



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:

**Silverdale Road
Carlisle
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School URN:

112399

Headteacher:

Mr John McAuley

Chair of Governors:

Mr Andrew Abernethy

Lead Inspector:

Mr Philip Mooney

Team Inspector:

Mr Ian Nevitt

Date of Inspection:

22nd & 23rd November 2018

INFORMATION ABOUT THE SCHOOL

Newman Catholic School is a mixed 11-18 school serving the Catholic parishes of Carlisle. It was, until recently, based in the centre of Carlisle in the parish of Our Lady of Eden. Flooding in 2015 forced a move to a temporary site (a former Primary school) in Harraby in the parish of The Sacred Heart of Jesus. Planning permission for a new building on an alternative site was submitted in August 2018 and construction is expected to commence in December 2018. The new school is scheduled to open at the start of the summer term 2020. The school has three feeder primaries within Carlisle and is linked to two other primaries, one in Wigton and the other in Penrith. The school is a strategic partner in the Carlisle Secondary Learning Consortium and the Catholic Teaching Alliance North. Newman is relatively small in size with 526 students and is in an area of high socio-economic deprivation. The sixth form has reduced in size since the last denominational inspection. In January 2017 Ofsted judged the school to require special measures. The school had a monitoring inspection in May 2018 which stated that leaders and managers were taking effective action towards the removal of special measures.

| STUDENTS | Y7 | Y8 | Y9 | Y10 | Y11 | Y12 | Y13 | Total |
|-----------------------------------|----|-----|-----|-----|-----|-----|-----|-------|
| Number on roll | 83 | 110 | 103 | 107 | 98 | 12 | 17 | 530 |
| Catholics on roll | 26 | 32 | 37 | 39 | 32 | 5 | 4 | 175 |
| Other Christian denomination | 39 | 62 | 58 | 50 | 63 | 6 | 10 | 288 |
| Other faith background | 2 | 2 | 1 | 4 | 1 | 0 | 2 | 12 |
| No religious affiliation | 16 | 14 | 7 | 14 | 2 | 1 | 1 | 55 |
| No of learners from ethnic groups | 11 | 16 | 19 | 15 | 16 | 3 | 2 | 82 |
| Total on SEN Register | 4 | 15 | 14 | 11 | 10 | 1 | 0 | 55 |
| Total with Statements of SEN | 1 | 3 | 3 | 2 | 2 | 0 | 0 | 11 |

| | | | | | | |
|----------------------------------|-----------|---|------------|----|-------------------------------|------------------|
| Exclusions in last academic year | Permanent | 1 | Fixed term | 26 | Index of multiple deprivation | 0.17 Decile 3 |
|----------------------------------|-----------|---|------------|----|-------------------------------|------------------|

| PARISHES SERVED BY THE SCHOOL | |
|--|----------------|
| Name of Parish | No of Students |
| The Sacred Heart of Jesus | 239 |
| Our Lady of Eden | 147 |
| St Augustine | 37 |
| St Bede's + St Edmund (Cumbrian Martyrs) | 104 |
| St Cuthbert's, Wigton | 1 |
| St Catherine's Penrith | 2 |

| TEACHING TIME FOR RE | Y7 | Y8 | Y9 | Y10 | Y11 | Y12 | Y13 | Total |
|-----------------------------|----|----|----|-----|-----|-----|-----|-------|
| Total teaching time (Hours) | 3 | 3 | 3 | 2 | 3 | 1 | 1 | 16 |
| % of teaching time | 12 | 12 | 12 | 8 | 12 | 5 | 5 | 11.2 |

| TEACHING TIME FOR ENGLISH | Y7 | Y8 | Y9 | Y10 | Y11 | Y12 | Y13 | Total |
|-----------------------------|----|----|----|-----|-----|-----|-----|-------|
| Total teaching time (Hours) | 4 | 4 | 4 | 4 | 4 | | | 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) | 4 | 4 | 4 | 5 | 5 | | | 22 |
| % of teaching time | 16 | 16 | 16 | 20 | 20 | | | 17.6 |

| STAFFING | |
|---|------|
| Full-time teachers | 32 |
| Part-time teachers | 6 |
| Total full-time equivalent (FTE) | 37.7 |
| Classroom Support assistants | 6 |
| Percentage of Catholic teachers FTE | 24% |
| Number of teachers teaching RE | 5 |
| Number of teachers with CCRS or equivalent | 3 |
| Number of teachers currently undertaking CCRS | 2 |
| Chaplaincy staffing | 2 |

| ORGANISATION | |
|--------------------------------|-----|
| Published admission number | 120 |
| Number of classes | 4 |
| Average class size Key Stage 3 | 27 |
| Average class size Key Stage 4 | 20 |

| EXPENDITURE (£) | Last financial year 2017-18 | Current financial year 2018-19 | Next financial year 2019-20 |
|--|--|---|---|
| Total expenditure on teaching and learning resources | 318498 | 286808 | 328208 <small>(includes some new site costs)</small> |
| Capitation | 90000 | 76000 | 76000 |
| RE Curriculum allowance from above | 4652 | 4641 | 4682 |
| Liturgy Allowance | 2325 | 2564 | 2600 |
| English Curriculum allowance from above | 7158 | 5902 | 5902 |
| Total CPD budget | 12000 | 10000 | 10000 |
| RE allocation for CPD | 1042 | 2085 | 2110 |

| How the school has developed since the last inspection |
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| <p>Much has happened at Newman Catholic School since the last S48 inspection. The current temporary school site has been adapted to include 24 good quality prefabricated classrooms complementing pre-existing classrooms. Overall, the school site offers accommodation for students and staff which can be described as adequate. This site has now been operative since January 2016 and it is anticipated that the move to a new site will happen in 2020. Although functioning with a 'no-excuses' culture, one cannot underestimate the logistical issues faced by the headteacher and school governors in addressing school improvement on a temporary site against a backdrop of uncertainty about the schools' future. In brief, developments include:</p> <ul style="list-style-type: none"> ▪ Adjustments to staffing relating to both the leadership of the Catholic Life and Religious Education. ▪ Significant changes in the team of governors who show fortitude in making improvements where they are needed. ▪ The employment of an experienced Lay Chaplaincy Co-ordinator who is shared with another Diocesan school. ▪ Support and guidance from a Priest Chaplain who brings vast knowledge and expertise to Newman. ▪ The introduction of 'The Way', a programme of resources for Prayer and Liturgy placing Christ at the centre. ▪ The school has addressed every action point from the last inspection and is now using the new School Mission Statement to underpin, and make real, the vision proclaimed within to lead young people to the fullness of the Truth. ▪ Curriculum time for RE now stands at 12% in Key Stage 3 and 10% in Key Stage 4. |

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

2

CATHOLIC LIFE

2

RELIGIOUS EDUCATION

2

KEY FINDINGS

The quality of Catholic education at Newman Catholic School has improved and is good. Leaders and Governors have acted with resolve in improving provision for Catholic Life in the face of difficult circumstances. Governors are ambitious in their vision for improvement. This has transmitted across the staff and is increasingly being experienced by students. Religious Education has not progressed at the same rate because of changes to leadership and some inconsistency in the quality of teaching in Key Stage 4.

'The Way' has transformed the schools' capacity to offer effective formation for staff and students. As this scheme becomes embedded, it is likely to accelerate students' ability to articulate their understanding of Faith and their part in God's plan. The revised School Mission Statement expresses the core purpose of this Catholic school and permeates almost all aspects of provision. The school has worked hard to overcome the limitations placed on it by the displacement to another school site. Students and staff have shown great resilience in overcoming losses sustained in 2015 and there is a unity of purpose to school improvement. Staff have sought opportunities to develop their own understanding of the vocation of teaching in a Catholic school; this is impacting positively by enriching pupil experiences in the formal and informal acquisition of Faith.

Religious Education is placed at the heart of the curriculum. Curriculum time for RE is generously above the minimum requirement allocation required by the Bishop. The school represents a faithful witness in the way it answers the call to holiness. Students and staff are valued by the school and there is a regard for the importance of religious faith and practice in everyday life.

The school has started to face the challenges and demands placed upon it by reforms to both 'A' Level and GCSE over the few last years. Valuable lessons have been learned enabling the creation of a curriculum that is broad and balanced, places Christ at the centre and which facilitates good teaching.

Recent developments in leadership and quality assurance within the department have given a clear sense of direction; because of this, student outcomes are likely to improve from existing weaker points. Students and staff are developing their ability to articulate the distinctive nature of Catholic Life and this is being enhanced by the focus within the RE department on religious literacy and providing a curriculum that is responsive to the context of the school.

WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

To improve further the school needs to:

- Ensure that senior staff enhance their Catholic leadership by taking opportunities to deliver prayer and worship every time staff gather by:
 - using the opportunity of collective worship at staff briefings
 - further developing the model of INSET so that spirituality and Christian witness is understood by all

- Ensure that marking and feedback support and challenge all students to improve their work, regardless of their starting points, by:
 - evaluating whether the current policy is being followed
 - illustrating all ways that staff can remain effective teachers at the same time as reducing wasteful practices
 - use student voice to gather the opinions and so refine processes that support learning

- Reinforce the development of 'The Way' programme such that all staff and students are able to articulate the distinctive nature of this school and what it means to be a Catholic in today's society by:
 - maintaining the solid structure of delivery during form time
 - linking staff collective worship to the programme
 - using the excellent structure of registration time quizzes to informally assess students' understanding of the content

PART A: CATHOLIC LIFE

THE CATHOLIC LIFE OF THE SCHOOL

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- The extent to which students 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

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| 2 |

The Catholic Life of the school is good

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

The extent to which students contribute to and benefit from the Catholic Life of the school has improved and is now good. The structured programme, “The Way” provides comprehensive resources and its impact on the whole school community, enriches the spiritual life of the school. Teachers and students show confidence with the resources and their use is consistent across school so that liturgical themes are thoroughly followed. Students easily engage with the materials and there are positive signs that this is influencing their ability to think independently and express their faith in age appropriate ways.

Despite physical limitations presented by the temporary school site, students are provided with opportunities to deepen their involvement and understanding of Faith in different ways. The Life Group is open to students and seeks to develop themes already explored in form time. A weekly voluntary Mass is headed by form groups who take turns in leading preparations as well as delivering readings and prayers. Students showed great reverence during this Mass which, in this format, allows for an intimate glimpse into the heart of a Catholic school and allows them to reflect on their own faith in a safe and nurturing setting.

Students know the School Mission Statement and can articulate how it impacts on their lives in school. For example, one pupil described the kindness shown by teachers and the extent of the care shown in helping with a problem out of school. Links with Castlerigg continue to be fostered with all students benefitting from this at one time or other. Students are engaged in collaborative work with partner primary schools and other secondary schools. The Chaplaincy team seek opportunities for such shared interaction based around the liturgical calendar.

Inspired by the gospel message, there is a coordinated approach to works of charity and students show a keen awareness of the needs of others in local, national and international contexts. Students are encouraged to consider ways to be caring and active citizens organising summer food bank collections together with the long-standing commitment to Carlisle SVP. In each key stage, students are introduced to and become familiar with issues of social justice, and as well as promoting charitable actions, these experiences enable students to become rounded, caring and pro-active young people.

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

How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school is good. Following consultation with all stakeholders two years ago, the school mission statement was rewritten and states that *“Our mission is to educate our students in the wholeness of mind, body and spirit through the teachings of Jesus Christ as proclaimed by the Catholic Church by placing Him at the centre of students' lives”*. Governors and leaders offer a practical expression of this Mission Statement and have made great progress in seeking to embed Catholic Life in every aspect of the school. The opportunities to enhance the current provision by effective CPD and by modelling strong leadership in worship are recognised.

In a multitude of ways, the distinctively Catholic nature of the school is made clear: improvements to the school website, the prominence of Catholic Life in planning and evaluation exercises, accountability structures such as appraisal and reports to governors as well as the investment in ‘The Way’ and the Lay Chaplain all make a significant impact. Displacement to a temporary school site has incurred some limitations on the fullest expression of Catholic Life; nevertheless, within the constraints of this, the environment promotes Catholic values and leaders have shown conviction in upholding Newman as an authentic Catholic school.

The Lay Chaplain shows a good understanding of areas for development describing the unfolding nature of ‘The Way’. The school has established structures to ensure that delivery of the programme is organised and effective in its aims. Looking ahead, the Lay Chaplain aims to work more closely with parishes such that students' school experiences are translated into the reality of active parish work and regular worship.

The quality of provision for the Catholic Life of the school

The quality of provision for the Catholic Life of the school is good. Teachers feel supported by the resources available in ‘The Way’ programme. Several leaders have undertaken training in Catholic school leadership and some staff have completed the Catholic Certificate in Religious Studies, others are only starting the programme. These developments, as well as an annual INSET promoting the concept of what it means to be an educator in a Catholic school, are ways in which capacity has increased and will continue to shape further progress in ensuring Newman remains distinctive.

Opportunities to join in acts of worship occur daily and attendance at the weekly Friday Mass has increased. In different ways, Catholic and Christian teachers, as well as those with no faith heritage, are now better placed to deliver a programme of prayer and worship that has a strong theological base. In this way, God's Word can be proclaimed and students will experience formation which is secure and ordered.

Pastoral provision and support for vulnerable groups of students at Newman is caring and compassionate and of very high quality. The Christian virtues of faith, hope and love are promoted naturally by staff involved in this provision and strongly underpin the Mission Statement aim of educating students in “mind, body and spirit”.

PART B: RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

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- How well students 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

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| 3 |
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| 2 |
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How well students achieve and enjoy their learning in Religious Education

The extent to which students achieve and enjoy their learning in Religious Education requires improvement. Relationships between staff and students are very positive and the learning environments reflect the passion and drive to improve the curriculum experience for students. This has been aided and encouraged by a member of the senior leadership team assuming the prominent role within the department. Her work is having a positive impact and will influence improvement over time. Although now addressed, there has previously been a period of instability. A new course is now set in moving forward.

The department's drive to share teaching resources and good practice has provided opportunities for non-specialist teachers to build confidence when delivering lessons and has been instrumental in ensuring that the schemes of work now meet diocesan and national requirements.

Most students enjoy Religious Education and are keen to do well. Lesson observations show that the climate for learning is good. Disruption to learning is unusual. Students feel safe in lessons and commented that they are supported by their teachers. This is a strength of the department and was backed up by the small number of behavioural logs. Where teaching is strong, students demonstrate good progress in their learning. Where teaching is less strong, students have a limited appreciation of how well they have done and what they need to do to improve. Questioning is used well in some lessons, but in others it is lacking in planning and so interactions are haphazard and laboured.

Results in previous years have been in line with other core departments and generally in line with Diocesan averages. However, in 2018, progress and attainment were significantly below national and Diocesan averages.

The department has correctly prioritised the development of literacy to help students make the gains required to express the importance of religious faith. Whereas progress is being made in this area, the department needs to continue to work hard to ensure that this work comes to fruition.

Key Stage 5 students have developed the skills required to work and learn independently and speak confidently about their skills in a reflective purposeful way. This now needs to be extended to all key stages. The recent work developing the

Key Stage 4 schemes of work is to be celebrated. However, this now means that the Key Stage 3 schemes of work are ready for reform.

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

How well leaders and managers monitor and evaluate the provision for Religious Education is good. Recent unexpected changes in subject leadership have shown a clear commitment by governors and senior leaders in prioritising the department. These adjustments ensure that the subject is led effectively until a permanent leadership solution is found.

Governors analyse subject data and reports acting as a critical friend in driving up standards. They, and senior leaders, watchfully hold the department to account. They are well informed about strengths and areas for development ensuring Religious Education remains central to the life of the school. Governor involvement in school life is strong. They attend school events, masses, liturgies and celebrations; they are involved in learning walks, work scrutiny and regularly meet with students, parents and staff to ensure that improvements become embedded.

The Religious Education teaching team is dedicated and professional. Some of the team hold specific responsibilities for the subject as well as their wider duties across school. The commitment and focus of this team, supported by a realistic development plan, is likely to bring about an improvement in outcomes. The team needs to make more use of Diocesan and local quality assurance to make sure that judgements in assessment are externally verified. Broadly, the new leadership team is having a positive impact in raising attainment.

There is a strong team spirit among RE staff and they feel supported and adequately challenged. CPD is in place and is effective. Leaders have high expectations of the students and even though 2018 outcomes were not good, current progress suggests improvement will follow.

The quality of provision in Religious Education.

The quality of provision in Religious Education is good. Leadership of the department shows commitment to the subject's centrality within the school. This has not yet ensured prominence in students' minds or in their ability to voice reasoned opinions. Inspectors are confident that this aspect will improve and become secure with the addition of subject specialist staffing.

There is a recognition that the department is on an improvement journey and that changes made in staffing and curriculum now provide the foundation for more rapid progress. The subject leader and senior line manager have a clear vision for Religious Education to become a leading department at Newman and they have worked hard to put structures in place with quality assurance measures. Most teaching is good but a small amount lacks challenge and pace.

The subject team has developed schemes of work that are fully compliant with the rigours and demands of the Religious Education Curriculum Directory and the requirements for Human Relationships and Sex Education. Schemes of work provide good opportunities for moral and spiritual development and, in time, will be refined in the interests of improvement.

Links have been made with the wider community and students gain first-hand experience of the liturgical life of the Catholic Church and other communities of faith. Students have an increasing understanding of the importance of this.

SUMMARY OF INSPECTION JUDGEMENTS

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| Overall Effectiveness | 2 |
| Capacity for sustained improvement | 2 |
| Catholic Life | 2 |
| <ul style="list-style-type: none"> The extent to which students contribute to and benefit from the Catholic Life of the school. | 2 |
| <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. | 2 |
| <ul style="list-style-type: none"> The quality of provision for the Catholic Life of the school. | 2 |
| Religious Education | 2 |
| <ul style="list-style-type: none"> How well students achieve and enjoy their learning in Religious Education. | 3 |
| <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. | 2 |

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