constant encouragement, praise and affirmation.
- Pupils demonstrate their passion for religious education in numerous ways: in their profound responses to challenging questions in lessons; in their willingness to learn from each other in discussions about religious ideas; and through the deep pride they evidently feel about the work they produce.
- Spiritual, moral, and vocational education (SMV) is carefully planned and pupils understand how their beliefs and values impact on their lives.
- The school's sex and relationship education policy is delivered in line with the Church's teaching.
- Curriculum time devoted to religious education fulfils the requirement of the Bishops' Conference.

### **Recommendations**

#### **In order to improve the school should:**

- Ensure that the department monitors and evaluates the new curriculum changes to maintain the current high outcomes.
- Develop further opportunities for pupils to be more involved in the planning and delivery of collective worship in both form time and assemblies.