

# Cardinal Newman Catholic Primary School

Arch Road, Hersham, Surrey, KT12 4QT

## Inspection dates

5–6 December 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school

- Pupils work hard and they make good progress in reading, writing and mathematics across the school. Their standards are significantly above average by the end of Year 6.
- Teaching is consistently good. It is usually lively and teachers plan activities that interest and inspire pupils.
- Pupils enjoy school and this is reflected in their good attendance. They behave well and they feel safe because they know that adults care for them.
- Pupils have excellent attitudes and this is shown in the way they care for each other and show respect for the views of others, regardless of their background.
- The stimulating range of subjects and topics covered makes a good contribution to pupils' spiritual, moral, social and cultural development. There is also a wide range of additional activities for pupils at the end of the school day.
- School leaders and governors are ambitious for pupils' achievements and personal development, and have high expectations of staff and pupils. They have successfully raised pupils' achievement by improving the quality of teaching.
- Issues from the previous inspection have been successfully addressed, demonstrating that the school has the capacity to improve further.

### It is not yet an outstanding school because

- Occasionally, teachers do not always challenge pupils by asking questions that make them think hard. Pupils in some classes are not required to respond to teachers' marking and correct errors in their work.
- There are not enough occasions for pupils to work and learn independently.
- Middle leaders have not addressed the occasional weaknesses in some teachers' marking.

## Information about this inspection

- Inspectors observed 24 lessons, four of which were jointly observed with the headteacher. They listened to pupils read and they scrutinised their work in books.
- Meetings were held with senior leaders, governors, the local authority adviser and groups of pupils.
- The views of 63 parents who responded to the on-line Parent View survey, as well as two letters from parents and discussions with parents at the start of the school day, were taken into account. The inspectors also considered 25 staff questionnaires.
- Inspectors reviewed a number of documents, including the school’s plans for development, pupils’ assessment and tracking information, records relating to pupils’ behaviour and attendance and those relating to safeguarding.
- The inspection team spoke with pupils during morning playtime and lunchtime and they attended an assembly.

## Inspection team

Joy Considine, Lead inspector

Additional Inspector

Maura Docherty

Additional Inspector

Ken Bryan

Additional Inspector

## Full report

### Information about this school

- The school is larger than most primary schools.
- Most pupils are of White British heritage and very few pupils speak English as an additional language.
- The proportion of pupils eligible for the pupil premium (additional government funding) is lower than the national average.
- The proportion of disabled pupils and those who have special educational needs who are supported through school action is broadly average, as is the proportion of pupils who are supported through school action plus or with a statement of special educational needs.
- The school meets the current floor standard, which sets the government's minimum expectations for pupils' attainment and progress.
- The school does not use any alternative provision for pupils.
- The breakfast club and the after-school club are not managed by the governing body, and have been inspected separately.

### What does the school need to do to improve further?

- Improve teaching from good to outstanding by:
  - making sure that teachers' marking consistently makes clear to pupils how they can improve their work, and by giving pupils opportunities to correct their work
  - providing more opportunities for pupils to develop independent learning skills and to make choices about how they complete their work
  - providing more challenge for pupils by asking questions that make them think hard.
- Ensure that middle leaders carry out more frequent and thorough checks on pupils' work in their books to ensure more consistency in marking and to pick up errors and areas for improvement.

## Inspection judgements

### The achievement of pupils is good

- Pupils, including those who are eligible for pupil premium funding, make good progress and reach standards in reading, writing and mathematics that are significantly above average by the end of Year 6. Progress in writing and mathematics slows a little in Years 3 and 4. This is because a few teachers do not always expect pupils to correct errors in their work. Occasionally, more-able pupils across the school do not work at a high enough level, because teachers' questions do not challenge them sufficiently.
- Children start school with skills that are broadly as expected. They make good progress in the Early Years Foundation Stage so that by the time they enter Year 1, many already read simple books confidently. Most show good pencil control when they write and they know when to use capital letters and full stops. They count accurately to numbers beyond 10, and add and subtract numbers to 10.
- Pupils read widely and enthusiastically across a range of subjects. By the end of Year 2, they read confidently and fluently and enjoy shorter paperback books. They comment on the stories and enjoy the humour in stories such as *Flat Stanley*. Older pupils use books for research purposes and they thoroughly enjoy the more gruesome aspects of some historical novels.
- Pupils write neatly and legibly using correct punctuation and a wide range of imaginative vocabulary. Teachers plan activities that allow pupils to practise their writing when learning other subjects. In a Year 5 history lesson, pupils wrote a newspaper article following a Tudor Experience that they had taken part in the previous day.
- Pupils enjoy mathematics, particularly when they have complicated problems to solve. Their basic skills are well developed because teachers provide plenty of opportunities for pupils to practise number-related activities and to record their work systematically in their books.
- Disabled pupils and those who have special educational needs make good progress because they receive effective support from skilled teaching assistants who help them to understand their lessons. Some receive specialist support, often on a one-to-one basis.

### The quality of teaching is good

- Teachers use imaginative methods to make lessons interesting and inspire pupils to work hard. For example, in a Year 4 lesson the teacher used a short video clip to show what happened when an animated invention of a breakfast machine went wrong. Pupils enjoyed discussing the features of this machine in preparation for writing their own description of an imaginary machine.
- Teachers use assessment information to plan lessons to meet the needs of all groups of pupils. They make the purpose of the lesson clear so that pupils understand what they are expected to learn. Although they ask questions to judge how well pupils understand, teachers do not always ask enough searching questions that extend pupils' knowledge and make pupils think more deeply.
- Relationships between teachers and pupils are good and this makes a good contribution to pupils' learning. In lessons, teachers encourage pupils to talk and to share their ideas. Pupils confidently ask teachers questions and put forward their own views. They know that adults will intervene if they get stuck or are unsure about what they need to do.
- Teachers review pupils' learning to adapt the lesson to meet pupils' learning needs. This means that most pupils, including disabled pupils and those who have special educational needs, make good progress and sometimes even better progress than this.
- Teachers mark pupils' work regularly and they provide comments to pupils about what they have done well and what they need to improve. However, they do not always require pupils to correct their work, which slows the pace of learning.

- Usually, teachers provide pupils with interesting activities for them to complete in groups, pairs or individually. In a Year 5 mathematics lesson, the teacher asked pupils to find out if the perimeter of a regular shape is always an even number. This generated much discussion and was given as an additional homework challenge. Occasionally, pupils do not have enough independence to make choices about how they record and present their work, for example by selecting relevant computer programmes.
- In the Early Years Foundation Stage, staff provide a wide range of activities that are well matched to the needs and interests of children. There is an appropriate balance of activities that children select for themselves and those that are led by adults. Children choose to work or play outside and indoors, and both areas have good quality materials and equipment. Adults observe children working and playing and record their achievements, and use this information to plan subsequent learning.

### **The behaviour and safety of pupils** are good

- Pupils enjoy school and this is reflected in their good attendance and their positive attitudes to lessons. They are very proud of their school and enjoy talking about their lessons and the many activities available to them. They are thoughtful, and showed one inspector the Prayer Garden where pupils sit quietly and reflect away from the bustle of the playground.
- All staff have high expectations for pupils' behaviour. The behaviour policy is consistently implemented and so pupils behave well in lessons and around the school. Pupils, staff and parents agree that behaviour is good.
- Pupils are friendly and courteous and they get on well together, regardless of background. They work well together and they listen carefully to each other, valuing and respecting each other's views and opinions. Very occasionally, in some lessons, pupils will chat about non-work-related matters until staff intervene.
- Pupils understand the different forms of bullying and talked about the work they had recently completed in anti-bullying week. They say that bullying is rare and that adults are always on hand to sort out minor disagreements that occasionally arise. Playground monitors are on hand to help those pupils who find aspects of playtime difficult to manage. School records show very few reported incidents and there have been very few exclusions in recent years.
- Pupils feel safe in school. They have a good awareness of how to keep themselves safe from dangers associated with external risks such as tobacco or substance abuse. Visitors to school, such as the police and the fire and rescue service, help to promote safe practice by teaching pupils about the dangers posed by physical risks, such as the nearby river and railway.

### **The leadership and management** are good

- School leaders have created a culture of high expectations. Teamwork is strong and staff morale is high. Leaders have an accurate understanding of the school's strengths and weaknesses and plans for development are tightly focused on raising pupils' achievement by improving the quality of teaching. Leaders respond positively to the medium level of support provided by the local authority.
- A culture of learning exists throughout the school and high quality training underpins the school's work. With the full support of the governors, the headteacher secures a good link between teachers' pay and the quality of learning.
- Senior leaders regularly visit lessons and provide guidance to teachers about how they can improve their work. Middle leaders check work in pupils' books, but they do not always identify the most important aspects for improvement and so some errors go unchecked.
- The content of lessons is carefully planned to include an appropriate focus on developing pupils' literacy and numeracy skills within a stimulating range of experiences, based on historical

themes such as the Egyptians or the Tudors. This makes a valuable contribution to pupils' enjoyment of learning. The strong focus on sports, arts and music makes a good contribution to pupils' spiritual, moral, social and cultural development.

- The school supports specific pupils through the judicious use of the pupil premium funding. It has increased teaching assistant time to provide one-to-one tuition and has contributed to the provision of a home-school link worker.
- All pupils have equality of opportunity and access to the full range of activities provided by the school. Discrimination is not tolerated.
- Systems to keep pupils safe are thorough. All adults are checked and procedures for protecting pupils are robust. School leaders work closely with local agencies to provide specialist support for a small number of more needy pupils. One parent wrote, 'Cardinal Newman has been fantastic in providing the support that my child needs and has provided skilled support throughout.'
- **The governance of the school:**
  - Governors know the school well. They visit regularly, both formally and informally, and attend events to maintain high visibility amongst pupils, staff and parents. They understand the strengths and weaknesses of the school and are kept informed through the headteacher's detailed reports to governors, which incorporate a termly evaluation of the school's performance. This provides them with good quality information by which they challenge leaders and hold them to account. Governors keep up to date through training. They are fully aware of the strengths of teaching and how well leaders are managing the performance of teachers through targets and pay progression. Governors are well informed about the use of the pupil premium, and manage all aspects of finance and their statutory responsibilities well.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	125237
<b>Local authority</b>	Surrey
<b>Inspection number</b>	402321

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	415
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Carole Ann Roycroft
<b>Headteacher</b>	Gillian Keany
<b>Date of previous school inspection</b>	15 July 2010
<b>Telephone number</b>	01932 222536
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