

Secondary Inspection Data Summary Report

Cardinal Newman Catholic School	URN: 114611 Laestab: 8464605
Headteacher: Ms Claire Jarman	Type of education: Voluntary Aided School
Local authority: Brighton and Hove	Phase of education: Secondary
Pupils: 2378	Academy trust or sponsor:
Gender: Mixed	Date open/converted:
Admissions policy: Non-selective	Chair of governors/trustees: Gerard Silverstone
Ages: 11-18	School website: http://www.cncs.co.uk/
Denomination: Roman Catholic	Postcode: BN3 6ND

Report information [Guidance](#)

Release information: Revised 2019 KS4, KS5

Release date: 7 June 2021

The IDSR can contain sensitive information regarding schools and colleges. It is your responsibility to ensure that the IDSR is stored and shared appropriately. Please see our guidance (linked to above) for our IDSR conditions of use and storage statement.

Important message: Due to COVID-19, performance related data within the IDSR still relates to 2019. Contextual information has been updated to 2020 as it was collected prior to the COVID-19 outbreak.

Areas of interest [Guidance](#)

The following sections draw attention to only those areas which are meaningful or where statistical testing shows there is something significant to note (where they are not, text will be displayed in grey). For the criteria used to determine the sentences, see the guidance link alongside each section.

Subjects [Guidance](#)

- The average number of key stage 4 qualifications pupils were entered for in 2019 was 9. In 2018, the average was 9 and in 2017 it was 10.
- The school entered pupils into 14 of the 17 available key stage 4 subject clusters in 2019.
- For the following EBacc subject(s), the average point score was in the **highest** 20% of schools nationally and the proportion of entries was at or above the national average: geography (5.7), double science (4.6).
- The subjects of the EBacc form a strong academic foundation for the key stage 4 curriculum. The EBacc entry rate in this school in 2019 was 53%. The subject that appears to be the greatest barrier to more pupils studying the EBacc is languages (59%).
- There is nothing significant or exceptional to highlight for EBacc value added in 2019, therefore no conclusions can be drawn from this data.
- There is nothing significant or exceptional to highlight for the percentage achieving grade 4+ in science in 2019, therefore no conclusions can be drawn from this data.

- The percentage achieving grade 4+ in languages (91%) was in the **highest** 20% of all schools in 2019 as well as in 2018.

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- The percentage achieving grade 4+ in humanities (82%) was in the **highest** 20% of all schools in 2019 as well as in 2018 and 2017.
- For the following subject(s) outside of the EBacc, the average point score was in the **highest** 20% of schools nationally and the proportion of entries was at or above the national average: dance (6.2), physical education (6.0), statistics (7.1), design & technology (5.9), applied information technology (5.4).
- For the following subject(s) outside of the EBacc, the average point score was in the **lowest** 20% of schools nationally and the proportion of entries was at or above the national average: religious studies (4.0).

Progress 8 Guidance

- There is nothing significant or exceptional to highlight for overall Progress 8 in 2019, therefore no conclusions can be drawn from this data.
- Overall Progress 8 has **declined** between 2018 and 2019. EBacc Progress 8 has **declined** between 2018 and 2019. Open Progress 8 has **declined** between 2018 and 2019.

Attainment 8 Guidance

- There is nothing significant or exceptional to highlight for overall Attainment 8 in 2019, therefore no conclusions can be drawn from this data.

Pupil movement Guidance

- Between 2019 and 2020, 44 pupils left the school. Of these, 7 left between Years 10 and 11. This was not significantly above the number anticipated for this school this year.

Absence (whole school autumn 2020) Guidance

This data relates to absences during the coronavirus (COVID-19) pandemic and should not be compared directly to previous years. There were 16,626 sessions missed by pupils not attending in circumstances related to coronavirus (COVID-19) – these did not count as absence within the data.

- There is nothing significant or exceptional to highlight for overall absence in autumn 2020, therefore no conclusions can be drawn from this data.
- There is nothing significant or exceptional to highlight for persistent absence in autumn 2020, therefore no conclusions can be drawn from this data.
- There is nothing significant or exceptional to highlight for overall absence and persistent absence compared to schools with a similar level of deprivation in autumn 2020, therefore no conclusions can be drawn from this data.

Absence (whole school 2018/19 and earlier) Guidance

- There is nothing significant or exceptional to highlight for overall absence in 2019, therefore no conclusions can be drawn from this data.
- There is nothing significant or exceptional to highlight for persistent absence in 2019, therefore no conclusions

can be drawn from this data.

- There is nothing significant or exceptional to highlight for overall absence and persistent absence compared to schools with a similar level of deprivation in 2018/19, therefore no conclusions can be drawn from this data.

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Exclusions (whole school) Guidance

- There is nothing significant or exceptional to highlight for total fixed period exclusions in 2018/19, therefore no conclusions can be drawn from this data.
- There is nothing significant or exceptional to highlight for repeat fixed period exclusions in 2018/19, therefore no conclusions can be drawn from this data.
- There is nothing significant or exceptional to highlight for total fixed period exclusions compared to schools with a similar level of deprivation in 2018/19, therefore no conclusions can be drawn from this data.
- There is nothing significant or exceptional to highlight for repeat fixed period exclusions compared to schools with a similar level of deprivation in 2018/19, therefore no conclusions can be drawn from this data.
- Of the 96 pupils with at least one fixed period exclusion in 2018/19, 35% were excluded on more than one occasion and 1.0% received 10 or more fixed period exclusions during the year.
- Of the 181 fixed period exclusions in 2018/19, the following reasons each accounted for more than 10%: **persistent disruptive behaviour** (49), physical assault against a pupil (37), verbal abuse/threatening behaviour against an adult (35), unspecified reasons (20).
- There was 1 permanent exclusion in 2018/19. The national average for this year was 2. There were none in 2017/18 but there were 3 in 2016/17.
- The 1 permanent exclusion in 2018/19 was for **persistent disruptive behaviour**.

Destinations Guidance

Significantly above the national average
 Significantly below the national average
 x Small cohort

	Sustained education, employment or apprenticeship	Further education	School sixth form	Sixth form college	Other education	Sustained employment	Sustained apprenticeship
2017/18	95%	10%	55%	26%	x	2%	1%
2016/17	97%	15%	49%	31%	1%	1%	x
2015/16	98%	14%	60%	20%	1%	2%	1%

Pupil groups Guidance

Sentences related to the performance of pupil groups will only appear for the pupil groups disadvantaged and low/middle/high prior attainers. Absence sentences are generated for FSM, SEND and EAL. They will be displayed where the group differs to that of the whole school. Exclusions, phonics and EYFS pupil groups will not appear in this section.

- For low prior attainers, the EBacc element of Attainment 8 (7.7) was in the **highest** 20% of all schools in 2019 as well as in 2018 and 2017.

- For middle prior attainers, Languages value added (1.3) was significantly **above** the national average and in the **highest** 20% of all schools in 2019 as well as in 2018 and 2017. Humanities value added (0.7) was significantly **above** the national average and in the **highest** 20% of all schools in 2019 as well as in 2018 and 2017.
- For disadvantaged pupils, Languages value added (1.1) was significantly **above** the national average and in the **highest** 20% of all schools in 2019 as well as in 2018.

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- Overall absence for pupils in receipt of free school meals (10.9%) was in the **highest** 20% of all schools in 2018/19 as well as in 2017/18.
- Overall absence for pupils with special educational needs (10.7%) was in the **highest** 20% of all schools in 2018/19 as well as in 2017/18.

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[School workforce Guidance](#)

School and local context

[School level Guidance](#)



		2018	2019	2020	Low Quintile	High
					Q5 Q4 Q3 Q2 Q1	
Number on roll	Sch	2259	2302	2378	■	■
	Nat	961	978	1000	■	■
% FSM6 pupils	Sch	17	16	15	■	■
	Nat	28	28	27	■	■
% SEND support	Sch	10.2	10.3	10.2	■	■
	Nat	10.6	10.8	11.1	■	■
% SEND EHC plan	Sch	0.5	1.0	1.0	■	■
	Nat	1.6	1.7	1.8	■	■
% of EAL	Sch	19	20	20	■	■
	Nat	17	17	17	■	■
% Stability	Sch	94	94	94	■	■
	Nat	92	92	91	■	■

MAT/LA level information Guidance

As at December 2020:

- this school is maintained by Brighton and Hove local authority which maintains 50 primary schools, 7 secondary schools, 4 special schools, 1 pupil referral unit and 2 nursery schools.
- the latest overall effectiveness grade for this school is good. As at 1 Dec 2020, the LA grade profile was:
 - outstanding - 10
 - good - 47
 - requires improvement - 6
 - inadequate - 1

- not yet inspected - 0

According to the November 2019 school workforce census:

- in 2018/19, 66.9% of teachers had at least one period of sickness absence compared with a national average of 54%.
- in 2018/19, 4.5 days on average were lost to teacher sickness absence compared with a national average of 4.1.
- at the time of the census, there were no full-time vacant teacher posts in the school.

Ethnicity Guidance

- This school has 15 out of 17 possible ethnic groups. Those with 5% or more are:
 - 61%: White - British
 - 13%: White - any other White background

Local area Guidance

- The school location deprivation indicator was in quintile 1 (least deprived) of all schools.
- The pupil base is in quintile 3 (average deprivation) of all schools in terms of deprivation.

Finance Guidance

- In 2018/19, the school had a revenue reserve of £-990.
- In 2018/19, this school had a negative in-year balance (£-99,779), the second year in a row in which expenditure has exceeded income.
- In 2018/19, this school had a per pupil spend of £5,126, a decrease of £44 per pupil from the previous year.
- In 2018/19, this school received £11,004,904 in grant funding, £5,602,726 more than the national average.

Year group context 2019 (Secondary)

Characteristics Guidance

Year group markedly above average of others

Year group markedly below average of others

	Number on Roll	Low prior	Mid prior	High prior	% FSM	FSM Nat	% EAL	EAL Nat
Year 7	362	NA	NA	NA	17	29	20	16
Year 8	366	NA	NA	NA	19	29	26	16
Year 9	369	NA	NA	NA	15	28	17	17
Year 10	367	20	146	172	15	27	17	17
Year 11	356	12	130	192	15	25	14	17

Prior attainment Guidance

Well above national

Well below national

In line with national

Small cohort

	Year 7	Year 8	Year 9	Year 10	Year 11
Reading	-	-	-	-	-
Writing	-	-	-	-	-
Mathematics	-	-	-	-	-

SEND characteristics Guidance

Type of resourced provision:

Number of pupils with SEND who are also disadvantaged: 62

SEND primary need	SEND Support (185)					EHC Plan (22)				
	Y7	Y8	Y9	Y10	Y11	Y7	Y8	Y9	Y10	Y11
Specific Learning Difficulty	26	26	20	16	17	1	1	1	1	1
Moderate Learning Difficulty	0	0	0	0	0	1	0	0	0	0
Severe Learning Difficulty	0	0	0	0	0	0	0	0	0	0
Profound & Multiple Learning Difficulty	0	0	0	0	0	0	0	0	0	0
Social, Emotional & Mental Health	2	3	8	7	8	0	0	1	0	1
Speech, Language and Communication Needs	5	1	2	2	1	1	0	0	1	0
Hearing Impairment	0	1	0	1	0	0	0	0	0	0
Visual Impairment	0	0	0	0	0	0	0	0	0	0
Multi-Sensory Impairment	0	0	0	0	0	0	0	0	0	0
Physical Disability	5	3	2	4	4	1	0	0	3	1
Autistic Spectrum Disorder	7	2	4	5	3	2	2	0	2	1
School Support NSA	0	0	0	0	0	0	0	0	0	0
Other Difficulty/Disability	0	0	0	0	0	0	0	0	0	0
Year group totals	45	36	36	35	33	6	3	2	7	4

Year group context 2020 (Secondary)

Characteristics Guidance

Year group markedly above average of others 

Year group markedly below average of others 

	Number on Roll	Low prior	Mid prior	High prior	% FSM	FSM Nat	% EAL	EAL Nat
Year 7	358	NA	NA	NA	15	29	23	17
Year 8	366	NA	NA	NA	16	28	21	17
Year 9	358	NA	NA	NA	17	27	27	17
Year 10	366	NA	NA	NA	13	26	17	17
Year 11	364	20	144	170	16	25	16	17

Prior attainment Guidance

Well above national 

Well below national 

In line with national 

Small cohort 

	Year 7	Year 8	Year 9	Year 10	Year 11
Reading	-	-	-	-	-
Writing	-	-	-	-	-
Mathematics	-	-	-	-	-

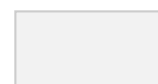
SEND characteristics Guidance

Type of resourced provision:

Number of pupils with SEND who are also disadvantaged: 67

SEND primary need	SEND Support (207)					EHC Plan (22)				
	Y7	Y8	Y9	Y10	Y11	Y7	Y8	Y9	Y10	Y11
Specific Learning Difficulty	22	25	26	17	19	0	2	1	1	1
Moderate Learning Difficulty	1	0	0	0	0	0	0	0	0	0
Severe Learning Difficulty	0	0	0	0	0	0	0	0	0	0
Profound & Multiple Learning Difficulty	0	0	0	0	0	0	0	0	0	0
Social, Emotional & Mental Health	5	2	3	10	14	0	0	0	1	1
Speech, Language and Communication Needs	1	4	1	2	2	1	1	0	0	1
Hearing Impairment	0	0	1	0	1	0	0	0	0	0
Visual Impairment	0	0	0	0	0	0	0	0	0	0
Multi-Sensory Impairment	0	0	0	0	0	0	0	0	0	0
Physical Disability	5	4	2	3	3	0	1	1	0	2
Autistic Spectrum Disorder	11	9	4	4	6	2	3	2	0	1
School Support NSA	0	0	0	0	0	0	0	0	0	0
Other Difficulty/Disability	0	0	0	0	0	0	0	0	0	0
Year group totals	45	44	37	36	45	3	7	4	2	6

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Progress and attainment trend

Progress 8 three-year trend [Guidance](#)



EBacc pillar VA three-year trend [Guidance](#)



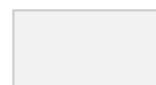
Attainment 8 three-year trend [Guidance](#)



EBacc pillar grade 4 three-year trend [Guidance](#)



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Report information [Guidance](#)

Release information: 2019 KS5

Release date: 22 January 2021

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Provider context for 16 to 19 study programmes

Coverage estimation [Guidance](#)

- We are not able to estimate what proportion of learners are included in this IDSR.

Funding allocation [Guidance](#)

- No funding allocation data available for 2018/19

Qualification type cohort [Guidance](#)



- Proportion studying DfE approved L3 vocational qualifications: Applied general **98%** and Tech level **0%**

Areas of interest

The following sections draw attention to only those areas that are meaningful or where statistical testing shows there is something significant to note (if there is no meaningful text, this will be displayed in grey). For the criteria used to determine the sentences, see the guidance link alongside each section.

Level 3 value added [Guidance](#)

- The value-added score for **A level** was significantly **above** the national average and in the **highest** 20% in both 2018 and 2019.

Level 3 value added by subject [Guidance](#)

- The value-added score for qualifications of A level size and above was significantly **above** the national average in both 2018 and 2019 for the following subjects: **Maths, History, Psychology**.

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Completion and attainment [Guidance](#)

- A sentence for this measure has not been triggered because either the number of learners or entries is fewer than 11 or the criteria have not been met.

English and mathematics progress [Guidance](#)

- The percentage of learners in maths who gained grade 4 and above is significantly **above** the national rate.

Attainment [Guidance](#)

- The average point score per entry in **A level** was in the **highest** 20% in both 2018 and 2019.

Retention [Guidance](#)

- A sentence for this measure has not been triggered because either the number of learners or entries is fewer than 11 or the criteria have not been met.

Destinations [Guidance](#)

- A sentence for this measure has not been triggered because either the number of learners or entries is fewer than 11 or the criteria have not been met.

Learner groups [Guidance](#)

- No sentences have been generated for learner groups.

Learner context

Learner characteristics (end of KS4) [Guidance](#)



Ethnicity [Guidance](#)

The largest ethnic groups with 5% or more were:

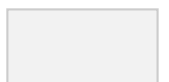
- **White British** - 58%
- **White any other white background** - 12%

There were learners from **10** of the 17 ethnic groups.

GCSE English/mathematics [Guidance](#)

Learners without grade 4 or above in GCSE English/mathematics at end of key stage 4:

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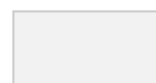
- **13** in English
- **28** in mathematics

▪ 6 in both English and mathematics

Prior attainment [Guidance](#)



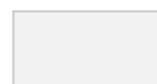
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Trends over time for study programmes [Guidance](#)



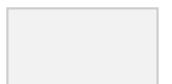
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English and mathematics progress table [Guidance](#)

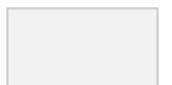


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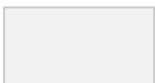
Attainment [Guidance](#)



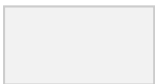
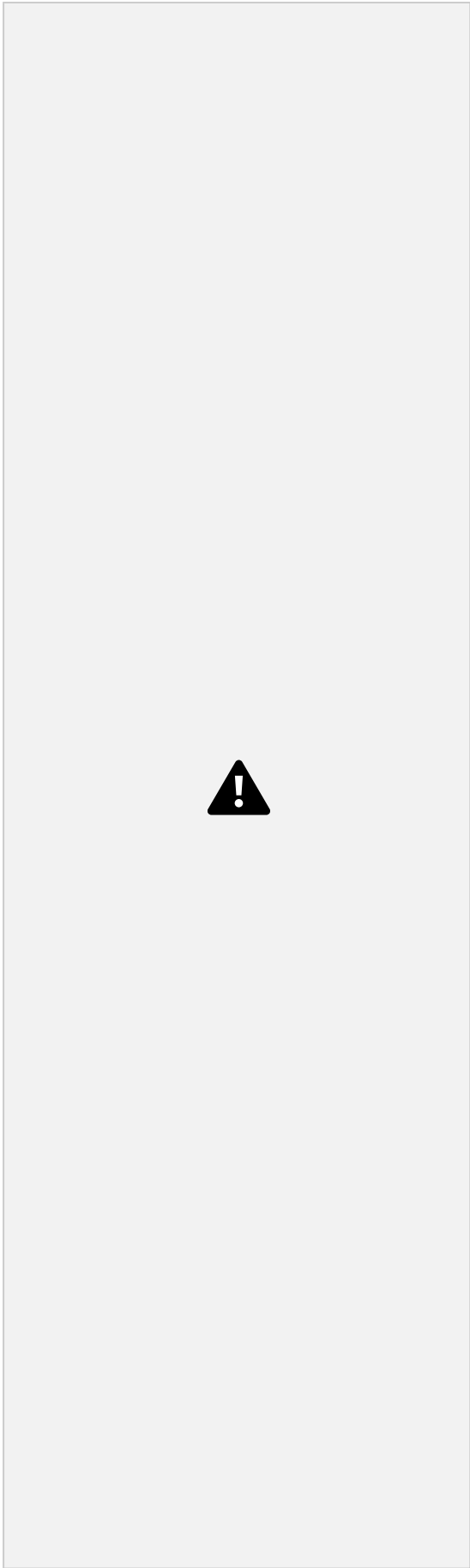
Destinations [Guidance](#)



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Level 3 VA by subject [Guidance](#)



Level 3 VA by subject

