



DIOCESE OF LANCASTER EDUCATION SERVICE

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

**Newman Catholic School,
Carlisle**

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

on

**THE CATHOLIC LIFE OF THE SCHOOL
AND RELIGIOUS EDUCATION**

School:	Newman Catholic School
Address:	Lismore Place, Carlisle, CA1 1NA
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School URN:	112399
Headteacher:	Mr John McAuley
Chair of Governors:	Mr Mike Shovlin
Lead Inspector:	Mr Philip Mooney
Team Inspector:	Mr Richard Charnock and Fr Michael Docherty
Date of Inspection:	14th & 15th October 2015

INFORMATION ABOUT THE SCHOOL

Newman Catholic School, with 567 pupils is smaller than average but numbers are growing. It has a Sixth Form with 67 pupils and this is also expanding in number. The school serves the parishes of The Sacred Heart of Jesus, Our Lady of Eden, St Augustine, St Bede's & St Edmund, St Cuthbert's Wigton and St Columba Annan.

The proportion of pupils who are baptised Catholic is 34.7% with 56.3% from other Christian denominations and 2% from other Faiths.

Provision for staffing in Religious Education has strengthened since the last inspection.

The school ranks highly for social and economic deprivation and the ability of pupils on entry is significantly below National averages. Around one-third of pupils are eligible for Pupil Premium funding.

PUPILS	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Total
Number on roll	125	118	109	105	110	49	16	629
Catholics on roll	48	35	32	34	41	19	10	219
Other Christian denomination	62	77	63	60	61	26	4	353
Other faith background	1	1	3	6	0	1	1	13
No religious affiliation	14	2	11	5	8	3	1	44
No of learners from ethnic groups	10	16	12	14	12	4	8	76
Total on SEN Register	31	27	50	39	48	10	2	207
Total with Statements of SEN	0	1	3	0	2	2	0	8

Exclusions in last academic year	Permanent	1	Fixed term	25
Index of multiple deprivation	116			

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
The Sacred Heart of Jesus	288
Our Lady of Eden	191
St Augustine	47
St Bede's + St Edmund	104
St Cuthbert's, Wigton	3
St Columba, Annan	1

TEACHING TIME FOR RE	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Total
Total teaching time (Hours)	2	2	2	2	2	1	1	12
% of teaching time	8	8	8	8	8	N/A	N/A	8

TEACHING TIME FOR ENGLISH	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Total
Total teaching time (Hours)	4	4	4	4	4	N/A	N/A	20
% of teaching time	16	16	16	16	16			16

TEACHING TIME FOR MATHS	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Total
Total teaching time (Hours)	5	5	5	5	5	N/A	N/A	20
% of teaching time	20	20	20	20	20			16

STAFFING	
Full-time teachers	36
Part-time teachers	4
Total full-time equivalent (FTE)	39.04
Classroom Support assistants	5
Percentage of Catholic teachers FTE	30.33
Number of teachers teaching RE	5
Number of teachers with CCRS or equivalent	3
Number of teachers currently undertaking CCRS	0
Chaplaincy staffing	1

ORGANISATION	
Published admission number	120
Number of classes	4
Average class size KS3	30
Average class size KS4	20

EXPENDITURE (£) Capitation £82,000	Last financial year 2014-15	Current financial year 2015-16	Next financial year 2016-17
Total expenditure on teaching and learning resources	278200	255743	267018
RE Curriculum allowance from above	3584	3786	3786
English Curriculum allowance from above	16935*	8582	8582
Total CPD budget	10000	10200	10400
RE allocation for CPD	as required	as required	as required

How the school has developed since the last inspection
<p>Improvements since the last Section 48 inspection (Oct 2012) include:</p> <ul style="list-style-type: none"> • Newman Catholic School has a rising pupil roll and applications for places now exceed the PAN. The popularity of the school among parents has come because of improved results and a recognition that standards of behaviour among pupils have continued to improve. There is a developing feeling that parents do not have to choose between a Catholic school and a successful school. • Provision for retreat opportunities: Opportunities for pupils to engage in retreat style experiences (e.g. Castlerigg Manor) are impacting on the spiritual life of the school and benefitting pupils' faith formation. • Chaplaincy provision: The school Chaplain provides encouragement and inspiration to pupils and staff. This is visible in improved prayer & liturgy as well as physical improvements to the school Chapel. • Cohesiveness of the religious education department: Even though curriculum time is restricted, the good and often better standard of teaching enables pupils to make good progress from low starting points. The team is well led and together they also make a strong impact on the Catholic Life of the school. • Attainment in religious education at the end of KS4 and KS5 has risen. Teachers understand how to steer pupils to success and because of this pupils have confidence.

RE DATA															
	RE					English					Maths				
	KS4				KS3	KS4				KS3	KS4				KS3
	% Entry	A*-C	3L	4L	Yr 7-9 2L Prog	% Entry	A*-C	3L	4L	Yr 7-9 2L Prog	% Entry	A*-C	3L	4L	Yr 7-9 2L Prog
2015	86%	68	66	51	6	100%	58	61	19	30	100%	61	54	11	46
2014	93%	55	40	23	4	90%	69	37	20	13	100%	73	28	13	27
2013	95%	80	63	34	20	92%	84	42	17	10	100%	68	33	8	59

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

3

CATHOLIC LIFE

3

RELIGIOUS EDUCATION

2

KEY FINDINGS

There is much evidence that the quality of Catholic education at Newman Catholic School is improving. Although this is now happening with increased pace, the low starting point means that, overall, Catholic education requires improvement. The headteacher is quietly determined to continue progress and effective delegation to the large senior team will help further.

Pupils' opportunities to engage in prayer and liturgy have grown and the consistent approach to this across the school is evidence of good capacity to improve further. The ability of Sixth Formers to reflect on their own formation is a further indication that pupils appreciate their spiritual growth. Opportunities to involve pupils in prayer & liturgy such as in the prayer group, Castlerigg and by working with partner Primary schools, are making a positive impact on pupils' formation.

Newman Catholic School has, among some leaders and teachers, colleagues who offer a strong and credible witness to the Catholic Faith. There is a good opportunity to redefine the school's Vision and Mission Statement and use display and iconography so that the school fully proclaims its Catholic heritage. Similarly, a development of in-service training which impacts on all teachers' appreciation of Catholic Life, will strengthen capacity.

Provision for and the application of pastoral care is outstanding. This is understood by teachers and pupils and is evident in equal measure for both groups. Pupils' character and personality is appreciated as much as their talent.

Pupils at Newman Catholic School enjoy Religious Education and because teaching is good and sometimes outstanding they make very good progress from low starting points. Attainment in Religious Education at KS4 and for small number of pupils in KS5 outstrips that seen in core subjects.

Relationships among teachers and pupils are harmonious and productive. The development of mutual trust is a key factor in pupils' good performance in religious education.

Governors are involved in and so have an awareness of the performance of the religious education team. However, a deeper understanding of the factors influencing pupils' progress and attainment and the quality of teaching and learning would assist the department in improving further. New line manager systems for monitoring subject leader work have given capacity for further improvement.

The ability of the Religious Education teaching team is a fitting asset for Newman Catholic School. The talents and quality evident among team members can be used to influence school improvement generally. This has greater relevance given the need to increase curriculum time for Religious Education.

Capacity for sustained improvement

The school's capacity to improve is good. The Headteacher and his senior team are united in their desire to improve and develop their school so that all aspects of school are consistently good.

WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

To improve further the school needs to:

Provide a full-time entitlement to Religious Education for each Key Stage in line with Bishops Conference Guidelines by:

- Ensuring 10% teaching time over Key Stage 3
- Ensuring 10% teaching time over Key Stage 4

Evaluate the Catholic Life of the school so as to ensure that Christ is at the centre by:

- Involving all stakeholders in reviewing the school's Vision and Mission Statement.
- Ensuring that governors have, as a priority at all meetings, the monitoring, evaluation and development of the Catholic Life of the school

Improve the experience of Catholic worship for the whole school community by:

- The facilitation of regular training in outstanding prayer and liturgy for all staff
- Greater use of Sacred Scripture in prayer and iconography around school
- Ensuring pupils take an active lead in prayer and worship

PART A: CATHOLIC LIFE

THE CATHOLIC LIFE OF THE SCHOOL

3

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

3

3

3

The Catholic Life of the school requires improvement.

The extent to which pupils contribute to and benefit from the Catholic Life of the school requires improvement. There is a consistent approach to prayer and liturgy across the school. Teachers show a willingness to lead pupils, and traditional prayer forms are commonly used. Pupils are respectful during occasions of prayer and reflection and are offered some opportunities for spiritual reflection. Pupils show understanding of the values that underpin Newman Catholic School. This is most evident from pupils in KS5. When evaluating their time in school, these young people have recognised that their formation has significantly extended their understanding of what it means to be human.

Opportunities for spiritual development have grown over recent years. Typically, pupils are invited to assist in the celebration of liturgy but are less involved in the processes that would enhance participation. Links with Castlerigg Manor have been developed and this is impacting on the spiritual life of the school and benefitting pupils' faith formation. For example, following a recent visit, one pupil was received into the faith following their experience. The pupil prayer group is a good example of how pupils can be involved in moving prayer and liturgy forward in the life of the school providing opportunities to lead reflection and liturgy. Greater opportunities to make connections between life and liturgy would enable prayer to become a fuller expression of the faith proclaimed by the school.

Through religious education lessons, pupils show respect for the religious life of others: they appreciate that, for some people, faith is very important affecting how they live. Some good examples of prayer and liturgy were evident in Tutor Group time and the development of this fully across school will enhance Catholic Life. In particular, dedicated prayer and liturgy resources, as well as INSET, would provide greater guidance for all staff.

Pupils demonstrate a clear commitment to supporting the most vulnerable in the local community and globally. The Student Parliament focuses pupil involvement in this process and the school assist a number of charities such as CAFOD, British Heart Foundation and the local hospice through fundraising initiatives. Pupils are less able to articulate the theological reasons for their involvement and would benefit from formation in this area. The school is developing links with local parishes, for example in assisting with Confirmation Catechesis.

How well leaders and managers promote and ensure provision for the Catholic Life of the school through monitoring and evaluation requires improvement. The School Vision & Mission Statement was last reviewed nine years ago. The potential to examine this, with reference to the proclamation of Newman as a truly Catholic School, should be seen as an opportunity to further galvanise the community in a shared vision.

There is recognition through the senior team and middle leaders, as well as other teachers, that the school has made progress with provision for the Catholic life of the school. Middle leaders are passionate about this aspect of the school and would benefit from a clearer understanding of where the school was on this journey.

School governors are committed to the development of Newman as a Catholic school, however, expectations concerning the Catholic Life of the school lack ambition. If a greater conviction in this was shown, the school could make more rapid progress. This should become a monitored and evaluated planning priority with objectives being linked to improved provision for the Catholic Life of the school.

Leadership of the Catholic Life of the school is distributed among several individuals. This approach to leadership of the school's Catholic Life, needs to formalise responsibilities, including job descriptions, which should be made explicit. In particular, it is important that the excellent work of the school Chaplain becomes sustainable so that the good progress seen is maintained. Governors have the option of driving this forward to the benefit of the whole community. For example, it would be beneficial if, annually, time were found for staff to reflect and pray together and so experience communal spiritual growth.

School leaders support prayer and liturgy in school. They identify and make reference to liturgical feasts and encourage involvement in them. They are proud of the way pupils participate and behave during celebrations as well as the contribution music plays in liturgy.

The quality of provision for the Catholic Life of the school requires improvement. Gospel values are present in school life but could be more widespread. Whilst there is evidence of good practice, such as trips to Castlerigg, the pupil prayer group, opportunities for adoration and the celebration of Mass, this good practice has yet to reach the lives of all pupils and staff.

Although there is some iconography around school, there is the opportunity for Newman Catholic School to celebrate the richness of the Catholic faith more explicitly. The Chapel has been improved and is becoming a focus for the prayer life of the school. The school has invested in this area of provision in recent years and it is hoped that this will have an effect on the development and formation of pupils. The school Chaplain and Religious Education department have made a significant impact on the Catholic Life of the school and this should continue to be supported.

The school provides opportunities for continued professional development of its staff, although not enough of these are focused on the development of the

Catholic Life of the school. More opportunities of this kind would enable the provision for the Catholic Life of the school to improve.

The quality of pastoral care is outstanding. Personal and emotional well-being is seen as essential for the school. Staff regularly speak of Newman Catholic School as a family all working together. Pastoral care and guidance underpin the life of this community and all staff work hard to ensure the most vulnerable are nurtured and cared for.

PART B: RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

2

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

2

2

3

Overall, the quality of Religious Education at this school is good.

The extent to which pupils enjoy and achieve in Religious Education is good. Pupils demonstrate and articulate their enjoyment of religious education. In one illustration pupils said, “We learn a lot, the activities are interesting and teachers are very helpful”. This is particularly evident in KS4 and as a result, their understanding is good overall. KS4 pupils say that they like religious education because teachers motivate them to do well. This is less developed in KS3 but the department has strategies in place to enrich the curriculum.

Most pupils are attentive and want to achieve. Occasionally, a minority spoil the learning opportunities for others. A new behaviour system is in place and is having an improving effect on classroom behaviour.

Pupils show confidence in their teachers and enjoy good relationships with them. Pupils say that they get on well with their teachers and that they know they can ask them if they are finding work difficult. The Religious Education team has a good understanding of how to steer pupils to success.

Pupils arrive at low starting points and, over five years, they make good progress; progress in KS3 is slower but most pupils catch up in KS4. Results in Religious Education are consistently better than overall school results and offer comparisons to National outcomes. When account is taken of the 8% curriculum time, results can be viewed very favourably against core subject outcomes.

Recent performance of pupils in KS5 shows that, on average, students surpass expected UCAS targets. The numbers of pupils choosing to study Philosophy and Ethics in KS5 has increased; this is linked to pupils' positive experiences in KS4.

Progress is weaker in KS3 and this is acknowledged both senior leaders and the Religious Education team. This has become an area of focus with a new KS3 scheme of work, a new baseline assessment in Year 7 and a new assessment framework throughout the key stage.

The leadership of the Religious Education department is good. The department is led with drive and confidence and the subject leader has a clear vision of the direction

needed in order to secure improved outcomes. Governors show a broad awareness of the outcomes in religious education but need to develop greater skill in assisting the department to reach its full potential. It is acknowledged that the school is 'on a journey' with a discernible move by the department to a 'more Catholic tradition' becoming evident than at the last inspection. An assistant ably supports the subject leader and is effective in driving the focus of spiritual formation in the department with other team members playing their part. There is a cohesive feel to the Religious Education team even though several team members teach other subjects.

Team members make a substantial impact upon the spiritual and moral development of the pupils by leading in a range of activities linked to the Catholic Life of the school.

Although governors are supportive, they would assist the department in a more effective way by engaging directly in self-evaluation processes so that a clear and detailed picture of past performance and areas for improvement is understood and acted upon. This includes monitoring pupil progress and the quality of teaching more closely.

Departmental planning is improving but must be developed further. For example the curriculum review document should show greater depth of analysis and the departmental development plan needs more rigour and accountability.

There is good use of specific 'reflection and work correction time' in lessons with routines generally used well across the department. The best examples of this are in KS4. Some marking is still not yet good enough; however it is apparent that most pupils do take pride in their work and that common literacy errors are picked up.

The quality of provision in Religious Education requires improvement. Despite the fact that it was a clear improvement target identified in the last Section 48 inspection, curriculum allocation for Religious Education remains stubbornly at 8% in each Year Group. An intervention in KS4 for a small number of pupils further reduces this entitlement. There is a common misconception among teachers and leaders that prayer and liturgy counts towards this. It is likely that the good standards in religious education could be improved further if Bishops' Conference requirements are fully implemented. This should be a priority for governors and senior leaders.

The majority of teaching seen has been at least good with evidence of outstanding teaching. The best teaching engaged all pupils for example, when good questioning techniques were used in a Year 10 lesson; it was the trigger for an animated discussion about media prejudice. Most work enables pupils to deepen their understanding and make good progress.

SUMMARY OF INSPECTION JUDGEMENTS

Overall Effectiveness	3
Capacity for sustained improvement	2
Catholic Life	3
<ul style="list-style-type: none"> The extent to which pupils contribute to and benefit from the Catholic Life of the school. 	3
<ul style="list-style-type: none"> How well leaders and managers promote and ensure provision for the Catholic Life of the school through monitoring and evaluation. 	3
<ul style="list-style-type: none"> The quality of provision for the Catholic Life of the school. 	3
Religious Education	2
<ul style="list-style-type: none"> How well pupils achieve and enjoy their learning in Religious Education. 	2
<ul style="list-style-type: none"> How well leaders and managers monitor and evaluate the provision for Religious Education. 	2
<ul style="list-style-type: none"> The quality of provision in Religious Education. 	3

	Pupil Outcomes	Leadership & Management	Provision	Overall
Catholic Life	3	3	3	3
Religious Education	2	2	3	2