



Cardinal Newman Catholic School

# Vision Statement



### Our School Prayer

Guide us this day, Lord our Father,  
in your love, for this day is yours.

May we share the love we have for  
you  
with others, for all mankind is  
yours.

Help us with our work this day,  
for our work is yours.

May we love and respect ourselves,  
for we are yours.

Amen.



# CARDINAL NEWMAN



## Introduction

### Cardinal Newman Catholic School Vision Statement

Our school will not change in ethos, purpose or identity. It will remain a confident Catholic school, sure in its position within both the landscape of the Church and the wider educational landscape of Luton. Importantly, echoing the words of Pope Francis, it will continue to focus on the education of the whole child: mind, body and spirit.

This vision document includes two sections:

1. **A statement of our aims for the future and our measures of success**
2. **Our strategy for change**

# One

## Our aims for the future

1. That all students leave our school knowing that God loves them and He wants them to 'do good' in His name
2. That all students find joy in their unique talents and that they recognise the presence of God in the celebration of their talents
3. That all students create memories of great happiness that will live with them into their adult life, inspired by experiences that are rich and varied
4. That students leave our school confident citizens knowing that their parents, carers and all those who love them are proud of the way they have chosen to live their life
5. That students are successful in their studies and can take pride in their achievements sure in the knowledge that "the glory of God is each person fully alive!" (St Irenaeus)

### Success criteria

The school will be successful in reaching our aims when all of the following are known to be true:

- Our most vulnerable students achieve outcomes in line with similar students in the highest performing schools;
- Students speak warmly of their school experience, their faith journey, their experience of liturgy;
- Students are Spiritually literate, successful in RE and confident in expressing their views on faith;

- Students speak warmly of the extent to which they feel valued, respected and are given opportunities to forge memories that will last a lifetime;
- Parents regard the school as a place of love, care and high standards;
- The community knows Cardinal Newman to be a place of social justice, inspired by Christ's teachings, 'doing good' in His name;
- The school is graded Outstanding by the Diocese of Northampton;
- The school is graded Outstanding by OFSTED.

The school will use a range of measures, student panels, focus groups and surveys to assess progress against these criteria. The school will also use national data sets for the very best schools to benchmark our achievements and our progress. We will routinely test ourselves against the best practice and strive to do the best that is possible.

Catholic schools are called to serve all, but particularly the poor, the vulnerable and those most in need. As a school we must challenge the norms to achieve more for each child who, through no fault of their own, finds him/herself at a point of disadvantage.

***“In truth I tell you, in so far as you did this to the least of these brothers of mine, you did it to me.”***

***(Matt 25:40)***

# Two

## Our strategy for change

For students to succeed they must be able to flourish in the right environment, following the right curriculum and within a framework for school leaders that offers appropriate levels of support and challenge. Our strategy for change is divided into four key areas:

- **Celebrating our faith through service**
- **Curriculum: Time for quality**
- **Expectations and standards**
- **Time to teach**

As we work towards improvement in each of these areas we will also strive to live out the words of the Prophet Micah as we seek to do what God wants: “Only this, to do what is right, to love loyalty and to walk humbly with your God” (Micah 6:8).

### **Celebrating our faith**

The school is a vital component in the body of the Church. We are a place where students are free to grow in faith and do so, sure in the knowledge that God loves them and sent His own Son to save them.

It is important that all members of our community know what our school is for and what we do in the name of God. Echoing the words of the hymn we will seek to live our lives in witness to our faith so that all will “know we are Christians by our love”. What we do will be celebrated and will be used as the very foundation of our mission. We will root our actions in the Word of God, relating every act to Scripture and the example Christ leaves us as Teacher and Lord.

In its simplest form this demands that the school is an agent for ‘doing good’. We must ‘do good’ in our local community, in our Parishes, in Luton and Dunstable and, through charitable partners, we must do good in the world. We must inspire children to be the future agents of change, carrying the light of Christ to show them a way that is both right and just.

Therefore over the next five years we will seek to increase our charitable works and our service within the local community. We will seek to invite different community groups in Luton to our school to break down any entrenched misunderstanding of what Catholic schools do and what they might be for. Reflecting the words of Cardinal Newman we will strive to be “a bond of connection between people”, connecting more deeply with our community, sharing our faith generously and without inhibition.

Within school we will continue to invite students and staff to a conversation with Our Lord through the celebration of His Word, through Liturgy, through Holy Mass and through a quality religious education that enables all students to be spiritually literate and in a position to make informed decisions about their faith journey.

## **Curriculum: Time for quality**

### **Key stage 5**

The school will follow a high quality key stage 5 curriculum with two key strands:

- A Level
- Vocational learning

Both will be pathways of excellence and will offer distinctive learning opportunities for students at Level 3. Both pathways will offer routes into future employment and University – no course will be offered that is not recognised or valued by University providers.

The school will not offer level 2 or level 1 courses. In a successful school such as ours, the numbers who can follow such pathways will be very small indeed and it would be wrong to attempt to build courses that are not sustainable in the long term.

The Vocational Learning strand should be appealing to a range of Level 3 students. The nature of the courses should inspire many who may not wish to follow A Levels and will offer a route for many to prepare for university whilst re-taking English and / or Maths – both are required at C grade by the time students reach 18.

## **Key stage 4**

The school will offer a high quality key stage 4 curriculum that favours quality of outcome over quantity of outcome. Options will be revised to ensure that students have enough time to follow each subject to a high standard with additional time for all subjects introduced at the expense of one of the students' options.

Students will follow a range of subjects with all but a very few studying Religious Education, English Language, English Literature, Maths and at least two Science subjects. They will have 3 further options following a range of subjects reflecting their unique talents.

The school is committed to ensuring that all students are challenged to do the best that is possible. For a very small number of students the curriculum described above will not allow them to make the most of their God-given talents and will be a barrier to their sense of success and joy. Where this is the case a bespoke curriculum will be created around the needs of the child.

## **Key stage 3**

All students need time to master the skills they require for their GCSEs. Improvement in DT in recent years has reflected the additional time students have had to master skills earlier at KS3. Students will be invited to opt for a wide range of subjects at the end of Y8. These will be subjects they enjoy, in which they have an interest and are likely to select at the end of year 9. In doing so we will offer all students the opportunity to master skills in Y7, 8 and 9 that are vital to success in Y10 & 11.

## **The school day**

The curriculum describes everything that happens in a school. In order to deliver increased efficiencies in our curriculum and the quality described in each key stage we will reorganise the school day with subtle changes that are easy to implement, but will have a significant impact:

- A change to 4 x 80 minute lessons that will allow us to deploy staffing more effectively and ensure all subjects have sufficient time to deliver their syllabus;
- A change to a split lunch / breaktime to ensure students have the space to play, rest and eat in comfort;
- Curriculum time maintained.

## **Expectations and standards**

The very best schools are well ordered, calm and tidy. Students in such schools are self-regulating, recognising the importance of their role in maintaining and promoting good order, and have confidence in the system and the teachers that are there to support them. There is nothing compassionate in lowering standards, accepting poor behaviour or in moderating expectations because of other factors.

To reach outstanding we must assert with greater rigour the excellent systems that already exist to maintain good order. We must reinforce the expectation that good behaviour is both a responsibility and an entitlement for all students and that each person will be accountable for their behaviour and the consequences of their behaviour.

## **Improvements in behaviour will be achieved through:**

- A culture of celebration for all;
- A strengthened '4th consequence' to AD that seeks to ensure students are more readily held to account for disruptive behaviour;
- A revised approach to exclusions that is robust, but avoids students being out of school or placed in a position of crisis;
- A revised approach to the way in which we ask students to take responsibility for their actions;
- A new 'standards card' that is double sided – one side to capture and celebrate small acts of service, support and generosity and another side that is used to note and action responses to issues such as running in corridor, poor uniform, shouting or general disruption.

## Time to teach

The 2014 Parliamentary Review highlighted the challenge all teachers face as they seek to manage their workload. Working weeks in excess of 50 hours for class teachers and in excess of 60 hours for Headteachers are not conducive to family life for those teaching and do little to ensure that staff arrive at each lesson fresh, enthused and ready to challenge.

The school will continue to seek out ways to improve the working conditions of all staff in the school as we strive to achieve outstanding status.

- We will do so through carefully reworking working conditions as we review each aspect of school operations;
- We will do so by investing meeting time into the work of department/pastoral teams with a clear message that each member of staff is empowered with great trust and is part of a team that has significant responsibility and clear accountability;
- We will do so by reassessing the way in which we create time for intervention and extra-curricular support within the school day itself, capitalising on the opportunities that community schools take for granted;
- We will do so by reducing the number of different classes a teacher teaches and increasing the time they have to teach each class, placing a premium on the relationship that is fostered between student and child.

Securing time to teach is only possible through the excellent work of all support staff. To this end it is vital that all staff working in schools see their work as having a direct impact on the students we are called to serve. It should be the norm that support staff are directly involved in the lives of our students whatever their role and that this is secured through a range of opportunities to meet students each and every day.

