



THE CHURCH
OF ENGLAND
EDUCATION OFFICE



DIOCESES OF PLYMOUTH and EXETER

S48
INSPECTION REPORT

St. Cuthbert Mayne Joint Catholic Anglican Secondary School
Trumlands Road
Torbay
Devon
TQ1 4RN

URN 113551

Head Teacher: Peter Brown
Chair of Governors: Michael Cronin

Introduction

The inspection of St. Cuthbert Mayne Roman Catholic/Church of England Voluntary Aided Secondary School was carried out under the requirements of the Education Act 2005, and in accordance with the Joint Diocesan Framework and Schedule for Diocesan Canonical Inspections (S48).

Previous SIAS grade: Outstanding

Current SIAMS inspection grade: Good

Catholic Diocese of Plymouth: Anglican Diocese of Exeter

Local authority: Torbay

Dates of inspection: 20th and 21st November, 2016

Date of last inspection: 8th November 2011

School's unique reference number: 113893

Headteacher: Peter Brown

Inspectors: Sarah Adams Plymouth Diocese (Lead) Derek Holloway (93)

Context for the Inspection

The school has 923 pupils on role. 26% of pupils are from Catholic backgrounds, 46% from other Christian denominations. 2% of pupils are of other faiths. The school has a higher than average number of children with statements of special educational needs (13%) with 19.6% on the SEN Register. 11% of children have English as a second language, 17% of children receive free school meals and 35% of children are in receipt of pupil premium funding. The school draws from an area of deprivation, which is in the 60th percentile in Raise Online (0.25 for the school versus 0.22 national)

The Head Teacher, former deputy, took up the role of Head in September 2014. An intensive period of restructuring has taken place over the past year which necessitated a number of redundancies to maintain a secure budget. Therefore the school has implemented a new Senior Leadership Team. (SLT)

Key Finding Grade 2:

John 13:34-35

'I give you a new commandment that you love one another. Just as I have loved you, you also must love one another. By this everyone will know that you are my disciples if you love one another'. John 13:34-35

The greatest of all commandments is that we love one another. Living the Christian life is to live a life of love which ultimately leads to washing one another's feet. This is a journey. There are times when we succeed and there are times when we become distracted. Other priorities take over or we fall susceptible to the secular world which may be offering a different set of priorities or values. External forces, fear, anxiety or a lack of confidence can impact on the capacity of those in leadership to fully respond to the Christian call above all other demands. As a result, although most of the time the community is responding to the call to love, there are times when other pressures or circumstances take on greater significance and prevent the school from living fully out of their mission as a Church school.

The distinctiveness and effectiveness of St. Cuthbert Mayne as a Catholic Anglican Joint School reflects the greatest commandment that we love one another (John 13:34-35) Although in its early stages of development, there is a genuine commitment within the St. Cuthbert Mayne community to nurture an environment where compassion and care for one another is paramount. Compassion is one of four core values (Creativity, Integrity and Courage being the other three) which the school has identified as central to their mission and, whilst there is still work to be done in developing these, there is much evidence to suggest that this is a compassionate school. It is a school where students are being enabled to grow and develop academically, spiritually, morally and socially. The leadership team is working hard to ensure that behaviour for learning is embedded within the school. As a result of the strategies in place pupils know what the expectations are and believe that behaviour has improved significantly for them to feel that the school is a safe learning environment. This is leading to improving academic outcomes for pupils.

Summary of Key Findings

- The Mission Statement is a sound reflection of the school's desire to be a community rooted in living out the mission of the Church
- The positive and humble leadership of the Head and the SLT has created a culture where people feel safe, able to seek help and know that they will be supported when they are struggling. This applies to students and staff.
- Pastoral care for staff and students is exemplary. Pupils feel positive about school and compassion is clearly evident.
- Teaching and Learning in the school has clearly moved forward after a significant dip. Now the direction and consistency of what is offered to pupils is going in the same direction. This has given the students confidence and resulted in improving performance and excellent behaviour for learning.
- Behaviour both inside the classroom and around the school is positive.
- Curriculum Religious Studies is a core subject led by an excellent Head of Department. Her impressive efforts to support the worship life of the school while running the Religious Studies department is highly commendable.
- The charitable outreach of the school is very strong and to be commended – in particular the work with young carers (of which there are 45 in the school) and the 6th form out-reach to a special school in the local area.

Areas of Focus for Development

The school's mission as a Joint Catholic/Christian School would be further enhanced by focusing planned development in the following areas:

- Embed the four core values ensuring that all members of the community can articulate these and can make overt links to the Mission Statement.
- Develop and embed the identified team to take the lead in ensuring the school grows as a Church community which reflects the identities of both the Catholic and Anglican communities.
- Ensure that robust systems are in place to evaluate all aspects of the school's Christian character including worship with a focus on the use of pupil voice.

- Develop through continuing professional development (CPD) a solid understanding of what liturgical expression looks like so that staff can model this for pupils and in turn be led by them.
- Ensure that Social, Moral, Spiritual and Cultural (SMSC) learning is integrated across the curriculum and embedded within the core values.

St. Cuthbert Mayne as a Catholic Christian Community (Welcome, Welfare, and Witness)

Grade 2:	John 13: 34-35
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St. Cuthbert Mayne is a school where there is a genuine belief in the dignity of every individual. Gospel values are recognised and seen as integral to the life of the school. This was observed on many occasions during the inspection. Young people are encouraged and enabled to grow in their understanding of service to the community and are keen and motivated to express this in the many worthwhile charities with which they engage. It is the philosophy of the school that thinking about the needs of others is just as important as making decisions on school life.

The quality of welcome is strong. The school places great emphasis on how new members of staff and students are received into the school and enabled to settle quickly and confidently. A parent survey indicates that parents who did not choose the school for their child would now recommend it. Induction is on-going with mentoring for all new staff. This ensures that from day one no new teacher is left floundering but is clear about expectations and knows where to obtain help if they should need it.

Over the past year, the school has revisited its Mission Statement and with a variety of different key groups developed a set of core values as a focus for living out its Christian Mission. The involvement of the Senior Leadership Team (SLT), Governors, Parents, Teachers, and Students has led to a potentially rich framework from which the school can grow and deepen its life as a Church community. There is a need to involve the students in this at a deeper level so that they can begin to articulate the relationship between the core values and the Gospel of Christ. Developing links with Scripture will be key to this. As people become more familiar with the foundations for the core values, it will be easier to make the links within Acts of Worship (AOW) more overt and meaningful. All of this is important to ensure that the core values are vehicles for developing a rich and meaningful spiritual engagement for the pupils.

Pastoral Care within the school is exemplary. The development of a strong pastoral team which oversees many key areas of the school's life is to be commended. The team has a clear vision and can articulate the aims and objectives of the SLT with clarity. Systems now in place ensure that vulnerable pupils are identified quickly and supported. The presence of a student counsellor, welfare officer and safe-guarding officers ensure that pupils know that they can get support when they need it. The Chatterbox Club at break and lunchtime offers a space for pupils who need specific support during non-structured times. It is staffed by Special Educational Needs and Disability staff and often provides a life-line for the most vulnerable.

A recently implemented behavioural policy is having impact. Pupils are clear about how it works and staff are consistent in applying it. With the use of Google Drive the SLT are able to monitor effectively and pick up any issues before they get out of hand. This has enabled the SLT to identify members of staff who need more support and work with them to gain greater confidence within the classroom.

Attendance continues to be an on-going challenge for the school. Although below national average, it is higher than average for the local schools. To try and counteract this the school has appointed a full-time Attendance/Welfare officer whose main remit is to engage with persistent absentees and their families. This is beginning to bear fruit but it is early days. Incentives (rewards, non-uniform days, and tutor group competitions) are in place to encourage all pupils to take attendance seriously.

Despite several attempts to appoint a school chaplain this post remains unfilled. As a result, the valuable role which the previous chaplain carried out has been lost. The need for the school to develop a spirituality team, which could be shared between staff and students, is of paramount importance if the school is to continue to grow as a Church school. The role of this team supported by the Governors' Ethos committee, would be to ensure that the religious life of the school is nurtured and allowed to take centre stage. A well-prepared team would lead on AOW, ensure the core values are central to every aspect of school life, and provide voluntary prayerful opportunities including retreat times for all members of the community. Another dimension of this would be to take on the school's role as a 'Cross of Nails Community'. As a 'School for Peace' reconciliation lies at the heart of the community. Having become involved with 'Schools for Peace' two members of staff have visited Bosnia. It also has links with schools in South Africa which pupils visit and through the membership of the Foreign Office International Schools Initiative the school is partnered with a school in Lagos. This work is having an impact on students who are keen to engage on a practical level. An example of this would be sixth formers who, having returned from Africa, were encouraging their peers to donate money at different levels to buy specific gifts for children in the community they had visited in Africa. While the school is clearly committed to being a 'Cross of Nails Community' the loss of the key person responsible for this has meant that some pupils no longer fully appreciate or understand its purpose. As with chaplaincy there is a danger in putting all the onus on one person to hold a particular area of school life. The school is, therefore, encouraged to identify a team of people, including students, to take this forward.

St. Cuthbert Mayne as a Catholic Christian Community Leadership and Management

Grade Two

John 13:34-35

The Head and SLT of St. Cuthbert-Mayne provide a clear and challenging vision for the school. The School's motto 'Christ is our Cornerstone' lies at the heart of all school activity. Over the past year, the school has been through a period of restructuring and some consequential redundancies. A strong leadership team, though in its infancy, is now in place. Every member of the team is committed to uniting a community which sees its mission as a service to God. As a result, the work of the school is to not only improve standards but ensure that every member of the community can grow in their own faith of whatever denomination.

The Leadership team has placed great emphasis on developing the four core values. At present the lack of theological underpinning of these means that the impact to reflect the Christian community is as yet minimal. The leadership team recognise the need to develop these further and accept that this is an area for growth.

Within the leadership team individuals have clear roles of responsibility to drive improvement forward. As a consequence, monitoring is systematic and consistent. Regular learning walks, lesson observations, monitoring of behaviour and 'Book Looks' ensure that issues are identified quickly and acted upon. As a consequence of auditing the skills of teachers the SLT have established how they can close gaps in teaching for every specific group in the school. The school has designed a variety of mechanisms to develop teachers, including training opportunities to enable teachers to move from good to outstanding and a 'Getting to Good' programme where teachers are supported and mentored and have opportunities to observe good practice. Teach Meets where teachers can share

good ideas are now the preferred option for CPD. Through an open-door philosophy teachers actively encourage other teachers to come into their lessons. In addition, the school has plugged into a national programme resulting in some staff becoming part of the new leadership team. The impact of these initiatives can be seen in improved results across the curriculum.

The governing body actively supports the ethos of this school in particular by the developing a free-standing Ethos committee. Members of this group visit the school whenever possible and seek to support the leadership team in their work to develop the Christian ethos. They took a particular role in supporting staff when the restructuring was taking place. Standing items on their agenda which include chaplaincy, attendance, behaviour management and reconciliation ensure that this committee has an on-going picture of what is happening in the school and the issues arising. They see their remit to be both supportive and challenging, checking on the rigour of the SLT to monitor effectively and to give a focus to the development of the Christian character of the school.

St. Cuthbert Mayne as a Teaching and learning Community
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Word

Grade 2

John 13:34-35

St. Cuthbert-Mayne is a school which genuinely tries to serve the needs of all members of the community. As a result the performance of most pupils is improving. The 2015-16 results show an upward trajectory despite a recent change in the student population that has seen the number of disadvantaged pupils rising by 10%. Currently the school is achieving just below expectations for schools in the local area but improvement looks to be sustainable according to the school data.

All teachers use Recipe for Learning (RfL) to plan and carry out lessons. This was evident in all lessons observed. This process ensures that careful thought is given to the different needs of pupils and ensures that all pupils are enabled to make progress over time. A dedicated Learning Support Team works with teachers to develop strategies and interventions for individual pupils and will also support outside of lessons. The school is ensuring that staff have a clear understanding of how to use data and make it more personalised and tailored to individual pupils making effective interventions.

Religious Studies is a core subject at St. Cuthbert-Mayne and lies at the heart of the curriculum. A team of specialist teachers, led by an excellent Head of Department has ensured that results are consistently good and often achieves the highest results of all subjects within the curriculum. Consistent monitoring of achievement and attainment using data informs teaching and learning as well as being used to inform parents. Pupils can talk about their work, what their targets are and how they can achieve these. Supporting this is a consistent marking policy which pupils understand and can respond to. Most of the time marking ensures that pupils are challenged.

The Head of RE is a passionate professional who consistently aims to improve the quality of teaching and learning within RE and ensures that it has a high profile within the curriculum. Her understanding of assessment and how to use it to improve standards ensures that she has the confidence of her department. The success of the department is primarily down to her commitment to finding new ways to improve teaching and learning. Her desire to see the department improve is evident in the progress that is being made. At the same time her capacity to grow the RE team and use their skills is a mark of her own humility and a recognition that all members of the department have something to offer and enrich what they do.

The quality of teaching is deemed to be consistently good to occasionally outstanding. This was evident in the lessons observed. Pupils are well-behaved, motivated and engaged in the subject. Teachers are clear in their instructions and expectations. Lessons are well-planned using RfL. Teachers are encouraging, supportive and challenging. The school has moved to using Chrome

books from year 10 upwards. The staff and pupils have embraced this new technology and are using it effectively. However, given the demands of the new Religious Studies curriculum at GCSE and A Level there is a danger that there can be an over-use of the technology to the detriment of creative lessons with opportunities for wider discussion and the use of other teaching techniques. This is something that teachers will need to be aware of and conscious of avoiding when planning. Marking is for the most part consistent and effective. Occasionally the opportunities for pupils to respond are missing which means that they miss out on that on-going dialogue with the teacher. In addition care needs to be taken to ensure that teachers have high expectations when it comes to presentation and ensure that their own marking of work does not miss the need to correct inaccuracies with the basics of grammar, particularly in relation to key religious terms.

Since the last inspection the school has introduced as part of SMSC, greater opportunities for spiritual development. SMSC is integral to the teaching of Religious Studies. Teachers across the curriculum use the 'Mirrors, Windows, Doors' format in their schemes of work, but ensuring that it is a significant part of what people do, is a work in progress.

St. Cuthbert Mayne as a Celebrating Community and Moral Development
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Worship, Spiritual

Grade 2

John 13: 34-35

Worship and liturgy play a central role in the life of St. Cuthbert-Mayne. Prayer opportunities for staff are present regularly both at the beginning of staff meetings and briefings and through a weekly staff prayer group.

There is an expectation that all staff and students take an active role in the delivery of worship. The school acknowledges that not all staff feel confident about leading prayer. To help those who may find it more difficult and in the absence of a school chaplain the RE leader has taken on the role of facilitating acts of worship in tutor groups and year groups. This has been an enormous piece of work consisting of a power-point which any teacher can adapt and use. Each week a specific theme is chosen and in theory linked to one of the core values. Staff and students are encouraged to adapt these to suit their own year group. These are providing positive opportunities for students to create and lead their own AOW. All new staff to the school receive training in leading AOW as part of their induction and welcome the support that the RS leader gives them. The challenge for the school is to find ways to help staff and students use these resources effectively, turning them from a presentation into a prayerful AOW. Most of the AOW experienced contained all the elements for a rich experience but a lack of appreciation of the symbolic nature of these components means that their power is often not realised.

Tutor groups have recently introduced reflective books comprising of student's thoughts and feelings on the theme celebrated within the AOW. Although a new initiative these are proving to be a meaningful response to the experience of the acts of worship and while at some stage these could contribute to some form of moderation of how AOW are being received however they are not currently an effective enough system to evaluate the impact of worship on pupils.

The celebration of Mass and Eucharist has been re-introduced to the school with the support of local clergy. Although attendance at these celebrations is currently voluntary for most students, it would be a positive way forward to see this develop so that it becomes a part of school life for all members of the community.

The school has strong Art, Music, and Drama departments. Occasionally their talents are drawn upon for major events but their involvement in year group liturgies could be a welcome addition to

ensuring that AOW do become a rich and engaging experience where all students are drawn to participate with heartfelt enthusiasm.

Conclusion

St. Cuthbert Mayne is a warm and welcoming community where young people are enabled to grow and flourish. As a Church school it is beginning to move forward, embracing the diversity of religious identity within the pupils and staff. By ensuring that the Catholic Christian foundation of the school remains key to all developments, there is no reason to doubt that this is a school which can and will ultimately be a beacon of hope for the Church and the world.