

Cardinal Newman Catholic Primary School

Inspection report

Unique Reference Number	125237
Local Authority	Surrey
Inspection number	340743
Inspection dates	14–15 July 2010
Reporting inspector	Eileen Chadwick

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	412
Appropriate authority	The governing body
Chair	Julian McCormick
Headteacher	Gillian Keany
Date of previous school inspection	25 June 2007
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 23 lessons, and 15 teachers were observed. Inspectors also held meetings with pupils, staff with key responsibilities and representatives of the governing body. In addition to observing the school's work and evaluating documentation such as policies, the school improvement plan, pupils' work and records of their learning and progress, inspectors examined 196 completed questionnaires from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how consistently well pupils develop their key skills from the Early Years Foundation Stage through to Year 6
- what the school is doing to tackle differences in girls' and boys' progress in mathematics in Key Stage 2
- how effectively teaching meets the needs of different groups, such as more able pupils and those with special educational needs and/or disabilities
- the impact of leadership and management at all levels in raising attainment and driving school improvement.

Information about the school

Cardinal Newman is a large school. It serves a wide area that includes two of the main Catholic parishes within Walton-on-Thames and the surrounding areas. The majority of pupils are from Catholic families. Most children are White British, although the proportion of pupils from minority ethnic backgrounds is above average. Few of these pupils are at early stages of learning English as an additional language. A below-average proportion of pupils are known to be eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities is below average, although the proportion with a statement of educational needs is above average. Their range of difficulties includes autism and speech, language, literacy, numeracy, behavioural and emotional problems. Clubs for before and after school share the school site, but these are privately run and were inspected separately.

The school has gained a number of national awards, including Active Mark and Eco School, and has Healthy School status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

The school provides a satisfactory quality of education. Pupils' achievement is satisfactory, but there are a number of good elements. Attendance is high, reflecting that pupils enjoy school. They have a good understanding of healthy lifestyles and contribute well to their own and the wider community. Pupils learn in an attractive and well-organised environment where they are well cared for and feel exceptionally safe. These strengths, together with a strong ethos and an interesting curriculum, lead to pupils' good spiritual, moral, social and cultural development.

Within an overall picture of satisfactory achievement, there are variations between key stages and subjects. Pupils' starting points are above those expected for their age, and good progress in Key Stage 1 and Year 6 helps to ensure that overall attainment is above average by the time they leave the school. Attainment is high in English and they make good progress in English and in information and communication technology (ICT) in all year groups. However, not enough pupils, especially boys, reach the average and higher levels of attainment in mathematics. In science, pupils develop their investigative skills well but the knowledge aspects do not always challenge more capable pupils. Those with special educational needs and/or disabilities and pupils from different minority ethnic groups make progress in line with their peers.

Variation in pupils' progress is directly linked to the quality of teaching. Actions taken to improve the curriculum have enlivened pupils' learning and there is much good teaching in Key Stage 1 and in Year 6. However, the quality of teaching is not consistently good enough, especially in Key Stage 2, to ensure good learning for all groups. On occasions, work is insufficiently challenging for the most capable pupils as well as being too hard for the least able, who do not always benefit from effective support to help them do well. Although the great majority of pupils are very keen and behave well, a very small minority of older boys occasionally misbehave and interrupt the learning of others. The outdoor play areas in Reception are small, and neither outdoor nor indoor independent activities are always sufficiently stimulating.

The headteacher and other senior leaders work together to ensure the school runs smoothly. The school-wide assessment systems for checking pupils' progress have been strengthened since the previous inspection and there is an established cycle of self-evaluation. However, in Key Stage 2, pupils' attainment targets in mathematics are too modest for some more capable and some average-attaining pupils. Self-evaluation identifies most strengths and weaknesses but is overgenerous in its grading. The school acknowledges that middle managers are not sufficiently involved in observing lessons and evaluating pupils' assessments across the school. There have been significant changes to the governing body, which is well organised and acknowledges that its

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members have not had enough training in matters of attainment. The school has a satisfactory capacity to improve.

What does the school need to do to improve further?

- Raise attainment in mathematics and science in Key Stage 2 by:
 - rigorously monitoring pupils' progress, especially that of boys, to rapidly identify and resolve any potential underachievement
 - setting demanding attainment targets for mathematics which are more securely based on pupils' Year 2 attainment levels
 - ensuring that knowledge-based learning activities in science reflect a consistently high level of challenge.
- Improve provision and children's progress in Reception by enlarging the outdoor learning areas and enhancing indoor and outdoor learning opportunities.
- Increase the proportion of good and better teaching by:
 - making better use of assessment to ensure work is matched to pupils' differing capabilities so they all make consistently good progress
 - ensuring that pupils' behaviour is consistently well managed and all pupils, especially boys, fully engage in their learning
 - making better use of support assistants' time so they always guide pupils with special
- Ensure all those with leadership responsibilities, including governors, play a full part in actively monitoring and evaluating the quality of provision and use the outcomes to bring about improvement by:
 - including clear attainment targets in the school improvement plan
 - developing the role of middle managers so they play a fuller part in observing teaching and checking pupils' assessments and progress across the whole school
 - strengthening governors' ability to evaluate data so they can ask the right questions to provide greater levels of challenge.

Outcomes for individuals and groups of pupils

3

The differences in pupils' achievement between subjects are demonstrated clearly in the current Year 6, where two thirds are achieving above the level for their age in English but only four out of ten in mathematics. The lessons seen and pupils' books and tracking records show that they are making satisfactory progress overall. When work is well matched to their range of abilities and interests them, pupils sustain concentration very well and work very productively. This was seen in a good mathematics lesson for Year 5 pupils about learning to use protractors, where pupils learned well because of the successful build-up of skills in the lesson and over time. Practical work fully engaged all pupils, and the careful use of assessment to match activities to their differing abilities

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ensured their learning needs were met.

The learning requirements of pupils with special educational needs and/or disabilities are met appropriately. Pupils' individual education plans are well constructed and contain specific targets. In the more effective lessons, these are used to plan well-matched work. However, in a minority of lessons progress is slower because teaching programmes do not build well on pupils' previous skills.

The great majority of pupils are very polite and thoughtful, and behave well. Good relationships between adults and pupils aid this. Pupils say there is little bullying, and any that does occur is handled well. Pupils show respect for cultural differences and other people. They are inquisitive and keen to solve problems, as shown when pupils are engaged in designing and making activities. Pupils contribute much to the life of the school and the community through their school council, eco and charity work. Reflecting the school's national awards, they demonstrate that they know the importance of exercise and healthy eating. Given their high level of basic skills and many good aspects of personal development, pupils are well prepared for their future life and learning.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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How effective is the provision?

Teachers' enthusiasm and successful use of practical resources and whiteboard technology are common strengths. They ensure pupils understand what they are expected to learn. The broad curriculum focuses appropriately on the key skills of literacy, numeracy and ICT. It is enlivened by a rich array of cross-curricular creative and practical activities and extra-curricular clubs. In science, there is now a better balance between the coverage of investigative skills and scientific knowledge.

However, sometimes not enough is expected of the more capable pupils when developing their scientific knowledge. The most effective lessons are characterised by high expectations and challenging activities that move pupils' learning forward at a fast rate. Where teaching is satisfactory, it is generally because insufficient use is made of assessment information to ensure that work is properly matched to pupils' differing capabilities and, on a few occasions, the management of their behaviour is not fully effective. Support assistants provide satisfactory levels of support for pupils with special educational needs and/or disabilities but there are some instances when their time is not used to full advantage.

Pupils and their parents and carers agree that they are well cared for. Effective partnerships with other schools and with parents and carers enrich pupils' learning. The school works well with outside agencies to support pupils with special educational needs and/or disabilities. However, activities in everyday lessons do not always fully meet their needs.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher is dedicated and hardworking. Senior leaders, staff and governors work in close partnership and all are ambitious for the school. However, the deputy headteacher has had too little time to fulfil his management role and this has inhibited the development of management systems. Budget constraints have been overcome and, from this September, his management time will increase. The headteacher has established systems for monitoring teaching which involve senior leaders, but middle leaders are not yet involved enough in analysing performance data and monitoring lessons across the whole school. As a result, staff do not always get effective help for improving their practice. In Key Stage 2, attainment targets are only set at the

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beginning of Year 5, when tracking records show that there has been some slippage in mathematics attainment from Year 2. The school improvement plan identifies relevant priorities but has insufficient links to pupils' attainment targets. This prevents leaders, staff and governors from readily evaluating the impact of provision on pupils' attainment and overall achievement. Governors are well led by their new chair and they provide much support. They recognise the need to step up their analysis of data in order to provide more challenge.

Systems for safeguarding and risk assessment are good and receive the right priority. There is no evidence of discrimination, and the relative progress of different groups of pupils as they move up through the school means that equality of opportunity is satisfactory. The school makes a good impact on promoting community cohesion locally. Global links are well established but the school has rightly evaluated that it is not yet doing all it can to reach out to the wider British community.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children quickly settle into the Early Years Foundation Stage because of good induction processes. Parents really appreciate this. Children's attainment on entry varies but is generally above the levels expected nationally for their age. Children make satisfactory progress overall, but do particularly well in reading, writing and problem solving, reasoning and numeracy. Close partnerships with parents and the school's thorough systems for teaching reading ensure children's good progress in learning to read. Children are well cared for and kept safe.

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Relationships with adults are very good, and the children are happy and grow in confidence. There is an appropriate balance of adult-led and child-selected activities, and routines are well established. Children greatly enjoy themes from stories such as Grumbles, Growls and Roars and engaging in activities which develop their reading or practical skills. Teaching is satisfactory overall. It is often good when adults provide direct teaching to small groups. However, child-selected activities are not always sufficiently stimulating, whether indoors or outdoors. The outside areas are small, which restricts outdoor learning. There is insufficient planning to ensure outdoor activities cover the curriculum and adults do not interject or support enough to fully move children's learning forward during independent outdoor learning.

Leadership and management of the Early Years Foundation Stage are satisfactory. The teachers jointly plan and evaluate assessments. However, the Early Years leader has not yet been given opportunity to observe teaching across both classes. Although the quality of teaching has been monitored by senior leaders, there has been limited monitoring of indoor and outdoor play provision. The school has plans to extend the outdoor play area.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

A very large majority of the parents and carers who returned questionnaires are happy with their children's experiences of school. Inspectors agree with them that the school keeps their children safe and ensures they are helped to have a healthy lifestyle. A few parents are, however, concerned about the progress their children make in their learning, including those pupils with special educational needs and/or disabilities, and that behaviour is not well managed. Although progress is satisfactory overall, the inspection team judged that it varies too much across different subjects and age groups, including for those pupils with special educational needs and/or disabilities. Inspectors also judged that whilst behaviour is good overall, a very small minority of boys do not pay enough attention or behave as well as they should in class. They judged that information for parents has improved greatly since the introduction of the school website and is now good. The other individual concerns expressed were looked into, but followed no particular pattern.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Cardinal Newman Catholic Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 196 completed questionnaires by the end of the on-site inspection. In total, there are 412 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	123	63	67	34	3	2	1	1
The school keeps my child safe	134	68	61	31	1	1	0	0
The school informs me about my child's progress	81	41	101	52	14	7	0	0
My child is making enough progress at this school	88	45	94	48	13	7	0	0
The teaching is good at this school	106	54	85	43	3	2	0	0
The school helps me to support my child's learning	88	45	92	47	13	7	1	1
The school helps my child to have a healthy lifestyle	104	53	91	46	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	96	49	91	46	5	3	0	0
The school meets my child's particular needs	91	46	90	46	10	5	3	2
The school deals effectively with unacceptable behaviour	68	35	93	47	20	10	9	5
The school takes account of my suggestions and concerns	70	36	106	54	14	7	2	1
The school is led and managed effectively	107	55	74	38	11	5	3	2
Overall, I am happy with my child's experience at this school	124	63	65	33	7	4	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



16 July 2010

Dear Pupils

Inspection of Cardinal Newman Catholic Primary School, Walton-on Thames KT12 4QT

Thank you very much for welcoming us to your school. We enjoyed talking with you and your teachers. This letter is to tell you what we found out about your school.

The school provides you with a satisfactory education. Here are some of the things it does particularly well.

- You make good progress in English and your attainment is high in English by the time you leave.
- You enjoy school and help to make it a special place because the great majority of you behave well and are very helpful.
- You understand the importance of keeping fit and healthy and enjoy sport.
- You have good opportunities to use computers and to develop your skills in ICT.
- You have many interesting learning opportunities, including visits, visitors and clubs.
- Staff take really good care of you and keep you safe.

This is what we are asking your school to do to improve:

- Help you to reach the same high standards in mathematics and science as you do in English by Year 6.
- Give those of you in Reception better opportunities for learning outdoors and also indoors when you choose activities.
- Make all lessons as good as the best ones so that your work is just at the right level and never too easy or too hard.
- Ensure school leaders, teachers in charge of subjects and governors keep a closer check on how well you are doing.

We hope you will continue to enjoy school and continue to work hard in all you do. Well done for doing so much for the community. Please keep this up!

Yours sincerely

Eileen Chadwick

Lead inspector

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