



Newman Catholic College

URN: 101564

Catholic Schools Inspectorate report on behalf of the Archbishop of Westminster

07–08 March 2024

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

1

Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission

1

Religious education (p.5)

The quality of curriculum religious education

1

Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school

1

The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference

Yes

The school is fully compliant with all requirements of the diocesan bishop

Yes

The school has responded to the areas for improvement from the last inspection

Fully

What the school does well

- Students have an outstanding experience of what it means to be part of a Catholic community.
- There is an exemplary commitment to educating students about Catholic social teaching and demonstrating how this can be put into practice.
- Given the context of the school in welcoming refugees and pupils with complex needs, the school provides outstanding pastoral care.
- Prayer and liturgy is outstanding, with the school getting the balance right by presenting students with the richness of the Catholic tradition whilst adopting an inclusive approach that respects the integrity of the individual.
- The head of religious education is an outstanding leader who is wholly committed to developing RE teachers to meet the needs of students.

What the school needs to improve

- Further enhance the quality of teaching and learning in RE lessons by developing more opportunities to stretch and challenge students.
- Further enhance RE lessons by facilitating more vocal engagement from all students.
- Continue to explore ways to enhance the physical buildings to match the aspirations and achievements of the pupils.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade

Pupil outcomes

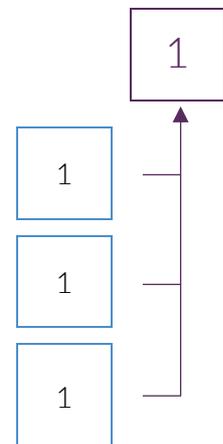
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

Provision

The quality of provision for the Catholic life and mission of the school

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school



The school's motto, 'Everyone counts; everyone contributes; everyone succeeds', is known and well understood by students. There is a strong sense of cohesion in the school; students feel appreciated and loved. The school's 'Newman values' underpin the high quality of relationships that exist between students, and between staff and students. There is a sense of deep respect for each other; this is particularly seen in the courtesy shown for those of differences of faiths. Students have a clear understanding of the Gospel values that the school is founded upon. The behaviour policy is grounded upon the principles of the rights of the child; students show respect and recognise individual dignity. Students highly value the retreat programme and opportunities for pilgrimage. The 'Fides Actio' student liturgy group take an active part in the chaplaincy provision.

This school is very welcoming; there is a generous spirit of hospitality especially to the most vulnerable. It clearly lives out its mission as a Catholic school serving the needs of all. This school not only effectively teaches about Catholic social teaching, but it also lives it, providing witness to Gospel values; other Catholic schools should consider visiting to see this in action. The community life of the school is rich and vibrant; the enrichment programme is successful in developing social and cultural capital amongst students. The comprehensive programme for charity work is outstanding and a beacon of best practice for other schools to emulate. The school's food bank is noteworthy in its scope and impact. Chaplaincy provision is central to the life of the school; the opportunities for spiritual and moral development are excellent. The pastoral care for all pupils is exemplary; for looked after children, the school goes the extra mile. The school is rightly proud of its status as a 'School of Sanctuary' awarded for the provision for students who have arrived as refugees, demonstrating the school's commitment to welcoming the stranger. The school buildings are not fit for purpose; there are clear examples of how the inadequate buildings have an impact on the educational experience of students. Given these issues, the school has worked well to create an environment that reflects the school's distinctive

Catholic identity. Students benefit from a very well-planned relationship and sex education programme that meets all the statutory and diocesan requirements in an exemplary way.

This school is very well led. The head teacher has a very clear vision for the school as part of the wider Church's educational mission. The leadership team and governors are energised in safeguarding and developing the Catholic mission of the school. The Church's call to preferential option for the poor is visible in many ways, such as the onsite provision for students at risk of exclusion, the Damascus Centre, which other schools also use. The recent review of the mission statement has led to a re-articulation of the Catholic purpose of the school. Leaders and governors have a very good relationships with the diocese and are responsive to the support offered. Governors are highly ambitious for the Catholic life and mission of the school and provide effective support to the leadership team. The leaders and chaplain have worked hard to develop and sustain effective partnerships with local parishes resulting in positive relationships with the local clergy. A positive partnership with parents results in high levels of parental support. A significant strength of the school is the cohesive profile of the staff; fifteen are former students and a significant number of staff have over 20 years' experience working in the school.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

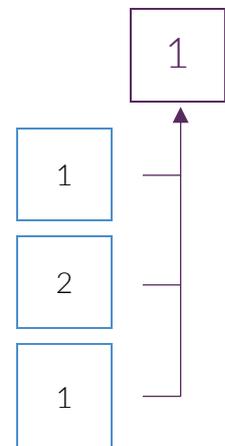
How well pupils achieve and enjoy their learning in religious education

Provision

The quality of teaching, learning, and assessment in religious education

Leadership

How well leaders and governors promote, monitor and evaluate the provision for religious education



Students make outstanding progress in RE at this school. They achieve above average attainment in GCSE when compared with other core curriculum subjects and this has been sustained for the last three years. Students are making consistently good progress by knowing and remembering more when measured against the planned curriculum for each year. This has been carefully mapped against the new *Religious Education Directory*. Students, including disadvantaged students and those with SEND, achieve the best possible outcomes especially at the end of Key Stage 4. The Philosophy Club that is open to all students enhances their ability to think ethically and theologically. Students demonstrate an awareness of the demands of religious commitments in everyday life, especially through their active involvement in the school's charitable programme. They can make specific links to Catholic social teaching by acknowledging the need to show 'love to thy neighbour' and treat everyone as an equal, living out the school motto. Students are fully engaged in lessons and are committed to improving their knowledge, understanding and use of religious language to further develop as competent learners. Students enjoy their RE lessons and value the support of their teachers resulting in outstanding behaviour.

Teachers demonstrate a deep commitment and most have high expectations for RE. In a very well-structured Year 12 core RE lesson on Catholic social teaching, the dignity of the worker, the teacher demonstrated a command of the subject material that accelerated student progress. Each RE lesson begins with a prayer that sets the tone and provides time for individual reflection. There is scope for teachers to enhance students' oracy, the ability to speak confidently about their thinking. RE lessons are characterised by pedagogy that encourages students to draw on their own personal experience of the world and make links with the RE curriculum. In a lesson on how scripture is used in Mass, the 'stuff or nonsense' technique was very helpful in developing high order thinking skills. There is scope for some teachers to develop strategies that stretch and challenge students. Regular assessment allows students to have a clear understanding of how well they are doing and what they need to do to improve. Good intervention strategies are in

place to enhance overall student progress. Teachers have a good understanding of the impact religious education has on the moral and spiritual development of students.

The subject leader for RE provides outstanding leadership for the department, providing a very inspiring vision of outstanding RE and high levels of enthusiasm and expertise to secure this vision. The head teacher and governors provide effective support that enables the flourishing of learning within the department. Leaders and governors ensure that RE is has at least full parity with other core subjects. The subject leader has a clear commitment to the professional development of RE teachers in the department. This is seen especially in the development of subject knowledge for teachers new to teaching RE. There are effective systems in place to monitor the experience of students; as a result, the subject leader is aware of the need for greater consistency across the department in terms of written feedback to students and has appropriate plans in place to address this. The curriculum is well constructed and ensures that subject content is systematically introduced to develop student understanding. There is an excellent range of extra-curricular visits that enrich student experience in RE, for example, the visits to places of worship.

Collective worship

The quality and range of liturgy and prayer provided by the school

Collective worship key judgement grade

Pupil outcomes

How well pupils participate in and respond to the school's collective worship

1

Provision

The quality of collective worship provided by the school

1

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

1

1

The experience of prayer and liturgy provided by the school leads students to full, active and conscious participation. Students demonstrate their engagement in terms of said responses and prayerful silence. They understand that prayer is part of the response to those in need, but that action is also necessary. This highly developed sensitivity to the active mission of the Church is fully integrated into the prayer life of the school and is a notable strength. The local clergy that support the school reported that students are very well behaved in Mass demonstrating their attentiveness to the liturgy. The school prayer book is an example of an excellent resource that is used well by students in leading prayer. There is some scope for students to take more responsibility for organising tutor time prayer. There are high levels of collaboration involving students in the preparation and planning of assemblies and Mass. Students are enthusiastic about supporting prayer and liturgy, especially those who are members of the 'Fides Actio' student liturgy group. Students are able to confidently reflect on their experiences of prayer and liturgy.

The provision in this Catholic school for prayer and liturgy is excellent. The celebration of Mass is regular and well established. On a weekly rotational basis, students in years 7 to 9 attend morning Mass in local parishes; this demonstrates the school's commitment to develop meaningful partnerships with parishes. The chaplain works very well with the 'Fides Actio' student liturgy group who together make a very positive contribution to the prayer life of the school. The range of prayer and liturgy offered is reflective of the breadth and richness of the Catholic tradition. Tutor time prayer is very well resourced; there is a creative balance between the use of traditional prayers and extempore prayers written by students. The effective use of scripture is at the heart of the pattern of prayer and liturgy in the school. In a well-planned Year 10 assembly, Bible passages were carefully chosen to engage pupils in reflecting on world communications day. Staff are comfortable and confident in leading prayer and as a result are inspiring role models to students. The chapel is at the heart of the school and is well used by students as a place for private and collective prayer. Each classroom has a clear prayer focus

demonstrating the commitment of the school to provide positive experiences of prayer. The school has a highly developed sensitivity to the fact that not all students are Catholic; as a result, students of other faiths and none are invited to participate in prayer and liturgy in a way that respects their beliefs. For example, some students join in parts of the school prayer but refrain from saying parts that do not align with their tradition.

Leaders and governors have given due priority to the development of prayer and liturgy in the school. Guidance to staff is thorough and as a result there are high levels of confidence from staff in facilitating opportunities for prayer and liturgy with students. Leaders have worked hard to ensure that the celebration of the Sacrament of Reconciliation is a key feature of Advent and Lent. There is a strong culture of monitoring and evaluating prayer and liturgy within the school which has led to clear improvements, especially in the regular Mass programme. Newman Catholic College is fully aware of its context, and as a result has carefully supported all students to engage appropriately in the prayer life of the school whilst respecting their individual religious identity. A parent commented, 'I value the school's ambition to support the growth of an interfaith community in accordance with the Catholic tradition'.

Information about the school

Full name of school	Newman Catholic College
School unique reference number (URN)	101564
School DfE Number (LAESTAB)	3045407
Full postal address of the school	Newman Catholic College, Harlesden Road, Brent, London, NW10 3RN
School phone number	07407730929
Headteacher	Andrew Dunne
Chair of Governors	Paul O'Shea
School Website	www.ncc.brent.sch.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Secondary
Type of school	Voluntary Aided School
Admissions policy	Non-selective
Age-range of pupils	11-19
Gender of pupils	Boys
Date of last denominational inspection	May 2017
Previous denominational inspection grade	Outstanding

The inspection team

Matthew Dell	Lead
Anne Moloney	Team
John Carrigy	Team

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement