



SECTION 48 INSPECTION REPORT

Canonical Inspection under Canon 806 on behalf of the
Archbishop of Southwark and inspection of
Denominational Education under Section 48
Of the Education Act 2005
URN 137299

Richard Challoner School
Manor Drive North
New Malden
KT3 5PE

Inspection date: 19-20 March 2013

Chair of Governors:	Mark Draper
Headteacher:	Tom Cahill
Inspectors:	James Coyle Margaret Shinkwin

EDUCATION COMMISSION

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SECTION 48

Introduction

Description of the school

The school is a boys' academy serving students in the Kingston and Sutton Deaneries of the Archdiocese of Southwark.

The proportion of students who are baptised Catholics is 90%.

The average weekly proportion of curriculum time given to Religious Education is 9% in Key Stage 3 and 9% in Key Stage 4 and 3% for Sixth Form General Religious Education and 17% for Sixth Form AS and A2 courses related to the subject.

The Sixth Form works in partnership with The Holy Cross Girls' School in New Malden.

The number of students currently on roll is 985 of which 260 are in the sixth form.

The large majority of students are of White British heritage.

The attainment of students on entering the school is above average.

The proportion of students eligible for free schools meals is well below average.

The proportion of students supported by school action or with a statement of special educational needs is well above average.

The proportion of students from homes where English is an additional language is below average.

The school predominantly takes students from seven named Catholic primary schools.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good

Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness as a Catholic school

GRADE

1

The Richard Challoner School is an outstanding Catholic school. It is very successful in developing its students to achieve high standards in Religious Education. Relationships between all members of the school is a strong feature manifested in classes, liturgies, assemblies and Mass. Leaders ensure that it lives out its Gospel values message pastorally and in its parish and community links. They have worked to successfully address areas for improvement highlighted in the last inspection and have the vision and expertise with which to continue to improve in particular developing teachers confidence and expertise, monitoring their performance and ensuring curriculum time meets the Bishop's requirements.

What steps need to be taken to improve further?

Governors, headteacher and staff should:

- ensuring that monitoring of marking of students' work is consistent with departmental guidance
- providing development opportunities so that all teaching is consistently good or outstanding.

Governors and headteacher should;

- carry out an audit of the curriculum to ensure the time allocation for RE is in line with the requirements of the Curriculum Directory

Publication date: 30 April 2013

The Catholic life of the school

Leadership and management

GRADE 1

Leadership and management of the Catholic life of the school are outstanding. The governors and headteacher are well aware of their Catholic mission and impart this to a loyal, committed and mainly Catholic staff. The inclusion of all students is a central tenet in this mission and this is communicated and made real by all leaders. Disabled students, those who have Special Educational Needs and those supported by additional funding provide regular witness during assemblies and as a result the school grows as a nurturing community. Morale is high students speak about the strength of relationships amongst fellow students and having role models in teachers as a result they thrive and achieve high standards. Governors remark on the size of the school allowing them to get to know people and effectively monitor and share what is going on from day to day. Community, parish and parental links are strong and the recent adoption by the school of the Newman Centre, a local learning support centre, extends the school's care and Christian spirit, a feature commented on by the Parish Priest who spoke about how well known the school is amongst parishioners either attending the church for Christmas services or hosting the parish Mass. Parents are well informed and overwhelmingly show support through a parents association, attendance at form Masses and teacher/parent evenings.

Quality of provision for personal and collective worship

GRADE 1

The quality of provision for personal and collective worship is outstanding. The Headteacher works effectively with the Chaplain and Head of Religious Education to ensure that prayer, collective worship and liturgy are key features of the school for both staff and students.

A highly effective Chaplain gives focus and student voice to prayer and worship working with a student chaplaincy group to devise and monitor the school's liturgical programme including Faith Revealed discussion groups, class prayers, Masses and assemblies. Retreats are a popular feature and are provided across all year groups, sixth form students spoke highly of World Youth day in Madrid.

An ongoing site development plan has provided the recent addition of an impressive chapel used for form Masses, reflection throughout the day and a weekly Mass ownership of which is taken up with enthusiasm by students who prepare readings, prayers and altar serve. In addition local clergy gives support for Feast Day Masses and the Sacraments of Reconciliation and Confirmation. The overall effect provides a powerful contribution to students' spiritual and moral development.

Community cohesion

GRADE 1

The promotion and achieving of community cohesion in the school are outstanding. The governors and headteacher have gone beyond the school gates linking with the local authority as well as broadening admissions criteria in order to welcome those not of the Catholic faith and those that are vulnerable in order to make the school very inclusive whilst maintaining the distinctive characteristics of a Catholic school. As a result there is a Christian spirit that pervades the ethos in and around the school and in its relationships with the community.

Staff, notably the Chaplain, ensure that it provides outstanding pastoral care for all in the school community regardless of faith backgrounds or educational abilities. Those students who were not Catholic spoke about the cohesive and tolerant nature of the school and pointed to the support given to fellow students such as reading mentors and listed the

rough sleep, 10 hour fast and work with homeless charities as examples of the positive contribution that they made to those less fortunate than themselves.

Feedback from the high returns from the parental survey say the school is welcoming, that there is good local parish links and that their sons build good personal relationships.

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Religious Education

Achievement and standards in Religious Education

GRADE 1

When students start at the school their levels of attainment in the key subjects are above average, during their time at the school they make good progress and as a result achieve very high standards in Religious Education.

The school's tracking and target setting data reveals that all students make good progress across all year groups this is supported by the classes observed and work in their books which reveal that they are gaining religious knowledge and understanding as well as empathetic skills such as listening and speaking. Students with additional educational needs progress particularly well because of the targeted and outstanding support they receive. In discussion students said they enjoy Religious Education and their behaviour in class and around the school is exemplary.

The spiritual, moral, cultural and social development of students is a strength of the school and can be attributed to their involvement in the Catholic life of the school, particularly through events linked with the chaplaincy.

In the sixth form, Religious Education A level results are in line with the national average.

Teaching and learning in Religious Education

GRADE 1

Overall, teaching and learning in Religious Education is outstanding.

Teachers have very good subject knowledge and have excellent relationships with their students, which in turn promotes an atmosphere in which students learn well and enjoy the subject.

The majority of lessons observed during the inspection was good or better and endorses the school's own judgments. In a Year 10 class good planning was a feature which enabled a variety of resources to be used including laptops, bibles and an information sheet in order to discover whether there was a Christian influence in the way humans steward the environment. The points arising from the feedback were cleverly woven in to an examination question response as well relating students' feedback to everyday life.

From Year 7, teaching incorporates a variety of activities, including pair and group work, which is appropriately matched to ability in order to challenge, motivate and develop independent learning. Clear learning objectives are also a feature of all lessons and these provide students with guidance on what progress is expected of them. However, planning was not always evident and in one lesson lack of time management and pace coupled with a lack of focus meant that it was difficult to judge what had been learnt and when asked students provided fragmented understandings of what they had discovered as a result of the session.

Students are aware of what is expected of them and the progress they need to make in order to achieve their target level which is displayed in their books. Assessed work is levelled against the attainment targets in Religious Education which also act as indicators for what they need to do to improve.

The Religious Education curriculum

GRADE 1

The quality of the Religious Education curriculum is outstanding. It follows Diocesan guidelines, meets the needs of the students and is working towards satisfying the time requirements of the Curriculum Directory for Catholic Schools. At Key Stage 3 the department delivers the curriculum using resources from 'The Way the Truth and the Life'

Religious Education programme and Exploring the Mass to form their own distinctive school programme. At Key Stage 4 the programmes followed are the OCR GCSE and OCR Entry Level courses, where students study Christian Perspective of Moral Issues, Christian Medical Ethics and Christianity. In the sixth form, Year 12 and Year 13 students follow the General Religious Education programme validated by the National Open College Network (NOCN). In addition the department offers OCR A level courses in Year 12 and Year 13 on the Philosophy of Religion and Religious Ethics. The school is still to meet the Bishops' Conference and Diocesan curriculum time requirements of 10% at Key Stage 3 and Key Stage 4 and of 5% for sixth form General Religious Education. The school has addressed the shortfall highlighted in the last report and continues to work towards achieving the required time allocation. The curriculum makes a very significant contribution to the spiritual and moral development of the students and they are taught to respect other faiths and cultures. Sex and Relationships Education (SRE) is taught throughout the school and is set in the context of the Church's teaching and values. The policy has been ratified by governors and endorsed by the parents.

Leadership and management of Religious Education

GRADE 1

Leadership and management of Religious Education are outstanding. An experienced, specialist, Catholic team ensures that Religious Education has a high profile throughout the school. The headteacher and an attached governor support a well qualified head of department in promoting the Catholic ethos of the school so that students gain knowledge and understanding of their faith. The head of department attends Diocesan training, the RE conference and awarding body training. As a result the high quality Religious Education curriculum has provided excellent outcomes for students both in terms of academic achievements and religious literacy.

Monitoring systems are in place including tracking systems to target students who may be underachieving and lesson observations and book checks to judge teaching and learning. However whilst the majority of books scrutinized during the inspection provided marking and feedback in line with departmental policy some were not.

Departmental minutes reveal evidence of monitoring and actions taken as well as standing items on praise and concern and gifted and talented.

The department is well resourced including excellent deployment and use of audio visual and ICT provision, new appointments are planned to increase the time allowed for the Chaplaincy role to be expanded. The attached Governor provides effective feedback to the Curriculum committee as well as the full governing body.