



# **DENOMINATIONAL INSPECTION REPORT**

incorporating Section 48 and Canonical Inspection under Canon 806 on  
behalf of the Archbishop of Southwark

**URN 137299**

**Richard Challoner**

**Manor Drive North**

**New Malden, KT3 5PE**

**Inspection date: 28<sup>th</sup> & 29<sup>th</sup> June 2018**

**Chair of Governors: Mr. M Draper**

**Headteacher: Mr. S Maher**

**Inspectors: Mr. D G Fox  
Ms. J Strong**

## **EDUCATION COMMISSION**

St Edward's House, St Paul's Wood Hill, Orpington, Kent BR5 2SR  
Tel 01689 829331

**Interim Director of Education: Mr Stephen J Bryan**



### Key for inspection grades

Grade 1	Outstanding	Grade 3	Requires improvement
Grade 2	Good	Grade 4	Inadequate

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

Richard Challoner is an oversubscribed boys' Catholic Academy located in the London Borough of Kingston. It is situated in the Sutton Deanery of the Archdiocese of Southwark. The principal parish which the school serves is St Mattias, Worcester Park. Pupils also come from St Joseph's, New Malden, Our Lady Immaculate, Tolworth, and St Agatha, Kingston. The proportion of pupils who are baptised Catholics is approximately 89%. The average weekly proportion of curriculum time given to Religious Education is 9% in key stages 3 and 4, 17% for A Level and 3% for General Religious Education.

The school takes pupils from 11 to 18 years. The number of pupils currently on roll is 1024 which includes 264 in the sixth form. The attainment of most pupils on entering the school is broadly average. The proportion of pupils eligible for Free School Meals (FSM) at any time during the last 6 years is 8%, which is below average. Around 10% of the pupils receive extra support in class. The percentage of pupils with a Statement of Special Educational Needs (SEN) or an Education Health and Care Plan (EHCP) is 6.3% which is above the national average. The percentage of pupils whose first language is not English is 17% which is in line with the national average. The majority of pupils, 55%, are from a White British background.



## SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

Richard Challoner is an outstanding Catholic school because:

- it has a distinctive Catholic ethos. Pupils know they belong to an overtly Catholic Christian community. The teachings and values of the Gospel are fundamental to the life and work of the school. It is an inspirational community where everybody is welcomed and empowered to contribute. It is a happy Christ-centred learning environment.
- the partnership between leaders at all levels is highly effective. The leadership of the Headteacher is outstanding. His vision for progress in Religious Education and for embedding spirituality in the lives of staff and pupils, is understood and shared by the whole community. Senior Leaders and teachers embrace this vision. They provide a wide range of opportunities for pupils to develop their talents and prepare for adult life.
- the Governors of the school are very active and provide highly effective support for Religious Education and the Catholic life of the school. They challenge and support the Head Teacher and work in partnership with him to ensure the mission of prayer and service is lived and impacts on the growth of the community.
- there is a strong sense of moral purpose underpins the life and work of the community. Pastoral care is a significant strength of the school. It inspires pupils to respond respectfully and willingly to the mission of service to others. The school is totally inclusive of pupils with different strengths and challenges and offers unstinting support to their families.

## WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER

- Continue to develop the professional development of Religious Education teachers through the learning communities to sustain high quality teaching.
- Extend the leadership of pupils to encompass Chaplaincy provision in school and within the local provision with other Catholic schools.
- Ensure 10% of curriculum time is allocated to Key Stage 3 and Key Stage 4 Religious Education.



## Overall Effectiveness

How effective the school is in providing Catholic Education. **1**

**Catholic life** **1**

The extent to which pupils contribute to and benefit from the Catholic life of the school. **1**

The quality of provision for the Catholic life of the school. **1**

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life of the school. **1**

**Religious Education** **1**

How well pupils achieve and enjoy their learning in Religious Education. **1**

The quality of teaching, learning and assessment in Religious Education. **1**

How well leaders and governors promote, monitor and evaluate the provision for Religious Education. **1**

**Collective worship** **1**

How well pupils respond to and participate in the schools' collective worship. **1**

The quality of provision for collective worship. **1**

How well leaders and governors promote, monitor and evaluate the provision for collective worship. **1**



## CATHOLIC LIFE

1

### **The extent to which pupils contribute to and benefit from the Catholic life of the school is outstanding**

- Pupils derive huge benefit from and make a significant contribution to the school. They are excellent ambassadors for Catholic education. In discussions and lessons, pupils were overwhelmingly positive in their views of what the school provides for them. They have an obvious pride in the school and in their own achievements.
- Teaching and non-teaching staff are committed to creating a happy learning environment and helping each Challoner boy take on responsibility for doing what is right. One pupil said he was “extremely grateful for the teachers who put so much in.”
- Student leadership is highly effective. Students in the sixth form make an outstanding contribution to the Catholic life of the school from which younger pupils benefit. They are mature in their outlook, confident and ever aware of the needs of others. When asked why they wanted to be a prefect, one said he wanted “to be a role model.” Their impact is evident in the happy, harmonious community in which there is a high level of mutual respect. There is a great sense of togetherness in the school. No pupil is left out. Prefects are assigned to each form in Years 7 – 11. They work with the form teacher, for example, by leading prayers.
- Pupils’ understanding of Catholic social teaching is evident in an awareness they have of the needs of the international and local community. Fundraising for others is a central feature of the school. They show care and consideration and empathy for those less fortunate than themselves. The sixth form charity committee is an important way of raising awareness of people in need. Each year group has a major cause.
- All pupils are involved in a wide range of fundraising activities for local and international needs such as the Zimbabwe school. For example, pupils in year 8 have a rough sleep night in aid of the Kingston Joel Community. Pupils in year 9 run the Christmas shopping fayre in the Hall. The annual costume day for all is a particular favourite. Pupils also organise smaller ones on their own initiative such as doughnut sales. The Arthritis Care afternoon tea and soiree are greatly appreciated by members of the community.
- The school’s commitment to inclusion is reflected in the highly effective work of the Xavier Centre. It is a provision for post 16 pupils with moderate learning needs. The school also has links with a local school for young people with various learning difficulties. The students in this provision were friendly and welcoming.
- The Newman centre provides support for pupils with social and emotional needs who struggled to access mainstream provision in primary school. The school aims to keep pupils in mainstream classes. To help pupils when they join, there are two transition



groups taught by primary trained teachers. This ensures that pupils have intensive, expert teaching that is not broken by withdrawal from lessons.

- The impact of pastoral provision through the House System enables all pupils to participate in school life in ways that reflect their needs and interests. It begins with Year 7 who are welcomed and helped by older pupils. This helps them settle into a bigger and more complex institution. Pupils are quickly absorbed into a culture of prayer and achievement. One sixth form student said it “builds the right community around them.” When asked why he stayed, one sixth former said, “pastorally there was no reason to leave.”
- The school is well served by the Parish Priest who is a regular and welcome visitor. He celebrates Mass weekly and on all major school events. Parish links are very strong which has raised the profile of the school in the local Catholic community. At certain times in the year, the Parish Priest celebrates his main Sunday Mass in the school to demonstrate the oneness of the Church in the area.
- The support of the network of former pupils bears testimony to the long lasting positive impact of the school. It is a generational school. A significant number of staff are former pupils and the school regularly runs internships for former pupils on a gap year or as Learning Support Assistants (LSAs).
- Parents were unanimous in their view that the school is highly successful in everything it does for them and their children. There were several comments expressing their gratitude for the support pupils and families receive when facing challenges and difficulties. A parent said, “the staff have gone an extra mile and demonstrated unwavering support when others may have given up.” Another described the school as “world class.”

### **The quality of provision of the Catholic life of the school is outstanding**

- The school is distinctly Catholic. The range of religious icons and images around the school reflect its spiritual nature. They are blessed to have the Real Presence in the Chapel.
- The Chapel is at the centre of the school and an inspirational space for staff and pupils. It is open all day.
- The impact of Chaplaincy is evident in the devotional character of the school. There is a high degree of spiritual maturity that can be seen in the way pupils respond positively to opportunities to pray individually and as a community. Chaplains and Religious Education staff are mutually supportive.
- The Director of Spirituality is well known and highly respected. He is an outstanding role model of faith and service. One pupil described him as “fantastic.” Masses and assemblies are well organised. Teachers are provided with resources to enable them to lead prayer with their own class. This is particularly of benefit to non-Catholic teachers.



- The mission of the school is encapsulated in the life of the community. It is a warm, supportive and prayerful school which is an excellent example of faith in action.
- The Relationships and Sex Education (RSE) policy has been reviewed and updated by Governors in line with the diocesan and Department For Education (DFE) requirements.

**How well leaders and governors promote, monitor and evaluate the provision for the Catholic life of the school is outstanding.**

- Leaders and governors have a vision and a commitment that ensures pupils thrive academically, socially and spiritually. Leaders and managers at all levels across the school demonstrate their commitment to the Church's mission in education.
- Governors are highly effective in their monitoring role and in both supporting and challenging the senior leaders. They are committed to the growth and impact of the Catholic and spiritual life of the school. They ensure that they are fully informed of the achievements of the school and that they actively support the Headteacher. There is an annual Governors' conference in school to evaluate their impact and to amend and plan for the next stage.
- The school's self-evaluation is a coherent reflection of their awareness of the strengths of the school and its areas for development.
- The Headteacher has had, and continues to have, a major impact on the growth of spirituality in the school community. He said, "Education and faith are intrinsically linked." His spiritual strength and personal faith are manifest in his own relationships with pupils and the obvious 'Gospel in action' which permeates throughout the whole school. He is supported by teachers who demonstrate their own deep understanding of service in the way they conduct themselves and ensure that all pupils are included and cared for.
- The Director of Spirituality provides outstanding service to the Catholic life of the school and works effectively with school leaders and staff in creating an ethos of prayer and service that is evident in the way pupils were fulsome in their appreciation of the school. Pupils spoke warmly of him and the example he sets of respect for others. An older pupil said that a "bond of trust" had grown between staff and pupils.
- The induction programme for new teachers includes "Working in a Catholic School" run by the Chaplain. It is part of the inset provision at the start of the new year.



## RELIGIOUS EDUCATION

### How well pupils achieve and enjoy their learning in Religious Education is outstanding

- Religious Education is a particular strength of the school, reflecting its position as the core of the curriculum in a Catholic school. It makes a positive contribution to the academic achievement of the school. This is in the context of a school whose attainment at GCSE over the last three years has been consistently outstanding and significantly above national averages.
- Outcomes in Religious Education are consistently outstanding and in line with school performance. The average points score (aps) of 5.3 was above the national figure of 4.3. The progress score of 0.76 was significantly above the national figure. Outcomes for Pupil Premium pupils and those with an EHCP are high and reflect the inclusive nature of outstanding teaching. The three year trend for A Level results is in line with the school average. In 2017, 74% met their target with 47% exceeding them.
- Lesson observations showed that pupils are highly motivated. Their work and exemplary behaviour reflect their willingness to achieve in a positive learning environment. The presentation in exercise books was of a very high standard and showed they were proud of their work. The appropriate use of iPads was very impressive. Pupils were confident in using them and all said they were an excellent resource. Sixth form pupils said they had always enjoyed Religious Education and the way it was taught. They were challenged and supported and well prepared for GCSE.
- Pupils spoke very highly of their teachers and indicated that they greatly enjoyed their Religious Education lessons.

### The quality of teaching and assessment in Religious Education is outstanding

- Inspectors agreed with the school's analysis that the quality of teaching overall is outstanding. Teachers clearly benefit from mutual support within the department and by participating in Learning Communities. The Richard Challoner approach to CPD is that it is "not done to teachers but by teachers". Staff are totally engaged in being the best teachers they can be.
- Learning walks showed a high level of consistency of teaching and assessment that reflects the partnership within the department and which contributes to high levels of achievement and progress.
- Teachers have excellent subject knowledge and a range of effective strategies that motivate pupils to take responsibility for their learning. Lessons were characterised by a consistently high level of planning and very good pace and structure. Pupils were given a clear direction for learning.
- High level questioning was a feature of most lessons. Pupils were encouraged to think for themselves. Expectations are very high. Inspectors were impressed by the way





pupils were effectively guided to develop their learning and deepen their understanding.

- Pupils were engaged in all lessons, working collaboratively or independently throughout. Behaviour was exemplary in all lessons. Pupils said that they enjoy their lessons and are proud of their achievements. The use of iPads, as a learning tool, is excellent. A range of apps are incorporated into lesson planning, effectively aiding independent work and high-quality outcomes for all pupils.
- Written work in exercise books was exemplary in all classes reflecting the pride pupils have in themselves and their commitment to learning
- Classrooms are bright and attractive and create a good environment for learning. Religious Education displays, with keywords and teaching points are changed according to the topic covered and in line with the liturgical year. Pupils' work is displayed. Focal areas are changed regularly and used daily for prayer and reflection. Inspectors are confident that the school has an excellent capacity to develop pupils' learning even further.

#### **How well leaders and governors promote, monitor and evaluate the provision for Religious Education is outstanding**

- Curriculum time is 9% across Key Stage 3 and Key Stage 4. The school is committed to addressing the allocation so that it meets the full requirements of the Bishops' Conference. Time allocated to A Levels studies meets the requirements.
- Leaders and governors are ambitious for sustaining high standards of teaching and learning in Religious Education. The School's self-evaluation is accurate and reflects the high achievement and levels of progress made in Religious Education.
- Governors are effective in their role in providing support and challenge to senior leaders. They are proud of the school's achievements and are determined to support the school in its work of continually improving standards. The Religious Education link governor is a former pupil and has a solid understanding of the high expectations the school has for success. He is an experienced and knowledgeable governor. He ensures that governors are kept fully informed. The Curriculum Committee reviews academic progress and discusses appropriate strategies for support and challenge for pupils.
- The Headteacher and his leadership team are empowering and inspirational leaders. They are supported by an outstanding subject leader whose passion for the success of each child is tangible. They have established a culture of sharing good practice and high expectations through performance management and professional development. Learning Communities are instrumental in sharing professional expertise across departments. There is no standing still. The school improvement plan is detailed and shows that they know how to continue this progress.
- The subject leader is outstanding. She has a high level of expertise and a clear focus on how to sustain improvements in teaching and learning. The professional development of teachers is effected through the school's half termly planning and



subject development days. The impact is evident in the quality of teaching observed during the inspection and outcomes at GCSE.

- The subject leader has established effective monitoring and assessment systems. Termly assessments at Key Stage 3 and Key Stage 4 provide detailed information for each pupil. Appropriate strategies follow that address areas of concern so that each pupil is given every opportunity to learn. Pupils know what they need to do to improve learning through the assessment guidance sheets in the exercise books, and on iPads. The Threshold to Mastery descriptors are displayed in the classrooms.
- Pupils are given excellent written and verbal feedback to help them improve their understanding. They are given time in lessons to respond to feedback by correcting and further developing their answers.
- Moderation is accurate as a result of rigorous scrutiny within the department and across other departments. The school participates in diocesan wide moderation. The school assessment marketplace offers the subject leader the opportunity to share her own expertise and learn from others. There is a long established link with a local Catholic secondary school.
- Lesson observations and learning walks are used to identify areas for development for staff. Regular formal and informal meetings ensure they are well supported. The lessons observed by inspectors showed the confidence and expertise of teachers. The open door policy of learning walks and frequent discussions within the department have created a culture of wanting to learn.
- The school follows the AQA specification for GCSE. At A level, the programme is OCR, Philosophy, Ethics and Christian Theology. There is an established programme of the study of other faiths. Year 7 pupils study Sikhism and pupils in Year 8 complete work on leaders of other world faiths. Pupils in Year 9 study Islam and in the summer term, visit a synagogue on Holocaust Day. Judaism is the second religion in the GCSE studies.



## COLLECTIVE WORSHIP

### **How well pupils respond to and participate in the school's collective worship and prayer life is outstanding**

- Pupils respond reverently and respectfully to the many opportunities there are to experience and participate in prayer and worship. They are involved in preparing liturgies and are keen to be involved in reading, serving and singing.
- The Parish Priest confirmed the Inspectors' findings that pupils are respectful and reverential in assemblies and Masses. He added that there is an abundance of readers and servers. Pupils are confident in offering their intentions. The choir are regularly used to enhance liturgical celebrations, particularly whole school Masses. In all examples of worship that inspectors observed, pupils of all ages were respectful and responded in a sincere and heartfelt way.
- The annual prayer week is an important time for the school. During Religious Education lessons that week, pupils reflect on a theme that is significant for the Church. Pupils contribute prayers and displays for the Chapel. The prayer arch at the entrance was created by pupils. It is a stunning, visual image of the qualities they should have as Christians in a Catholic school. One Governor said, "The school does well in instilling an understanding of the life of a Christian."
- Last year, during the week, pupils studied the story of Fatima and its importance. The next theme is Adoremus. Mass will be celebrated for people across the world who are unable to attend mass or are stopped from doing so.
- The feast of Saint Peter and Saint Paul occurred during the inspection. Inspectors attended the Key Stage 4 Mass that was celebrated by the Bishop. Pupils displayed great respect and were very reverential. The liturgy was enhanced by beautiful singing from the choir, but all pupils were active participants through prayer and hymn singing. Particularly impressive was the commissioning of six new Year 11 Extraordinary Eucharist Ministers and the recommissioning of serving ministers. Pupils were involved in readings and the offertory procession. The behaviour of all the pupils was highly respectful and prayerful and they participated in the singing of hymns.
- Pupils undertake many roles of ministry including serving and reading at Mass, singing and music-making following appropriate training. This is also provided for Senior pupils and members of staff so that are able to serve as Eucharistic ministers.

### **The quality of provision for collective worship and Prayer life is outstanding**

- Collective worship and prayer are central to the life of the school. There are extensive and varied religious experiences for staff and pupils. Pupils confirmed that prayer is not just at the beginning of the day. It is woven through their lives and is part of daily life.



- Mass is at the heart of the life of the school. There is a weekly voluntary Mass which the Priest confirmed was appropriately planned and always well attended. The whole school celebrates Mass for major feasts and at the end of each term. Weekly assemblies are led by Heads of Year. Pupils have a whole school assembly every week that is led by the Head Teacher and Senior leaders.
- The Chapel is a feature of the school and is open throughout the day to the community for prayer and reflection. It is a wonderful space that is visually effective and inspires respectful devotion. It enhances the strong prayerful spirit in the school. The Stations of the Cross were designed and created by pupils.
- Excellent provision for collective worship and the prayer life of the school is enhanced by the work of student chaplains. They work closely with the Director of Spirituality in preparing a range of liturgies and daily prayer. Sixth form pupils are good role models. There are plans to extend the role of younger pupils within the school and to the chaplaincy provision in other local Catholic schools.
- There is an extensive retreat programme for all pupils both in school and off site, such as the conference day for sixth form pupils. This provides them with time to reflect on issues that affect them in life within a spiritual context. One of the highlights for pupils is the trip to the war graves in France and Belgium. It was described as a “poignant trip” when they reflect on the horrors of war and the power of sorrow and forgiveness. Mass is celebrated as a culmination of a deeply moving experience for staff and pupils.
- The Priest said the school has a distinct Catholic ethos. One parent said, “it is an ethos that has put Richard Challoner above and beyond.” Five times a year the Priest rearranges his weekend Masses in order to celebrate one at the school for the parish and school family.

### **How well leaders and governors promote, monitor and evaluate the provision for collective worship and Prayer life is outstanding**

- Leaders and governors are deeply committed to the growth of a distinctly Catholic community. They have ensured that prayer and collective worship have remained an integral part of school life.
- The Headteacher line manages the Director of Spirituality. They meet half termly to evaluate the provision and quality of collective worship and to ensure that plans are amended or strengthened as appropriate.
- Governors monitor and evaluate provision through regular attendance and masses and seasonal liturgies. Governors have supported the development of collective worship by allocating funds for a new Chapel that will enhance spiritual and enriching experiences for staff and pupils. It is a spiritual and prayerful oasis that is open to all members of the community throughout the day.
- The effectiveness of Chaplaincy is evident in the range of opportunities for pupils to celebrate mass and come together in prayer. The Director of Spirituality is outstanding. He ensures the community can experience deeply spiritual occasions.