



Diocese of Arundel and Brighton

INSPECTION REPORT

Cardinal Newman Catholic School

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D/ES Number: 8464605

Acting Headteacher: Dr J Kilmartin

Chair of Governors: Mr C Wookey

Canonical Inspection under Canon 806 on behalf of the Bishop of Arundel & Brighton
and inspection of Denominational Education under Section 48 of the Education Act 2005

Date of inspection: 30-31 May 2012
Date of previous inspection: 4 December 2007

Lead Inspector: Mr P Ward
Associate Inspector: Dr J Lydon

Description of School

The school is voluntary aided. It is situated in the Brighton Deanery of the Diocese of Arundel and Brighton. The school is located in the parish of the Sacred Heart but has students from and has strong relationships with all Catholic parishes within the Deanery. The proportion of students who are baptised Catholics is 67%. The average weekly proportion of curriculum time given to religious education is 8% in Key Stage 3, 9% in Key Stage 4 and 5% in the Year 12.

The school takes students from 11 to 18 years. The number of students currently on roll is 2106. The attainment of students on entering the school is broadly average. The proportion of students eligible for free schools meals is below average. Approximately 28% of students are from minority ethnic groups and an above average number speak languages other than English, although most are fluent in English. A smaller-than-average proportion of students have learning difficulties and/or disabilities which require a statement or support from external agencies.

In 2011 the school was awarded Leading and Transforming status in recognition of its work as a Humanities Specialist College.

Key for inspection grades

Grade 1: Outstanding; Grade 2: Good; Grade 3: Satisfactory; Grade 4: Inadequate

Overall effectiveness of this Catholic school

Cardinal Newman Catholic School is a good school with an extremely strong Catholic ethos and many outstanding features. The Catholic life of the school reflects the clear vision of the acting headteacher, senior leadership team and governors manifest in a flourishing Catholic educational community which realises the school's reviewed mission statement "to provide an excellent Catholic education for all our students which enables them to respond to the call of Christ throughout their lives". All students are valued and included in a well-ordered community that promotes personal achievement and the practical love of neighbour, locally and globally. This reflects good leadership and management of the school including good pastoral care. Outstanding provision for prayer and worship, led by the chaplain and supported by local clergy, is at the heart of the life of the school and students respond positively. The school is an inclusive community where each person is valued. Behaviour is good and students are given every opportunity to exercise self-discipline. Religious education makes a significant contribution to the spiritual and moral development of the students. Public examination results in Religious Education continue to improve while the new key stage 3 programme has significantly raised students' achievement.

Grade 2

Improvement since the last inspection

All action points of the last inspection report have been implemented.

In addition the Catholic life has been further developed and Religious Education strengthened, the curriculum reviewed and curriculum time in Year 10 has been increased.

Grade 1

What the school should do to improve further

- Increase curriculum time for religious education to meet the requirements of the Bishops' Conference and so teach the content of the Curriculum Directory appropriately.
- Ensure every religious education lesson is at least a 'good' lesson.

The Catholic Life of the School

Leadership and Management

The leadership and management of this Catholic school are outstanding. The acting headteacher, ably supported by the leadership team and governors, communicate a clear vision in which the inclusive Catholic ethos is evident to all. Governors are supportive and committed to the values and aspirations of the school and contribute their considerable professional skills and talents to ensure that the school continues to thrive and flourish. The school chapel and daily celebration of Mass are central to the life and business of the school in all its many aspects. The recent review of the school motto by the whole school community including students and parents, staff and governors encouraged and enabled all to reflect on its core purpose, leading to a shared appreciation of how each can contribute to the school living out its motto *Caritas*. The range and scale of voluntary work and fundraising is impressive. Supportive school organization and resources enable the chaplain to play a leading role in promoting the spiritual and community life of the whole school and ensure flourishing links with the local Church. Deanery clergy support the school in many ways, including 'accompanying' a year group for a school year. There is a clear focus on promoting high standards and the fullest personal development of all students. Behaviour around the school is very good.

Grade 1

The Prayer Life of the School

The quality of provision for prayer and collective worship is outstanding. Particularly positive features include, firstly, the centrality of the celebration of the Eucharist in the life of the school structured around the six key themes of the Church's liturgical year. Mass is celebrated every day of the week. Each Year Group in Key Stages 3 and 4 are allocated a day on which two Form Groups celebrate together on a rota which enables every student to celebrate Mass every half-term. A 'Mass formation programme' has been introduced for all students in Years 7 and 8 within the religious education curriculum. The formal celebration of the Sacrament of Reconciliation during Lent and Easter, the Corpus Christ procession and the fact that each year group is linked to a Deanery priest are among other distinctly encouraging characteristics. The inclusive nature of liturgical planning, sensitive to the presence of other denominational and faith groups within the school community, is evidenced by the celebration of liturgies in, for example,

the Anglican and Coptic rites. Members of the Sixth Form also make a significant contribution to the liturgical life of the school including working with Form Tutors as 'Mass mentors' and helping to facilitate an annual Primary School Mission.

The exemplary energy of the Chaplain is central to prayer and collective worship in the school. He constitutes a positive presence around the school and has initiated several new initiatives including Taizé Prayer that engages students from both Cardinal Newman and surrounding schools. The chaplain is supported by a number of staff who work collaboratively to maintain the excellent liturgical practice. The chaplain is also crucial in maintaining the school's excellent relationship with the Deanery clergy.

Grade 1

How effectively does the school /college promote community cohesion?

Community cohesion is an outstanding feature of the school. The school community lives out its mission statement – Caritas – and strives with great success to be 'a community of Caritas where everyone feels safe, supported and inspired to make a difference in our local, national and global communities'. Its inclusive character ensures students from local Christian and other faith communities feel welcomed and valued as full members of the community. The pastoral support in the school is very strong and students feel safe and valued. The school is active in the local deanery, collaborating with local schools and parishes.

Many outstanding opportunities to develop their understanding of the wider community and respond to its needs are embraced by students. Each group has a social justice theme while there is an annual activities week focusing on different global issues. Senior students undertake local community action as part of the school's commitment to service while fundraising annually raises £30,000 to support projects locally and globally. The engagement of a CAFOD intern next year and plans to fund annually a school kitchen through 'Mary's Meals', demonstrate an on-going commitment, recently marked by the re-awarding of the Geography Quality Mark Centre of Excellence in part for 'developing globally aware and responsible citizens with a thirst for learning'. Thus students make positive informed contributions to communities and the needs of others both locally and globally in the spirit of Caritas.

Grade 1

Religious Education

Achievement and Standards in Religious Education

Achievement and Standards in religious education are good with 32% of Year 11 gaining GCSE grades A* and A in 2011. This reflects the significantly improving trend over the last four years and is projected to continue. The school's information on students' current attainment and progress indicates that over 83% of Year 9 are on target to achieve Level 5 or better and over 70% of Year 11 are on target to achieve at least grade C at GCSE. In 2011 96% of Year 11 were entered for the full GCSE course and 3% for a short course with a similar pattern in 2012. 85% of the cohort in Year 12 achieved a GCE AS grade and all entered for GCE A Level Religious Studies achieved a pass grade. Based on pupil interviews with inspectors, most students have a very positive attitude to religious education. Behaviour in lessons is overall very good. Students are making good progress across key stages.

Grade 2

Teaching and learning in Religious Education

Teaching and Learning in religious education is good. Students are generally well behaved and positive about religious education. Teachers have a good knowledge of the students in their class. Lessons are well planned with learning objectives shared with and understood by students. Levels of Attainment were an integral feature and provided a positive incentive to student progress in all key stage 3 lessons observed. Good lessons tend to be imaginatively planned and executed with appropriate pace and challenging questions which provoke significant student learning. Satisfactory lessons provide less sustained challenge to students. ICT was employed appropriately in most lessons, for example to introduce the life of St Maximilian Kolbe in year 9 and the Buddha in year 8. However there are some campus-wide ICT limitations that the school is seeking to address. Teaching Assistants work collaboratively with teachers to support student learning, facilitating the use of a variety of specialist learning aids as appropriate. The established pattern of end of module assessment by Level of Attainment is being increasingly complemented by Level assessed tasks within the module. One lesson observed in year 9 included an open-ended written task with indicative guidance on how to demonstrate achievement at Levels 5, 6 and 7 which enabled the teacher to challenge students of all abilities. Examples of diagnostic marking were observed.

Grade 2

Quality of the Curriculum

The curriculum in key stages 3 and 4 and year 12 covers the content laid down in the Curriculum Directory for Religious Education issued by the Catholic Bishops' Conference of England and Wales in 1996. The curriculum time devoted to Religious Education is 8% in years 7, 8, 9 and 11 which is below the 10% required by the Bishops' Conference Statement on Religious Education in Catholic Schools in 2000. In year 10 it is 10% and in year 12 it is 5%, in line with the Bishops' Conference Department for Catholic Education and Formation 14-19 Curriculum Guidance document of 2006. In year 13 the school states that religious education takes place during 16 extended tutor periods throughout the year but the content is not planned to meet the 1996 Curriculum Directory and **the** provision amounts **only** to about 2½% of curriculum time." Curriculum time is to be reviewed as part of the school's response to the 2012 Curriculum Directory.

A new key stage 3 programme with standardized assessment, monitoring and focus has recently been successfully developed and introduced. Interviews with students and parents confirm that it is interesting and engaging, parents particularly commending the inclusion of Education for Personal Relationships in year 8 as part of the whole school relationships and sex education programme. Setting is introduced at key stage 4 when all students are prepared for GCSE Religious Studies examinations, studying Mark's gospel in year 10 and Catholic Christianity in year 11. A new General Religious Education programme has been introduced in year 12. In year 10 in 2012/13 the two most able groups will commence GCE AS Religious Studies. The religious education curriculum makes a good contribution to the spiritual and moral development of students. They are introduced to a range of world religions and taught to respect other faiths and cultures.

Grade 3

Leadership and management of Religious Education

Governors recognise the importance of the subject in contributing to the Catholic life of the school and to its academic achievement by monitoring it through both the Achievement and Standards and the Spirituality and Community Life committees of the Governing Body. There is a nominated link governor and the acting headteacher line manages the head of department.

The head of department has a clear sense of the educational mission of the Church and of how religious education contributes to the life of the school and to the spiritual and moral development as well as academic achievement of students. Departmental self-evaluation is good so the departmental development plan is well focused. The established good leadership and management have been enhanced by the recent appointment of a key stage 3 co-ordinator. There is a shared sense of mission among the specialist team of teachers who are based in a centrally located department office. Dedicated classrooms on the ground and first floors of the Cashman block are well appointed, equipped with digital projectors and promote pupil learning, some of which is celebrated and displayed. There is a good range and quantity of print and digital resources that support learning throughout the school because religious education is resourced in line with other core subjects.

Grade 2