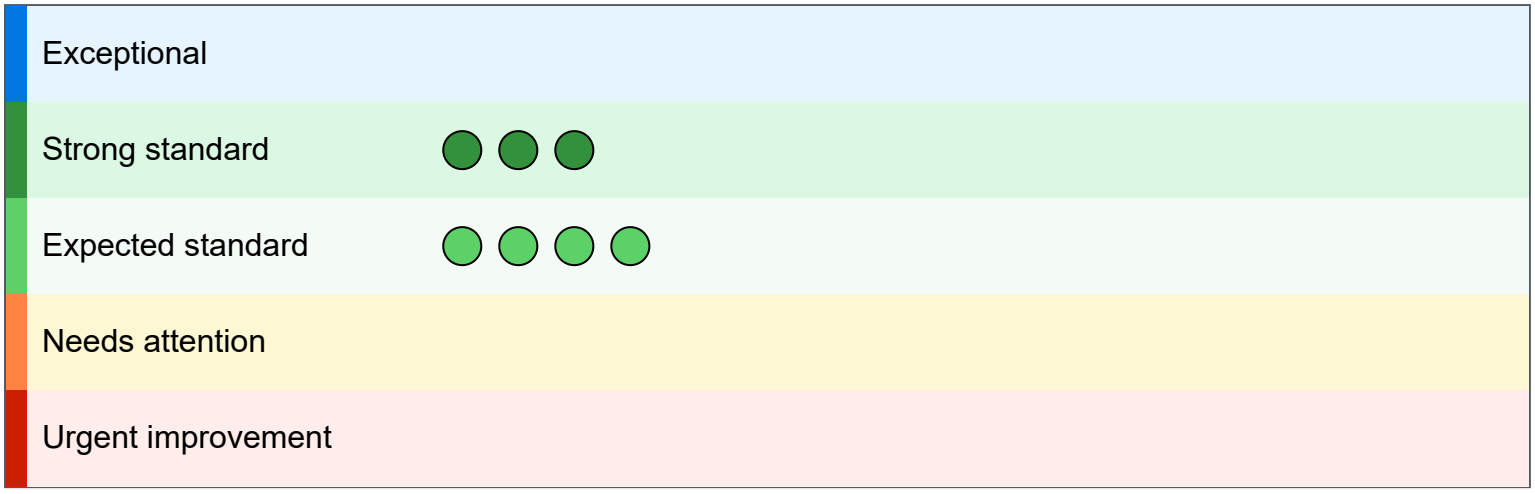
Bishop Challoner Catholic College

Address: Institute Road, B14 7EG

Unique reference number (URN): 103560

Inspection report: 6 January 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Attendance and behaviour

Strong standard

Everyone places the highest focus on pupils' attendance. As a result of the highly effective work, whole-school attendance is currently exceeding national averages. This includes the attendance of disadvantaged pupils and those with special educational needs and/or disabilities. Leaders work skilfully to remove any barriers that pupils and their families may have to attending regularly. The number of pupils who are persistently absent from school has reduced significantly and is now low. This is because pupils value their education and understand the benefits of regular attendance.

Everyone at the school is clear about what the behaviour and conduct expectations are. These are cleverly underpinned by the school's virtues and values. Pupils are taught how to meet these high expectations and staff consistently apply the behaviour policy. As a result, behaviour in lessons and around the school is impeccable.

Pupils ensure that the school is a calm and orderly learning environment, where respectful relationships are commonplace. Pupils' attitudes to learning are highly positive. They want to learn and show this through their perseverance when things get challenging in lessons. Pupils are confident that bullying or the use of derogative language are never tolerated and would be dealt with well should they occur.

Leadership and governance

Strong standard

Leaders have a detailed and forensic working knowledge of the school. They know what is working well and continuously strive to find out what is not working as well as they would expect. Leaders use key research and up-to-date strategies to innovatively improve any provision of the school that may not meet their high expectations. Leaders engage and involve all stakeholders effectively in decision-making and all actions are taken with pupils' best interests in mind.

Leaders use their detailed and insightful analysis of school performance to evaluate the effectiveness of their provision. Leaders accurately and effectively act on improvement priorities. This has resulted in rapid improvement in many areas of the school. Leaders know where more work is needed to meet the highest standards and work is underway. Much of this work is showing signs of positive impact.

Leaders have ensured that their vision for the school is lived out by all. They consistently drive continuous improvement through an excellent and extensive professional learning programme. This ensures that staff have the required knowledge, skills and expertise to effectively support this vision. Consequently, leaders at all levels understand the vision and are hugely motivated to make it a reality.

The governing body fully meets its statutory duties. The support and positive challenge provided to the school has been highly effective in bringing about many improvements. Staff feel valued and involved in the work of the school. When changes are made, they feel that

leaders are considerate of their workload and wellbeing. Staff feel supported and are proud to work here.

Personal development and wellbeing

Strong standard

Leaders fully considered their school's context when establishing the impressive personal development offer. Pupils benefit from an extensive programme and rich opportunities that they otherwise would not have access to. Pupils, students and parents and carers unanimously praise the school's offer that enhances pupils' development beyond the classroom.

The school has established a very well-considered, responsive and coherent personal development and wellbeing programme. It effortlessly combines pupils' needs, school values and statutory requirements, such as the fundamental British values. All pupils learn about healthy relationships in an age-appropriate way. The programme effectively helps pupils to reflect meaningfully upon the world, develop culturally, understand how to stay safe and look after their mental health, for instance. Consequently, pupils have a clear and detailed understanding of life in modern British society.

The exciting programme is further underpinned by extensive enrichment opportunities. All pupils are entitled to and encouraged to further their own interests and foster their talents. The plethora of activities include clubs, visits and world-wide residentials that many pupils keenly attend, including disadvantaged pupils and those with special educational need and/or disabilities. Leaders evaluate the impact of their actions. Their insightful analysis ensures that all pupils benefit from the extensive offer. There is now a close link between what pupils, especially vulnerable pupils, would benefit from and the offer the school provides. For example, pupils have the opportunity to lead activities themselves, such as the 'lunch-time drone club'.

Leaders have carefully planned their careers curriculum to ensure it meets the needs of their pupils and the local community. Pupils benefit from bespoke, individualised guidance and access to a range of employers and external agencies. These are closely matched to pupils' interests and possible career aspirations. As a result, pupils and students leave the school fully prepared for their next steps in education, employment, training or apprenticeships.

Expected standard

Achievement

Expected standard

Across the curriculum, pupils achieve well. They gain the knowledge and skills they need to succeed and move on to their chosen next steps. This includes vulnerable pupils and those with special educational needs and/or disabilities (SEND). Pupils achieve in line with their peers nationally in public tests. Disadvantaged pupils' outcomes are a particular strength. Here, pupils achieve in line with national averages compared with their peers. Pupils with SEND make suitable progress from their individual starting points.

Pupils achieve well in most subjects across the curriculum. In English and languages, for example, pupils flourish and do well. However, this is not consistently the case in some vocational subjects.

By the time pupils leave the school, most have secured the knowledge they need to be successful. Consequently, pupils move on to positive destinations in further education, employment or training.

Curriculum and teaching

Expected standard

The school's curriculum is broad and ambitious. It has been well designed and sequenced. Leaders have an accurate and precise view of the quality of teaching. They use this oversight to inform their decisions about how the carefully planned curriculum should be taught. Leaders swiftly identify any inconsistencies in the way they expect teachers to teach. This enables them to act with precision to ensure all staff have the expertise to teach the curriculum well.

Teachers have secure subject knowledge. They employ a range of effective teaching strategies to support pupils' learning. Teachers know their pupils well and routinely check what pupils know and can do. Teachers generally use this information to adapt their teaching to close any gaps that exist. This supports pupils' achievement well, especially those with special educational needs and/or disabilities. However, sometimes, these checks on pupils' learning are not as effective as they should be. When this happens, pupils' gaps or misconceptions are not identified and teachers are then not able to adapt their teaching to address them. This can slow pupils' progress through the curriculum.

The school quickly identifies any pupils who may need help to improve their literacy and numeracy knowledge. Pupils attend tailored intervention sessions to help them catch up. As a result, pupils secure the important foundational knowledge they need to be successful.

Inclusion

Expected standard

Leaders have established effective systems to accurately identify pupils' needs promptly, including special educational needs and/or disabilities. They foster a culture where staff understand the barriers pupils may face to their learning and/or wellbeing.

The school works well with external agencies to support pupils and remove the challenges they face. Teachers receive expert training and useful information about how best to support pupils in lessons. Typically, the help pupils get is well matched to their needs. However, occasionally this help is not as successful as it could be. The school is aware of this and work to address this is underway.

Teachers ensure that pupils are fully integrated into lessons and help them to participate. For example, effective adaptations such as seating plans and learning scaffolds ensure that all pupils can access their learning. Leaders keep strategies under review and involve parents and carers as appropriate. Leaders have an accurate understanding of the effectiveness of their inclusion work because of rigorous oversight. Leaders act decisively to

improve their provision. For example, the school regularly evaluates the impact of pupil premium funding and amends its actions based on their findings.

The school makes appropriate use of alternative provision. For the small number of pupils who attend it, leaders ensure that placements are well matched to their needs and frequently reviewed. Placements are in the best interest of pupils.

Post 16 provision

Expected standard 

The school has created a truly inclusive post-16 provision. Leaders have a clear and inclusive vision for their sixth form. They have ensured that their provision offers a place to anyone who may otherwise not have the opportunity to have a sixth-form experience.

Students benefit from teachers with strong subject knowledge, who deliver engaging and challenging lessons. Teachers use assessment well to make any adaptations that students may need to do well. As a result, students achieve the required knowledge and skills to be successful.

Students consistently act as positive role models to their younger peers. They are very proud of their sixth form and show this by attending frequently. Students benefit from a carefully planned personal development and enrichment programme that is tailored to their interests. For example, many students have leadership roles within the school, such as reading buddies for younger pupils, running clubs or supporting leaders with improvement strategies.

Highly effective careers education ensures that students, including those who face barriers to their learning and/or wellbeing, receive information and guidance on how to meet their career aspirations. This work ensures that almost all students move on to positive destinations.

What it's like to be a pupil at this school

This school sits firmly at the heart of its community. All decisions here are taken bearing pupils' best interests in mind. Leaders are unapologetic about their high standards and aspirations for all pupils. Consequently, pupils flourish and routinely meet these expectations.

The school's culture of belonging, care and collaboration permeates the fabric of the school. Pupils and staff commonly speak of the 'BC family' to which all belong. Pupils know that staff care about them, which helps them to feel safe and valued. Positive interactions between staff and pupils are joyous to observe.

Everyone lives the school's values and virtues and know what behaviours and conduct are expected. Pupils routinely meet these and behave impeccably. Additionally, they ensure that they remind each other if needed. As a result, classrooms are calm, orderly places, where learning is tangible. Pupils enjoy being a member of the 'BC family' and show this through high attendance. They want to come to school. They know that staff will deal with any issues, such as bullying, swiftly and effectively.

Teachers work quickly to identify and support anyone who may face barriers to their learning and/or wellbeing. Effective support ensures that all pupils can access their learning. Pupils do well because of the help they get.

Pupils receive an impressive offer to further their personal development. The school has placed great emphasis on educating pupils so that they leave the school as young people who are very well prepared for life in modern Britain. For example, through the character and personal development offer, pupils learn about different cultures, world religions and respect for all people. This work is highly effective, as one pupil said: 'Just be who you want to be, it's okay.' The school's extensive offer is further enhanced by a plethora of extra-curricular activities and clubs that many pupils keenly attend.

Next steps

• Leaders should ensure that staff quickly and effectively identify gaps in pupils' knowledge so that they can adapt their teaching to address these gaps and enable pupils to make strong progress.
• Leaders should ensure that pupils who learn vocational subjects make strong progress in those subjects and achieve well.
• Leaders should continue their focus on ensuring pupils consistently get support in lessons that is well matched to their needs.

About this inspection

The chair of the board of governors in this school is Mr Greg Keegan.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:
Inspectors spoke with the executive principal, senior leaders, other leaders and staff at the school, including early career teachers. Inspectors held a telephone conversation with a representative from the diocese, and a video call with a representative of the local authority. The lead inspector met with a group of members of the governing body.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

The inspectors confirmed the following information about the school:
The school is registered as having a catholic religious character.

The school uses 2 registered alternative provisions for a small number of its pupils.

Executive Principal: James Coughlan

Lead inspector:
Bianka Zemke, His Majesty's Inspector

Team inspectors:
Philip Hamilton, Ofsted Inspector
Ed Leighton, Ofsted Inspector
Andrew Washbourne, His Majesty's Inspector
Nazya Ghalib, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

This data is from 6 January 2026

School and pupil context

Total pupils

1,246
Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,067

School capacity

985
Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,152

Pupils eligible for free school meals (FSM)

38.83%
Above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 28.9%

Pupils with an education, health and care (EHC) plan

0.72%
Well below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.09%

Pupils with special educational needs (SEN) support

14.37%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 13.4%

Location deprivation

Close to average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25	53.4%	45.2%	Close to average
2023/24	62.2%	45.9%	Above
2022/23	55.7%	45.3%	Above

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25	48.4	45.9	Close to average
2023/24	53.1	45.9	Above
2022/23	52.0	46.3	Above

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24	0.20	-0.03	Close to average
2022/23	0.16	-0.03	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25	41.1%	25.6%	Above
2023/24	45.5%	25.8%	Above
2022/23	26.1%	25.2%	Close to average

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25	41.3	34.9	Above
2023/24	45.0	34.6	Above
2022/23	40.5	35.0	Above

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24	-0.23	-0.57	Above
2022/23	-0.50	-0.57	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25	41.1%	52.8%	-11.7 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24	45.5%	53.1%	-7.7 pp
2022/23	26.1%	52.4%	-26.3 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25	41.3	50.3	-8.9
2023/24	45.0	50.0	-5.0
2022/23	40.5	50.3	-9.8

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24	-0.23	0.16	-0.40
2022/23	-0.50	0.17	-0.67

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers	91%	91%	Average
2022 leavers	98%	93%	Above
2021 leavers	97%	94%	Average

16 to 18 performance

A-level average point score

The average points that students achieved per A-level entry.

Year	This school	National average	Compared with national average
2024/25	R	R	R
2023/24	33.31	34.38	Close to average
2022/23	33.17	34.16	Close to average

A-level value added

A score showing students' progress between the end of key stage 4 and the end of their academic qualification studies.

Year	This school	National average	Compared with national average
2024/25	R	R	R
2023/24	-0.1	0.0	Close to average

The Key Stage 5 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. 'R' in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 terms)	7.0%	8.1%	Close to average
2023/24	8.1%	8.9%	Close to average
2022/23	8.2%	9.0%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 terms)	21.6%	21.9%	Close to average
2023/24	25.8%	25.6%	Close to average
2022/23	25.7%	26.5%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231

Textphone: 0161 618 8524
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