

ISI INSPECTION REPORT

POSITIVE FINDINGS FROM THE INSPECTORS



BISHOP CHALLONER SCHOOL

NURSERY • JUNIOR • SENIOR • SIXTH FORM

Introduction from the Headteacher



Bishop Challoner School was inspected in November 2016 on 'Educational Quality' and 'Compliance'. **The Quality of Pupils' Academic and other Achievements has been graded as 'Good' and the Quality of the Pupils' Personal Development has been graded as 'Excellent'.** The full report of the Independent Schools Inspectorate can be viewed on our website www.bishopchallonerschool.com

School inspections within the independent sector changed in 2016 and the current inspection framework uses different criteria and grade descriptors from previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to those made on previous inspections.

The headline judgements are now graded, 'excellent', 'good', 'sound' or 'unsatisfactory' for Educational Quality. There is no longer an 'outstanding' grade under the new system and the highest grade possible is therefore 'excellent'.

The Educational Quality inspection reports on the quality of the school's work and focuses on two key outcomes:

- a) The achievement of pupils, including academic development, and
- b) The personal development of the pupils

For the Compliance Inspection, the inspectors decide whether we comply with the raft of legislation that applies to schools (The Independent Schools Standards Regulations and the National Minimum Standards for Boarding) in eight discrete areas:

1. Quality of education provided
2. Spiritual, moral, social and cultural development of pupils
3. Welfare, health and safety of pupils
4. Suitability of staff, supply staff and proprietors
5. Premises of and accommodation at school
6. Provision of information given to parents
7. Manner in which complaints in the school are handled
8. Quality of Leadership in and management of schools

Bishop Challoner met all the Compliance standards and had no action points. We 'met the standard' in all areas. It is the highest possible achievement under this current inspection framework.

A handwritten signature in black ink, appearing to read 'P. Anderson'.

Paula Anderson
Headteacher

Parent and pupil questionnaires are taken into account in the inspection process



“Pupils conduct highly developed, confident and competent communication in all areas of learning.”



“Very confident in speaking and listening.”

“Pupils have well-developed writing skills with good levels of fluency and appropriate accuracy.”



“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.”



“In the Early Years Foundation Stage (EYFS), excellent achievement is promoted through well-planned schemes of work which allows pupils’ thinking to be extended, these utilise a wide range of resources, a rapid pace in lessons and teachers’ excellent subject knowledge.”

“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.”



“Children in the EYFS have strong study skills which are developed through independent and collaborative learning.”



“In lessons they engage quickly with learning activities and sustain excellent levels of concentration due to the high expectations from staff.”



“The quality of the pupils’ academic and other achievements is good.”

“Pupils have well-developed analytical skills which they utilise through hypothesising and analysing material.”



“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.”



“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.”



“Pupils develop their creative awareness and skills through activities such as Chamber Choir, Orchestra and music tuition.”

“Children in EYFS display excellent attitudes 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.”



“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.”



“The quality of the pupil’s 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 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.”

“In interview pupils 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.”



“The culturally diverse pupil body respects each member of the community, and pupils treat each other with great kindness around the school.”



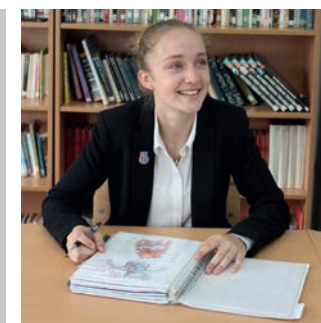
“Pupils respect and value diversity within the society around them, displaying respect for and appreciation of their own and other cultures. They demonstrate sensitivity and tolerance to those from different backgrounds and traditions.”

“The pupils have a highly developed moral understanding of their actions, and exhibit responsibility for their own behaviour.”



“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.”

“Pupils demonstrate high levels of self-discipline; they move around the school site in a disciplined and mature manner.”



“In interview, pupils indicated that they respect the Code of Conduct and have a very clear understanding of right and wrong.”

“The pupils work effectively with others, solving problems, achieving common goals and fulfilling their responsibilities to each other and the school community.”



“Pupils’ personal commitment to the school and the local community is very strong, they are beacons for the school in the community.”



“Pupils take up opportunities for responsibility in all sections of the school, and they collaborate very well together when working towards a common aim.”



“Pupils develop excellent judgement supporting the running of the school as prefects and school council representatives all within a nurturing Catholic ethos.”



“Pupils 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.”



“The appointment of a school counsellor complements the strong pastoral support available.”





Bishop Challoner School, 228 Bromley Road, Shortlands, Kent, BR2 0BS
Tel: 020 8290 9540

A full copy of the ISI Inspection Report is available on the school website
www.bishopchallonerschool.com