

Inspection of a good school: Newman Catholic College

Harlesden Road, Brent, London NW10 3RN

Inspection dates:

4 and 5 May 2022

Outcome

Newman Catholic College continues to be a good school.

What is it like to attend this school?

Pupils enjoy being in the friendly college environment. All faiths and cultures are warmly welcomed. Pupils feel happy and safe. Teachers are always around at the beginning and end of the school day. They look out for pupils' well-being. Pupils enjoy the positive working relationships they have with staff, especially in the upper school. Staff have high expectations of pupils, including those with special educational needs and/or disabilities (SEND). Pupils stated that there is very little bullying. They can report rare incidents using the 'bullying box' or speak to a trusted member of staff. Pupils said that they know staff will resolve any bullying quickly.

Pupils behave well around the school. They are polite and respectful. Older pupils look out for younger ones. Many pupils participate well in the life of the school. They can take part in running the food bank or the school council. Sixth-form students work as mentors in local primary schools. They support younger pupils with their reading. The personal, social and health education (PSHE) curriculum helps to prepare pupils for life outside school.

What does the school do well and what does it need to do better?

Curriculum plans are in place in nearly all subjects that at least meet the breadth and ambition of the national curriculum. In mathematics and science, leaders work with local primary schools to ensure that the curriculum in Years 7 to 9 builds on Year 6 learning. In English, the curriculum is not as ambitious. Leaders' oversight of curricular thinking in English is not as strong as it should be. The sequencing of key knowledge that pupils learn in English is not clearly identified over time. Pupils read extracts from Shakespeare rather than whole texts in key stage 3. These help pupils to become familiar with some Shakespearean language. However, they do not help pupils to develop the reading stamina needed for the study of a whole play in the upper school.

The curriculum includes opportunities for pupils to make connections with prior learning. Subject leaders have worked together to develop cross-curricular links. For example, in

mathematics, science, geography and design technology, leaders have discussed the best way to teach topics such as scaling and proportional reasoning. This helps pupils to consolidate their learning.

Teachers check that pupils can remember what they have learned. In Year 11, teachers provide useful resources to help pupils to revise. In the sixth form, teachers help students to use personalised revision techniques. Teachers assess pupils regularly during the year which helps them to address gaps in pupils' knowledge and understanding.

Leaders understand the needs of pupils with SEND well. They work closely with external agencies to provide specialist support when required. Recently, leaders provided training for staff on how better to meet pupils' specific needs. They have introduced 'passports' for pupils with education, health and care plans. These are yet to be fully embedded. This results in a variable experience of the curriculum for some pupils with SEND.

Leaders continue to work on developing a culture of reading in the school. Since the COVID-19 pandemic, more pupils have lower reading attainment. Leaders use assessment information to plan extra help with reading when pupils join the school. This includes guided reading groups and online programmes. Leaders are introducing phonics provision for pupils with the lowest reading attainment.

The school provides well for pupils' wider development. The PSHE curriculum teaches pupils how to be healthy and how to stay safe online. Drop-down days and assemblies support this important learning. Pupils learn about careers from Year 7. Pupils develop leadership skills. They can support the food bank or join the school council. Enrichment opportunities are available to pupils before and after school. Sixth-form students have enrichment time each week. They choose from fitness, gardening and primary school mentoring to name but a few. Leaders provide for pupils' cultural development. Pupils participate in trips to the theatre and museums in London.

Staff enjoy working at the school. Leaders are mindful of their workload. Governors know the school. They recognise that there is work to do on improving the delivery of the curriculum in some subjects.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have a sound understanding of the issues that affect pupils' safety outside school. These include drugs, grooming and online risks. The school teaches pupils about these through the PSHE curriculum, drop-down days and assemblies. Staff know how to identify and report safeguarding concerns. They receive regular safeguarding updates. Their most recent training was on peer-on-peer abuse and harassment. Leaders work well with external agencies to help pupils and families. These include social services, the police and the youth offending team. Leaders carry out the appropriate checks on staff to ensure that they are suitable to work with children.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Work has been done to review and revise the curriculum. As a result, most subjects are planned well. However, in English, subject plans are not carefully sequenced to identify the knowledge that pupils need to learn. In key stage 3, pupils do not have enough opportunities to read entire plays to prepare them better for the next stages of their education. Leaders must ensure that English planning is more ambitious so that pupils have opportunities to build on their learning effectively.
- Leaders have provided recent training to help teachers support pupils with specific SEND needs. However, these plans are not fully embedded. As a result, some teachers do not use the strategies that are most effective to support these pupils' access to the curriculum. Leaders must ensure that support plans are embedded effectively so that all pupils with SEND make the progress they are capable of.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour, or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in May 2006.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	101564
Local authority	Brent
Inspection number	10204468
Type of school	Secondary Comprehensive
School category	Maintained
Age range of pupils	11 to 19
Gender of pupils	Boys
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	752
Of which, number on roll in the sixth form	165
Appropriate authority	The governing body
Chair of governing body	Paul O'Shea
Headteacher	Danny Coyle
Website	www.ncc.brent.sch.uk
Date of previous inspection	15 November 2016

Information about this school

- The school is smaller than the average-sized secondary school.
- The school runs its own on-site respite provision. This supports pupils from other schools to improve their behaviour.
- The school makes use of two registered alternative providers.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors met with the headteacher, deputy headteacher, the special educational needs coordinator and other members of the senior team. Inspectors also had a conversation with members of the governing body.
- Inspectors carried out deep dives in English, geography and science. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors spoke to the leaders of art, design technology and mathematics. They looked at additional curriculum plans in computer science, food technology and music.
- Inspectors carried out further lesson visits on day two of the inspection. They visited art, mathematics, religious education, music and science lessons.
- Inspectors spoke to staff about reading.
- Inspectors observed behaviour during lessons, breaktimes and throughout the school day. Inspectors spoke to a range of staff about their views on pupils' behaviour, their workload and well-being.
- Through conversations with leaders, pupils and staff, inspectors examined the effectiveness of safeguarding. Inspectors looked at records relating to safeguarding, including pre-employment checks and records of work with external agencies.
- Inspectors considered the views of parents, carers, staff and pupils through Ofsted's online surveys.

Inspection team

Lisa Strong, lead inspector

Her Majesty's Inspector

Nigel Clemens

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates:
<http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022