



# DIOCESE OF Arundel and Brighton

## DENOMINATIONAL (S48) INSPECTION REPORT

Cardinal Newman Catholic Primary School

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School Unique Reference Number: 936 3919

<b>Headteacher:</b>	Jill Keany
<b>Chair of Governors:</b>	Carole Ann Roycroft
<b>Lead Inspector:</b>	Catherine Walker
<b>Associate Inspector:</b>	Theresa Kenefick
<b>Inspection date:</b>	11 <sup>th</sup> November 2015

Previous Inspection: 2

### Overall Effectiveness

This inspection: 2

<b>Catholic Life:</b>	1
<b>Collective Worship:</b>	2
<b>Religious Education:</b>	2

## SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

Cardinal Newman is a good Catholic school because:

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| <ul style="list-style-type: none"><li>All the areas for improvement from the last report have served as a focus for development in the school since the last inspection. This has led to significant changes and improvements in the Catholic life of the school. The teaching and learning of RE have been enhanced, making it the central core subject,</li></ul> | <ul style="list-style-type: none"><li>An exceptional learning environment celebrates all aspects of pupils' learning throughout the school.</li><li>Pupils enjoy their religious education lessons and take pride in their work.</li><li>Support staff are deployed well and provide excellent support for all groups of learners.</li></ul> |
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<p>which underpins all work in the school.</p> <ul style="list-style-type: none"> <li>• Leaders and staff have high expectations and a strong vision for the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers are very skilled at asking questions to further develop pupils' understanding during RE lessons.</li> </ul>
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### Cardinal Newman school is not yet outstanding because:

<ul style="list-style-type: none"> <li>▪ Pupils are not actively involved enough in discussing their learning, consequently pupils are sometimes passive learners for too long in lessons.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Increase the quality of teaching so there is more evidence of outstanding teaching throughout the school.</li> </ul>
<ul style="list-style-type: none"> <li>▪ The current structure of lessons does not provide enough opportunities for pupils to be actively involved in leading their own learning.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The relatively new staff team now need to embed the good, and at times outstanding practice, evidenced during the inspection.</li> </ul>

## **FULL REPORT**

Cardinal Newman is a two form entry Catholic School serving the Catholic parishes of All Saints, Hersham and St Erconwald's, Walton. There are 415 children on roll including two children with deferred entry. The school is historically oversubscribed and the catchment area includes families in a variety of diverse circumstances.

The school has good partnerships with local schools and participates in a wide range of community events.

Cardinal Newman is in the Weybridge deanery. Colleagues liaise for a variety of purposes and are committed to working as a Catholic family of schools.

There has been a significant change of staff over the last three years, particularly in the senior leadership team; there has been the appointment of a new deputy, an assistant head teacher and new leader for KS2. The RE leader is new to role this year but has shadowed her experienced colleague over the last year. There have also been changes in a number of teaching and support staff positions since the previous inspection.

Statistics from the last three years (2012, 2013 and 2014) indicate:

- the ratio of girls to boys is balanced.
- the percentage of pupils known to be eligible for free school meals is below the national average,
- the percentage of pupils from minority ethnic groups is slightly lower than the national average. There has been change within ethnic groups over the last three years
- the percentage of children whose first language is not English is lower than the national average but is showing an increase within lower year groups.
- the percentage of children on the special educational needs register is lower than the national average.
- the school stability percentage is higher than the national average.
- the school deprivation indicator is lower than the national average.

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

- Pupils across the school demonstrate great potential. This needs to be unlocked by increasing the opportunities for pupils to verbalise their learning with their peers. Opportunities need to be created for pupils to be more active participants in their own learning
- Provide opportunities for all staff to observe outstanding practice to further develop the quality of teaching across the school. Revisit the structure of lessons so they become more dynamic and creative.
- Share the good practice where there is a good level of challenge for more able learners to ensure this is consistently applied across the school.

## 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 is outstanding.**

The uniqueness of each child is recognised, valued and celebrated at every opportunity, and the school community shares a common vision and sense of purpose with the well being of pupils at its heart. Pupils' spiritual and moral growth is supported through the Come and See religious education programme. Pupils plan and deliver meaningful collective worship celebrations for their peers, which are often based on current affairs, Gospel values and relevant scripture.

Opportunities are created for pupils to become involved in the life of the school and make positive contributions for the benefit of all as witnesses to Christ. Pupils have worked collaboratively to raise funds for good causes through, for example, coffee mornings, toy sales, sponsored events and cake sales. They have led fund raising activities for a school in Uganda.

Pupils understand the concept of service and understand vocation as a strong desire to serve. This was clearly evident during a Year 6 lesson where pupils discussed the importance of service. The lesson was a further example of how the school's own values underpin the Catholic life at Cardinal Newman. Pupils consistently demonstrate their service through their willingness to volunteer in all aspects of school life including, mentoring, the school choir and the willingness to arrange the music, sing, act, participate in, and set up for whole school assemblies.

#### **The quality of provision of the Catholic Life of the school is outstanding.**

All members of staff are committed to the school's mission for all pupils so that they continue to be a community of learners. Pupils are given the opportunity to understand the school's mission for themselves through discrete lessons exemplifying how this relates to their daily lives. This allows pupils to have a clear understanding of how to follow and live out the mission of the school. Pupils were able to reflect on its meaning and enthusiastically share their views with inspectors by stating,

'We have a school mission statement that guides how we live our lives as Jesus taught us.' Members of staff are active in their parishes. The school supports the programmes for First Reconciliation and First Holy Communion through working with the children in the school. The school actively supports parish projects, for example: through fundraising for charities; the

contributions of the choir and hosting a choir group for children of both parishes preparing to sing at Sunday Mass. Parents agree that the school is a welcoming community that is always striving to provide the best quality Catholic education. Parents are very supportive of the wide range of school activities and celebrations offered by the school. They are regularly consulted on their views and any issues are resolved quickly and effectively. There are lots of opportunities for parents to be involved in the Catholic life of the school. Parents say they are always welcome in the school and are invited to masses, liturgies and assemblies. They are kept informed of events in the school through a weekly newsletter and a regularly updated website. The response from parents in the questionnaires was overwhelming supportive of the school leadership and the school's vision to further develop. One parent articulated this by saying, 'The school is at the heart of the community and is always welcoming, friendly and supportive.'

The school's values programme has been developed through a strong partnership with local schools. It has been shaped to reflect the distinctive Catholic character and Gospel values that are lived out in the daily life of Cardinal Newman School. A child from each class is chosen who has demonstrated that value and receives a certificate in recognition at the weekly Celebration Assembly. Both pupils and parents speak highly about the values programme and the impact this has on their lives. Parents made frequent reference to this in the questionnaires that were sent out at the time of the inspection. One parent wrote, 'We cannot praise the school highly enough for the way they have given our daughter the moral foundations to live her life.'

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

All leaders at all levels strive to ensure that the Catholic life of the school is central to every aspect of school life, and they bear witness to the Catholic mission of the church. The Chair of Governors and RE governor are deeply committed to the work of the school and actively promote the Catholic life of the school with an understanding of the school's strengths and development areas.

The commitment of the RE leader in strengthening and celebrating the Catholic life is obvious upon entry to the school, as is the faith of all the pupils. The quality of the displays as a celebration of the Catholic ethos of the school is exemplary and inspiring.

The leadership team conduct a range of monitoring activities to identify the strengths of the school in relation to how it is promoting and facilitating the Catholic life of the school. Leaders at all levels carry out regular monitoring activities that include book scrutiny, learning walks, lesson observations and drop ins. This has helped to ensure the provision for the Catholic life of the school remains a continual focus and underpins all aspects of the school life.

## **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 is outstanding.**

Collective worship is woven into the fabric of the school day and throughout the Liturgical year. Mass is celebrated at key times across the year.

Pupils are active participants in collective worship as servers, members of the choir, offertory, and readers. In prayer, they demonstrate reverence and respect. All pupils are witness to the message of the weekly Gospel through the whole school assemblies. This is further enhanced through key stage assemblies led by all staff.

Pupil behaviour during collective worship is reverent and respectful. Pupils are creative and resourceful in preparing acts of collective worship. The inspection team witnessed a high level of confidence in pupils leading collective worship. Worship opportunities are imaginative and varied. Other pupils were inspired to follow their example as was evidenced by the peer evaluation at the end of the liturgy. The experience of living in the Cardinal Newman community is having a profound and long lasting positive effect on all pupils. This was a view reinforced by both parents and governors. One parent said, 'There is a high friendship focused, community spirit that carries on throughout the school.' This is evident in the way pupils plan and reflect on the values of their own school community. Another parent echoed this sentiment, 'I can't see how the children could have a better experience of education.'

### **The quality of provision for Collective Worship and Prayer Life is good.**

There are regular opportunities throughout the day for staff and pupils to pray together which draws the school together in a strong sense of community. Acts of collective worship are well resourced and planned (class prayer boxes). Prayer tables give evidence to the outward signs of the school's own faith community. The opportunities provided for spontaneous prayer are a strength throughout the school. This was clearly seen during a quiet reflective time observed in the Reception class. As a result collective worship is almost always engaging and pupils, staff and governors were able to identify particular examples of when these experiences were inspiring and engaging. This was particularly evident in the Year 6 pupil led liturgy. The maturity with which the pupils led the liturgy came from a clear understanding of key themes and messages which are intrinsic to the Catholic faith. The school is committed to developing the whole child, continually seeking a variety of ways to enable them to grow spiritually and morally. Pupils respond with enthusiasm and joy and on occasions with silent awe as was witnessed during the collective worship. Excellent opportunities exist for pupils to take a lead in the planning, preparation and presentation of collective worship on a regular basis.

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

The development of collective worship has been a priority on the school improvement plan for the past two years. The impact of this development can clearly be seen in the pupil led liturgies and the variety of prayer forms observed during the inspection. This reflects the drive to ensure that collective worship is always of a high and consistent quality and the awareness of the need to continue this work with changing staff and a R.E leader new to the role.

Liturgical and spiritual development is seen as a priority in the professional development of school leaders and quality time has been devoted to it since the previous inspection. There is a shared commitment to continuous improvement.

## **RELIGIOUS EDUCATION**

### THE QUALITY OF RELIGIOUS EDUCATION

- 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 promote, monitor and evaluate the provision for Religious Education. 2

### **How well pupils achieve and enjoy their learning in Religious Education is good.**

Pupils confidently articulated how much they enjoy their RE lessons. They value RE and are keen to do well. When working independently they progress at a good pace. Behaviour across the school is outstanding. When involved in independent tasks pupils remain on task and concentrate very well. All groups of pupils make good progress. This could be further enhanced by greater pupil involvement in the class discussions and sharing their ideas during the main teacher input. Most learners, including those with learning difficulties and disabilities, make at least good progress and some may make very good progress. Pupils gain knowledge, skills and understanding at a good rate across all key stages.

Pupils are very secure in their religious understanding and demonstrate a very good level of religious literacy. Work in religious books demonstrates consistently high expectations and pupils response to the subject. There are a variety of approaches to learning and standards in RE are in line with standards in other subjects.

The quality of RE in workbooks and on display around the school is of a very high standard and the expectations for pupils in their RE work is the same as in the core subjects. Pupils are very proud of their work and are keen to present their best.

**The quality of teaching and assessment in Religious Education is good.**

The quality of RE teaching overall is good with some outstanding teaching and none less than good. Where teaching is outstanding tasks were varied, pupil-to-pupil dialogue was a key element and the teacher constantly assessed learning and responded to pupils' learning needs. There was significant pace in the lesson which led to energy in the class, encouraging full engagement and enthusiasm for the task. Where outstanding teaching was observed, learners were more passionate in their involvement than in some of the other RE lessons observed. The teacher used in-depth subject knowledge to support and extend the learning of the more able pupils using a range of teaching and learning opportunities, including the use of ICT to significantly enhance the progress of the group. At its best, teaching showed that staff had high levels of knowledge of the Catholic faith and expertise in teaching, and that they used varied methods of teaching productively

Support staff play an important role in the class, and in the best lessons they are skilled at posing questions and encouraging the pupils to think carefully about their answers. Pupils with specific learning needs are provided with additional support to ensure that they are appropriately challenged and make at least expected progress. Support staff actively assessed and recorded learning progress during the lesson. Observation of lessons evidenced how the children were able to apply previously learnt knowledge and beliefs to new contexts and situations.

Teachers' questioning is a real strength across the school. Pupil progress would flourish with greater opportunities to respond in different ways to these questions. Such opportunities could be provided for example, by partner discussions, group activities pupil led learning and initiating questions for themselves.

Marking and constructive feedback are given very frequently and pupil responses to the marking is beginning to become embedded in practice. The school's marking policy is consistently applied; this allows for the progress and the attainment of pupils to be further enhanced. Displays in classrooms are vibrant and both reflect the value placed on the pupils' work and celebrate the achievements and learning of the pupils.

Teachers would now benefit from stepping back to allow children to more freely and independently express their views, understanding and ideas in lessons.

**How well leaders and managers promote, monitor and evaluate the provision for Religious Education is good.**

The clearly held and articulated vision to enhance current standards is driven by the leadership of the school and is shared and consciously supported by the whole staff team.

There is a clear programme of monitoring and evaluation relating to provision and outcomes and the strengths and areas to develop are discussed and reviewed. Governors act as a 'critical friend' to the school and hold the head-teacher and senior staff to account. They have a clear role in evaluating standards of RE in the school and provide appropriate challenge and support. This has a significant impact on the outcomes for all pupils. The Governing Body is

very conscientious in the exercise of their duties. The religious education governor works with the head-teacher on monitoring and reviewing policies and action plans. This monitoring is reported back to the Governing Body.

The curriculum fulfills the requirements of the Diocese and the Curriculum Directory for Catholic schools. The Come and See programme is fully implemented across the school. There is a budget allocation, which is spent on resources as required. General resources are appropriate with a wide range of materials for the teaching of both the Catholic faith and other faiths and cultures. Professional development is addressed either within house or by accessing external training from the diocese.

The enthusiasm and drive of both the RE leader and the head teacher is a real strength of the school and an indication that the strong provision for RE and the Catholic Life of the school at Cardinal Newman will continue to develop. The RE leader is well placed, with the enthusiasm and ability to impact on the teaching and learning across the school.

## Summary of Inspection Judgements

How effective the school is in providing Catholic Education.

2

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

1

Collective Worship and Prayer Life

2

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

1

The quality of provision for Collective Worship and Prayer Life.

2

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

2