



DIOCESE OF **Arundel and Brighton**

DENOMINATIONAL (S48) INSPECTION REPORT

St Cuthbert Mayne Catholic Primary School

Address: St Nicolas Avenue, Cranleigh, Surrey, GU6 7AQ

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School Unique Reference Number: 146573

Headteacher:	Mrs Natalie McCarthy
Chair of Governors:	Mrs Anne Halliday
Lead Inspector:	Mr Stephen Beck
Associate Inspector:	Mrs Janice Robinson-Browne
Inspection date:	19 th March 2019

Previous Inspection: 2

Overall Effectiveness

This inspection: 2

Catholic Life:	2
Collective Worship:	1
Religious Education:	2

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Cuthbert Mayne is a Good Catholic school because:

<ul style="list-style-type: none"> Leadership at all levels promotes a strong Catholic ethos in the school. Pupils are encouraged and challenged not only to recognise and celebrate their own unique God given gifts and talents, but also to respect and celebrate those of the other pupils and staff in the school. 	<ul style="list-style-type: none"> There is a calm and peaceful ethos which pervades the school and is reflected in the pupils' good behaviour and consideration for others.
<ul style="list-style-type: none"> As a result of good assessment procedures, teachers and other adults have a good awareness of their pupils' prior learning and capabilities and plan well to meet the needs of all pupils, both the most and the least able. 	<ul style="list-style-type: none"> The quality of collective worship is outstanding. Learners develop their relationship with God through a strong programme of prayer, celebration and liturgy and respond very positively.

St Cuthbert Mayne school is not yet Outstanding because:

<ul style="list-style-type: none"> Teaching needs to consistently allow pupils to achieve greater depth in learning through the provision of differing starting points and opportunities for pupil-initiated learning. 	<ul style="list-style-type: none"> Consistency in marking and assessment needs to be developed with a greater emphasis on self and peer assessment to enable pupils to be aware of what they have done well and to identify their next steps.
<ul style="list-style-type: none"> The recently established 'Spiritual Council' needs to establish itself and its purpose to further enhance pupil lead Collective worship across the school. 	<ul style="list-style-type: none"> The new curriculum lead for religious education needs time to embed recent curriculum developments.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

St. Cuthbert Mayne is a one-form entry Academy primary school with 184 pupils aged 4 to 11 years. It is situated in the Guildford Deanery of the Diocese of Arundel and Brighton and serves the parishes of Jesus Christ Redeemer of Mankind, Cranleigh and St Thomas More Bramley. 65% of pupils at the school are baptised Catholics whilst 33% are from other faith backgrounds. The majority of pupils (both Catholic and non-Catholic) choose to continue with their Catholic education at St Peter's Secondary School in Mellow, which is a member of the same Deanery group. Transition for pupils moving to St Peter's school happens in the Summer Term and includes pastoral support from the school chaplain. There are strong sibling and family links to the school which are maintained long after the pupils leave the school reflecting its strong community based nature. Headteachers from the Deanery meet termly for the good of the pupils in the Deanery and are developing opportunities for them to meet together.

On November 1st 2018, the school converted to Academy status and joined Xavier Catholic Education Trust. It is working closely with 10 other schools (8 other primary schools and 2 secondary schools) across the Woking and Weybridge Deaneries. A partnership has also developed with St Edmund's Catholic Primary School for the development of teaching staff, pooling of expertise and shared training opportunities. As members of the Cranfold Confederation, the school also works in partnership within the locality. 11.96% pupils have English Additional Language, 9.78% pupils receive Pupil Premium, and 12.5% pupils have SEN needs. These percentages are all below the national averages for these groups. St Cuthbert's benefit from sharing their school site with the Parish Church of Jesus Christ Redeemer of Mankind and the Parish Priest's House enabling close links with the Parish and Priest.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER

The school should action the improvements identified in their self-evaluation with particular reference to;

- Further improving opportunities to achieve greater depth in learning by providing differing starting points and opportunities for pupil initiated learning.
- Develop consistency in marking and assessment with a greater emphasis on self and peer assessment to enable pupils to be aware of what they have done well and to identify next steps.
- Continue to build on the strengthening school parish links to facilitate the parish priest's further involvement in the Catholic life of the school.

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 managers 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 Good.

- Pupils at St Cuthbert Mayne are proud of their religious identity and make a strong contribution to the Catholic Life of the school.
- Pupils demonstrate a strong sense of belonging to the school community. They are alert to the needs of others and seek justice, responding willingly to the needs of those beyond the school.
- St Cuthbert Mayne is focussed on living out its mission statement which states it will, *'Provide a Catholic Christian based education with God at the centre of all learning, create a strong, positive interaction between home, parish and school, recognise the value and worth of each individual child and member of staff; building on strengths and addressing weaknesses and provide challenge in the delivery of the National Curriculum, taking into account individual needs and abilities with an emphasis on excellence'*. This focus is evident throughout the school demonstrating that it is central to life of the school and is a clear expression of the educational mission of the Church. Whilst the whole school community demonstrate ownership of the statement there are plans to review it to make it more pupil friendly and accessible to them.
- Linked to the mission statement are seven school values: achievement, faithfulness, happiness, kindness, love, respect and responsibility. These were developed by the school community and chosen by pupils and staff. They are likewise threaded throughout the school life and pupils have a good understanding of them. As a parent wrote, *'I am one happy parent with a happy child who loves their school.'*
- Pupils are regularly involved with those activities which promote the school's ethos within school and the wider community. The Spiritual Council, which was established in the Autumn Term 2018, meet fortnightly. Their roles are developing to include monitoring the quality of collective worship; leading and planning collective worship; monitoring the quality of classroom displays and prayer areas. This council is led by the Deputy Head Boy and Deputy Head Girl with the aim that their role will develop the spiritual life of the school alongside the headteacher and this is progressing well.
- Progress has been made in developing the role of pupils in planning and leading liturgies particularly in Upper Key Stage 2 and plans are in hand to develop this aspect of Collective Worship more widely.

- Pupils gain a clear understanding of right and wrong, they are encouraged to learn from mistakes, say sorry and be forgiven.
- Older pupils are expected to be role models for the younger pupils. They do this as class buddies. One of the roles of the older buddies is to support younger pupils during Mass by sitting with them and modelling excellent behaviour. These buddy roles have extended into play times and can be seen having an impact outside of school at Sunday Mass within the parish.
- Pupils, including those who are not Catholic, are proud of their own religious identity and beliefs and have a strong sense of personal worth. They recognise the validity of these feelings in others even when they do not share their convictions. Pupils are taught the importance of tolerance and the value of all human life.

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

- From the moment you enter St Cuthbert Mayne it is apparent that this is a school committed to the Catholic tradition and ethos. Displays, artefacts and the many sacred spaces created throughout the school support this commitment.
- The school promotes high standards of ethical and moral behaviour based on Gospel values. Pupils are aware of these and understand that they are non-negotiable. This has led to a happy, secure and inclusive environment in which to learn and where pupils can thrive.
- The school is a prayerful community and its Catholic character is reflected through the school's Catholic mission which is visible throughout displays. There is a tangible sense of community at all levels, evident in the quality of relationships that exist between all colleagues, support staff and pupils.
- There is an explicit and concrete commitment to the most vulnerable and needy in both policy and practice.
- The Home School Link Worker provides a valued link with families needing additional support and oversees the Young Carers. There is a Care Committee made up of the Headteacher, SENCO, Pupil Premium Champion, EAL Leader, Home School Link Worker and Attendance Officer who meet at least termly to ensure that pastoral support is effective. This provision is a strength of the school.
- The school is equally attentive to the pastoral needs of members of staff and strives to meet the needs of every member of the school community. There is a strong team spirit among staff, and they all have the opportunity to take part in and lead collective worship.

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

- Governors are active within the school community and participate in the Catholic Life of the school. They are highly professional giving support to the Headteacher. They are dedicated to the continuing growth of St Cuthbert Mayne.
- Governors are involved in the evaluation of the Catholic Life of the school. They are ready to challenge, as well as support, in order to ensure continuing development. They receive regular feedback from middle leaders including the Headteacher and senior leaders responsible for aspects of Religious Education development.
- The provision for the Catholic Life of the school is given high priority by leaders in the school's self-evaluation cycle. The senior leadership team, staff and governors are aware of the importance of this and the importance of allowing all stakeholders to develop at their own pace on their spiritual journey through the provision of opportunities and experiences.
- The commitment of school leaders to promote the Catholic life of the school through collective worship and all aspects of school life is evident. It is the first priority on the School Development Plan, is shared with all prospective parents to the school and is discussed at meetings of different stakeholders.
- The school's self-evaluation has clear links to the school improvement plan and is focussed on improvements for pupil outcomes. It is a working document that confirms the school has accurately identified its areas of strength and those in need of development.
- The senior leadership team give full support to the Headteacher and together they are fully committed to providing the best possible Catholic education for all. They are continually developing the school to meet this aim.
- The school is well regarded within the local community and is not complacent in its drive for excellence. It ensures that parents/carers have a thorough understanding of the school's mission and purpose. Parents/carers interviewed as part of the inspection spoke very warmly of the school as a caring community. They felt privileged to be part of a strong Catholic community where their children are enabled to thrive and grow in faith.
- Leaders are clear witnesses to the school's ethos. They have created an atmosphere where everyone feels valued and supported.
- Parents/carers have a good grasp of the school's mission and are supportive of it. This is communicated to them in a variety of ways e.g. through weekly newsletters and termly class letters.
- The parish priest is a governor and the rest of the governing body are either parishioners and/or parents/carers.

- The school has a new Religious Education link governor who works with the Headteacher and subject leader and is keen to develop the role to best serve both the school and the governors.

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 managers 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.

- St Cuthbert Mayne is a prayerful community where pupils willingly respond to and participate in Collective Worship . There is a calm and peaceful ethos which pervades the school and is reflected in the pupils' excellent behaviour and consideration for others.
- Pupils' response to collective worship at St. Cuthbert Mayne is outstanding. From the earliest age pupils act reverently and show respect when participating in acts of worship. They listen well and are happy to take part in collective worship, liturgies, Masses and assemblies. This is evident in their response to scripture and what it means to their lives.
- Pupils have the opportunity to plan and take part in a class led whole school Mass or collective worship. Classes take it in turn to plan the readings and bidding prayers and take a full part facilitated by staff and the parish priest. There is a weekly hymn practice to teach children new hymns in line with the liturgical year. Pupils are able to be silent and reflective during the opportunities provided for quiet contemplation.
- Prayer and worship in its many forms is recognised by pupils as being at the heart of the life of the school community. A number of pupils contribute to its vitality, welcoming the many opportunities to participate in liturgies together. Pupils take an active role in prayer activities, with some being led entirely by the pupils. They respond sensibly and confidently to opportunities for both formal and spontaneous prayer and worship and engage enthusiastically with liturgical music and other creative activities. There are many opportunities for them to pray throughout the school day.
- Pupils are familiar with the cycle of the liturgical year because the Sunday Gospel forms the context for the weekly theme that informs weekly collective worship.

- Pupils are responsible for the prayer focus areas in their classrooms which encourage participation in the prayer and liturgical life of the school and the Church. The prayer focus areas help to give children a better understanding of the religious seasons and feast days that are celebrated. Pupils show confidence and enjoyment when leading prayer and pupils from Reception to Year 6 have the opportunity to take part in and lead collective worship.
- The majority of Catholic pupils make their First Holy Communion through the Cranleigh and Bramley Parish which is attended by the Headteacher and other members of the school staff. There is a strong element of evangelisation at the school that has seen some non-Catholic pupils choose to be baptised in Upper Key Stage 2 and make their First Holy Communion at a later stage.

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

- Collective worship at St. Cuthbert Mayne is outstanding and central to the life of the school. All gatherings start with prayer and this provides inspiration for all.
- Meaningful prayer opportunities for both staff and pupils are a central component of school life at St Cuthbert Mayne. There is a clear policy for Collective Worship and the school uses a good range of strategies to ensure that it is both regular and inclusive.
- Staff ensure that Collective Worship is carefully planned and resourced to reflect the liturgical year. Praying together is a daily experience. Traditions such as praying the rosary have a high profile in the school.
- Families are becoming more involved in the pupils' religious development through good home, school, parish links that have been fostered and the level of communication regarding the Religious Education curriculum.
- Singing is a key part of the school's liturgical life, pupils sing enthusiastically and with passion in a prayerful way.
- The parish priest meets at least termly with the headteacher and other staff members to plan liturgies and Masses. The school is fortunate to share a site with the parish church which staff and pupils visit on a regular basis throughout the year. The parish priest and school staff demonstrate a clear willingness to build further on the current parish links, which the school and parish are jointly taking forward.
- Parents and carers are invited to attend class liturgies, Masses and also other celebrations such as Grandparents' Day.
- A parent commented, *"There is a great warmth within the school where children pray together for each other's intentions"*.

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship and Prayer Life is Outstanding

- There is a wealth of experience and expertise within the leadership and governing body. The school community benefits from them being adept at planning and delivering collective worship. They sustain and nurture this aspect of the life of the school well and ensure provision and opportunities for prayer and collective worship are in place.
- The school's Spiritual Council is made up of pupils from Key Stage Two. Their focus is on improving the spiritual life of the school and also increasing pupil participation and leadership in liturgy. Pupils feel they are listened to, through this and the school council, about which a Year 6 council member said, *"We are listened to and as a result we have created a better learning environment."*
- The Religious Education leader and other staff members lead prayer groups during Lent and Advent. The parish priest also ran a weekly prayer group for children in Summer 2018.
- The relatively newly appointed Leader for Religious education is enthusiastic and keen to move the subject forward and with the Headteacher there is a strong capacity to build on current strengths.

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 managers 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 Good.

- Lesson observations and learning walks, pupil interviews and monitoring of pupil learning, all provide evidence that pupils are committed to and passionate about learning in Religious Education. Most pupils concentrate well. They show respect for their faith and are keen to know more. They participate in discussions with maturity and sensitivity and value each other's opinions.
- Pupils' engagement in and enjoyment of their learning is evident by their interest, enthusiasm and excellent behaviour. They are encouraged to work collaboratively through, for example, talk partners and group work. A pupil reported *"In RE we get to do things like eat food to see what the last supper was like. We get to experience how it felt to be in the Bible story."*

- Assessment procedures are developing well, with achievement in Religious Education being at least in line with attainment in other core curriculum subjects. Pupils acquire knowledge quickly and are secure in their understanding. They develop a range of skills well, including the ability to engage with religious ideas and integrate them into their lives. The work in their books is of a good standard, is well presented and reflects good coverage of the curriculum.
- The established marking strategy is understood by pupils and they value their teachers' comments, which affirm what they have done well. The school now needs to develop consistency in marking and assessment with a greater emphasis on self and peer assessment. This will enable pupils to be aware of what they have done well, to identify next steps and ensure individual pupil assessments can be evidenced easily to inform planning and accelerate pupils' progress.
- Pupils are making good progress over time in Religious Education given their starting points. The school has recently moved to the Interim Assessment Standards and the 'driver words' are being taught to pupils to enable them to assess their learning and also to aim for greater depth in Religious Education. This is beginning to embed.
- The school has an explicit view that states that they do not believe in putting ceilings on pupils' religious learning. An understanding is articulated that at times, pupils, especially older ones, will challenge and question some of the religious ideas. They are offered opportunities to talk to the parish priest if teachers cannot provide them with an answer. This is a good development that is managed well and facilitates healthy discussion.
- Most lessons have a clear learning objective which is shared with pupils. Teaching staff are developing the use of the 'driver words' in these learning objectives and in their feedback to pupils' learning.

The quality of teaching and assessment in Religious Education is Good.

- As with many school's St Cuthbert Mayne has experienced a period of staff mobility. This has been well managed. It has been a focus for the senior leadership team and new Religious Education Lead to ensure that the development of all teachers in this area is a key priority. This has taken the form of additional staff training led by the Headteacher, year group partnership with St Edmund's and moderation of pupil learning to ensure that all staff have the knowledge and understanding to teach high quality Religious Education. All staff have shown enthusiasm and commitment to this, seeking advice and support where needed. Additionally, staff expertise has been shared.
- As a result, the majority of lessons are at an expected standard and some show elements of excellent practice. This is due to the teachers who communicate high expectations, enthusiasm and passion about Religious Education to their pupils.
- Teachers are generally skilled at questioning which is becoming a strength of the school and is having a notable impact on the quality of learning.

- As a result of good assessment procedures, some teachers and other adults have a good awareness of their pupils' prior learning and capabilities and plan well to meet the needs of all pupils, both the most and the least able. In some lessons, teachers differentiate tasks well in order to meet the variety of pupil needs and there are good examples of the use of a mastery approach. Teachers are developing the use of 'driver words' and fine tuning their feedback to maximise pupil learning.
- None of the teaching observed was less than good, with some exhibiting outstanding elements.
- Where practice was good or better, the teacher consistently built on previous learning, some initiated by pupils. A clear reward system for positive attitudes to learning was embedded in the learning environment. The teacher used a range of strategies to involve all pupils.
- In Key Stage two, pupils demonstrated through drama, that they were meeting the learning objective. They exhibited strong debating skills during a lesson.
- In another lesson, the pupils showed that they were able to talk about how they used their exemplary classroom focal point to aid their learning.
- Some pupils show a good understanding of 'driver words' and are able to employ these as part of their learning.
- Paired talk is a strength and utilised as an effective learning tool for pupils to share their understanding and knowledge.

How well leaders and managers promote, monitor and evaluate the provision for Religious Education is Good.

- There is a very strong sense of strategic action being taken on the part of the school, led by a passionate Headteacher, supported by her Assistant Head teacher and able team, which results in ever improving standards. She demonstrates a highly ambitious vision for the school and for what every pupil and teacher can achieve. She inspires and supports the whole school community.
- Leaders involved with Religious Education have a clear vision for the future. The school clearly evidence where feedback to teachers regarding practice has had a positive impact on standards. This places the school in a good position to improve further.
- In their own self-evaluation, school leaders, including the school governors, provide a coherent reflection of monitoring, analysis and self-challenge which is well informed.
- Due to good quality leadership of Religious Education, there is a shared common purpose amongst those involved in its teaching. As a consequence, it has a prominent profile in the school and makes a positive contribution to the moral and spiritual development of pupils and to their ability to discern their own unique vocations.

- Good links are forged with other agencies, the wider community and local parishes to provide a range of enrichment activities to promote pupils' learning and engagement with the subject.
- The school development plan clearly identifies areas for further improvement that will secure excellent outcomes within teaching, learning and assessment over time.

Summary of Inspection Judgements

How effective the school is in providing Catholic Education.

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Catholic Life

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

2

The quality of provision for the Catholic Life of the school

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

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Collective Worship and Prayer Life

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How well pupils respond to and participate in the schools' 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 managers promote, monitor and evaluate the provision for Collective Worship and Prayer Life.

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Religious Education

2

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

2

The quality of teaching and assessment in Religious Education

2

How well leaders and managers monitor and evaluate the provision for Religious Education

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