



Bishop Challoner Catholic College

URN: 103560

Catholic Schools Inspectorate report on behalf of the Archbishop of Birmingham

20–21 June 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

1

Religious education (p.5)

The quality of curriculum religious education

1

Collective worship (p.7)

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

2

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

Yes

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

Yes

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

Fully

2

What the school does well

- The school's leadership has a clear vision for Catholic life and mission, a fully lived experience for all stakeholders. Christ is at the heart of the mission of Bishop Challoner Catholic College.
- Students know they are loved and cared for; there are many examples of high levels of pastoral care across the school.
- Leaders consider workers' dignity and are deeply committed to supporting and developing all staff.
- Students show enjoyment in religious education. They approach lessons with great interest and form strong professional relationships with staff.
- Relevant staff diligently lead prayer and liturgy and desire to further enhance students' experiences.

What the school needs to improve

- Regularly provide students with opportunities to prepare creative and well-structured experiences of prayer and liturgy and develop their capacity to evaluate them.
- Routinely include parents in the school's prayer provision so that they are involved in developing students' prayer lives.
- Ensure that planned changes to prayer and liturgy consider views from the whole community and incorporate findings from leaders' analysis of self-evaluation.

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

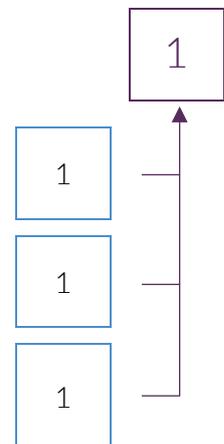
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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



Students value and actively participate in the mission of Bishop Challoner Catholic College. They clearly know they are valued and cared for by the school and its staff, saying, 'We are treasured, and our voices are heard.' Christ is present and at the heart of Bishop Challoner; students live out the Gospel values and teachings of Christ by responding to many charity and social actions, including collecting for the food bank, organising tea parties for the elderly, charity fundraisers, going on mission to Cambodia, and visiting the local Special School. Students are enthusiastic about Catholic social teaching and can articulate how and why they are called to act in response to these teachings. Students make the most of the opportunities provided to them in addressing issues that affect them and their community, such as the Dementia Cafe and active transport initiatives. Students articulate how responding to these needs allows them to 'Appreciate the goodness in God's world.' Students are deeply respectful of one another and show a sense of being part of a larger family; consequently, they value the diverse and inclusive nature of Bishop Challoner Catholic College.

The mission statement at Bishop Challoner is a clear and inspiring expression of the school's educational mission in which students and staff live. Staff commitment to the mission and motto of the school is apparent; they are inspirational role models in demonstrating service to others, thereby enthusing students to 'Give glory to God... in our service to others.' There is an embedded culture of welcome, with Christ at the school's heart. The school goes the extra mile for those most in need. The physical environment strongly witnesses the school's Catholic identity, with student artwork mainly used to celebrate its Catholic culture and character. Chaplaincy has recently been enhanced by the arrival of a new priest chaplain, who has enriched opportunities for the spiritual development of students and staff. Retreat and pilgrimage

opportunities further enhance the development of the whole person. Relationships, sex, and health education (RSHE) is thoughtfully and carefully planned, meeting all statutory requirements of the diocese whilst encouraging holistic development of the human person.

Leaders and governors ensure that Christ is at the heart of the school. They meticulously exercise their duties as guardians of Catholic life and mission. They are determined that this mission's development is a source of inspiration for their students and the wider community. Leaders and governors ensure the highest levels of pastoral care for staff, taking a 'family first' approach. Staff are also encouraged to care for one another through the 'guardian angel' initiative. Staff feel they can approach leaders for support because they are committed to their physical and mental well-being. High-quality staff training and other opportunities are offered, with staff commenting, 'Dignity is at the root of our training.' Subject leaders have planned lessons for themed weeks and throughout their curricula, in which aspects of the Catholic faith are made explicit; for example, in exploring themes relating to Refugee Week or in science, where links to Catholic Social teaching are made when studying water distillation. Leaders and governors recognise that parents are the first educators of their children, and there is a desire to support parents better in this vocation. They also recognise that developing links with the local parish church is central to the Catholic life and mission of the school. They have started to develop a partnership with the local parish, which has led to students benefitting from receiving the sacraments of Reconciliation and the Eucharist.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

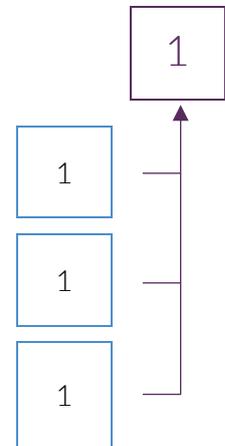
How well pupils achieve and enjoy their learning in religious education

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 are developing excellent knowledge and skills in religious education. They make good progress by knowing, remembering, and doing more. Students show a deep understanding of scripture, and the use of sources of wisdom discussing the impact of belief is engraved in lessons. They speak fluently and confidently about what they have learned, and they desire deep learning. Students can work independently; they understand their thought processes and can think for themselves. Most students are engaged in religious education lessons, and many clearly understand what they are doing and what they need to do to progress. Some can fully articulate how they have made progress in religious education lessons. Students are religiously literate and can reflect spiritually, ethically, and theologically. As a result, they produce work that is of a high, considered quality. Students speak about their enjoyment of religious education and the strong relationships they have with their religious education teachers. Students consistently achieve well in religious education, and attainment in GCSE examinations is very good.

Teachers have high expectations of students, which is evident through questioning and feedback, with teachers using St Oscar Romero's quote 'Aspire to be more' as their inspiration. Teachers use skilful questioning techniques to challenge and engage students, facilitating learning with a clear expectation that all students contribute during lessons. Teachers know their students and adapt their teaching to meet their needs; they nurture them and celebrate achievements and efforts with specific feedback. Teachers understand religious education's profound impact on students' moral and spiritual development and provide opportunities in lessons for reflection by using the school's 'pause for prayer' initiative when appropriate. Teachers plan high-quality resources carefully. For example, the new *Religious Education Directory* (RED) curriculum has been well planned and is ready to be fully implemented starting September

2024. Staff generally ensure students are given various ways to present and express their learning.

The leadership of the religious education department has adapted the curriculum to respond to the requirements of the RED fully, and lessons have been planned to enhance the delivery of it in a way that is suitable and challenging for the students at Bishop Challoner. This sits alongside appropriate core religious education provision at Key Stage 5, and there is a desire to increase the number of students opting for the Religious Studies A-level and the number of staff able to teach this. Religious education has parity with other core subjects regarding staffing, resources, and status. Leaders have ensured that religious education practitioners have benefitted from high-quality training in subject knowledge, teaching, and learning. This has led to high-quality and adaptive teaching, and the provision of a carefully planned, sequential, imaginative, and thoughtful curriculum. Where there has been a permanent religious education leader in the recent past, there has been forensic monitoring and a vision for outstanding teaching within the department. Recently, school leaders and subject leadership within religious education have continued to inspire a vision, which has successfully led to the continuation of high-quality teaching and learning, despite subject leadership changes.

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

2

Provision

The quality of collective worship provided by the school

2

Leadership

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

2

2

Students respond well to prayer and liturgy opportunities and act respectfully overall. However, participation is not yet full, active, and conscious by all students. Opportunities for prayer and liturgy are numerous and take on a variety of formats; prayer takes place in form, and at the end of the week, groups attend the local parish Mass on a Thursday morning, and the Rosary is prayed weekly in school with the local priest. Students also pray in lessons, reciting department prayers or 'pause for prayer' in lessons. Students are confident in praying the school prayer and have some understanding of the wide variety of prayers that are part of Catholic tradition. As part of this, students can articulate a basic understanding of the Church's liturgical year and make some links to how it influences the school's prayer life. Some students have started to work with staff in planning, preparing, leading, and evaluating prayer and liturgy, but the extent to which this is currently happening is inconsistent. Students actively engaged in preparing prayer and liturgy undertake their ministries willingly but are not yet fully involved in its planning and evaluation.

Prayer is central to life at Bishop Challoner and is part of a routine in the gatherings of students, staff, and school leaders. Significant moments in the liturgical calendar are identified and celebrated. Staff commitment to prayer and liturgy is good; they role model good practice to students, and leaders support staff to become more confident in facilitating meaningful, prayerful experiences. Relevant staff are beginning to help students confidently plan their prayers and liturgies more frequently. They are skilled in assisting the students to lead prayer and are beginning to help them confidently plan their prayers and liturgies more regularly. The school has made good use of its environment to create areas dedicated to prayer and liturgy; for example, students have made 'sacred spaces' in form rooms and by providing suitable spaces for both a chaplaincy room and a multi-faith prayer room that students and staff use. Recently,

the school has started building a relationship with the local parish, with groups of students joining the regular parish Masses on a Thursday and many students seeking to receive the Sacrament of Reconciliation. The school recognises that more could be done to include families in its prayer life. It hopes to build upon the relationship with the local parish to help students participate more fully in prayer and liturgy.

The school's policy on prayer and liturgy is current and fit for purpose. It ensures that there is a pattern of prayer that fits the timings of the school day and that a range of liturgical experiences is offered to students throughout the year. Leaders have facilitated the celebration of the sacraments, and appropriate arrangements exist. Leaders recognise the importance of prayer and liturgy when setting budgets and allocating resources, as shown by the previous appointment of two junior lay chaplains and a permanent appointment starting next term. Leaders and governors regularly review the provision and impact of prayer and liturgy; however, students' views are not regularly sought and planned improvements from the school's self-evaluation have yet to be thoroughly planned or implemented. Working with the parish and new priest chaplain, leaders communicate with stakeholders about prayer and show a desire to create spiritual and evangelical experiences that support the whole community's spiritual development.

Information about the school

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| Full name of school | Bishop Challoner Catholic College |
| School unique reference number (URN) | 103560 |
| School DfE Number (LAESTAB) | 330 5413 |
| Full postal address of the school | Institute Road, Kings Heath, Birmingham, B14 7EG |
| School phone number | 0121 444 4161 |
| Headteacher | James Coughlan |
| Chair of governing board | Gregory Keegan |
| School Website | www.bishopchalloner.org.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 to 18 |
| Gender of pupils | Mixed |
| Date of last denominational inspection | October 2017 |
| Previous denominational inspection grade | 1 |

The inspection team

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|---------------|------|
| David Bayliss | Lead |
| Peter Foley | Team |
| Clare Madden | Team |
| Rachel Waugh | 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 |