



DIOCESE OF **Arundel and Brighton**

DENOMINATIONAL (S48) INSPECTION REPORT

Cardinal Newman Catholic School

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School Unique Reference Number: 114611

Headteacher:	Dr J Kilmartin
Chair of Governors:	Mr M Williamson
Lead Inspector:	Dr J Lydon
Associate Inspector:	Mr P Ward
Inspection date:	6 – 7 July 2017

	Previous Inspection: 2
Overall Effectiveness	This inspection: 2
Catholic Life:	1
Collective Worship:	2
Religious Education:	2

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

Cardinal Newman is a good Catholic school because:

<ul style="list-style-type: none"> ▪ It is an inclusive Catholic community in which every student is treated with dignity and respect. ▪ The headteacher and his leadership team constitute an effective and empowering presence, particularly in the context of the Catholic life of the school. ▪ The mission of the school “to provide an excellent Catholic education for all our students which enables them to respond to the call of Christ throughout their lives” encapsulates the holistic approach to excellence canonised in the life of the school. ▪ Collective worship features strongly in the daily life of the school and is supported enthusiastically by both staff and students. ▪ Religious education is regarded as central to the life of the school, is very well-resourced and is regarded highly by students. ▪ The governors are fully committed to the mission of the school as a Catholic community serving pupils from a wide range of backgrounds. 	<ul style="list-style-type: none"> ▪ Prayer and collective worship are good with outstanding features and are at the heart of the school. ▪ The deanery clergy are enormously supportive in celebrating the Eucharist in the school. ▪ A wide range of liturgical opportunities offer windows into the life of God. ▪ Pupils are positively engaged and appreciate the way in which collective worship is invitational in nature. ▪ Pupils are engaged in the planning and preparation of some liturgical celebrations and the chaplaincy team is committed to developing this further. ▪ The leadership team, staff and students are committed deeply to an inclusive approach to every member of the school community, regardless of religious belief. ▪ The school has invested in an empowering chaplaincy team, drawing on the support of communities beyond the confines of the school.
<ul style="list-style-type: none"> ▪ The Catholic life of the school is outstanding. ▪ There is a strong sense of community and relationships throughout the school are excellent. ▪ CARITAS represents the stimulus for the Catholic life of the school and is recognised as such by the pupils. ▪ Pupils are profoundly committed to a range of charitable activities, supported effectively by staff. ▪ Pastoral care constitutes a particular strength of the school. 	<ul style="list-style-type: none"> ▪ Achievement in religious education is good because pupils in general make good progress during their school career. ▪ Pupils enjoy religious education lessons and welcome in particular the opportunities to explore the beliefs and values of a range of world religions. ▪ Teaching is generally good with some examples of outstanding practice. ▪ Lessons are well-structured and teachers model enthusiasm and commitment in their teaching of religious education.

<ul style="list-style-type: none"> ▪ Pupils are happy and confident, developing spiritually and emotionally because they take advantage of the wide range of opportunities provided by the school. ▪ Pupils exhibit excellent behaviour and good manners supported strongly by new initiatives promoted by the leadership of the school. 	<ul style="list-style-type: none"> ▪ Pupils display good, and in some cases outstanding, age-related standards of religious literacy. ▪ Achievement at GCSE level is good in comparison with similar Catholic schools nationally and has improved over the last three years. ▪ Senior leaders and governors are actively involved in monitoring the religious education department and chaplaincy provision.
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FULL REPORT

INFORMATION ABOUT THE SCHOOL

Cardinal Newman Catholic School is the main faith school in the city and also the largest school in the city. The current number on roll is 2278 of which 470 are in the Newman College Sixth Form. This makes Cardinal Newman one of the largest schools in the country and the largest Catholic school in England and Wales.

The school is voluntary aided. It is situated in the deanery of Brighton and Hove. It is maintained by Brighton and Hove Local Authority. The school is located in the parish of the Sacred Heart, Hove but serves all the parishes of Brighton and Hove deanery and also some students from Shoreham and Worthing to the west and Newhaven and Seaford to the east. The proportion of pupils who are baptised Catholics is 67% with 28% of the remaining being from other Christian denominations and 1% from other faith backgrounds with those undeclared or of no faith making up the remaining 4%. The school has a significant intake from the local Coptic community.

The school takes students from over 20 schools. The number of students and the breadth of the geographical area that the school serves, makes Cardinal Newman a truly comprehensive school. Students are drawn from some of the wealthiest parts of the city, some parts of the city which are designated as deprived areas and all points in between. The proportion of students eligible for free school meals is below the national average. The proportion of students from minority ethnic groups is above the national average, as is the number for whom English is an additional language (EAL). The proportion of students with special educational needs and/or disabilities who require support is above the national average; the percentage of those with a statement of special educational needs or an Education Health Care plan is below the national average. The vast majority of students remain at the school for the whole of their secondary education including into the 6th Form College.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER

- Focus on developing strategies for the recruitment and retention of Catholic teachers of religious education.
- Endeavour to engage a wider range of teaching strategies and resources in order to progress to a culture of profound learning.
- Further embed structures to support staff and student planning, preparation and leadership of liturgical celebrations.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- The quality of provision of the Catholic Life of the school.
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

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

- The majority of pupils in all year groups demonstrate a genuine sense of belonging to the Catholic community of Cardinal Newman Catholic School. This is evident in the way in which pupils display a commitment to the activities and initiatives that reflect its distinctive Catholic ethos within school and in the wider community.
- Pupils live out the central theme of the school's mission statement, CARITAS, by the way in which they support each other and respect deeply everyone within the school community regardless of background or belief.
- There is a strong commitment on the part of both staff and students to a wide range of service to others and to the support of a range of local, national and international charities.
- The quality of relationships across the whole of the school community is exemplary, ensuring that the school constitutes a hospitable place for learning in its widest sense.

- The majority of pupils are happy and confident and those interviewed confirmed that the support experienced within the school community contributed significantly to their spiritual and moral development.
- Pupils feel valued as unique individuals created in the image and likeness of God. They were particularly complimentary about the way in which all pupils in this truly comprehensive school were encouraged to develop their talents to the full in order to live out their vocation.
- The development of talents is evident particularly in the very impressive range of opportunities for student leadership and participation in the Sixth Form e.g. the forthcoming United Nations school forum. Sixth Form students respond to these opportunities and thus gain confidence in public speaking and presentations. Sixth Form assembly begins and end with appropriate bible reading/prayer led by students, thus placing all the opportunities and activities in a Catholic Christian context.
- Pupils behave in a respectful and courteous manner in their encounters with each other and with staff. The leadership of the school has invested significantly in promoting a structure which has ensured that behaviour has improved considerably.

The quality of provision of the Catholic Life of the school

- “Our mission is to provide an excellent Catholic education for all our students which enables them to respond to the call of Christ throughout their lives” encapsulates the holistic approach to education reflected in the Church’s vision for Catholic education and adopted enthusiastically by the school.
- The centrality of the school’s Catholic ethos forms a central feature in induction programmes for both staff and students. The Eucharist is celebrated with new staff and the new Year 7 intake at the start of the academic year.
- The way in which pupils relate to each other and offer mutual support contributes significantly to the maintenance of the school’s Catholic character.
- The chaplaincy co-ordinator represents a significant presence within and beyond the school, supported by a chaplaincy team which includes representatives of communities beyond the school. There is a palpable sense of teamwork which ensures that a wide range of liturgical opportunities are offered to the school community including Masses, retreats and opportunities for private and community prayer.
- Pupils respond generously to a range of opportunities to serve others modelled on the example of Christ. This is particularly evident in the sixth form where there is a wide range of service opportunities including a Primary School Mission week which is planned and organised by Sixth Form students. Sixth Form students are also trained in mental health first aid. Such service inspires students across the school to engage in a variety of service projects including Hangleton Foodbank, reflecting the school’s ecumenical outreach.

- Pupils also support deanery and diocesan celebrations such as participation in the Diocesan Lourdes pilgrimage and Mass with the Bishop to mark the close of the Year of Mercy. Pupils also support the Good Shepherd celebration annually.
- Pastoral care is a significant strength of the school, evidenced in particular in pupil interviews which constituted a profound endorsement of the care and support of all pupils, particularly the more vulnerable. A secure Relationships and Sex Education (RSE) programme is evident.
- Pastoral care of staff plays an important role within the strategic purview of pastoral care within the school. Several staff commented on the extent to which they felt valued as part of the school community.
- Pupil behaviour has taken on a high profile with the appointment of an Anti-Bullying co-ordinator, reflecting an important investment and contributing to a recognisable improvement in behaviour. Ninety Year 10 students signed up for anti-bullying training in support of Year 7 students, representing the commitment of pupils to the building up of a calm learning environment.

How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school

- The leadership of the school is strongly focused on its Catholic mission, on raising standards and promoting the personal development of students. The headteacher is an empowering and highly visible presence and inspires a genuine sense of community and commitment to the school's vision. The holistic development of pupils is of paramount importance to the school's leadership team.
- Prayer and worship are at the heart of the Catholic life of the school and contribute significantly to the spiritual and moral development of students. The school has invested significant resources in building up a highly effective chaplaincy team which ensures that collective worship features prominently in the life of the school. This aspect of the life of the school community is monitored and evaluated consistently.
- The school has a good range of strategies for engaging with parents/carers encompassing pastoral and academic issues, evidenced by interviews with parents who articulated unanimously the extent to which the school is highly supportive of all parents/carers, particularly those who find themselves in challenging circumstances.
- The governors are fully committed to promoting the Catholic life of the school. The newly constituted Governing Body meets regularly with the Director of Chaplaincy and Religious Education and promotes actively the range of liturgical and other activities which promote the school's distinctive ethos. Governors engaged energetically in discussions around the school's strategic plan in which Catholic life featured prominently.

COLLECTIVE WORSHIP / PRAYER AND PRAYER LIFE

- How well pupils respond to and participate in the school's Collective Worship and Prayer Life
- The quality of provision for Collective Worship and Prayer Life
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship and Prayer Life

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How well pupils respond to and participate in the school's Collective Worship and Prayer Life

- A growing number of pupils respond positively to the wide range of opportunities to engage in prayer and collective worship across the school. Pupils affirmed the inclusive nature of the school's programme and its invitational nature.
- Pupils act with reverence and are keen to participate in acts of collective worship. During the inspection pupils joined in joyfully in singing during a Mass to celebrate their recent Confirmation. Assemblies were marked by respect and engagement.
- Pupils participate enthusiastically in a wide-range of liturgies from celebrations of the Eucharist to evenings of Taize prayer. A large number of pupils respond to the invitation to receive the Sacrament of Reconciliation during Advent and Lent. The chaplaincy team is engaged actively in the promotion and development of pupil leadership of collective worship.
- The themes and the style of liturgical celebrations is inclusive. This is welcomed particularly by pupils and reflects the religious demography of the school.
- A good number of pupils attend the wide range of voluntary opportunities for prayer and worship. including voluntary Masses. Special regional and national events such as Brighton Celebrate Weekend and the Big Church Day Out are also supported.

The quality of provision for Collective Worship and Prayer Life

- The quality of provision for collective worship and prayer is outstanding. Collective worship is given the highest possible priority in terms of planning and resourcing. This ensures that pupils experience a broad range of liturgical celebrations including whole school, year group and form Masses and opportunities to receive the Sacrament of Reconciliation. The celebration of daily Mass by deanery clergy, each of whom is linked to a specific year group, and weekly staff Mass is a particular blessing to the school. A half-termly Anglican Eucharist is also celebrated, reflecting the significant number of pupils from a Church of England background.

- The provision of materials provided by the chaplaincy team to enable form tutors to lead collective worship effectively is outstanding. The format of a basic liturgy is supplemented by the printing of prayers in all staff planners. Individual support to teachers is also provided by members of the chaplaincy team, ensuring that staff lead collective worship with an enhanced degree of confidence. The effective planning underpinning this provision contributes to the increased sense of belonging witnessed during liturgical celebrations observed during inspection. All liturgical celebrations are anchored in the Catholic church's liturgical cycle.
- Opportunities for prayer and reflection are provided by the chaplaincy team in collaboration with the lay Benedictine Wellspring community. The Year 7 Retreat provides a particularly important opportunity for introducing the school's distinctive ethos to the new intake annually. The Friday Taize evenings are animated in partnership with other Catholic Secondary schools in the surrounding deaneries. The 'Prayer Space' is made use of extensively by pupils across the school alongside the ready availability of the chaplaincy team.
- The school chapel is situated in the centre of the school and is always open for prayer and reflection. There are also two chaplaincy rooms situated in the main school and in the Sixth Form Centre. Students welcome this provision and commented on the way in which these spaces provide an important resource, particularly in key moments such as examination periods.
- Prayer is also an integral feature of the life of all school staff. Meetings begin with prayer and staff are afforded the opportunity of a weekly staff Mass. Staff briefings begin with a reflection which, during inspection, was received respectfully by all staff.

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship and Prayer Life is

- The Headteacher is passionately committed to the building of an authentic Catholic community. He, together with the leadership team, embody models of outstanding practice in leading collective worship and prayer. The leadership team place the highest priority on the development of quality experiences of collective worship in their regular reviews of school performance.
- The Director of Religious Education and Chaplaincy is a member of the leadership team and animates a deeply committed chaplaincy team which lead and monitor the wide-ranging collective worship and prayer life of the school which is structured around the liturgical seasons. They ensure that this aspect of the life of the school community constitutes a central feature of its life.
- The Prayer Book produced for staff is highly valued and represents an enabling tool in terms of leading collective worship and prayer. The highly visible chaplaincy team receives a considerable degree of support from the leadership team enabling it to create a genuine impact upon the spiritual and moral development of pupils. This is

reflected, for example, in the commitment of a significant number of Sixth Form students to the Mission Week in a local Catholic primary school.

- The chaplaincy team meets regularly to evaluate the provision for collective worship and prayer and report to the Senior Leadership Team and the Governing Body. The fact that the Director of Religious Education and Chaplaincy is a member of the Governing Body is regarded as significantly positive in the context of evaluating provision. The Governing Body is deeply committed to the spiritual life of the school and regards the way in which the chaplaincy team and the religious education team work together as substantially positive in terms of maintaining the Catholic identity of the school.
- Formation for leadership of collective worship for both staff and pupils features prominently in the school's strategic plan.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

- How well pupils achieve and enjoy their learning in Religious Education.
- The quality of teaching and assessment in Religious Education.
- How well leaders and managers promote, monitor and evaluate the provision for Religious Education.

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How well pupils achieve and enjoy their learning in Religious Education

- Achievement of pupils at GCSE and GCE A level religious studies is good because they make above national average progress in line with progress in similar Catholic schools nationally.
- Attainment at GCSE over the last three years shows sustained improvement notwithstanding the increased percentage entry which is now amongst the highest in the diocese. 2016 data places it in the 36th percentile for GCSE grades A*/A and 47th for grades A*-C in Catholic schools nationally. At 32.5% GCSE religious studies achieved the highest percentage of grades A*/A of the six whole cohort subject entries in the school.
- Attainment at GCE AS and A Level is broadly average with all schools nationally but there is no diocesan or national Catholic school data to provide a comparison.
- Pupils join the school from some twenty Catholic and community schools so pupils display a range of understanding of Catholic Christianity on entry. School data shows that pupils make excellent progress in Key Stage 3.
- Pupils display good and in some cases outstanding age-appropriate standards of religious literacy. Pupils in the sixth form showed an excellent ability to discuss their understanding of the importance of interreligious dialogue in the context of justice and human dignity.
- Pupils generally enjoy religious education lessons and told inspectors that they appreciate the opportunity to consider a breadth of religious belief as they develop their own personal convictions.
- Behaviour for learning is good. In the lessons observed, pupils in general were attentive, interested and collaborated well in their learning.

The quality of teaching and assessment in Religious Education

- Lesson observation and reviews of student work during the inspection confirms the school judgement that teaching is generally good.
- When it is outstanding teachers use excellent subject knowledge and pedagogy to present a complex topic in ways accessible to all pupils.
- When it is less than good a lack of appropriate strategies and activities prevent all students from making appropriate progress.
- Pupils are making greater than national average progress on account of the well organised and managed programme for the teaching of religious education
- Teachers recognise the importance of religious education and model enthusiasm and commitment in their teaching.
- Lessons are planned and taught in accordance with the scheme of work, taking account of pupils' prior learning and achievement.
- A range of teaching and learning activities are employed to enable pupils to make progress in every lesson. Active learning is a feature of some lessons with pupils researching evidence in a number of ways. Appropriate video clips are used to enhance learning, a CAFOD animation introducing *Laudato Si* being shown to stimulate an understanding of climate change in a Year 9 lesson observed.
- Assessment is undertaken in line with school policy. Systematic and effective monitoring of pupils' understanding during lessons is more evident in Key Stage 4 than in Key Stage 3.
- Religious education continues to be assessed using levels but this is translated into the school's new tracking system of *Emerging, Developing, Securing and Extending* which pupils used when describing their standard of work to inspectors.
- Pupils reported knowing their present standard of work but were not always clear about what they needed to do to advance their learning.

How well leaders and managers promote, monitor and evaluate the provision for Religious Education

- The commitment of leaders and managers, including school governors, to ensuring high standards in religious education is evidenced by the close scrutiny at all levels to achievement and attainment data in order to diagnose strengths and areas for development.
- The headteacher line manages religious education and is very accurately informed by reason of fortnightly meetings with the head of department together with lesson

observations and scrutiny of relevant data. This ensures rigorous support and challenge.

- The department, led by the Director of Religious Education and Chaplaincy who is an Assistant Headteacher, consists of a large team of mostly full-time specialist Catholic religious education teachers who teach principally in six specialist rooms, two of which are situated at the heart of the school adjacent to the school chapel.
- The dual role of Director of Religious Education and Chaplaincy ensures close effective collaboration between these two key areas of Catholic school life.
- The well-appointed centrally located department base and school ICT network facilitates co-operation and collaboration in developing and exploiting teaching strategies and resources. A realistic departmental development plan is being implemented. Religious education continues to be well-funded on a par with English and mathematics.
- The department is reviewing its Key Stage 3 curriculum in light of the new and more demanding AQA syllabus B GCSE specification that began to be taught in September 2016 along with a new OCR GCE A level. These new qualifications were introduced as part of the government's renewal of public examination qualifications.
- The curriculum is mapped against the *Religious Education Curriculum Directory* to ensure it meets its requirements. The GCSE religious studies specification including the teaching of Islam as the second religion meets the directive of the Ordinary.
- The Key Stage 3 curriculum also includes an introduction to two Abrahamic and two Dharmic religions so that pupils can be well informed about religions followed in British society and the wider world.
- The Sixth form general religious education programme – community and social investigations(CSI) – includes the opportunity to volunteer within school, helping with classroom or afterschool activities or an external placement. CSI provides an engaging approach to explore contemporary topics from a religious perspective.
- Curriculum time devoted to religious education fulfils the requirement of the Bishops' Conference for 10% in Years 7-11 and 5% in Years 12-13. In Years 7 and 8 this is achieved through 4 periods per fortnight plus the 'Seeing God in everything' enrichment activity lasting 20 hours. Year 7 also has one focus day lasting 5 hours. Years 9-11 have 5 periods per fortnight amounting to 10% curriculum time. In Years 12-13 this is achieved through 34 hours curriculum teaching time, ten hours during curriculum enrichment week and 18.5 hours additional dedicated time.

Summary of Inspection Judgements

How effective the school is in providing Catholic Education.

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Catholic Life

1

The extent to which pupils contribute to and benefit from the Catholic Life of the school.

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The quality of provision for the Catholic Life of the school

1

How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

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Collective Worship and Prayer Life

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How well pupils respond to and participate in the schools' Collective Worship and Prayer Life.

2

The quality of provision for Collective Worship and Prayer Life.

1

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship and Prayer Life.

2

Religious Education

2

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

2

The quality of teaching and assessment in Religious Education

2

How well leaders and managers monitor and evaluate the provision for Religious Education

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