Newman Catholic School

Silverdale Road (temporary address), Carlisle, Cumbria CA1 3RQ

Inspection dates	30–31 January 2019

Overall effectiveness	**Requires improvement**
Effectiveness of leadership and management	**Requires improvement**
Quality of teaching, learning and assessment	**Requires improvement**
Personal development, behaviour and welfare	**Good**
Outcomes for pupils	**Requires improvement**
16 to 19 study programmes	**Requires improvement**
Overall effectiveness at previous inspection	Inadequate

Summary of key findings for parents and pupils

This is a school that requires improvement

- Some pupils are unable to make good progress in mathematics. This is because of weaknesses in the quality of teaching in this subject.

- Some teachers do not demand the best of pupils. As a result, there are times when pupils, particularly boys, do not achieve the high standards of which they are capable.

- There are differences in how well senior leaders can hold middle leaders to account for the quality of teaching in their subject areas.

- Some teachers do not address pupils' misconceptions and errors effectively.

- Despite considerable improvements, the quality of teaching is not routinely good across the school.

- There are times when teachers do not plan learning that challenges pupils. As a result, some pupils cannot build on their prior knowledge.

- There is variation in the ability of middle leaders to secure and sustain improvements in the quality of teaching in their own subject areas.

- Students on academic courses in the sixth form do not make good progress in some subjects.

The school has the following strengths

- The leadership of the school has been strengthened at all levels. A journey of school improvement is under way.

- Governors ask challenging questions of leaders. They hold senior leaders to account for the progress that pupils make.

- Leaders use additional funding effectively to support the progress made by disadvantaged pupils.

- Leaders' actions to improve the quality of teaching have secured improvements in many subjects. Many pupils make good progress.

- Leaders have worked to overcome the challenges of the school's temporary accommodation. They ensure that pupils continue to access a broad curriculum.

- Pupils' rates of attendance are improving quickly. This is especially the case for pupils with special educational needs and/or disabilities (SEND).

- Pupils behave well and demonstrate positive attitudes to learning.

- Pupils benefit from highly effective pastoral support. Pupils, staff, parents and carers report that incidents of bullying are rare.

Full report

In accordance with section 13(4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

What does the school need to do to improve further?

- Improve further the quality of leadership and management by ensuring that:
  - there is greater consistency in how well senior leaders hold middle leaders to account
  - there is greater consistency in how effectively middle leaders can secure and sustain improvements in the quality of teaching.
- Improve further the quality of teaching, including in the sixth form, and especially in mathematics, so that pupils and students make good progress, by ensuring that:
  - teachers use information about what pupils know already to allow pupils to build on their prior learning
  - teachers address pupils' misconceptions and develop their understanding
  - teachers use their strong subject knowledge to ask challenging questions of pupils.
- Improve further the outcomes for pupils, particularly for boys, by ensuring that teachers expect the best of pupils.

Inspection judgements

Effectiveness of leadership and management	Requires improvement

- Since the previous inspection, leaders and governors have made changes to strengthen middle and senior leadership. These changes are having a positive effect on the quality of education that pupils receive. The headteacher has been supported well by senior leaders and governors to improve many aspects of the school. Staff and pupils are positive about the school's future.

- Senior and middle leaders' actions have secured improvements in outcomes for pupils since the previous inspection. Nonetheless, there are areas where some leaders have been less effective. Some improvements that they secured in outcomes for pupils in 2017 have not been sustained. For example, many boys who left the school in 2018 did not make sufficient gains in their learning.

- Leaders have an accurate understanding of what aspects of the school require further improvement. They have prioritised their actions effectively. Those areas most in need of development have been addressed. For example, leaders have secured improvements in rates of attendance for disadvantaged pupils and those pupils with SEND.

- Senior leaders' responsibilities are clearly defined. They hold middle leaders to account for the quality of teaching in their subjects. However, some senior leaders have not held middle leaders to account diligently enough. This has had a detrimental effect on outcomes for pupils in some subject areas.

- Some middle leaders have not been effective in securing improvements in the quality of teaching in their subject areas. Consequently, some of the improvements made in the quality of teaching since the previous inspection have not been sustained and built upon.

- Senior leaders have implemented effective systems to monitor teaching. These systems have been successful in identifying those teachers that require additional support. Teachers benefit from relevant training. They value the training that they receive and the opportunity to develop and refine their teaching. They especially appreciate the chance to work with teachers in their own subjects at other schools.

- Leaders at every level have been keen to benefit from external support and respond to advice. Following a review by the local authority, leaders are securing improvements in the quality of teaching in mathematics. Leaders and teachers work effectively with mathematics specialists in other schools. This is having a positive effect on the quality of teaching in mathematics and the progress that pupils make.

- Leaders and teachers have improved pupils' behaviour around the school and their attitudes to learning. There are clear systems in place to allow teachers to manage pupils' behaviour effectively. Leaders have taken effective steps to reduce the proportion of pupils who are excluded from school.

- Leaders have been successful in improving pupils' rates of attendance. Leaders have implemented several effective systems and strategies to raise the profile of attendance. Leaders' success in this area is reflected in the lower proportion of pupils who are regularly absent from school. This is particularly the case for those pupils with SEND.

The proportion of boys and disadvantaged pupils who are regularly absent from school has also reduced markedly since the previous inspection.

- Senior leaders have been effective in improving outcomes for disadvantaged pupils. Since the previous inspection, the leadership of this aspect of the school has been strengthened. Leaders use additional funding to support disadvantaged pupils effectively. Senior and middle leaders make sure that disadvantaged pupils benefit from appropriate help and support when they fall behind. For example, disadvantaged pupils receive extra help with their reading in key stage 3. Nonetheless, some disadvantaged pupils are unable to make good progress in some subjects. This is because of weaknesses in the quality of teaching.

- Leaders ensure that those pupils with SEND are identified quickly and receive appropriate support. Leaders ensure that teachers are aware of the needs of this group of pupils. Pupils with SEND make greater gains in their learning than at the time of the previous inspection. For instance, this group of pupils make good progress in art, science, child care and computer studies. However, weaknesses in the quality of teaching in some subjects mean that some pupils with SEND do not make sufficient gains in their learning.

- Leaders ensure that pupils can access a wide range of subjects through a broad curriculum. Senior leaders regularly review the curriculum to ensure that it continues to meet pupils' needs. Improvements in the quality of teaching are having a positive effect on pupils' curriculum choices. For example, following improvements in the quality of teaching in Spanish, the proportion of pupils who choose to study a language in key stage 4 is increasing. Nonetheless, there are some subjects where weaknesses in the quality of teaching place a limit on the progress that pupils can make.

- Leaders ensure that pupils can develop spiritually, morally, socially and culturally. Through leaders' work to maintain the school's strong Christian ethos, pupils learn about the importance of modelling values such as service and reconciliation. Pupils also benefit culturally through visits to musicals and theatrical performances. Through the 'youth votes' initiative, pupils decide for themselves about pressing issues they want to find out more about. For instance, pupils have recently researched and given a presentation to their peers about the negative effects of discrimination. They have also worked to raise awareness about the effects of homelessness.

- Pupils show respect and tolerance to those pupils whose social, cultural and religious background is different from their own. This is because they learn about the importance of mutual respect. For example, Year 7 pupils learn about different festivals in other cultures.

- Leaders use Year 7 catch-up funding well. Staff provide support for those pupils who struggle with their literacy and numeracy skills. The support for pupils who struggle with their reading skills has been particularly effective.

Governance of the school

- Since the previous inspection, the governing body has been strengthened and a new chair of governors has been appointed. The governing body are well informed about the school. They have a detailed knowledge about those aspects of the school that require further improvement. For instance, they understand that the progress made by

those pupils who left the school in 2018 in mathematics was not good enough.

■ Members of the governing body have increased the level of challenge they provide to senior leaders. Governors ensure that the information they receive from senior leaders is accurate. For instance, governors monitor the effect of leaders' actions to improve the quality of teaching in mathematics. To verify leaders' reports on improvements in this subject, they seek advice from mathematics specialists who are independent of the school.

Safeguarding

■ The arrangements for safeguarding are effective. Leaders have robust systems in place to check that adults in the school are suitable to work with pupils.

■ Staff receive regular safeguarding training. This ensures that their knowledge of safeguarding issues remains up to date. Staff are aware of the potential signs of radicalisation and the steps they should take if they have concerns about a pupil. Leaders have established highly effective links with families and other agencies. Through these links, staff ensure that vulnerable pupils access appropriate support.

■ Pupils learn how to keep themselves safe. Parents and staff are confident that pupils are safe in school. Pupils explained to inspectors how they felt safe in school.

■ Leaders have robust systems to check that those pupils who access alternative provision are safe. There are effective systems in place to check on the attendance of these pupils.

| Quality of teaching, learning and assessment | Requires improvement |

■ Since the previous inspection, leaders have been effective in improving the quality of teaching. Many teachers match work accurately to pupils' needs. This is because more teachers use information about what pupils know already. For example, teachers plan learning that builds effectively on pupils' prior knowledge in English, science and Spanish.

■ There are occasions when some teachers plan learning that lacks sufficient challenge. This is because their expectations of what pupils can achieve are too low and they do not use information about what pupils already know. On occasion, some teachers plan activities that pupils can do already. Consequently, pupils' time is not used well.

■ Most teachers have high expectations of pupils and they demand that pupils work with positive attitudes. As a result, many pupils rise to the challenge and focus well on their learning. However, there are times when some teachers do not expect the best of pupils. On occasion, teachers accept work from pupils, but particularly boys, that is incomplete or low in quality.

■ Many teachers have high expectations of pupils with SEND. Teachers plan learning that allows teaching assistants to support this group of pupils effectively. Teaching assistants know pupils well. Relationships between adults and pupils support pupils' learning.

■ Teachers foster supportive relationships with pupils. Pupils explained to inspectors how they appreciate the help they receive from teachers. Pupils are confident to ask their

teachers for help if they fall behind in their learning.

- Many teachers reshape their explanations and modify their questioning to develop pupils' understanding. This means that those pupils who fall behind with their learning can catch up with their peers.

- Many pupils have time to review their learning and learn from their mistakes. However, some teachers are less effective in addressing pupils' misconceptions. For example, in mathematics, there are times when pupils' errors are left unaddressed. This means that pupils are unable to learn from their mistakes.

- Most teachers apply the school's literacy policy consistently. As a result, there have been improvements in pupils' literacy skills.

- More pupils, but particularly disadvantaged pupils, are reading and using the library more often. This is because of effective initiatives to promote the benefits of reading.

Personal development, behaviour and welfare	Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Most pupils are confident learners who want to do well at school. They demonstrate positive attitudes to their learning and show respect for their teachers and their peers.

- Pupils are keen to rise to the challenge set by many of their teachers. Pupils arrive at their lessons on time and they are ready to learn.

- Pupils report that incidents of bullying are rare. They are confident that if they raise concerns about bullying, teachers deal with their concerns effectively. Pupils also learn about the negative effects of bullying, for example through assemblies. Pupils learn through the curriculum about how to keep themselves safe, including when online. Pupils have recently learned about the dangers of 'sexting'.

- Pupils and staff do not tolerate homophobic behaviour. Any rare incidents are reported by pupils and taken seriously by staff.

- Through the personal, social and health education curriculum, pupils learn how to look after their emotional and physical health. Pupils explained to inspectors how they can speak with their form tutor if they have any worries.

- Leaders actively promote pupils' understanding of British values. For instance, pupils learn about the negative effects of discrimination and hate crime. They learn about the value of democracy through the school council elections.

- Pupils benefit from a well-planned programme of independent careers education, advice and guidance. This is helping to raise pupils' aspirations. As a result, a higher proportion of pupils move on to further education, employment or training.

- Leaders ensure that there are effective arrangements in place to monitor the attendance and welfare of those pupils who attend alternative provision.

Behaviour

- The behaviour of pupils is good. There is a calm atmosphere around the school. Pupils

are friendly and courteous. They arrive at their lessons promptly. The overwhelming majority of pupils demonstrate respect for their teachers and each other.

- Pupils' rates of absence are decreasing quickly towards the national average. This is especially the case for pupils with SEND. Rates of absence have also reduced for disadvantaged pupils and boys.

- Teachers use the systems for managing pupils' behaviour effectively. Pupils have a good understanding of the behaviour system. Pupils and teachers report that low-level disruption during learning is rare.

- The proportion of pupils excluded for a fixed period is below the national average. Staff use a range of strategies to help pupils to manage their own behaviour. Links with other agencies mean that pupils benefit from appropriate and carefully considered support. This has been particularly effective in reducing the proportion of pupils who are excluded for a second time.

- The attendance of those pupils who attend alternative provision is improving.

Outcomes for pupils	Requires improvement

- Provisional information for 2018 shows that pupils at key stage 4 made progress that was in line with that of pupils nationally. However, pupils did not make good progress in some subjects, for example in mathematics. Leaders secured substantial improvements in mathematics in 2017. However, pupils who left the school in 2018 made considerably weaker progress in mathematics at key stage 4 than their peers nationally.

- Work in pupils' books and leaders' assessment information show that the progress made by current pupils in mathematics is improving. For instance, improvements in pupils' progress were clear in the books of Year 8 and 9 pupils. However, some pupils are unable to make good progress in mathematics because teaching over time is not routinely good. For example, there are times when teachers do not address pupils' misconceptions effectively.

- Current pupils make good progress in many subjects. Pupils make good progress in English, science and Spanish. Developments in the quality of teaching in Spanish have secured considerable improvements in the progress that current pupils make. This was especially evident in the books of Year 10 pupils.

- Despite significant improvements since the previous inspection in outcomes for pupils, the progress made by boys remains an area of concern in Year 11. For instance, leaders' assessment information shows that girls in Year 11 make greater gains in their learning than boys in geography. Differences in the progress made by boys and girls are diminishing in other year groups. For instance, boys in Year 10 make good progress in English, art and technology.

- The progress made by disadvantaged pupils has improved since the previous inspection. Provisional information shows that disadvantaged pupils who left the school in 2018 made better progress in English and mathematics than those pupils who left the school two years ago. Nonetheless, there are still differences in the progress made by disadvantaged pupils at the school and that of other pupils nationally.

- Work in pupils' books shows that disadvantaged pupils make good progress in some

subjects. For instance, in Year 11, disadvantaged pupils make good progress in English and business studies. In Year 10, they make good progress in art and computer studies. Leaders' increasingly effective use of additional funding is helping to fill the gaps that this group of pupils have in their knowledge and provide pupils with bespoke support.

- Provisional information for 2018 shows that outcomes for pupils with SEND have improved since the previous inspection. This is especially the case in English. The progress made by current pupils with SEND continues to improve. This is because more teachers have higher expectations of what this group of pupils can achieve.

- Leaders have acted to improve the quality of careers education for pupils. Pupils benefit from a multitude of impartial support and careers guidance from staff. This programme starts when pupils join the school in Year 7. In 2018, all pupils moved on to further education, employment or training. Nonetheless, in 2018, some pupils will not have continued on to the most appropriate course at the end of key stage 4. This is because they have underachieved in some subjects, for example in mathematics.

- Leaders have robust systems in place to monitor the quality of education for those pupils who attend alternative provision. Staff visit these pupils to check on the progress they are making.

16 to 19 study programmes	Requires improvement

- Leaders act to ensure that students' individual study programmes meet their needs. Students are on the most appropriate courses. As a result, the proportion of students who remain on their study programmes has increased.

- Leaders have effective systems in place to check on the quality of teaching in the sixth form. They ensure that teachers receive appropriate training and support to improve their teaching.

- Despite the improvements that leaders have secured in the quality of teaching, there are some academic courses where students do not make the progress of which they are capable. Those students who left the sixth form in 2018 made insufficient progress in the extended project qualification.

- Some students on academic courses in the sixth form make good progress. For example, students make good progress in English literature and business studies. This is because leaders have secured improvements in the quality of teaching in these subjects. Students on vocational courses make progress in line with other students nationally.

- Leaders' assessment information and students' work show that current students are making improved rates of progress in their academic qualifications. However, students do not make the progress of which they are capable in some subjects, for example in mathematics and history.

- Strong supportive relationships between teachers and students mean that students can benefit from teachers' support. Students appreciate the benefits offered by a small sixth form. They have highly positive attitudes to learning. This is reflected in their high rates of attendance.

- Leaders ensure that sixth-form students have several opportunities to develop their

leadership skills. For example, sixth-form students participate in the delivery of assemblies to younger pupils in the school. Students appreciate the opportunity to be involved in the wider aspects of school life. They are keen to act as ambassadors for the school at various events.

- There is an active sixth-form council. This group of sixth-form students are involved in a multitude of fundraising activities. This helps to raise their awareness of issues such as mental health. It also contributes well to their social and moral development.

- Leaders ensure that those students who do not achieve a standard pass in English or mathematics at key stage 4 receive appropriate help from their teachers. The proportion of students who achieve a standard pass in English and mathematics in the sixth form is in line with the national average.

- Leaders ensure that students in the sixth form benefit from relevant programmes to prepare students for the next stage in their education. For example, students are involved in several programmes to prepare them for university. An increasing proportion of students are choosing to study at university when they leave the sixth form.

- There have been considerable improvements in the quality of careers advice and guidance that students receive. In 2018, effective careers guidance and support ensured that all Year 13 students continued on to higher education, employment or training.

- Safeguarding in the sixth form is effective.

School details

Unique reference number	112399
Local authority	Cumbria
Inspection number	10057899

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

Type of school	Secondary comprehensive
School category	Voluntary aided
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	503
Of which, number on roll in 16 to 19 study programmes	29
Appropriate authority	The governing body
Chair	Mr Andrew Abernethy
Headteacher	Mr John McAuley
Telephone number	01228 404942
Website	http://newman.cumbria.sch.uk/
Email address	office@newman.cumbria.sch.uk
Date of previous inspection	18–19 January 2017

Information about this school

- Newman Catholic School is smaller than the average-sized secondary school.
- Most pupils who attend the school are of White British heritage.
- The proportion of disadvantaged pupils is slightly higher than the national average.
- The proportion of pupils with SEND is higher than the national average.
- The school remains in temporary accommodation on the former site of a primary school building where temporary classrooms have been added. This inspection took place at the temporary site: Silverdale Road, Carlisle CA1 3RQ.
- The school is a member of the Cumbria Alliance of System Leaders.

- The school receives support from the local authority, the diocese, a number of schools and Our Lady's Catholic High School, Preston.

- Since the previous inspection, a new chair of governors has been appointed and additional governors have joined the governing body. Two senior leaders have left the school and a new assistant headteacher has been appointed. Three new middle leaders have been appointed. Several new teachers have been appointed across different subject areas.

- Governors have secured a site for the school and plans for the new school building have been approved. The aim is for the new school building to be complete in 2020.

- The school uses one alternative provider, Progress Schools, for a small number of pupils.

Information about this inspection

■ Inspectors observed pupils' learning and scrutinised pupils' work across different year groups and subjects. Inspectors spoke with pupils during social times and between lessons. They also spoke formally with three groups of pupils.

■ Inspectors considered the 82 responses to Parent View, Ofsted's online questionnaire for parents. This included one written response from a parent to Ofsted's free-text facility. They also considered the 42 responses to Ofsted's staff questionnaire and the 58 responses to Ofsted's pupil questionnaire.

■ The inspection team considered a wide variety of documentation. This included leaders' self-evaluation, leaders' own information about the progress of current pupils, pupils' attendance information and documentation relating to pupils' behaviour. The inspection team also considered external reviews of the mathematics department and documentation relating to the governance of the school.

■ Inspectors met with the headteacher, senior leaders, a group of subject leaders, a group of pastoral leaders, and a group of teachers and teaching assistants. They also spoke with other members of the school staff. An inspector spoke on the telephone with a member of staff from the alternative provider used by the school.

■ The lead inspector met with a representative of the local authority and two members of the governing body, including the chair of governors. The lead inspector also spoke on the telephone with a representative of the Diocese of Lancaster.

Inspection team

Emma Gregory, lead inspector	Her Majesty's Inspector
Tanya Sheaff	Ofsted Inspector
Linda Griffiths	Ofsted Inspector

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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