



ISI Independent
Schools
Inspectorate

INDEPENDENT SCHOOLS INSPECTORATE

EDUCATIONAL QUALITY INSPECTION

BISHOP CHALLONER SCHOOL

9 TO 10 NOV 2016



SCHOOL'S DETAILS

School	Bishop Challoner School			
DfE number	305/6003			
Registered charity number	1153948			
Address	Bishop Challoner School 228 Bromley Road Shortlands Bromley Kent BR2 0BS			
Telephone number	020 8460 3546			
Email address	office@bishopchallonerschool.com			
Headteacher	Mrs Paula Anderson			
Chair of trustees	Mrs Margaret Brocklehurst			
Age range	3 to 18			
Number of pupils	354			
	Boys	214	Girls	140
	EYFS	50	Juniors	125
	Seniors	150	Sixth Form	29
Inspection dates	08 Nov 2016 to 10 Nov 2016			

PREFACE

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards following their inspection may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is an EDUCATIONAL QUALITY inspection, reporting on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and grade descriptors from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to in the published report but will have been considered by the team in reaching its judgements.

Both Ofsted and ISI inspect and report on the Independent School Standards Regulations. However, they apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

The headline judgements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with the chair of trustees, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and assemblies. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mr Ian Carter	Reporting inspector
Mr Gordon Ferguson	Team inspector (Deputy head, IAPS school)
Ms Janet Lowe	Team inspector (Headteacher, ISA school)
Mr Bill Chadwick	Team inspector (Deputy head, HMC school)
Mrs Elizabeth Thomas	Team inspector (Headteacher, GSA school)

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1. BACKGROUND INFORMATION

About the school

- 1.1 Bishop Challoner is a Catholic independent day school for boys and girls between the ages of three and eighteen, situated in Shortlands in Kent. It is a registered charity and a company limited by guarantee. Since the previous inspection, a new headteacher and head of the junior department have been appointed. Also, outdoor space at the junior school has been extensively developed to include woodland learning environment for the EYFS and a new hard play area.
- 1.2 The school was established in 1950 as a Catholic Foundation within the Catholic Archdiocese of Southwark. It comprises the Nursery, a junior school which contains pupils from Reception to Year 6, and a senior school for pupils in Years 7 to 13.

What the school seeks to do

- 1.3 The school aims to foster the education of the whole person in preparation for adult life, within a positive and caring environment, founded on Catholic principles. It encourages each pupil to achieve his or her full potential in the academic, creative, emotional and physical spheres. The school provides a balanced curriculum which responds to the aspirations of pupils. This fosters both intellectual curiosity and academic achievement in a setting where high expectations are the norm, and allows pupils to develop a social conscience towards all members of society.

About the pupils

- 1.4 Pupils come from a range of professional backgrounds, which reflects the ethnic diversity of south-east London. The majority of families live within a 10-mile radius of the school. The school has identified 23 pupils as having special educational needs and/or disabilities (SEND) which include dyslexia, autism and slow processing, all of whom receive additional specialist support. Also, 1 pupil has an education, health and care plan. English is an additional language for 53 pupils, whose needs are supported by their classroom teachers. Data used by the school have identified 91 pupils as the most able on roll.
- 1.5 National Curriculum nomenclature is used throughout this report to refer to year groups in the school. Where the school's own names differ from those used nationally, the details are given in the table below:

<i>School name</i>	<i>National Curriculum name</i>
J1	Year 1
J2	Year 2
J3	Year 3
J4	Year 4
J5	Year 5
J6	Year 6

Recommendations from previous inspections

1.6 The previous full inspection of the school by ISI was an interim inspection in September 2010. The recommendations from that inspection were:

- Review the quality of teaching in the junior school, with a focus on the pace and challenge offered.
- In the senior school review the homework timetable to ensure that it is balanced.
- Widen the range of extra-curricular activities, particularly with regard to sporting provision.
- Continue to investigate the possibilities for providing a designated outdoor play area for Reception, and enhance the provision of knowledge and understanding of the world by developing the use of the outside area.
- Continue to develop links between Nursery and Reception to encourage sharing of good practice and facilitate the transition between classes.
- Increase opportunities for use of ICT in the Nursery.

2. KEY FINDINGS

2.1 The quality of the pupils' academic and other achievements is good.

- Pupils conduct highly developed, confident and competent communication in all areas of learning.
- Pupils demonstrate initiative and independence in much of their work and learn to take responsibility for it, but opportunities for this are not provided consistently.
- Pupils need to further develop their secure skills in information and communication technology (ICT), in order to further their learning across all areas of the curriculum.
- Pupils do not engage in academic extra-curricular provision to the same extent as they do in the activity programme.

2.2 The quality of the pupils' personal development is excellent.

- Pupils have a deep spiritual understanding of the world around them which is based on a strong Catholic ethos, appreciating non-material aspects of life.
- The pupils have a highly developed moral understanding of their actions, and exhibit responsibility for their own behaviour.
- Pupils respect and value diversity within the society around them, displaying respect for and appreciation of their own and other cultures. They demonstrate sensitivity and tolerance to those from different backgrounds and traditions.
- The pupils work effectively with others, solving problems, achieving common goals and fulfilling their responsibilities to each other and the school community.

Recommendations

2.3 The school is advised to make the following improvements:

- Develop a consistent approach to teaching which allows pupils to take responsibility for their own learning more widely.
- Ensure that pupils are provided suitable opportunities to apply and extend their ICT skills across all areas of the curriculum.
- Ensure that all pupils take advantage of academic extra-curricular opportunities in order to maximise their achievements.

3. THE QUALITY OF PUPILS' ACADEMIC AND OTHER ACHIEVEMENTS

- 3.1 The quality of the pupils' academic and other achievements is good.
- 3.2 The pupils' knowledge, skills and understanding are well developed in accordance with its aims, though this is not uniform across the school. In the Early Years Foundation Stage (EYFS), excellent achievement is promoted through well-planned schemes of work which allow pupils' thinking to be extended, these utilise a wide range of resources, a rapid pace in lessons and teachers' excellent subject knowledge. Since the previous inspection the much improved links between the Nursery and Reception have ensured a logical and sequential development of pupils' knowledge, skills and understanding, and the new woodland learning environment has enabled pupils to experience their education in a new context. As at the time of the previous inspection, this excellent start is not fully built upon as pupils move up through the school; older pupils do not have consistent opportunities for developing their knowledge, skills and understanding.
- 3.3 The following analysis uses the national data for 2013 to 2015. These are the most recent three years for which comparative statistics are currently available. Results at GCSE have been above the national average and those at A level have been below the national average. At both GCSE and A level, results in 2016 were significantly better than in previous years. These recent improvements in performance have been supported by the tightly focused comprehensive system of tracking and target setting which has enabled effective interventions when necessary. The ability profile of pupils in the senior school is above the national average and in the sixth form it is in line with the national average. Up to GCSE, pupils progress well in relation to their starting points. Small numbers in the sixth form make a judgement on progress difficult to make. The most able pupils and those with SEND make progress that is relative to their ability and comparable to that of other pupils in the school.
- 3.4 The pupils demonstrate very strong competence in communication skills overall. They are confident, articulate communicators who are very confident in speaking and listening. Pupils have well-developed writing skills with good levels of fluency and appropriate accuracy, as observed in the scrutiny of work across the school. They are comfortable reading aloud in lessons and engage with a suitable range of texts, displaying good understanding and appreciation. Pupils enjoy the opportunities that are presented for debate, at times using specialist vocabulary to good effect when explaining complex information to justify their opinions. They listen with interest to their teachers and other pupils. For example, the EYFS children displayed good listening skills when sitting in a log circle for refreshments. In some lessons observed, pupils formulated pertinent questions to consolidate and further their understanding, for example they confidently communicated their ideas of where the use of mathematics is evident in a clip of the film *Madagascar*. At times pupils demonstrate high-level skills in analysing and using many forms of language, and as a result develop into articulate young people who embrace class discussion when provided the opportunity. Pupils say that they appreciate the small class sizes which enable them to make mistakes in their discussions and in responses to questions. In many lessons observed, staff provided pupils many opportunities to communicate and share ideas with each other, but on occasion chances to build on these skills were missed.

- 3.5 The pupils develop good numeracy skills throughout the curriculum by engaging in subject-specific numerical problem solving which complements their mathematics programme. For example, senior school pupils reinforce their key mathematical skills through tasks set in geography, the sciences and computer science. In the EYFS, children learn to successfully name basic two-dimensional shapes, corners and sides through the many opportunities for numeracy, including investigating shapes in the environment. A Year 13 class used reciprocal trigonometry functions with confidence, and a Year 12 physics group devised and manipulated graphical equations to explain Hooke's law. These opportunities were provided by well-planned teaching and a good use of resources.
- 3.6 Children's use of ICT in the EYFS was much more confident than at the time of the previous inspection; they use a robot simulation programme in the Nursery very effectively. Junior school pupils have good ICT skills which are developed through designated computing lessons with a specialist teacher. In a small number of junior and senior school lessons, ICT is used competently as a tool to develop understanding of the subject. Its use is limited outside of ICT lessons across the junior and senior schools, though sixth form science pupils reported that they do carry out data logging and use their ICT skills to extend their learning.
- 3.7 Most pupils enjoy their lessons but a small minority of pupils feel that they are not interesting. Teaching uses a variety of approaches, but some of these do not provide consistent pace and challenge to promote continual interest and curiosity for pupils of all levels of ability. When teaching is stimulating, pupils progress very well; pupils in a Year 11 English lesson demonstrated a first-rate knowledge and understanding of the features and structure of a Shakespearean tragedy including key technical vocabulary. Pupils' progress is supported by a wide curriculum both inside and outside the classroom which embraces linguistic, mathematical, scientific, technical, human and social, physical and aesthetic and creative areas, developing pupils' understanding of the modern world. A few parent questionnaire respondents felt the school does not meet their children's individual needs, inspection evidence did not find this to be the case and found that the individual is central to the school's aims and that the school provides support for whatever interest pupils have; it provides specialist GCSE courses such as dance and support for extra-curricular activities such as fencing and trampolining.
- 3.8 Pupils take an active approach to their learning outside of the classroom. Their attitudes to homework are positive, and the tasks that they are set engage and develop their learning; pupils in a Year 10 biology lesson devised a social media profile for a communicable disease. Children in the EYFS have strong study skills which are developed through independent and collaborative learning. As pupils progress up the junior school, they develop good study skills through a range of independent research tasks which sometimes has an element of choice. For example, Year 3 pupils enjoyed analysing materials to determine whether they were natural or man-made. Senior school pupils develop their study skills through the provision of revision study programmes and the Higher Project Qualification. Pupils have well-developed analytical skills which they utilise through hypothesising and analysing material. These are further developed through the 'flipped' lesson where they use their teacher as an adviser, having taken responsibility for their own learning. Pupils across the school enjoy group discussion which promotes their communication skills and ability to work together, though not every opportunity to take this approach is utilised.

- 3.9 Pupils develop a range of competitive skills and interests outside of the classroom through inter-house competitions, where a wide range of events are held in many spheres of school life. The focus is on participation as well as winning. Pupils also benefit from participating in the clubs that are offered, many of them sporting, which provide opportunities to enter competitions at local, national and international level. A few parent questionnaire respondents were disappointed with the provision of extra-curricular activities, inspection evidence found that the increased focus on extra-curricular activities in response to the previous inspection has successfully provided further provision for sport. Pupils develop their creative awareness and skills through activities such as chamber choir, orchestra and music tuition, though some would like more opportunities for drama. Pupils do not engage in many academic competitions or similar pursuits, apart from in mathematics. This inhibits a wider interest and appreciation of scholarly activities.
- 3.10 Children in the EYFS display an excellent attitude to learning. They are independent learners who are keen to explore their environment. They display resilience, and a willingness to work collaboratively. Junior school pupils have outstanding attitudes to learning. Their behaviour in and out of the classroom is very good. Pupils across the school demonstrate initiative and independence in much of their work. They are willing to work collaboratively and want to take responsibility for their learning, however opportunities to do this are not always provided. The education that pupils receive enables them to achieve their potential in all areas including academic, creative, emotional and physical, while celebrating and valuing personal success and achievement in all areas of school life.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

- 4.1 The quality of the pupils' personal development is excellent.
- 4.2 Pupils demonstrate excellent levels of self-awareness, reflecting honestly on their achievements and progress. The positive relationships they develop with their teachers was observed in nearly every lesson, these encourage them to be realistic about the level of support they require and ensure that they are comfortable to request help when needed. Pupils' work analysed displayed good examples of feedback from both teachers and their peers, which enables pupils to identify how to improve their learning and performance. Pupils demonstrate their ability to sustain focus on their work; in a Year 10 design and technology lesson they explained what they needed to do to refine their designs. The pupils display a great deal of self-confidence throughout the school, and considerable levels of perseverance in their learning. They understand how to improve their work.
- 4.3 In lessons, pupils are confident making decisions which affect their learning. Pupils develop excellent judgement, supporting the running of the school as prefects and school council representatives all within a nurturing Catholic ethos. In response to the previous inspection report, the school has provided outdoor play areas for the Nursery and Reception through installing a range of outdoor facilities that provide opportunities for children to make decisions and develop their physical learning.
- 4.4 Pupils demonstrate high levels of self-discipline; they move around the school site in a disciplined and mature manner. In lessons they engage quickly with learning activities and sustain excellent levels of concentration due to the high expectations from staff. Many pupils develop their ability to persevere through taking part in The Duke of Edinburgh's Award (DofE) scheme, where they enter enthusiastically into the long-term challenge. Clear examples of perseverance were observed in the EYFS, where children were very clear that they needed to think carefully before seeking help.
- 4.5 Pupils throughout the school have a highly developed spiritual understanding. In interview, they expressed their appreciation of the spiritual aspects of life such as the power of prayer for others; their appreciation of the Catholicity of the school permeates every aspect of its life. Pupils appreciate the religious education (RE) education classes that they receive, which support the school's ethos and provide a foundation of knowledge for them. In interview, many pupils indicated that they saw their faith as a key aspect of their life. The support provided by the school through the chaplaincy service and its links with the local parish church enables pupils to live their faith in an active way, such as through fundraising for charities supporting local community initiatives.
- 4.6 Pupils take up opportunities for responsibility in all sections of the school, and they collaborate very well together when working towards a common aim. They have a well-developed sense of responsibility, whether as members of the school council which is currently engaged in changing the school uniform, as prefects or when organising teams in house competitions. Pupils also demonstrate responsibility when leading assemblies or acting as sports coaches. Pupils work together well both inside and outside lessons; children in the EYFS work collaboratively and share well together, and older pupils work effectively in pairs during both mathematics and music lessons. In the junior and senior schools, pupils undertake a range of collaborative activities at break times.

- 4.7 Pupils understand the rules and sanctions, and why these are needed. In interview, pupils indicated that they respect the code of conduct and have a very clear understanding of right and wrong. Behaviour both in classes and between lessons suggests that pupils respect one another. This is further reinforced through the personal, health, social and economic education (PHSEE) curriculum and in regular assemblies, where pupils are taught to be honest and caring individuals who understand and appreciate British values. Pupils gain a further understanding of ethics through the GCSE RE curriculum and the sixth form PHSEE programme, which provide an insight into human rights, parliament and democracy. Pupils gain an understanding of morals, particularly through English literature and ethical debates. They develop an awareness of the need to help neighbours through charity work, and of the prejudice that can arise in societies. Pupils talk openly of their pride in their talents, and they are ready to use them to benefit others as they engage in the wider world. A small minority of pupils in their questionnaire responses expressed that they are not treated fairly, inspection evidence gained from discussions with pupils did not support this view. Pupils of all abilities have developed a strong sense of social justice. They work effectively with others, solving problems, achieving common goals and fulfilling their responsibilities to each other and to the school community at large.
- 4.8 Pupils have a highly developed concept of safety in its widest sense. They possess an excellent understanding of safeguarding, e-safety, healthy lifestyles, mental health issues and the need to approach life from both a physically and mentally healthy viewpoint. The school fully supports its pupils' health, happiness and well-being through a well-developed PHSEE programme and the appointment of a school counsellor to complement the strong pastoral support available. This was much appreciated by pupils. Healthy eating is understood by pupils, and the school council actively pursues healthy eating initiatives across the school. Pupils appreciate the need for safety on-site and are very clear about what to do in the event of fire. They exhibit high levels of concern for each other.
- 4.9 The culturally diverse pupil body respects each member of the community, and pupils treat each other with great kindness around the school. Children in the Nursery demonstrate excellent cultural awareness, for example through the 'hello in their home language' display and the sharing of family photographs. Diversity is celebrated within circle time. Pupils display a first-rate understanding of a range of faiths which is supported through the RE curriculum, and they celebrate both Catholic and other religious feast days such as Chinese New Year and Diwali. Most pupils feel that the school encourages them to be tolerant of those with different faiths and beliefs, and to respect other people. They recognise that it promotes understanding through a range of activities such as World Languages Day. In their questionnaire responses, a small minority of pupils felt that teachers do not always provide a balanced view regarding the discussion of politics and current affairs. Discussion with a range of pupils and scrutiny of curricular plans demonstrated that this was not the case.
- 4.10 Pupils' personal commitment to the school and the local community is very strong, they are beacons for the school in the community. They have strong links with national charities. Pupils are very aware of the links with local parish churches, which further reinforce the Catholic ethos of the school through confirmation classes and preparation for first confession. Many pupils support local charity shops through DofE volunteering. Others extend their sporting interests developed in school, through local sports clubs. Pupils deem charitable activities as part of the ethos of the school.

- 4.11 Pupils are well prepared for the next stage in their education. Staff are diligent in looking at individual pupil's needs during the transition process between sections of the school, and this is supported by the sharing of teaching across sections. A small minority of pupils took the view in their questionnaire responses that they are not provided appropriate advice about selecting choices of subjects or career. Inspection evidence does not support this view; the school uses an external careers adviser, and a high level of individualised support by school staff is available for pupils. The school provides, through its teaching, opportunities for the development of teamwork, collaboration and a preparation for the world of further study and work. As a result, pupils who leave the school contribute positively to society. They are recognised by the school as a unique part of God's creation, as it respects the human dignity of all members of the community and aims for them to achieve their full potential.