

St Cuthbert Mayne Catholic Primary School

Inspection report

| | |
|--------------------------------|----------------|
| Unique Reference Number | 125222 |
| Local Authority | Surrey |
| Inspection number | 328316 |
| Inspection date | 3 June 2009 |
| Reporting inspector | John Carnaghan |

This inspection of the school was carried out under section 5 of the Education Act 2005.

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

| | |
|--|---|
| Type of school | Primary |
| School category | Voluntary aided |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number on roll | |
| School (total) | 207 |
| Government funded early education provision for children aged 3 to the end of the EYFS | 0 |
| Childcare provision for children aged 0 to 3 years | 0 |
| Appropriate authority | The governing body |
| Chair | Mr Patrick Bergin |
| Headteacher | Miss Annie Loveder |
| Date of previous school inspection | 4 July 2006 |
| Date of previous funded early education inspection | Not previously inspected |
| Date of previous childcare inspection | Not previously inspected |
| School address | St Nicolas Avenue Cranleigh GU6 7AQ |
| Telephone number | 01483 274 961 |
| Fax number | 01483 273 683 |

| | |
|--------------------------|-------------|
| Age group | 4–11 |
| Inspection date | 3 June 2009 |
| Inspection number | 328316 |

© Crown copyright 2009

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two Additional Inspectors. The main areas investigated were: pupils' achievement and standards; the way the school supports and encourages pupils' personal and academic development; and the quality of teaching and learning. Other areas were not investigated in detail, but the inspection found no evidence to suggest that the school's own assessments are not justified and these have been included in the report.

Description of the school

St Cuthbert Mayne School has a lower than average proportion of pupils with learning difficulties and/or disabilities. The majority of these pupils have moderate learning difficulties or dyslexia. There are very few pupils from minority ethnic groups. Almost all pupils speak English as their first language.

Key for inspection grades

| | |
|---------|--------------|
| Grade 1 | Outstanding |
| Grade 2 | Good |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate |

Overall effectiveness of the school

Grade: 1

The headteacher summed up the school's philosophy saying, 'we want pupils to have a lovely time so that they can enjoy their learning and achieve their best in everything'. The school is highly successful in this and provides an outstanding education. Parents are very happy with the school and few express any concerns. They report that their children are delighted to come to school, typically commenting, 'The school environment is 100 per cent nurturing, supportive and happy; it has exceeded our expectations.'

When children start in the Early Years Foundation Stage their aptitudes and skills are similar to those expected for their age. They make a strong start to their education. Consistently very effective teaching and learning means that, when pupils leave Year 6, their standards are high. It is most commendable that the school has maintained these standards for a number of years. The achievement of pupils, including those with dyslexia and moderate learning difficulties, is outstanding. Mathematics standards are above average but those for English and science are very high. The school recognises this difference and is acting to 'close the gap', but more remains to be done.

The way pupils learn is exceptional. The fundamental reason for this is their receptiveness to teachers. They are alert, extremely well behaved and calm. Their relationships with one another and all adults are most constructive and they are always ready to learn. High-quality teaching provides good opportunities for excellent progress. Lessons are thoroughly planned, utilise good resources and carefully deploy teaching assistants to where they are most needed. Teachers have high expectations, activities are engaging and pupils are carefully questioned to check on and consolidate their understanding. Occasionally mathematics tasks are insufficiently varied, so not all pupils reach full their potential.

The curriculum meets pupils' needs well and contributes to outstanding achievement and personal development. It is thoughtfully planned to encourage pupils' interest and inspire them to find out more. Relatively recent changes in planning are strengthening cross-curricular links between subjects and have made learning more relevant, purposeful and enjoyable. There is a very good range of extra-curricular activities with high take-up rates. The curriculum is further enhanced by educational trips, for example to Fishbourne Palace and Windsor Castle.

Pupils' spiritual, moral, social and cultural development is outstanding and the school's strong Roman Catholic ethos provides a secure framework for this. Pupils are confident and respond particularly well to the atmosphere of trust, based on respect and the recognition of individual needs. As a result, relationships in the school are a particular strength and all pupils respect each other and all adults. As one pupil said, 'teachers know your personality and help you with things you find difficult'. Good attendance, punctuality and excellent behaviour in and out of lessons reflect the high levels of enjoyment of school and one pupil said, 'our teachers make learning fun'. Pupils feel very safe in school and know how to stay safe. They have an excellent understanding of how to keep fit and healthy and enjoy attending the wide range of after school sporting activities. Pupils' excellent progress in acquiring literacy, numeracy and information and communication technology skills prepares them extremely well for their life ahead.

The very strong pastoral support for pupils is evident in rigorous safeguarding procedures and the most effective focus on individual pupils' well-being. One parent wrote, 'the pastoral care offered is really outstanding, as is the individual attention to each child's unique needs'. The

school provides an excellent level of care and safety for all and pupils appreciate that support is always available. The school has strong and effective relationships with parents, who positively support the school and their children's education. Systems to track pupils' progress are thorough and have recently been improved, so that teachers and other adults know individual pupils very well. School leaders use this assessment information very effectively to evaluate the impact of provision on pupils' progress. Pupils' work is regularly marked, although in some cases the marking only acknowledges work with ticks and words of encouragement and does not offer sufficient pointers for improvement. While some children know their individual targets and how to improve, this is not always the case.

A significant factor in St Cuthbert Mayne's popularity is that the headteacher, leadership team and governors have developed a school where all feel valued and included, and where every child is helped and encouraged to blossom. One parent wrote, 'The whole school ethos and culture is developing the children as individuals - confident, sociable and respectful.' Challenging targets are effectively used to support learning and these, coupled with the thorough tracking system, help to ensure outstanding progress. Good local links, particularly with schools and churches, contribute to satisfactory community cohesion, but the school recognises the need to develop more connections with schools and communities further afield. Governors are supportive and very well informed and hold school leaders to account very effectively. The school's self-evaluation systems are outstanding and, together with the excellent school improvement plan, demonstrate a powerful determination to move forward. Thus, the school's progress since the previous inspection and its capacity for future improvement are both excellent.

Effectiveness of the Early Years Foundation Stage

Grade: 1

The atmosphere in the Early Years Foundation Stage is calm, but it is clear that children are having an extremely enjoyable time. There are a number of reasons for the great successes evident at this stage.

Lessons are meticulously planned, so that there is always a variety of interesting activities on offer. These are carefully selected to both provide comprehensive coverage of the required curriculum and offer a mix of teacher-led and pupil-initiated activities. In this way, children's interest is held and they are encouraged to work independently. Teachers and other adults work harmoniously as a team, providing very good role models for the children. Their calm, confident approach is mirrored by their charges, who show great maturity in explaining to visitors what they are doing. Children's work is carefully marked and 'post-it' notes remind children of spoken advice about what they need to improve.

The progress of each child is carefully recorded in notes, examples of work and photographs, so that each individual's learning and emotional needs are well known. This means that those pupils with learning difficulties and/or disabilities benefit from a personalised programme of work that ensures that they achieve at least as well as their peers. All pupils achieve outstandingly well and receive excellent preparation for their future years in education.

Children's welfare is paramount. All adults know the children very well and provide consistently sympathetic nurturing and care. Children enjoy coming to school, their behaviour is excellent and they get on very well with one another. Arrangements to help children at the start of the year involve very close liaison with nursery groups and parents, so children settle into school life very quickly. Parents continue to be closely involved with their children's progress, and are always welcomed to the Reception class. The classroom and outside areas are spacious and well

used, although the lack of an outside covered space limits opportunities to play and learn out-of-doors in inclement weather.

What the school should do to improve further

- Raise standards in mathematics through more focused planning and teaching.
- Provide all pupils with clear information about their standards of work and what they should do to improve.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

| | |
|---|----------------|
| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | School Overall |
|---|----------------|

Overall effectiveness

| | |
|---|-----|
| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 1 |
| Effective steps have been taken to promote improvement since the last inspection | Yes |
| How well does the school work in partnership with others to promote learners' well being? | 1 |
| The capacity to make any necessary improvements | 1 |

Effectiveness of the Early Years Foundation Stage

| | |
|---|---|
| How effective is the provision in meeting the needs of children in the EYFS? | 1 |
| How well do children in the EYFS achieve? | 1 |
| How good are the overall personal development and well-being of the children in the EYFS? | 1 |
| How effectively are children in the EYFS helped to learn and develop? | 1 |
| How effectively is the welfare of children in the EYFS promoted? | 1 |
| How effectively is provision in the EYFS led and managed? | 1 |

Achievement and standards

| | |
|--|---|
| How well do learners achieve? | 1 |
| The standards ¹ reached by learners | 1 |
| How well learners make progress, taking account of any significant variations between groups of learners | 1 |
| How well learners with learning difficulties and/or disabilities make progress | 1 |

¹Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Personal development and well-being

| | |
|---|---|
| How good are the overall personal development and well-being of the learners? | 1 |
| The extent of learners' spiritual, moral, social and cultural development | 1 |
| The extent to which learners adopt healthy lifestyles | 1 |
| The extent to which learners adopt safe practices | 1 |
| The extent to which learners enjoy their education | 1 |
| The attendance of learners | 2 |
| The behaviour of learners | 1 |
| The extent to which learners make a positive contribution to the community | 1 |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 1 |

The quality of provision

| | |
|--|---|
| How effective are teaching and learning in meeting the full range of learners' needs? | 1 |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 2 |
| How well are learners cared for, guided and supported? | 2 |

Leadership and management

| | |
|--|-----|
| How effective are leadership and management in raising achievement and supporting all learners? | 1 |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 1 |
| How effectively leaders and managers use challenging targets to raise standards | 1 |
| The effectiveness of the school's self-evaluation | 1 |
| How well equality of opportunity is promoted and discrimination eliminated | 1 |
| How well does the school contribute to community cohesion? | 3 |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money | 1 |
| The extent to which governors and other supervisory boards discharge their responsibilities | 1 |
| Do procedures for safeguarding learners meet current government requirements? | Yes |
| Does this school require special measures? | No |
| Does this school require a notice to improve? | No |

Annex B**Text from letter to pupils explaining the findings of the inspection**

16 June 2009

Dear Pupils

Inspection of St Cuthbert Mayne Catholic Primary School, Cranleigh, GU6 7AQ

Many thanks for the friendly welcome you gave to the inspectors when we recently visited your school. It was great to see how happy you are at your school and you will be pleased to know that the inspectors agree with you that St Cuthbert Mayne is an excellent school. One of the best things about the school is its pupils. We thought that your behaviour and attitudes were brilliant and this certainly helps you learn. Well done! You are well cared for and your personal development is excellent.

There are many other strengths to the school. Your teaching is excellent and most lessons are enjoyable and give you every chance to learn. Linking this with your superb attitudes means that you reach high standards and your achievement is outstanding. The school provides a good and interesting mixture of topics and subjects (known as the curriculum).

All these good things happen because the headteacher and her staff lead and manage the school so well. They really care deeply about you and all work very hard to ensure you enjoy yourself and get the best out of school. Like almost all schools, there are some things that could be better. I have asked the school to work on:

- improving maths standards, so they are as high as those in English and science, through better teaching
- giving you clearer information about how well you are learning and what you need to do next; if you are unsure about how to improve, do not be afraid to ask your teachers.

Once again, thanks for all your help. It was great meeting you.

Yours faithfully

John Carnaghan

Lead Inspector