

# Bishop Challoner Catholic College

Institute Road, Kings Heath, Birmingham, West Midlands B14 7EG

**Inspection dates** 10–11 May 2016

**Overall effectiveness** **Inadequate**

Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Inadequate
Outcomes for pupils	Outstanding
16 to 19 study programmes	Inadequate
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is an inadequate school

- Safeguarding is ineffective. Not enough attention has been paid to ensure that students in the sixth form are safeguarded. School leaders do not have an effective system in place to know which sixth-form students are on site when not attending lessons.
- Governors have failed to hold the school to account for making sure that students are safe.

### The school has the following strengths

- Pupils make outstanding progress in a range of subjects, including English and mathematics.
- Attainment is significantly and consistently above average in most year groups.
- Disadvantaged pupils often make better progress in a range of subjects, including English and mathematics, than other pupils nationally from their different starting points.
- The school's curriculum meets pupils' needs and supports pupils' outstanding progress, for example putting in additional support when pupils fall behind.
- The high quality of pastoral care ensures that no one slips behind and that all are supported to make excellent progress.
- All groups of pupils are very well prepared for the next stage of their education. Pupils have ambition and an aspiration to succeed.
- Pupils are well taught. Extremely high standards and teaching practice are evident in most parts of the school. However, there are some variations in the effectiveness of aspects of teaching and assessment across the school.
- Pupils' behaviour, conduct and attitudes are very positive. Their social, moral, spiritual and cultural understanding is well developed. Incidents of poor behaviour are rare and pupils have high rates of participation and engagement in school life.
- Sixth-form students make at least good progress from their starting points, although outcomes by Year 13 are not as strong as those in the rest of the school. Students are well supported by staff who provide excellent advice and guidance about future pathways. As a consequence, students are successful in securing high-quality and suitable university places and apprenticeships.

## Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

### What does the school need to do to improve further?

- As a matter of priority, ensure that all aspects of safeguarding are effective. Make sure a system is in place to effectively record which students on 16 to 19 study programmes are in school in between their lessons and that students recognise the importance of such systems.
- Ensure that leaders' expectations are consistently applied so that teaching in all subjects matches the extremely high standards and practice evident in most parts of the school.
- Increase the rates of progress in Year 13, to match those at the end of key stage 4 by embedding the school's monitoring and tracking system in the sixth form so that the support for students can be targeted more effectively.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### Effectiveness of leadership and management is inadequate

- The arrangements for safeguarding are not effective. Leaders have not placed sufficient importance in ensuring they know which 16 to 19 study programme students are in school and are unclear on the detail of the system in place. The current system for recording which students are on the school's premises when they are not attending taught lessons is weak and used inconsistently. It is not possible to tell quickly and accurately which students are present in school. The lack of priority the school has placed on this procedure is reflected in students' attitudes. Consequently, students are not fully aware of possible risks that could arise from staff being unclear of their whereabouts.
- Other aspects of the school's safeguarding arrangements are well established and effective. For example, staff are appropriately trained and knowledgeable about the potential risks to pupils and how to report and act on any concerns that they may have.
- Apart from in the sixth form, the care and welfare of vulnerable pupils who attend the school are effective and well coordinated. Regular liaison with parents and carers and other agencies takes place where appropriate, and vulnerable pupils receive good support.
- Senior leaders have a genuine desire to make a positive impact on the outcomes of the young people who attend the school. This drive and ambition is shared by all staff who strive to make sure that the individual needs of each pupil are met. The excellent personal and pastoral support that this offers contributes to the outstanding progress made by pupils.
- Leaders ensure that an excellent range of professional development and training opportunities are available to all staff. Relevant and useful opportunities are planned so staff at all stages of their careers can benefit from these opportunities. Issues covered respond to areas identified by the school's extensive processes for monitoring the quality of teaching, learning and assessment in the school. Leaders gain valuable experience through the school's commitment to training new teachers and working with colleagues from other schools. This experience informs the content of training and ensures that knowledge about teaching, and its practice, is up to date.
- The systems in place to monitor the progress pupils make in key stages 3 and 4 are thorough, highly effective and involve senior, subject and pastoral leaders to identify when pupils' progress is not as fast as it should be. The support put into place for groups and individuals focuses sharply on pupils' needs. The interventions have real impact, as evidenced by the outstanding progress pupils make. Leaders have produced an effective system for monitoring pupils' progress that assists teachers in evaluating the impact of their work and identifies pupils who would benefit from additional support.
- Leaders meticulously track and monitor the allocation of the additional funds they receive to support pupils, such as the pupil premium and Year 7 catch-up funding. The tracking systems require all teachers to consider these pupils in their lessons. The actions and strategies to support disadvantaged pupils have had a marked positive impact on raising their progress and attainment. For example, their outcomes in English and mathematics compare favourably to other, non-disadvantaged pupils nationally and gaps in progress between these and other pupils in the school are closing.
- School leaders ensure that the curriculum places an emphasis on ensuring all pupils receive solid academic foundations. It features many opportunities to develop the social, moral, spiritual and cultural development of pupils. The curriculum is responsive to the needs of pupils and sufficiently flexible to enable adaptations to be made to meet pupils' needs, interests and aspirations. As a result, the academic curriculum supports the outstanding progress pupils make.
- Additional support is available in many subjects within the extended school day. The progress of many pupils benefits from their participation in these opportunities and this contributes to the outstanding outcomes achieved. There is also a choice of an exceptionally diverse range of extra-curricular opportunities including sporting, performing and practical clubs. Many pupils participate in these opportunities. Leaders monitor this thoroughly to ensure high rates of participation so all pupils can benefit.
- At the heart of the school's ethos are its Catholic mission and fundamental British values. The culture of the school promotes tolerance and respect for others, democracy and the rule of law. A carefully planned programme of assemblies and specific lessons are supported by identified opportunities to learn about social, moral, spiritual and cultural aspects of the world. As a result, pupils are provided with many opportunities to reflect on, and understand, the wider world.
- Leaders should not appoint newly qualified teachers to the school.

### ■ The governance of the school

- Governors have not fulfilled their statutory responsibilities where safeguarding is concerned. They have not monitored this important aspect of the school's work with sufficient scrutiny and rigour and, as a result, safeguarding arrangements are ineffective.
- Governors share the school's vision to provide high-quality learning to all pupils and pastoral care to ensure all are supported.
- Governors are effective in analysing and evaluating the information leaders present on the school's performance and, as a result, have a good understanding of the outcomes of pupils.
- Governors have a good understanding of how additional funding is deployed, including funding for those in receipt of the pupil premium. They accurately evaluate how effectively the school's work impacts on the progress of disadvantaged pupils.

## Quality of teaching, learning and assessment is good

- Pupils are taught by a team of committed professionals who know their subjects well. A combination of good teaching, excellent pastoral support, pupils' significantly high levels of prior attainment on entry and a well-designed curriculum lead to outstanding outcomes.
- Teachers have high expectations of pupils and they plan interesting activities that enable pupils to make rapid and sustained progress from their starting points.
- Pupils have excellent attitudes towards learning in lessons due to strong relationships with their teachers. Teachers encourage pupils to show respect for the ideas and views of others. Most pupils concentrate well, work hard and are keen to succeed. Pupils regularly give each other constructive feedback on their work in a mature manner. They also make good use of the comments that they receive from their peers.
- Pupils expand their vocabulary as a result of teachers' high expectations for use of subject-specific language. For example, in a music lesson key terms were well used by the teacher and even though new to some pupils, they were being used with growing confidence by the end of the lesson. Teachers provide pupils with activities that develop writing and reading within a range of lessons. As a result, pupils have strong literacy skills.
- Leaders use assessment information effectively to know when a pupil is falling behind. Teachers and teaching assistants provide support and additional sessions for pupils to catch up and get back on track.
- In many lessons, inspectors noted that teachers took opportunities to develop pupils' spiritual, moral, social and cultural understanding. For instance in a history lesson, pupils explored changes to women's rights and roles in society while discussing the suffrage movement. As a result, the development of pupils' spiritual, moral, social and cultural understanding is a strength of the school.
- Homework is set regularly in accordance with the school's expectations and helps to reinforce learning in lessons. A very high proportion of parents stated that their children receive appropriate homework tasks.
- The school has a clear policy on the nature and frequency of marking and provision of written feedback to pupils. This policy impacts positively on pupils' learning; for example, in an English lesson pupils were using teachers' written comments to formulate clear targets to help them move to the next stage of their learning. The pupils commented 'teachers are really good and help us to learn'. However, not all teachers follow leaders' expectations for marking and feedback. As a result, some pupils are not able to identify what they need to do to improve their work.
- Teachers generally use highly effective questioning to help pupils to develop their ideas and think carefully about their answers. For instance, in a geography lesson, pupils were required to explain how air pressure changes cause different types of weather. However, in some lessons, teachers accept brief, closed responses which do not encourage pupils to think more deeply or provide detailed responses which results in slower progress.
- Teachers carry out regular and accurate assessments with their pupils. As a result, teachers know their pupils well. Teachers use this information to inform their planning, for example in art. Occasionally, this detailed information is not used to ensure individual pupils' learning needs are catered for in their lessons.

## Personal development, behaviour and welfare is inadequate

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is inadequate.
- Senior leaders' lack of clarity regarding school policy has resulted in ineffective systems to monitor the presence of 16 to 19 study programme students on site when not registered in lessons. The system that is in place is not rigorously enforced or monitored. As a result, leaders do not have accurate or up-to-date information regarding the whereabouts of 16 to 19 study programme students when not attending a supervised class. Additionally, students are not aware of the potential risks that exist from staff not knowing where they are when not in lessons.
- Pupils follow a well-designed programme of personal, social and health education through curriculum lessons or special events. Topics with appropriately challenging content are systematically taught. As a result, pupils know how to deal with the internet safely and other risks, including those from extremism and radicalisation. However, pupils who responded to the questionnaire indicated that they would welcome more encouragement to develop their physical and mental health.
- Pupils told inspectors that they feel safe when in school. These positive views are shared by parents and staff.
- Pupils value and benefit from high levels of participation in an extensive range of clubs and activities that are available outside lessons. Pupils' personal development is greatly enriched by participation in the additional activities provided.
- The school's ethos underpins the personal development and welfare of pupils and reinforces British values. Pupils take responsibility for their own actions and know how to be good citizens through contributing to wider society and life in modern Britain. For example, the school council are actively developing awareness of the place of Britain in Europe through debates around the forthcoming referendum on European Union membership.
- Pupils demonstrate respect, tolerance and compassion in many ways to other members of the school and beyond, through, for example, work to support charities that pupils have identified as important to them.
- Pupils are clear about the school's zero-tolerance to discriminatory or offensive language and support this policy. Pupils understand bullying in all its forms and what to do if someone is being bullied. They say, and school records show, that bullying is rare. They have confidence that adults in the school tackle it robustly when it does occur.
- School staff place a great emphasis on ensuring proper support and intervention for those who are most vulnerable. Staff are supported by the work of external agencies that provide pupils with effective and appropriate provision as required. Pupils know that there are always adults in school they could talk to if they felt they were at risk or had problems.
- There is a strong focus on providing effective careers education and information, advice and guidance that begins in Year 7. All pupils have access to impartial careers advice, and additional support is put in place for those most at risk of not successfully moving on to education, training or employment. Pupils benefit from the opportunity to participate in work-related learning and work experience. As a result, more pupils at the end of Year 11 move into sixth form, college or employment with further training than do nationally.

### Behaviour

- The behaviour of pupils is good.
- In lessons, all pupils listen carefully to staff and to other pupils and contribute their own ideas in a sensible and mature fashion. Inspectors observed high levels of concentration and focus. Examples of inattention in lessons were rare.
- Pupils' conduct around the school site during social times and moving between lessons is orderly and calm and they respond quickly to instructions and requests from staff. Pupils are courteous, pleasant and helpful to adults and to each other. Younger pupils comment on how they feel safe in all areas of the school.
- Pupils have a sense of pride in their school environment and keep it free from damage and litter. Most pupils wear their uniform neatly, correctly and proudly.
- Pupils are punctual and well prepared for their lessons.
- Pupils enjoy school; attendance is high and above the national average. Leaders are aware that the attendance of disadvantaged pupils has been lower than that of others in the past, and they are working hard to remedy this. As a result, the attendance of disadvantaged pupils is improving.

- The number of fixed-term exclusions has historically been above the national average but is declining. However, the proportion of disadvantaged pupils and those who have special educational needs or disability who are excluded remains too high. The number of pupils repeatedly excluded from school for a fixed term is declining and is below the national average. The fixed-term exclusion rates reflect the school's high expectations and zero-tolerance approach to certain types of poor behaviour.

## Outcomes for pupils

## are outstanding

- Since the previous inspection, pupils at Bishop Challoner Catholic College have achieved significantly better examination outcomes from their various starting points than similar pupils nationally. The proportion at aged 16 attaining five or more high GCSE grades including English and mathematics is consistently exceptionally high.
- The progress pupils made across many subject areas at GCSE in 2015 was significantly higher than the national average. This pattern of outstanding progress is securely seen in evidence throughout current year groups as a result of good teaching, the curriculum and the extremely strong levels of pastoral support that pupils receive.
- The proportion of pupils in both English and mathematics who make or exceed the expected level of progress from their various starting points is much higher than the national average.
- The proportion of pupils securing A\* and A grades at GCSE is much higher than the national average in many subjects including English, mathematics, religious education, history and separate sciences. The proportion of pupils who achieve the English baccalaureate is significantly higher than for all pupils nationally.
- Most-able and middle attaining pupils make significantly better progress from their higher starting points than similar pupils do nationally. The excellent subject knowledge of teachers, high aspirations of pupils and the strong pastoral care and support lead to outstanding outcomes for these groups of pupils.
- In mathematics, the proportion of disadvantaged pupils who made or exceeded the expected level of progress in 2015 was similar to or higher than other, non-disadvantaged pupils nationally. In English, the proportion was slightly below non-disadvantaged pupils nationally. In current year groups, the progress of disadvantaged pupils in English and mathematics is even stronger, as evidenced by the school's performance information for current pupils and their work in lessons.
- From their different starting points, pupils who have special educational needs or disability make similar progress and secure better outcomes than similar pupils do nationally. In current year groups, this is carefully monitored by teachers and leaders, and these pupils benefit from effective and targeted support in addition to their lessons when they most need it.
- The school regularly measures the progress pupils are making across all their subjects. Departments operate a rigorous and effective system of catch-up sessions and support programmes to ensure that as few pupils as possible fail to meet their potential.
- Pupils' progress at key stage 3 is also strong. All groups of pupils are on track to achieve outcomes expected for their age and prior ability.
- Pupils are exceptionally well prepared for the next stage of their learning. They leave with qualifications and learning behaviours well suited to the demands of further education or training. As a result, the proportion of pupils who continue into education or training is higher than the national average.

## 16 to 19 study programmes

## are inadequate

- The 16 to 19 provision is inadequate as safeguarding in the sixth form is ineffective. Leaders do not have a robust and effective system in place to know which students are in school when not in lessons.
- The outstanding progress in the 11 to 16 element of the school continues in Year 12 but is not quite so strong in Year 13. Historically, progress across nearly all qualifications has been in line with the national average. Students' progress in vocational courses improved last year. Most groups of students make good progress from their starting points. The school's monitoring information indicates that students' achievement across a range of subjects in 2016 is likely to be similar to that achieved in 2015. The school's system for tracking progress has recently been revised in the sixth form and has yet to demonstrate impact on improving outcomes for students.

- In the past, the number of students not completing some AS courses has been too high. In response to this, leaders have adjusted the entrance requirements for some courses to ensure that students have the necessary ability to do well.
- Very high quality personal support and monitoring complement good teaching and the excellent curriculum offer. Students take pride in their work and are committed to doing well.
- Teachers use their strong subject knowledge to pitch lessons at the right level. Students appreciate their lessons and comment on the additional support teachers regularly offer outside the class, which helps them improve their work.
- The sixth form students make a very positive contribution to the ethos of the school. Sixth formers respond well to the expectations of additional responsibility through undertaking leadership roles and being effective role models to younger pupils. The sixth form is an aspiration for many younger pupils because it is a purposeful place of study that leads to future success.
- The very small number of students joining the sixth form without GCSE passes at grade C or above in English and/or mathematics make good progress in retaking these subjects. The school realises how important these qualifications are to enable progression to further study or employment with good prospects for training.
- Students are well supported for their next steps. In Year 12, there is a focus on employability skills and work-related learning which provide students with valuable experience for the future. In Year 13, the focus moves to university applications and other appropriate routes including apprenticeships. Students can make informed decisions about the next steps in their education. As a result, a similar proportion of students to that seen nationally are successful in the next stage of their education, employment or training. However, the proportion of disadvantaged students in the sixth form entering university has been lower than for other students.

## School details

<b>Unique reference number</b>	103560
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10017504

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	11–19
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in 16 to 19 study programmes</b>	Mixed
<b>Number of pupils on the school roll</b>	1,203
<b>Of which, number on roll in 16 to 19 study programmes</b>	255
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr G Keegan
<b>Principal</b>	Mr K McEvoy
<b>Telephone number</b>	0121 444 4161
<b>Website</b>	<a href="http://www.bishopchalloner.org.uk">www.bishopchalloner.org.uk</a>
<b>Email address</b>	<a href="mailto:enquiries@bishopchalloner.bham.sch.uk">enquiries@bishopchalloner.bham.sch.uk</a>
<b>Date of previous inspection</b>	2–3 May 2012

## Information about this school

- The school is of above average size and has a sixth form.
- The large majority of pupils in the school are White British but there is an above average proportion of pupils from minority ethnic backgrounds. A below average proportion of pupils speak English as an additional language.
- One in three pupils in the school are supported by pupil premium, which provides additional funding for pupils in local authority care and those known to be eligible for free school meals.
- The proportion of pupils who have special educational needs or disability with a statement of special educational needs or an education, health and care plan is just above average. The proportion of pupils with special educational needs supported by the school is average.
- Currently, no pupils access their education with an alternative provider.
- The school meets requirements on the publication of specified information on its website.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school's last section 48 inspection of religious education took place in October 2012.

## Information about this inspection

- Inspectors observed teaching in 38 lessons; seven of these observations were carried out with members of the school's senior leadership team. Lessons visited covered a wide range of subjects and year groups. Inspectors observed an assembly and visited the nurture room. Inspectors also observed pupils' behaviour between lessons, at break and lunchtimes.
- Inspectors reviewed pupils' work in lessons.
- Inspectors held meetings with senior and middle leaders, including those responsible for safeguarding and the sixth form, and with two members of the governing body.
- Inspectors evaluated the 32 responses from parents to the Ofsted online questionnaire, Parent View. Inspectors took into account the views of members of staff through 74 responses to the inspection questionnaire and through three formal meetings.
- Pupils met formally with inspectors on three separate occasions. Inspectors also conducted many informal discussions with pupils during lessons and in social times.
- Inspectors reviewed documentation from a variety of sources, including: the school's self-evaluation and improvement plans, school policies and school information about outcomes, teaching and behaviour.

## Inspection team

Rob Hackfath, lead inspector	Her Majesty's Inspector
Robert Bourdon-Pierre	Ofsted Inspector
Sukhbir Farar	Ofsted Inspector
Philip Hamilton	Ofsted Inspector
Russell Hinton	Ofsted Inspector
Gwendoline Onyon	Ofsted Inspector
Nardeep Sharma	Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/publications/complaints-about-ofsted](http://www.gov.uk/government/publications/complaints-about-ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for students of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence](http://www.nationalarchives.gov.uk/doc/open-government-licence), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2016

