

# Inspection of Cardinal Newman Catholic School

The Upper Drive, Hove, East Sussex BN3 6ND

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Inspection dates:	8 and 9 October 2024
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Sixth-form provision	<b>Outstanding</b>
Previous inspection grade	Good

## **What is it like to attend this school?**

Pupils are immensely proud to attend this school and feel a strong sense of belonging. They extoll the ethos and values of the school, as captured in the declaration 'I am valued, I am valuable, and I value others'. Pupils speak joyously about their school, appreciating the many wide and varied opportunities made available to them.

Pupils, including those with special educational needs and/or disabilities (SEND), are strongly motivated to learn and hold very positive attitudes towards their learning. The school has very high expectations of pupils' academic achievements. Pupils achieve extremely well because they benefit from highly skilled and expert teaching. They develop wide-ranging knowledge and deep understanding of the subjects they learn.

The school ensures that everyone is well prepared for life in modern Britain. Pupils say they are encouraged to respect and celebrate difference of all types, and they do. Pupils enjoy an impressive array of extra-curricular activities. Very strong pastoral care provides exceptional support for pupils' well-being. Pupils know that they have adults who will help them if they are struggling. They are hugely respectful of one another. Parents and carers hold highly positive views about the school.

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

The school's curriculum is highly ambitious. It is underpinned by the aim that all pupils will develop the knowledge and critical thinking skills they need to be successful during their time in school and beyond. The school has adopted a consistent approach to the elements that should be included in each lesson. This means pupils know what to expect in every classroom. Pupils' understanding is enriched when different subjects work together across the curriculum. For example, the same text 'Black and British' is taught in both English and history. This allows pupils to deepen their understanding of important information in different ways.

The sixth-form curriculum is equally ambitious and builds on what pupils have studied in key stages 3 and 4. Students in the sixth form are challenged to achieve their best. Work produced by these students is of a high quality. This reflects how their knowledge and skills have built up over time. Students are well supported with their studies. They appreciate the care that they receive. They receive comprehensive careers advice and guidance. They are confident about their next steps in education, employment or training.

Pupils settle quickly into their learning. Behaviour in lessons is exemplary. Pupils work with great effort, motivated by teachers who are experts in their subject. Pupils are curious and happily ask questions. In each subject, teachers carefully check pupils' grasp of what they have learned. As a result, pupils develop very secure knowledge of the subjects they study. They consistently achieve highly in public examinations.

Pupils with SEND achieve well. They successfully learn the curriculum alongside their peers. There are effective procedures to identify pupils' needs. Teachers adapt their teaching for pupils with SEND using the information in their 'pupil passports'. Reading is

prioritised. Many pupils say that they enjoy reading. There is a range of opportunities for pupils to engage with a wide range of high-quality books. Effective support is in place for those who are not yet fluent readers.

This school provides an extensive range of high-quality experiences for pupils' wider development. Pupils are passionate about the opportunities provided to them. For example, they have lobbied for better lighting in local community areas. They spoke with passion about making a difference to others and giving generously of their time to those in need. Pupils annually experience the 'Newman week' where they participate in activities to develop their talents and interests. Pupils have many opportunities to contribute to the life of the school. Many are proud to be academy leaders and represent the school at a sporting elite level.

This school ensures that pupils achieve all that they can academically. Beautifully balanced alongside this is an equal ambition that all pupils thrive in school and beyond. Staff are overwhelmingly positive and know that their workload is considered. Leadership at all levels and governance is uniformly strong. There is a tireless desire in this school to keep improving.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **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.

## **Further information**

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

In the report, 'disadvantaged pupils' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	114611
<b>Local authority</b>	Brighton and Hove
<b>Inspection number</b>	10321804
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	2,507
<b>Of which, number on roll in the sixth form</b>	678
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Geri Silverstone
<b>Principal</b>	Claire Jarman
<b>Website</b>	<a href="http://www.cncs.co.uk">www.cncs.co.uk</a>
<b>Dates of previous inspection</b>	16 and 17 May 2023, under section 8 of the Education Act 2005

## Information about this school

- Cardinal Newman Catholic School comprises a secondary school and sixth form. The sixth form is known as Newman College.
- The school is a voluntary-aided school maintained by the Brighton and Hove local authority. It is situated in the Roman Catholic Diocese of Arundel and Brighton. The last section 48 inspection, for schools of a religious character, took place in June 2024.
- The school makes use of seven registered alternative provisions for a small number of pupils on full- and part-time placements.
- 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

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth-form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors carried out deep dives in these subjects: English, mathematics, history, geography, business studies and design and technology. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors met with the headteacher. The inspectors also met with representatives of the board of governors, including the chair of governors, and representatives of the local authority and the Diocese of Arundel and Brighton.
- The inspectors met with some pupils and members of staff to discuss their views of the school. The inspectors also took their views into account through their responses to Ofsted's online staff and pupil surveys.
- The inspectors considered responses to Ofsted Parent View, including the free-text comments.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

## Inspection team

Ginny Rhodes, lead inspector	Ofsted Inspector
Eliot Hodges	Ofsted Inspector
Mike Boddington	Ofsted Inspector
Scott Norman	Ofsted Inspector
Harry Kutty	Ofsted Inspector

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