

Alexandra House
33 Kingsway
London
WC2B 6SE

T 08456 404040
F 020 7421 6855
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



23 February 2009

Mrs M Sanders
Headteacher
Cardinal Newman Catholic School
The Upper Drive
Hove
BN3 6ND

Dear Mrs Sanders

Ofsted subject survey: good practice in promoting equality

Thank you for your hospitality and co-operation, and that of your staff at Cardinal Newman Secondary School, during our visit on 11 February 2009 to look at work in promoting equality.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions, but individual institutions will not be identified in the main text without their consent.

The evidence used to inform the judgements made included meetings with:

- yourself and the senior leadership team
- multi-agency partners
- staff supporting vulnerable pupils including those with EAL and SEN
- external consultants
- students
- parents.

In addition, brief observations were made of the break-time club for vulnerable students, an EMAS lesson and a Building Positive Relationships group.

A short review of school documentation was also carried out.

The quality of provision to promote equalities is outstanding.

Features of good practice observed

- The school's mission statement of 'Caritas' and caring for each other is clearly evident in the visual displays and mottos around the school and is modelled by staff in their work with students. Respect for the unique qualities of each person is evident in the procedures and practices of the school and this is recognised by pupils and parents.

- The systems and procedures underpinning the area of equalities and the support of vulnerable pupils are exemplary. Early identification from close work carried out with feeder primary schools in Year 6 instigates the process. Procedures and practices within Cardinal Newman are clearly and succinctly documented and are well known and understood by staff.
- Data is very effectively analysed and used to inform and evaluate the impact and efficacy of support and intervention programmes, for example those for reading, and those for building self-esteem and confidence. Pupil contracts and evaluations are central to these analyses.
- Early identification of needs, close liaison with the EMAS service and use of multi-lingual teaching staff leads to speedy development of English language skills for students with EAL which facilitates access to the broader curriculum. This, together with the 'Buddy system', quickly builds their confidence and enables them to fully participate in the work of the school.
- The range of group pastoral programmes is excellent. In their different ways they motivate pupils and re-engage them in learning and developing their social and emotional skills. For example the 'Switch on – Move Forward' programme for boys has resulted in increased attendance and success in sports while the 'Building Relationships' programme for girls has improved their sense of self esteem and their attendance at school.
- The school works very appropriately with external agencies to meet the needs of the most severely vulnerable pupils, for example those with fragile family structures, mental health needs and attendance issues. External agencies consider that their work is effectively integrated with school support and that communication with their services and within the school system is excellent, which maximises the efficacy of their work.

Areas for development

- Continue to develop attendance and work with vulnerable pupils as identified in the School Improvement Plan.

We hope these observations are useful as you continue to develop the promotion of equalities in Cardinal Newman Secondary School.

As explained previously, a copy of this letter will be sent to your local authority and will be published on Ofsted's website. It will also be available to the team for your next institutional inspection.

Ofsted gathers information on the immediate and longer-term impact of survey inspections, both on the institutions themselves, and with a view to improving its own processes. To this end, we should be grateful if you would complete the attached questionnaire and return it within the next ten days. We have also just sent a copy of the questionnaire by email. Please return your completed questionnaire to either the email or postal address on the form, not to us. We may also contact some schools by telephone after several months in order for us to gain a picture of longer-term impact. Thank you in advance for your assistance.

Yours sincerely

Morag Bowden
Anne Newall
Her Majesty's Inspectors