



THE CATHOLIC DIOCESE OF  
**ARUNDEL & BRIGHTON**  
EDUCATION SERVICE

## **Denominational Catholic School Inspection Report**

Cardinal Newman Catholic Primary School

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School Unique Reference Number: 143364

<b>Headteacher:</b>	<b>Mrs Catherine Burnham</b>
<b>Chair of Governors:</b>	<b>Mrs Sarah Rice</b>
<b>Lead Inspector:</b>	<b>Mr Stephen Horsman</b>
<b>Associate Inspector:</b>	<b>Mr Stephen Beck</b>
<b>Inspection date:</b>	<b>28<sup>th</sup> September 2021</b>
<b>Overall Effectiveness</b>	<b>Previous Inspection: 2</b> <b>This Inspection: 1</b>
<b>Catholic Life:</b>	<b>1</b>
<b>Religious Education:</b>	<b>1</b>
<b>Collective Worship:</b>	<b>1</b>

## SUMMARY OF KEY FINDINGS FOR PARENTS/CARERS AND PUPILS/STUDENTS

Cardinal Newman is an Outstanding Catholic school because:

At Cardinal Newman, there is a clear lived out experience of the Church's mission for education, to place Christ and the teaching of the Church at the centre of people's lives. The school builds a foundation of spiritual development of learning and formation in Christ. Pupils have a real sense of 'belonging to this family,' as one pupil expressed it. The mission statement is central and permeates all aspects of school life.

The quality of religious education is outstanding. Evidence clearly shows exceptional pupil progress and depth of understanding. There is high quality planning and assessment and full cooperation with the Bishops' Conference directives.

The quality of collective worship and prayer life is outstanding. Acts of worship engage all pupils' interest and are central to the life of the school. There is a rhythm of prayer which permeates all activities. Leaders and governors have a thorough understanding of the needs of collective worship and prayer life. They are highly visible leaders, regularly seeking and engaging with views of all stakeholders.

# FULL REPORT

## INFORMATION ABOUT THE SCHOOL

Cardinal Newman is a two-form entry Catholic primary school serving the parishes of All Saints Hersham and St Erconwald's, Walton. Historically, the school is oversubscribed and currently, there are 398 pupils on roll. The catchment area includes families in a variety of diverse circumstances. 95% of pupils are Catholic, 4% are pupils of other Christian faiths and 1% of other faiths or none. 4 pupils have EHCPs, 47 are on the special educational needs and disabilities (SEND) register and 15 pupils receive pupil premium. 66% of teachers are Catholic, 7 teachers hold the CCRS and 3 have studied Theology to degree level.

The school community is an active member of the Weybridge Deanery Schools Group and collaborates effectively with deanery colleagues from both maintained and independent sectors. The Headteacher works closely with other deanery Headteachers and is a member of the Governing Body of St George's College, Weybridge.

Cardinal Newman Catholic Primary school is a founder member of the Xavier Catholic Education Trust and works closely with other Xavier schools throughout Surrey. The majority of pupils progress to Salesian School in Chertsey for their secondary education.

## WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

Further develop pupil leadership experiences in collective worship.  
Further develop pupil-led learning in religious education.

## CATHOLIC LIFE

### THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- The quality of provision of the Catholic Life of the school.
- How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school.

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### **The extent to which pupils contribute to and benefit from the Catholic Life of the school is Outstanding.**

Cardinal Newman is an authentic Catholic Christian community where everyone is immersed in its Catholic ethos. The mission statement, which grows from the life of St John Henry Newman, is central to the life of the school, permeating all that the school does. Pupils can articulate the school mission statement, as one pupil stated, 'everything is God-centred.' Pupils have a real sense of belonging to this school community, they feel safe and know who to talk to should they have any concerns. Almost all pupils show a deep respect for themselves and for others. Pupils described the school as a family where, as one pupil said, 'you can build on the love of religion which came from my parents.'

Pupil engagement in Catholic life is a strength. The Prayer Council and Well-Being Champions take a leading role in activities which promote the Catholic life, both in the school and in the wider community. For example, pupils told inspectors that they serve at Mass, and pupils will look out for each other especially at playtime if anyone seems unhappy, lonely, or sad. In addition, they monitor and evaluate the prayer areas in each classroom and the prayer garden created in memory of a former pupil. They can praise what is good and make suggestions as to what could be better. Year 6 pupils initiated a Friendly Club with the aim of supporting the play times of Key Stage 1 pupils.

Pupils value the input of the local clergy and take full advantage of opportunities for social, moral, cultural and spiritual development; joyfully giving gifts of service to others. Charity work is extensive; for example, fundraising ventures for CAFOD, such as a soup lunch to show solidarity with those around the world who are hungry, donating of books for charity and the annual Harvest Collection, contributing towards donations to the local foodbank. Pupils' behaviour and attitudes reflect the Catholic character of the school. Pupils treat each other with utmost respect.

Parent questionnaires show a very large majority of parents/carers feel the Catholic ethos of Cardinal Newman has had a positive influence on their children. Responses include for example, 'Cardinal Newman school instils strong positive values in the children who attend' and simply, 'the school has a great Catholic ethos.' One parent wrote, 'I have been impressed by the way religion is included in so many areas of the children's everyday schooling. My child

has learnt so much already about being Catholic'. Another parent commented on the pastoral care of the school stating, 'Cardinal Newman supported my daughter and me during a family bereavement and the attention and care provided made this difficult period one of learning and love.' The impact of the Catholic life of the school on the home is exemplified by a family who said that since being at Cardinal Newman, their child's behaviour improved dramatically, and he became very caring and prayerful. This eventually led to the family becoming Catholics.

### **The quality of provision of the Catholic Life of the school is Outstanding.**

The mission statement is central to the life of the school and informs all school policies and practice. It is based on the words of St John Henry Newman and is a clear expression of the educative mission of the Church. Prayer is central to the school community; indeed, it gives rhythm to each day. RHE/RSE is thoughtfully planned in line with the teaching of the Church and the requirements of the DfE. High standards of behaviour are modelled and the commitment to Catholic Social Teaching and care for our common home is tangible. The Headteacher's vision, 'that all children will have a relationship with the God they know themselves and can take that relationship into the future', influences all that happens at Cardinal Newman. Staff have attended a retreat day at Wintershall helping them to 'buy-in' to this vision and the expectations of the Catholic life of the school.

Local clergy are fully involved in the Catholic life of the school, they support class acts of worship and celebrate Mass both with year groups and class groups. A member of the clergy, who sits on the Governing Body of the school, cited an example of a reception-led act of worship that was well-prepared where pupils were able to answer questions, he put to them with ease.

Pastoral care is a significant strength. One parent stated that 'this school has gone beyond assistance with my family, with constant care and attention, my children have worked through a bad time and are now on track to becoming happy and loved young people.' The Headteacher has an open door and holds 'open coffee mornings' with parents/carers at which they are free to raise concerns or issues. Pupils told inspectors that 'pupils help each other' and they 'feel safe in school.' Pupils are very involved in the pastoral care of others as well-being champions. They were able to articulate the importance of both physical and mental health and had a clear understanding of how what they did, related to the Catholic nature of the school, modelling their lives on the life and teachings of Jesus. The Headteacher was involved in the Diocesan Steering Group relating to RHE/RSE from its inception and has brought that expertise to the school. The school uses material from the 'Journey in Love' and 'TenTen' programmes to support teaching. Parents/carers are fully consulted and kept informed in this regard. In addition, the chair of the Governing Body and the religious education link governor are involved in the continual review of RHE/RSE. During interview with inspectors, parents/carers were very complimentary of the teaching of RHE/RSE and the TenTen resources.

Cardinal Newman Catholic Primary School is a community where all involved model high behavioural expectations. Staff promote these high standards of behaviour among the pupils which contributes to a harmonious community of mutual respect and forgiveness.

The curriculum, both in its academic and wider sense, reflects the school mission to serve the common good and respect our common home. Catholic life permeates every aspect of the

curriculum. The dignity of each person is at the heart of everything the school does, providing extensive opportunities for the moral and spiritual development of all pupils and staff.

**How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school is Outstanding.**

Leaders and governors are fully committed to the Catholic life and character of the school. Interviews with members of the Governing Body illustrated that Governors challenge as well as support the Headteacher and SLT appropriately. Governors attend acts of worship and offer feedback to the Governing Body. Governors were closely involved in writing the School Evaluation Form for the Catholic School Inspection and they monitor progress on the School Development Plan.

Leaders in the school are deeply committed to the Church's mission for education and are a source of inspiration for the whole community. The Headteacher has built a collegiate team that works very well and this team models good practice of Catholic life, both within the school and in the wider community. The provision for Catholic life is reflected in the School Development Plan where there is evidence of rigorous monitoring, challenge, and evaluation. Strategies for engagement with parents/carers are highly successful. The Governing Body is highly ambitious for the Catholic life of the school and is actively involved in its evaluation, offering support and challenge as appropriate.

Leaders and governors help shape and support the vision and direction of the Catholic life of the school through strong links with the Parish, the Deanery, and the Diocese. They continuously monitor and evaluate the Catholic life of the school through, conversations with parents/carers and pupils, reviewing portfolios, and attendance at various events. Governors have said they have begun their in-school monitoring activities and state 'it was lovely to see the children back in school and feel the buzz and energy in the classrooms.'

# RELIGIOUS EDUCATION

## THE QUALITY OF RELIGIOUS EDUCATION

- How well pupils achieve and enjoy their learning in Religious Education.
- The quality of teaching and assessment in Religious Education.
- How well leaders and governors promote, monitor and evaluate the provision for Religious Education.

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### **How well pupils achieve and enjoy their learning in Religious Education is Outstanding.**

Almost all pupils make good progress from their starting point. Conversations with pupils show that they really enjoy their learning. One pupil told inspectors, 'In RE we come together, and do different things like art. The focus is on being calm, like one big family.' Another pupil told inspectors they found RE 'relaxing.'

Almost all pupils are religiously literate and committed to improving their knowledge and understanding. In reception, one pupil in response to the question; 'Why are we precious?' answered, 'God made us, and he loves us.' In a Year 4 lesson a pupil on the question of Herod's jealousy of Jesus, stated, 'Jesus was not king of gold and power, He was Son of God.' They approach their learning with great interest, passion, and enthusiasm and, despite the challenge of the pandemic, achieve very well. This was shown through the excellent quality of work provided, current and previous.

School data shows pupils with SEND make progress comparable with other groups. When asked about activities in RE, pupils told inspectors that not everyone does the same thing, 'it depends on your ability and whether you need support or not, to answer a question some may write, others may draw a picture.' The pupils articulated a full understanding of differentiation, they know their targets and know how to use the green pen marking policy. High standards of teaching in RE was exemplified by work scrutiny and pupils who said that in RE teachers 'push us to our potential.'

Progress and attainment at the end of Key Stage 1 and Key Stage 2 are in line with writing and are improving in greater depth. As a result of the variety of methods teachers use to capture pupils understanding in religious education, the opportunity to think more deeply has been embedded in lower years as has been demonstrated in lesson observations. Outcomes are on a par with mathematics and reading for age related expectations.

### **The quality of teaching and assessment in Religious Education is Outstanding.**

Lesson observations demonstrated high quality planning. Teachers know how individual pupils learn; therefore, lessons are structured to help all pupils to engage with the subject. Lessons observed during the inspection and lessons observed online, showed teaching was never less than good and some was outstanding. Teachers are confident in their practice and

have a good level of subject expertise. Pupils enjoy their religious education lessons, they 'make you think about your religion.'

Teachers have excellent subject knowledge due to the support given by the subject leader for religious education and the Headteacher. This is consolidated through attendance at diocesan training. In addition, 7 members of staff hold the Catholic Certificate in Religious Studies. Teachers and support staff work well together. In one observation the inspector observed a Teaching Assistant work with a pupil who needed support and then once settled to work, moved around the room giving others support. There was a variety of tasks observed which engaged all pupils and enabled extension and independent learning for the more able.

Parents/carers told inspectors they are kept fully informed about progress and content; 'RE is reported on termly and there is plenty of curriculum information on the website.' They were very enthusiastic in their support for religious education teaching telling inspectors, 'Pupils have a strong sense of right and wrong and are well prepared for secondary transfer and life in modern Britain'. Parent/Carer questionnaire responses included, 'I am very happy with their progress regarding religious education and beliefs,' and 'my youngest child talked about what he learnt about Jesus and the cross when he came home from school all of last year'.

Constant reflection and evaluation of achievement of pupils informs planning. Skilful questioning draws out some deep theological insights from the pupils. For example, one pupil, responding to the question of the qualities of Joseph, stated, 'He was brave because he went with what God said even though he wasn't sure.' Pupils told inspectors they know their targets and how to achieve them and they are recorded in their exercise books. Work scrutiny shows clear evidence of interactive marking and pupils' responses. Pupils fully understand the marking and assessment used.

### **How well leaders and governors promote, monitor and evaluate the provision for Religious Education is Outstanding.**

Leaders and governors ensure that the religious education curriculum meets the requirements of the Bishops' Conference in every respect and in each key stage. The required amount of 10% curriculum time is dedicated to religious education. The school follows the 'Come and See' programme in-line with the expectation of the diocese and new teachers have lessons modelled by the subject leader and attend training on 'Come and See' at the Diocese. Religious education has full parity with other core subjects.

Leaders and governors have a self-evaluation of religious education which is rigorous and searching. The subject leader for religious education is an inspirational leader with a clear vision of what Outstanding teaching and learning looks like. Governors stated that the Headteacher and subject leader had driven progress upwards. They were able to quote from data received and presentations given by the subject lead over the year. Governors are individually linked to subject leads and some governors who had not been able to visit the school in person by the time of this inspection stated, 'we can't wait to get back in to school, undertake learning walks and see books.'

The Headteacher and subject leader hold religious education as a high priority and monitor the provision continuously. Strengths and challenges are fed into the religious education action plan and the governor linked to religious education, regularly meets with the subject



leader to offer challenge and support in the school's development. Outcomes from these meetings are fed back to the full Governing Body.

The subject leader has worked hard to further develop assessment and in particular pupil self-assessment and peer assessment. Staff told inspectors that they felt marking and assessment in religious education was manageable. Staff are expected to monitor 3 pupils; but many voluntarily do more. An example of the impact of this is where a pupil with SEND who was weak in literacy, gained strong outcomes in religious education due to the close monitoring by the teacher.

## COLLECTIVE WORSHIP / PRAYER AND PRAYER LIFE

- How well pupils respond to and participate in the school's Collective Worship and Prayer Life.
- The quality of provision for Collective Worship and Prayer Life.
- How well leaders and governors promote, monitor and evaluate the provision for Collective Worship and Prayer Life.

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### **How well pupils respond to and participate in the school's Collective Worship and Prayer Life is Outstanding.**

Acts of worship fully reflect the Catholic character of the school and are inclusive of all. They engage all pupils' interest and inspire in them deep thoughts and heartfelt response. During an observation in the school hall, pupils demonstrated that they know various liturgical actions, for example, the signing for the Gospel. They all responded to an invitation to close their eyes for a time of silent reflection. The reverence and respect of pupils was evident in the way they left the hall. Each pupil left with their hands joined in an aspect of prayer, showing that their prayers continue into their daily life.

Music was effectively used to create a prayerful ambience in all acts of worship observed and this is the norm as evidenced by pupils' comments and video material from online sessions. When describing acts of worship, pupils told inspectors, 'You light a candle, join your hands and pray in your heart and soul.' The singing by pupils is inspiring and during an act of worship involving KS2, all the pupils signed along to the opening hymn, being led by pupils of Year 6. In addition, one pupil stated that he had played his ukulele at acts of worship.

Pupils take the lead in preparing and sharing liturgical experiences. Pupils told inspectors that they, 'lead and prepare collective worship and the teacher helps by setting things up, like the PowerPoint'. Pupils showed a clear knowledge and understanding of how to prepare a prayer time in their class, giving a detailed breakdown of what was needed. In addition, they spoke of attendance at Adoration and leading the Rosary. Parents/carers spoke highly of acts of worship and the impact on home life. One parent stated that her daughter, 'loves singing the religious songs, retelling Bible stories and praying at home.'

Leaders and governors have a clear understanding of liturgy and worship and its planning. They are actively supported by members of the clergy who offer guidance in this regard. They have a good depth of understanding of the Church's year and the symbols and rites of the Church. Liturgies are age appropriate, and retreats at Wintershall help in the spiritual development of the staff. Collective worship has a high priority in the school and is included in the School Development Plan. Governors monitor the provision for collective worship through reports from the Headteacher, attendance at acts of worship, and discussions with parents/carers and pupils.

## **The quality of provision for Collective Worship and Prayer Life is Outstanding.**

Collective worship is central to the life of the school and is at the heart of every school celebration. It has a high priority in terms of planning and resourcing. Praying together is part of the daily experience of all pupils and staff. Staff prayer is equally an integral part of all school activity. In addition, there are opportunities for voluntary experiences such as Adoration of the Blessed Sacrament in the school chapel, which is sited at the centre of the school, praying the Rosary, and celebrating the life of St John Henry Newman. In discussion with inspectors, pupils showed they are very knowledgeable about the relic of St John Henry Newman that is kept on display in the chapel. There are ten whole school Masses during the year and each year group leads one key aspect of the liturgical year. In addition, working with the local parish priest, the Headteacher has introduced a family Mass to involve the whole school community.

Individual acts of worship have a clear purpose, message and direction. They reflect a deep understanding of the liturgical year and include opportunities for formal and spontaneous prayer, and for sacramental celebrations. This was evidenced in minutes of meetings and through discussions with pupils, which showed consistency of pupil leadership over time. There were examples of preparation of prayers and an assembly prayer rota which followed the liturgical year. Pupils are proud of their prayer garden, which is used daily for private prayer, formal acts of worship and is a space for anyone who wishes to have time alone.

Opportunities are planned to attract all stakeholders and teachers are highly skilled in facilitating pupils' planning and delivering of collective worship. The Headteacher and subject leader for religious education have an excellent understanding of the Church's liturgical heritage, rites and seasons. In one class worship observed, pupils were very respectful of each other, and everyone joined in, including support staff; pupils with SEND were supported in joining in.

Parents/carers are very supportive of the collective worship of the school and commented upon the impact upon the children. One parent stated, 'my daughter has gained a wonderful sense of spirituality and faith since starting at Cardinal Newman.' Another parent stated, 'It is amazing for me as a mother to feel the spiritual growth of my daughter and how she feels blessed to be part of this faith.' In addition, the parish priest told inspectors that the spiritual and moral development of pupils is integrated. The school has a 'perceptible culture of a life of faith and the moral good that flows from that. There is a solidarity of depth of prayer tangible within the school.'

## **How well leaders and governors promote, monitor and evaluate the provision for Collective Worship and Prayer Life is Outstanding.**

Leaders and governors have expert knowledge of how to plan and deliver quality experiences of worship and prayer life throughout the school. They have a thorough understanding of the Church's year and prepare very relevant and age-appropriate experiences of collective worship. It is part of the rhythm of daily school life and, as one parent stated, 'is included in so many areas of the children's everyday schooling'.

Leaders are highly visible models of good practice and ensure a high priority is given to the development of quality experiences, regularly seeking the views of parents/carers, pupils, staff and others, to further improve the experiences of collective worship and prayer in the

school. Leaders and governors are effective in supporting the development of thought-provoking, age-appropriate, and accessible collective worship for all pupils, irrespective of ability, faith or culture and parents/carers are invited to attend. One parent wrote that it was 'lovely to be able to go back into the school hall to see the children's Harvest celebration.'

Collective worship and prayer life of Cardinal Newman is seen as a priority in the professional development of staff and is part of staff training. Leaders and governors are committed to further developing the leadership potential of all pupils to lead acts of worship for the whole community. One parent stated, 'My child has just started Cardinal Newman. She has been warmly welcomed and has already gained an insight into St John Henry Newman and the school family she has joined.' As leaders, they model outstanding practice for staff, pupils, and parents/carers.

# Summary of Inspection Judgements

**How effective the school is in providing Catholic Education.**

**1**

## **Catholic Life**

**1**

The extent to which pupils contribute to and benefit from the Catholic Life of the school.

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The quality of provision for the Catholic Life of the school.

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How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school.

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## **Religious Education**

**1**

How well pupils achieve and enjoy their learning in Religious Education.

1

The quality of teaching and assessment in Religious Education.

1

How well leaders and governors monitor and evaluate the provision for Religious Education.

1

## **Collective Worship and Prayer Life**

**1**

How well pupils respond to and participate in the school's Collective Worship and Prayer Life.

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The quality of provision for Collective Worship and Prayer Life.

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How well leaders and governors promote, monitor and evaluate the provision for Collective Worship and Prayer Life.

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