



Richard Challoner Catholic Secondary School

URN: 137299

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

20–21 March 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

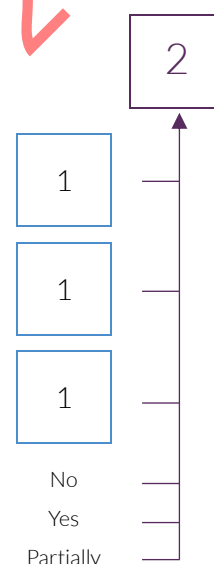
Collective worship (p.7)

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

- The dissemination of Catholic life and theological formation of staff is a real strength which significantly impacts upon the lived and witnessed mission of the school.
- Pastoral care of all members of the community is a real strength exemplified through the loving and caring relationships which recognise the unique human dignity of every person.
- The range of opportunities to develop staff and students.
- Exceptionally strong parental involvement in the school.
- The provision for students with special educational needs and disabilities is a huge strength.

What the school needs to improve

- Review the school mission statement to make it accessible for all.
- Share the excellent teaching and learning practice so that more teaching is outstanding.
- Ensure the plans to meet the curriculum requirements laid down by the Bishops' Conference are actioned.

Date Published: 26th April 2024

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

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All members of the school community embrace the mission, 'Living, learning and sharing in a caring Christian Community.' Students understand and embrace the distinctive Catholic identity of Richard Challoner describing the school as 'a family'. New students 'are happy to be here' and spoke very positively about the school. Students greet each other, their teachers, and visitors with great respect as they arrive; behaviour is exemplary in lessons and throughout the school. Students take a leading role in Catholic social teaching raising money for a diverse set of organisations including St Mary's school, Uganda, Battersea Care Home, and the Mizen Foundation. Students stated that 'to help raise money for those less fortunate as Catholics is to fulfil the mission.' They further stated, 'it is a witness to others.' Staff stated that professional training days on Catholic social teaching with an emphasis on 'how we can embed this into our subject teaching' are provided. Parents stated 'the whole ethos of the school comes out of a deep Catholic living faith and tradition. It is alive and real and therefore a fantastic place for my son to thrive.' Staff stated, 'The respect, kindness and compassion shown between staff and students is living testament to a lived Catholic faith.'

The school mission statement is a clear and inspiring expression of the educational mission of the Church and leaders and governors are developing it further. All staff readily embrace and implement it across the whole school. They stated that it 'permeates throughout – curriculum, students' attitudes to each other and behaviour.' In addition, 'as staff we also try to model this positively for the students.' Provision for relationship, sex and health education (RSHE) is carefully planned, meets statutory requirements and follows Church teaching. The RSHE lead attends diocesan training and works closely with relevant staff to ensure the teaching is age appropriate. Checks ensure input from outside speakers is appropriate. Chaplaincy provision is central and celebrated. The chaplain said he 'feels fulfilled as a teacher and chaplain,' describing the school as 'so special, magical and unique.' Pastoral care for all is a huge strength. The Xavier and Newman centres show an explicit and concrete

commitment to the most vulnerable. These provide specialist care for students with specific learning needs, enabling them to access the curriculum and to interact with the wider school community. A student said of religious education, 'the RE department is banging.' The welcome to Richard Challoner is warm and inclusive. A parent stated, 'although we are not Roman Catholics, our son has been welcomed into the school and has been able to play a full part in the chaplaincy/worship life of the school.'

Under the inspirational leadership of the head teacher, leaders and governors ensure that Christ is always at the heart of the school. The parish priest said that the 'inspiration of the headteacher means boys are interested, they want to hear sermons.' The partnership with the parish is extremely strong with 90% of children attending the parish coming from Richard Challoner. Parents are very happy with the school. One parent stated, 'The school involves us with RSHE and PSHE and we know what is happening and when. Communication is excellent.' The Xavier and Newman centres are excellent examples of ensuring resources are consciously targeted at those in need, materially and educationally. Support for staff wellbeing is excellent. A staff member who had experienced bereavement stated, 'the SLT, Chaplaincy team, and all the staff were incredibly supportive.' Staff call the school the 'Challoner family', which is a 'living reality that you will experience as a teacher and, as a student.'

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

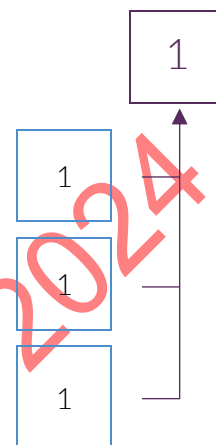
How well pupils achieve and enjoy their learning in religious education

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 enjoy their religious education supported by most parents. Relationships between student and teacher, and students, combined with the excellent knowledge of the teachers means behaviour is excellent in lessons which leads to students who are religiously literate and engaged young people. They can speak confidently about what they have learnt. One student cited the teachings of St Augustine another was able to explain the meaning of key terms. Students therefore make good progress against the planned curriculum. Students develop skills including describe, explain, and expand thinking skills. Student work shows a very good understanding of the material and demonstrate ethical and theological insights. In a lesson on social justice a student spoke about African human trafficking, and another spoke about the impact of how when different people are treated disrespectfully, this can lead to self-harm. This reflects what parents say, 'I am extremely happy with the way Richard Challoner school teaches RE and fosters moral and ethical values in children.' Students are developing excellent knowledge and understanding of the new *Religious Education Directory* at Key Stage 3, and ask very profound questions.

Teaching is never less than good with some outstanding. Teachers have a high level of confidence based on authentic subject knowledge and teaching expertise, and they demonstrate a deep commitment and high expectations for religious education communicated effectively to their students. This is noted by parents who stated, 'The students are encouraged to question and debate all topics in an open and inclusive environment.' Staff stated that 'teacher-student relationships are strong within the RE department and, as a result, RE lessons are something that many students have said are their favourite.' Where a good variety of activities are used students are engaged and progress in their learning. Activities such as 'Brain Break' are used to allow the students time to reflect upon their learning and to deepen their understanding. All students are given support to access the curriculum. Students with moderate learning difficulties and special educational needs and/or disabilities are taught religious education as part of an integrated curriculum appropriate to their

needs and which prepares them for future life. High quality resources including ipads alongside very effective use of teacher assistants optimise learning for all. 'What went well' and 'Even Better If' are used to help students progress in their learning.

The *Religious Education Directory* used throughout Key Stage 3, is being embedded and resources are used imaginatively and creatively. Leaders and governors ensure that there is regular training on embedding the new curriculum. The department is very well staffed with several specialist staff and resourcing is more generous than other core subjects. Timetabling to meet the requirements of the Bishops' conference is an issue which the school is addressing. Leaders and governors ensure marking and assessment is in line with whole school policy. The subject leader and director of spirituality have an inspiring vision for teaching and learning which they model in their own teaching. This should be shared to ensure most teaching is outstanding. Engaging and varied teaching ensures that students at GCSE and A Level achieve of their best. The sequential curriculum is carefully and thoughtfully planned and impacts upon all areas of school life. A parent stated, 'the teachings of the Bible and the Catholic Church are integrated into every part of the school which leads to the boys having a deeper understanding of the importance of God's teaching in their lives.' Leaders' and governors ensure self-evaluation of religious education is very well monitored and the subject leader provides reports which are interrogated fully. This results in strategic action and well-targeted planning.

Collective worship

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

Collective worship key judgement grade

Pupil outcomes

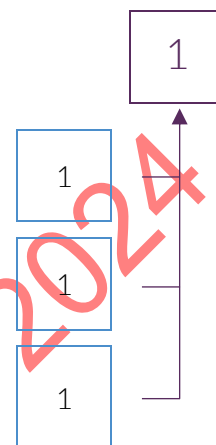
How well pupils participate in and respond to the school's collective worship

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



The large student chaplaincy team are very proactive in organising and leading prayer and liturgy. They work well with students and staff and know about their house saints choosing prayers and hymns which reflect that knowledge. All students and staff join in enthusiastically with the singing of hymns relevant to the theme of the assembly. The quality of prayerful silence allows students to reflect deeply. In one morning prayer, there was a prayerful atmosphere and students led by reading from the psalms, sharing a short penitential rite, and with time for quiet reflection. There is a wide variety of praying using for example traditional, and extempore prayers and scripture. Students are encouraged to bring intentions from home, one parent stated, 'the students are always asked if they have any prayers/wishes they want to share.' Governors spoke about the impact of the prayer life, giving the example of house prayer, 'students were asked if anyone needed prayer and there were a lot of responses.' Prayer is very inclusive, a parent stated, 'some form teachers encourage the students to say a prayer in their home language.'

Prayer is part of the rhythm of the school day. The day begins with morning prayer and prayer occurs as part of curriculum areas. Prayer is evident across the school curriculum. For example, in Key Stage 5 humanities lesson students lead prayer. Staff and students commented on the opportunity for prayer especially at times of sadness. The chaplain provides weekly information highlighting liturgical events in the Church's year, and, staff said, 'done in a way that is easily connectable by students and staff.' The parish priest spoke of the exemplary behaviour of the students during Mass and that this is 'modelled by all staff especially the head teacher.' Students organise and lead prayer and liturgy. Staff said, 'house prayers ensure every student has the opportunity to celebrate their God-given talents.' A Sixth Form student stated she has formed a worship band to help with liturgical music. In the larger school chapel students have created a stunning mural depicting the last supper after Da Vinci, but with their own take depicting the Eucharist. There was a high parent questionnaire response and 95% responded that they are included in the prayer life of the school. They stated, 'parents are often invited

to the school to participate in different events including regular class masses and prayer sessions.' Another stated, 'My son is in year 7 and it was wonderful to be invited to school for a welcome Mass.'

The school calendar is planned so that regular opportunities are offered for the celebration of Mass, and the Sacrament of Reconciliation is made available during Lent and Advent. The impact beyond the school was noted by a parent who stated, 'I was struck, only yesterday, by how many of these boys continue attending Church following their confirmation – many arriving with friends or on their own, way into young adulthood.' Challoner Day is celebrated by the whole community travelling to St George's Cathedral. Mass is celebrated, and students share in ministries such as musician and Eucharistic minister. The training of staff is a high priority and the budget for prayer and liturgy is very generous. Staff fully understand the centrality of prayer and liturgy to the life of the school and spoke of its impact upon their own lives. One stated, 'all staff benefit from very well-prepared whole school events, weekly prayer group, weekly prayer service and Mass.' Students are involved in the evaluation of prayer and liturgy. They stated, 'we evaluate programmes, and feedback to the Chaplain.'

Information about the school

Full name of school	Richard Challoner Catholic Secondary School
School unique reference number (URN)	137299
School DfE Number (LAESTAB)	3145401
Full postal address of the school	Richard Challoner Catholic Secondary School, Manor Drive North, New Malden, KT3 5PE
School phone number	02083305947
Headteacher	Sean Maher
Chair of Trustees	Francis Corrigan
School Website	www.richardchalloner.com
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Richard Challoner School
Phase	Secondary
Type of school	Academy
Admissions policy	Non-selective
Age-range of pupils	11-18
Gender of pupils	Boys 11-16, Mixed 16-18
Date of last denominational inspection	June 2018
Previous denominational inspection grade	1

The inspection team

Stephen C Horsman

Lead

Josephine Erokwu

Team

Shelley Victor

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