

School inspection report

24 to 26 September 2024

Bishop Challoner School

228 Bromley Road

Shortlands

Bromley

BR2 0BS

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

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Summary of inspection findings

1. Trustees have effective procedures to monitor the school to ensure that regulatory requirements are met. They receive frequent reports and visit the school regularly. They understand the strengths and weaknesses of the school and this informs their discussions and planning.
2. Trustees and leaders work closely to ensure that they have an appropriate understanding of risk. Effective measures are in place to ensure that pupils have an environment in which they are safe, supported and academically engaged.
3. The safeguarding team has a thorough understanding of their context and work with staff to ensure that they understand how to mitigate risk.
4. The school maintains comprehensive safeguarding records and responds to needs as they arise. It works closely with external agencies to ensure staff receive appropriate training and that any concerns are considered carefully.
5. The school has a wide-ranging curriculum and an effective extra-curricular programme. Lessons are carefully planned and teachers ensure that pupils receive the support that they need. Pupils who have special educational needs and/or disabilities (SEND) receive appropriate support. Attainment and progress are tracked effectively across the school.
6. Leadership in the early years is effective. They have created a warm and caring environment in which children enjoy learning. Children take part in a broad range of activities. Older pupils support them and appreciate the opportunity to work with younger year groups.
7. Pupils feel safe at school, both in lessons and beyond. They can take risks in their learning and older pupils value the support they receive and feel that the feedback they are given allows them to develop further.
8. The school takes a robust response to poor behaviour. Staff have positive relationships with pupils and promote good behaviour through their rewards system. Some staff do not consistently apply the behaviour policy which leads to occasional low-level disruption.
9. Leaders have ensured that an appropriate anti-bullying policy is in place and pupils understand who to go to if they were to witness, or experience, unkind behaviour.
10. The school maintains accurate admission and attendance registers. The school's practice reflects statutory guidance in practice, making use of new codes, challenging absences, and praising high levels of attendance. However, the attendance policy did not reflect the new statutory guidance and was amended on inspection.
11. The school and site premises are maintained to a high standard. All appropriate risk assessments are in place to ensure the safety of pupils and staff. Pupils are supervised throughout the day and know how to seek help when needed. The medical room is supervised remotely which means pupils are not always monitored as appropriately as they might be.
12. Leaders encourage pupils to be aware of the needs of others. Pupils engage with a number of local and international charities and regularly consider wider issues of social justice.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

Recommended next steps

Leaders should:

- ensure that the school's behaviour policy is consistently implemented by all staff to prevent low level misbehaviour
- ensure that the medical room is consistently appropriately supervised
- ensure that the school's approach to attendance is in line with the latest regulatory guidance.

Section 1: Leadership and management, and governance

13. Trustees and school leaders work together to develop an environment in which pupils can achieve success and develop as an individual. Trustees ensure that those with leadership and management responsibilities have appropriate skills and knowledge to fulfil their duties effectively in support of the school's aims.
14. Leaders ensure that the curriculum provides opportunities for pupils to develop their knowledge and skills across a broad range of subjects. Teachers plan lessons well, taking into account the needs of the pupils. They assess pupils' understanding regularly to ensure that they are making good progress.
15. Trustees and leaders review policies and make sure they reflect regulatory requirements, many of which are published on the school website. However, the attendance policy had to be amended on inspection to reflect statutory guidance.
16. The trustees' monitoring of safeguarding is secure, and the wellbeing of pupils is at the centre of how they respond. The school has good relationships with external agencies and, when the need arises, they proactively seek guidance. Record-keeping is robust and appropriate actions are always taken to support pupils in need.
17. Leaders reflect on how they can improve the school. Trustees and leaders actively seek and welcome the opinion of parents, pupils, and staff. They use feedback to inform their risk management and development planning. They are aware of the strengths of the school whilst also engaging with the areas which need further improvement. Pupils contribute to the life of the school and embrace the work of the equality, diversity and inclusion forum, eco committee and chaplaincy team.
18. The leadership and management have renewed the school's aims and ethos. They are articulated as 'pillars of learning' and form the foundation for the school's spiritual, moral, social and cultural development of pupils. Through mentoring and volunteering in the local community, pupils begin to develop the skills needed to prepare them for life in the modern world.
19. Leaders take their health and safety responsibilities seriously and ensure effective risk management in health and safety, fire, first aid, premises, accommodation, and site management.
20. The leadership of early years ensures that children's wellbeing and safety is given a high priority. Children are taught well and have an appropriate curriculum. They have developed a caring environment with positive behaviour management. Staff understand how to mitigate risk and are well trained.
21. Staff engage with parents and ensure they know about pupils' progress. Pupils' performance is shared with parents on a half-termly basis and a comprehensive end-of-year report. Leaders ensure information is provided and available on their website, as required.
22. There is an appropriate accessibility plan, and the school meets the requirements of the Equality Act. Staff ensure that their activities and lessons respond to the needs of all pupils.
23. Leaders ensure that the local authority receives all the required information to understand the level of support given to pupils who have an education, health and care plan (EHC plan).

24. The school has a complaints policy which is published on the school's website. Detailed records are maintained, carefully logging the three-stage process, and allowing leaders to detect trends and act when needed. Leaders and staff are accessible to parents to ensure the prompt resolution of complaints as they arise.

The extent to which the school meets Standards relating to leadership and management, and governance

25. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

26. Leaders seek to ensure that the broad curriculum is planned with care offering a range of subjects and activities. Alongside their subjects, pupils in the senior school participate in a six-week rotational programme which develops their awareness of wellbeing, Italian, careers, public speaking skills and personal finance.
27. Schemes of work are detailed, well structured and provide subject matter appropriate for the ages, needs and abilities of the pupils. Teachers adapt these plans to respond to the needs of pupils and ensure that pupils feel well supported whilst providing appropriate challenge. Teachers make use of extension material for those who require extra challenge whilst also providing additional support for those who need it.
28. Teaching enables good progress to be made, giving pupils the opportunity to develop their academic knowledge and study skills. The early years has effective teaching and learning practices. Communication and language development is well supported, with staff using visual prompts and interactive reading techniques to engage children. They experience a well-structured and supportive approach to teaching. Collaborative play is encouraged through activities like building homes for those in need, promoting both empathy and teamwork. Physical development is also promoted, with play equipment such as climbing towers supporting gross motor skills. Children have good presentation skills and lead their assemblies with care and confidence.
29. In the senior school, the curriculum is well planned and teachers have secure subject knowledge. The discussion in year 11 religious education (RE) is measured, thoughtful and articulate. In Latin, teacher knowledge and the effective choice and use of resources, particularly technology, provides pupils with an effective way to consolidate their knowledge of grammar. Year 13 pupils demonstrate an awareness of fundamental British values regarding liberty, respect and tolerance as they organise activities in the prep school, equipping them with skills for their future lives.
30. The needs of those who have SEND have been identified and adaptations are used throughout the school. Teachers know pupils well and understand their needs; pupils throughout the school are supported to make good progress.
31. The school ensures that those who speak English as an additional language (EAL) receive the support they need. Pupil progress is tracked and when targets are not met additional support is provided. As a result of this, pupils who speak EAL make good progress.
32. Teachers provide pupils with useful feedback which helps them to improve their work. Pupils value the feedback they receive and welcome further opportunities to discuss comments with staff, so they understand how to make progress. Teachers use assessment information to track the progress pupils make. Leaders review this information to ensure that pupils receive additional support when needed.
33. The school offers a wide range of extra-curricular activities across various year groups, providing a good variety for pupils. Extra-curricular activities such as construction club, football fanatics, fencing, chaplaincy, music leaders, ancient Greek, art club and problem-solving club nurture pupils' physical, creative, and social development. These activities offer age-appropriate opportunities for pupils to engage in interests beyond the classroom, providing a rich programme which develops a range of skills.

The extent to which the school meets Standards relating to the quality of education, training and recreation

34. All the relevant Standards are met.

Section 3: Pupils' physical and mental health and emotional wellbeing

35. The school's Catholic ethos ensures that spiritual and moral understanding is given a high priority. The chaplaincy of the school provides retreats which focus on spiritual and human development. Retreat themes often focus on topics such as kindness, respect and justice. Pupils engage with different faiths and are encouraged to develop their awareness of world views.
36. Leaders have carefully designed the personal, social, health and economic (PSHE) education, and relationships and sex education (RSE) programmes to encourage pupils to reflect on the values of self-knowledge and mutual respect. Pupils' suggestions are taken into account with regards to topics for discussion. Pupils understand the importance of a healthy lifestyle and diet. Safeguarding and pastoral staff are dedicated to ensuring that the guidance offered is in line with the Catholic ethos of the school and regulatory requirements.
37. Pupils' physical health is well supported through a full programme of sport and exercise in the physical education (PE) curriculum and beyond. In the early years, physical development is supported through a programme for fine and gross motor activities and regular access to the outdoors. Pupils benefit from rugby, football, netball, athletics, table tennis and cross-country. Pupils value the opportunity to coach younger pupils in the school and local primary school pupils. Leaders ensure that there are a range of extra-curricular activities, all of which promote their personal, emotional, and physical development.
38. The school supports pupils' physical and mental health, and emotional wellbeing through a variety of initiatives. Pupils enjoy sessions on yoga, meditation, crafting, baking, practical mathematics and singing. Positive interactions between staff and pupils are evident, with staff modelling respectful and caring behaviour, fostering a supportive environment.
39. In the prep school, leaders and teachers promote positive behaviour effectively. This is due in part to the high levels of supervision and clear boundaries set for areas of play and recreation. Pupils develop positive relationships with one another within and beyond the classroom. In the senior school, heads of section have an overview of the behaviour across the school and show a proactive approach to tackling inappropriate behaviour. Staff use restorative justice meetings and provide safe spaces for pupils to express their thoughts and feelings. Behaviour incidents are generally dealt with effectively. However, some staff do not implement the behaviour policy consistently and where this is the case there can be low-level disruption.
40. Leaders take all reports of unkind behaviour and bullying seriously. Pupils know how to report an incident and trust the school will take effective action. Pupils report feeling safe and happy within the school environment, recognising the importance of available support systems. A 'listening ear' programme in the prep school allows children to voice concerns during breaktimes; a good number of pupils use this provision.
41. The school's approach to managing the school site, premises and accommodation is carefully planned. Supervision of children in the early years is effective with staffing managed to ensure high levels of staff-to-pupil ratios with appropriate qualifications. Supervision of the medical room had previously been done remotely; however, during the inspection an enhanced supervision policy was put in place. Leaders ensure compliance with relevant health and safety legislation, including fire

safety. Fire drills are held termly. Risk assessments cover all the main areas of school and are reviewed regularly. Risk assessments and daily safety checks make sure children within the early years are safe in their learning and play environments. The school has a suitable number of first aid trained staff. All staff within the early years are first aid trained.

42. The school has a clear admissions system, which is managed and updated correctly. A robust attendance system is in place, which actively monitors and tracks attendance and follows up on missing pupils. The school informs the local authority when pupils join or leave the school at non-standard transition points. Whilst the school's approach to attendance is aligned with the latest DfE guidance, during the inspection the school's attendance policy had to be updated to reflect this.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

- 43. All the relevant Standards are met.**

Section 4: Pupils' social and economic education and contribution to society

44. Leaders are committed to pupils being ready to serve their local community and being engaged with the wider world. The school has organised events where pupils work with numerous local and international charities. Workshops focus on themes such as social justice which allows pupils to develop their understanding and importance of peaceful dialogue and how to respond to those in need. Through such events the school encourages mutual respect and as a result pupils are inclusive and respectful of those who are different to them.
45. The careers programme meets pupils' needs effectively. Pupils are well supported to make decisions because of the guidance they receive on subject choices, destination schools and colleges. The careers fair enables pupils to explore potential future pathways with reference to their interests and strengths in an unbiased and balanced manner.
46. The values of the school encourage pupils to develop as future citizens. The pupils value the school's 'four pillars' and see them as essential qualities for their future lives. The Challoner Charter also plays a crucial role in encouraging pupils in the senior school to engage in culture, citizenship, and service. Recognition through awards and certificates for achievements in these areas boosts pupils' self-esteem and encourages further participation.
47. The school fosters pupils' social wellbeing by offering a diverse range of extra-curricular activities that allow pupils to explore their interests and passions. Pupils are well prepared for life outside of school, citing various clubs and activities they participate in, which not only develop their skills but also encourage social interactions and community building. Inclusion is a key focus within the school's extra-curricular activities. For instance, the problem-solving club successfully integrates pupils who have SEND, highlighting an emphasis on collaboration and social skills development rather than solely focusing on traditional problem-solving. This approach creates a positive and safe environment where all pupils can engage and develop their social competencies.
48. Pupils value personal economic management and sustainability in PSHE lessons which helps them to think about their own future development. Pupils gain an understanding of how companies could go into administration whilst trying to establish the efficient function of a business. During outreach work, pupils are able to manage a budget to purchase items and create bags for people who are due to be released from prison. The Catholic ethos of the school also encourages pupils to think about principles such as the common good, solidarity and subsidiarity.
49. The school promotes fundamental British values and the introduction of senior leaders with responsibility for equality, diversity and inclusion encourages pupils to demonstrate respect and tolerance. Pupils develop their understanding of democracy and the criminal justice system through sessions organised by the school and speakers, including high court judges. Leaders ensure systems are in place for pupils to express their views and concerns. A variety of committees empower pupils to share their thoughts on school improvements, fostering a sense of responsibility.
50. The school's commitment to celebrating diverse cultures is evident through activities like class assemblies and culture days, where pupils are encouraged to express their cultural identity and respect different cultural backgrounds. Such initiatives help pupils appreciate the multi-cultural makeup of their school community and instil values of respect and inclusivity. In the early years,

discussions about differences and respect for individuality are integrated into the curriculum, all of which promotes social awareness and empathy among the children.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

51. All the relevant Standards are met.

Safeguarding

52. Trustees and governors attend safeguarding training and ensure that appropriate safeguarding procedures are in place. Trustees regularly check recruitment processes. The school takes their recruitment checks seriously and have shown due diligence in their record-keeping. The school's single central record is accurate and up to date and staff records are organised methodically, all of which are monitored regularly.
53. The safeguarding policy, which is published on the school's website, is in line with current statutory guidance and requirements. The policy is reviewed on an annual basis.
54. The safeguarding team has a strong understanding of safeguarding and risk management. Staff with safeguarding responsibilities all receive appropriate training. The designated safeguarding lead (DSL) ensures that staff receive regular safeguarding training and updates. An induction programme ensures that staff and volunteers are familiar with safeguarding policies and procedures.
55. Staff are knowledgeable about local safeguarding risks and how they can respond to the needs of pupils. Staff understand the significance of low-level concerns and know how to report them knowing that leaders will respond and address them. Staff discussions reflect an awareness of an 'it could happen here' mentality. There is also an understanding of measures to mitigate these risks, including mentoring programmes for vulnerable pupils. Staff demonstrate a clear awareness of how to recognise and report safeguarding concerns.
56. Thorough safeguarding records are maintained which provide detailed information to inform decision-making and appropriate safeguarding measures. Leaders work very closely with local agencies and the local designated officer, requesting guidance and support when the need arises.
57. Pupils know how to seek help when needed and how to escalate their concerns. Pupils are informed about the identity of the safeguarding and pastoral teams, with relevant posters displayed in classrooms to guide them on where to seek help if needed.
58. PSHE and information and communication technology (ICT) lessons reinforce the message about staying safe online. Pupils' safety is a high priority for the safeguarding team. The school has an appropriate filtering and monitoring system in place.

The extent to which the school meets Standards relating to safeguarding

- 59. All the relevant Standards are met.**

School details

School	Bishop Challoner School
Department for Education number	305/6003
Registered charity number	1153948
Address	Bishop Challoner School 228 Bromley Road Shortlands Bromley Kent BR2 0BS
Phone number	020 8460 3546
Email address	office@bishopchallonerschool.com
Website	www.bishopchallonerschool.com
Chair	Patricia Colling
Headteacher	Mark Wallace
Age range	3 to 18
Number of pupils	271
Date of previous inspection	4 to 5 December 2019

Information about the school

60. Bishop Challoner is an independent Roman Catholic co-educational day school for pupils aged 3 to 18. There is a governing board comprising seven trustees, two of whom are appointed by the Archbishop of Southwark as representatives.
61. There are 17 children in the early years, comprising one Nursery and one Reception class.
62. The school has identified 94 pupils who have SEND. Six pupils in the school have an EHC plan.
63. English is an additional language for 84 pupils.
64. The school states its aims are to foster an ambitious, happy, secure, caring and challenging learning environment within a welcoming Catholic community, where there is an awareness and respect for all faiths and ethnicities. It seeks to recognise each pupil as a unique individual, in whom they have high expectations both academically and behaviourally, where diversity and equality are a fundamental part of the school's everyday life. They aim to encourage and enable each pupil to achieve their potential in all areas of school life where personal success is celebrated and valued, working in tandem with parents, preparing young people for their future lives beyond the school.

Inspection details

Inspection dates

24-26 September 2024

65. A team of four inspectors visited the school for two and a half days.

66. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair and other trustees
- discussions with the head, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

67. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

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