

Bonus Pastor Catholic College

URN: 100752

Catholic Schools Inspectorate report on behalf Most Rev. John Wilson of the Archbishop of Southwark

31 January -1 February 2024

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission

Religious education (p.5)

The quality of curriculum religious education

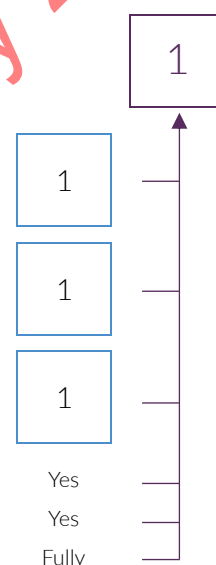
Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school

The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference

The school is fully compliant with all requirements of the diocesan bishop

The school has responded to the areas for improvement from the last inspection



What the school does well

- Pastoral care is a real strength, student and staff wellbeing are central to the care of all members of the community.
- Teaching is strong, particularly the skill exhibited by teacher questioning which enables students to think more deeply about the subject matter.
- Students with additional needs are catered for very well which has led to a comparable level of quality of work.
- There is an embedded culture of welcome which celebrates all who enter the school.
- Students work well with others in collaboration to prepare constructive experiences of prayer and liturgy.

What the school needs to improve

- Ensure self-evaluation is consistently informed by thorough monitoring in order to more accurately evaluate and build upon the school's strengths as a Catholic community.
- Embed systems that help pupils in their self-assessment.
- Ensure the provision of planned prayer and liturgy provides opportunities for all pupils to have greater participation.

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Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade

Pupil outcomes

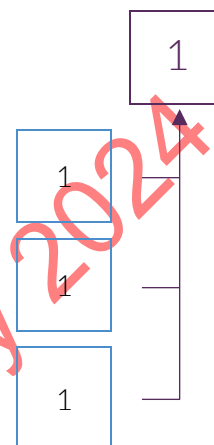
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

Provision

The quality of provision for the Catholic life and mission of the school

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school



Bonus Pastor Catholic College is a community that is inspired by Christ's example as the Good Shepherd. Students understand and embrace the distinctive Catholic identity and mission of their school evident in the care, guidance and support they receive. It is centred on the excellent quality of the relationships between staff and students. Parents describe the school as doing 'a great job of both recognising the importance of Catholic life and mission and also that the children will live in the real world.' They describe staff as 'positive role models and encourage children to grow in their faith.' Students describe their experience as being 'taught as a family,' and new students report feeling confident and safe in joining the school. Students recognise that the school community is committed to following the teaching and example of Jesus. They take a leading role in responding to the demands of Catholic social teaching for example they have a tuck shop the proceeds of which go to charity; they can articulate the theological underpinning of their actions. Students' behaviour is exemplary in lessons and throughout the school.

The mission statement, lived out through the college values of respect, responsibility and ambition, is a clear, inspiring expression of the educational mission of the Church. Staff embrace the mission statement, readily implementing it across the whole of school life. The Episcopal Vicar for education said that 'learning is embedded in living Catholic social teaching, a model for other schools.' Staff stated, 'achieving the Romero participator award was a fantastic experience that helped us to see how our Bonus Pastor values, Catholic Social Teaching and Catholic ethos was upheld across the school.' It is woven into curriculum maps. There is a lived sense of community with Christ at the centre. Parents stated that 'Bonus Pastor's pastoral care is exemplary; the love and care shown to the children and staff shines through in everything they do. Catholic values and faith are so interwoven into school life it is almost impossible to separate it out and see it as a stand-alone entity'. There is a strong culture of welcome, and a spirit of generous hospitality especially to the most vulnerable. The programme for

relationship, health and sex education presents a holistic vision of the human person, meets statutory and diocesan requirements and, where sensitive matters are encountered, these are taught by religious education staff.

The inspiring leadership of the principal ensures that Christ, the Good Shepherd is always at the heart of the school; leaders and governors share in this. They clearly articulate the Church's mission in education and are meticulous in exercising their duty as guardians of the Catholic life and mission of the school. The school has a dynamic partnership with, and is at the service of, the diocese. The principal is a 'pioneer in providing for the inclusion of Caritas objectives,' and shares these with other schools in the diocese. Governors have been trained in the principles of Catholic social teaching and monitor through school visits and lesson observations. The school recognises parents are the first educators of their children and fully support and empower them in meeting the demands of this vocation. Parents stated, 'it is clear to me that this school considers parents to be children's first teachers. Permission is sought for anything and everything.' Policies and structures are in place providing for the highest levels of pastoral care for staff. Staff cited examples such as 'unsung heroes' where staff can share good news about others, such as 'stepping in for me and being a real inspiration.'

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

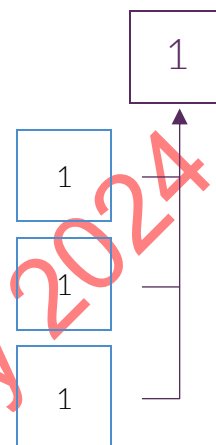
How well pupils achieve and enjoy their learning in religious education

Provision

The quality of teaching, learning, and assessment in religious education

Leadership

How well leaders and governors promote, monitor and evaluate the provision for religious education



Students really do enjoy their learning. One stated, 'I like RE because of the way Miss teaches, it makes me understand my religion more'. They can articulate the challenges of expressing differing views and are well prepared for examinations and the wider world. They are developing excellent knowledge, understanding and skills that exemplify the learning required by the *Religious Education Directory*. Students are enthusiastic about the variety of activities in religious education lessons and know that teachers are 'looking for your best and you are able to share different opinions.' Students liked learning about scripture and other faiths and were able to articulate texts accurately and be able to explain them. Students can make connections with current and prior learning, linking these with scripture and with Catholic social teaching. Learning objectives are clearly stated and adaptive teaching such as activities to challenge students to deeper learning means students, including those with additional needs, make consistently good progress and very good outcomes when measured against the planned curriculum for each year. Students' work is of a high quality fully employing the school's assessment policy. Students use green pen to add to their previous learning and have a good understanding of how well they are doing and how to improve. Embedding these systems for all students will make it even better.

Very effective teacher questioning enables students to make very good progress in lessons, and the skills being developed among students from Year 7 prepares them for future assessment. Students have a profound understanding of the impact religious education has on their moral and spiritual development. In response to a teacher question about what the Good Samaritan teaches about how we should treat others in society, a student responded, 'no matter what their background, you should treat them with respect.' Behaviour for learning is a real strength. It enables everyone to feel included, articulate their learning and through very well managed class discussions, students grapple with challenging concepts and feel safe to express their opinions. Students' work is of a high-quality showing engagement in lessons and a commitment to improving their knowledge and understanding.

The effective use of the school assessment policy means students have a good understanding of how well they are doing and how to improve. A student explained, 'I'm making connections now because there might be too much at the time to remember'. Teachers give students space and time during lessons for purposeful reflection on the topic of the lesson, some of which grow into a time of prayer.

The subject leader for religious education has an inspiring vision of outstanding teaching and learning and a high level of expertise in securing this vision, resulting in teaching that is consistently good with some outstanding examples observed. Religious education is a faithful expression of the *Religious Education Directory*. It has been implemented in years 7 and 8 with planning for implementation in year 9 in place. A variety of resources are used imaginatively and creatively to enhance its implementation. Leaders and governors ensure there is parity with other core curriculum subjects, including professional development, resourcing, timetabling, staffing and accommodation. Teachers who are not specialist are supported in following high quality professional development opportunities. The curriculum is carefully planned, sequential and meets the needs of all students. Religious education is enhanced by a range of enrichment activities such as collaborating with other curriculum areas like history on the theme of migration and human history, the local council's youth mayor opportunity, work with Caritas and retreat opportunities help students to understand how their faith touches every part of society and their lives. Link governor reports show that governor self-evaluation of religious education is informed by monitoring, analysis and self-challenge.

Collective worship

The quality and range of liturgy and prayer provided by the school

Collective worship key judgement grade

Pupil outcomes

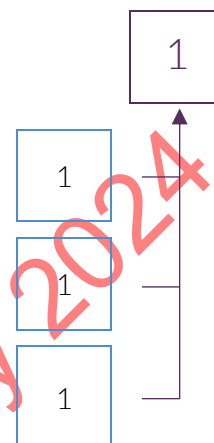
How well pupils participate in and respond to the school's collective worship

Provision

The quality of collective worship provided by the school

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship



Students work collaboratively with house leaders, house captains and other students to prepare creative and well-constructed experiences of prayer and liturgy which follow the Church's liturgical year. Masses are held for important occasions and students take part as altar servers, readers, as members of the choir or playing instruments. Students are very enthusiastic about music in liturgy knowing, for example, about the appropriate use of hymns. Scripture, appropriate to the theme, is chosen and read by students. Behaviour is exemplary and students show prayerful reverence participating with hands joined and eyes closed. Students evaluate the quality of the prayer and liturgy they have planned and demonstrate confidence in articulating the ways in which prayer and liturgy influence, and are influenced by, both the curriculum and the wider life of the school for example in linking with work on Catholic social teaching or relationship, sex and health education. The student spirituality team have a very public role in prayer and liturgy. They write prayers for use in liturgies and compose a weekly reflection linked to the liturgical year for inclusion in *Pastorale*, the school's newsletter for parents.

Prayer and liturgy form part of the daily rhythm for students at Bonus Pastor. Prayers are shared during tutor time, assemblies, and most lessons. All staff are models of good practice to students as participants and leaders of prayer and liturgy. Some staff have developed prayers peculiar to their subject area for example a maths challenge began with a maths prayer. This is received positively by parents: 'I really like the prayers for each subject. I like that prayer is woven into the day in a practical way.' The use of scripture appropriate to the liturgical year are used and there are links drawn with the daily life of the students. The student spirituality team stated that staff help them to plan and lead well-constructed prayer and liturgy which helps them build confidence in this. There is a broad range of high-quality music and other art forms used appropriately which enhances the experiences of the students. Parents stated, 'This is beneficial in building my children's Catholic faith while in an educational setting. For example, the house system is named after martyrs, which the children pray to every morning.' The school has a small chapel with a beautiful stained-glass window of the Good Shepherd and plans are in place to create a prayer garden immediately outside the chapel to enhance further the students' experience of prayer.

The school's policy on prayer and liturgy is carefully formulated, regularly reviewed and fit for purpose. Through its use, staff model good practice which enables students to develop the necessary skills enabling them to prepare, organise and lead prayer and liturgy. Staff are clear about the school's expectations of prayer in tutor time and lessons. Staff said, 'The students (of all ages) are very respectful during any acts of worship, such as the daily morning prayers.' In turn the student spirituality team inspire leadership by offering opportunities for students to develop their skills and confidence in constructing and leading prayer and liturgy. The policy on prayer and liturgy is monitored and evaluated regularly by the senior team, with reports given to the governing body. Students are included in this and stated they are asked for their views on prayer and liturgy and know 'they are listened to.' Careful planning by leaders, including governors, ensure the whole school community come together to celebrate the Eucharist, particularly at key times in the liturgical year and significant moments within the life of the school. Parents are included stating that 'there are regular invites to School Mass and Religious interventions'.

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Information about the school

Full name of school	Bonus Pastor Catholic College
School unique reference number (URN)	100752
School DfE Number (LAESTAB)	2094802
Full postal address of the school	Bonus Pastor Catholic College, Winlaton Road, Downham, Bromley, BR1 5PZ
School phone number	02086952100
Headteacher	Jonathan Ronan
Chair of Governors	Pat Barber
School Website	http://www.bonuspastor.co.uk/
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Secondary
Type of school	Voluntary Aided School
Admissions policy	Non-selective
Age-range of pupils	11-16
Gender of pupils	Mixed
Date of last denominational inspection	May 2018
Previous denominational inspection grade	1

The inspection team

Stephen Horsman	Lead
David Hennessey	Team
Sulumenty Odhiambo	Team

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement