



Diocese of Arundel and Brighton

# INSPECTION REPORT

St. Cuthbert Mayne Catholic Primary School  
St Nicholas Avenue, Cranleigh, Surrey GU6 7AQ  
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D/ES Number: 936 / 3475

Headteacher: Miss A. Loveder  
Chair of Governors: Mr P. Bergin

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Canonical Inspection under Canon 806 on behalf of the Bishop of Arundel & Brighton  
and inspection of Denominational Education under Section 48 of the Education Act 2005

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Date of inspection: 4<sup>th</sup> November 2009  
Date of previous inspection: 22<sup>nd</sup> November 2006

Lead Inspector: Mrs C . Walker  
Associate Inspector: Mr S . Beck

## **Description of School**

St Cuthbert Mayne School is a voluntary aided Catholic Primary School. It is situated in the Guildford Deanery of the Diocese of Arundel and Brighton. It is located in Cranleigh, a village between Guildford and Horsham. There are currently 206 pupils on roll, most of whom live in the local village community. The school serves the parish of Jesus Christ the Redeemer of Mankind, Cranleigh, from which parish a high proportion of the children come. The school also has some pupils from The Friary, Chilworth.

There are very few pupils from ethnic minority groups. The proportion of pupils with learning difficulties is below the national average, 15 pupils are on the Special Educational Needs register and one pupil has a Statement of Special Educational Need. 37% of the teachers are Catholic. The school's Mission Statement, "quality Education with Catholic Christian values" expresses commitment to the Catholic way of life.

### **Key for inspection grades**

Grade 1: Outstanding;      Grade 2: Good;      Grade 3: Satisfactory;      Grade 4: Inadequate

## **Overall effectiveness of this Catholic school**

The provision of Catholic education at St Cuthbert Mayne Primary School is good with a number of outstanding attributes. It is a secure, supportive community underpinned by a strong Catholic ethos. Pupils are respected, affirmed and supported. This encourages them to be confident and provides a positive climate for work. Positive relationships exist between all members of the school community, which have been established by a close working partnership between home, parish and the local community.

Pupils achieve well and make good progress in each key stage. Teaching is never less than good with some outstanding features. Assessment procedures provide good guidance on pupil achievement. This needs to be embedded further with new staff. The standards in Religious Education overall are good and during their time at St Cuthbert Mayne, pupils make good progress. The work of the previous co-ordinator contributed enormously to the development of these areas. Behaviour is exemplary. The provision for learners' spiritual and moral development is outstanding. The headteacher provides strong leadership and is well supported by the Assistant Headteacher and the Leadership Team. They are clearly focused and have a good understanding of the school's strengths regarding its Catholic life and Religious Education. The school rightly recognised in its SEF that there is a need to create greater opportunities for challenge within lessons and more independent learning.

**Grade 2**

## **Improvement since the last inspection**

The Headteacher has established strategies to address the issues raised in the last inspection. The issues have been partly addressed as a result of improved levels of differentiation. However, staff need to become more confident and secure in their teaching in order to facilitate more independent learning for the more able pupils.

Whilst the school has made progress in developing greater differentiation they now need to embed their systems of tracking pupil progress across the whole school. Strategies are in place to enhance staff proficiency in assessing pupils' levels of attainment. Assessment data is now more robust and needs to be used more effectively by teachers to ensure high expectations and the continued raising of standards.

**Grade 2**

## **The capacity of the school community to improve and develop**

The school demonstrates a firm commitment to improve and develop due to its strong and accurate self-evaluation. It has a secure understanding of its strengths and areas in need of development to facilitate its continued progress. A shared ownership of the schools self-evaluation process is developing. Staff, governors and parents demonstrate a strong commitment to the school's ethos. High standards are modelled by members of staff and exemplified by the use of portfolios. Standards in Religious Education are appropriately reported to Governors sub-committees. Opportunities should now be developed to share good practice. New teachers are nurtured in their understanding of expectations and standards of teaching. Close parish links and a strong parent partnership reinforce the school's ability to fulfil its mission. The Parish priest is a regular visitor. He plays a pivotal role in fostering the school's mission and securing this successful partnership. This school is not complacent about its success but is constantly striving to develop further pathways for progress. The headteacher provides very strong leadership and with the newly established staffing structure the school has excellent capacity for yet further improvement.

**Grade 1**

## **What the school should do to improve further**

- Further develop assessment procedures to include pupil self-assessment so pupils have a greater understanding of the next steps needed in their learning.
- Ensure that teachers plan a range of activities to challenge more able pupils, creating increased opportunities for independent learning.
- The school might consider a review of the current Sex Education policy involving parents, staff and governors.

## **The Catholic Life of the School**

### **Leadership and Management**

Leadership and management are excellent. The headteacher is an outstanding role model and leader of a Catholic community. She provides strong spiritual leadership and has a clear vision, which is enthusiastically communicated to all members of the school community based on Gospel values. All work hard to ensure the school has a bright and stimulating environment. Attractive displays emphasise the school's Catholic ethos.

Governors are highly supportive and dedicated to the school and are currently involved in revising the school's Mission Statement. They work hard to support, sustain and develop the Catholic life of the school.

**Grade 1**

### **The Prayer Life of the School**

Worship and prayer are central to the life of the school community. The Catholic life of the school is strengthened and sanctified by the Masses celebrated throughout the liturgical and academic year. Pupils are active participants and are provided with many opportunities to encounter God through prayer and the sharing of the word. School liturgies are a source of spiritual development upon which the school community promotes Gospel values, which permeate all aspects of school life. This is clearly evident in the strong relationships that exist throughout the school and the partnerships that are embraced between home, school and parish. All are invited, all participate and the many gifts of the school community are shared within them. One parent stated "My son's relationship with God is developing through the lovely prayers he has learnt at school, and through religion being linked to every day life."

During the inspection appropriate relevant thematic Religious Education displays of the latest 'Here I Am' themes were in evidence across the school. Examples of sensitively written personal prayers were evident in pupils' Religious Education books, in individual prayer journals and in one lesson observation, pupils' prayers were used as a focus for the start and for the concluding reflection.

All classes have prayer corners, which enhances the delivery of Collective Worship. The quality of Collective Worship makes an outstanding contribution to the spiritual and moral development of the pupils.

Provision is carefully evaluated by a number of people, including the co-ordinator (both previous and present), parish priest and sometimes the pupils themselves. This ensures the content remains vibrant and relevant to the different ages, interests and abilities of the pupils.

**Grade 1**

### **How effectively does the school promote community cohesion?**

St Cuthbert Mayne is a truly inclusive school. There is a very strong sense of belonging to the school. The Headteacher and all staff have developed strong relationships with other local schools and schools in the Deanery. The local parish receives strong support from the school

particularly in the form of joint celebrations. Great emphasis is placed on effective transition links with other schools in order to ensure that pupils leave with confidence to begin their secondary education. The school takes part in world faith weeks in accordance with Diocesan guidelines and outside speakers are invited to visit the school in order to share aspects of their own beliefs with pupils. This work is highly recognised and supported by the parents. Children's understanding of both UK and global community is being supported through fostering links with schools in London, France and Australia.

Pupils are encouraged to support others within and outside the school community through a range of charities. Most recently this has included CAFOD and the local Rotary Club. The school has an active School Council that could now be developed to give pupils greater ownership of what they do. Pupils are given many opportunities to support younger pupils though their roles for example as House Captains, Eco-Friends, Sports Captains. They undertake their duties with a sense of pride, care, enthusiasm and develop a good understanding of service to each other within the school community. One pupil articulated this by saying "We act as God wants us to act, setting a good example to the younger children as very responsible role models."

**Grade 2**

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## **Religious Education**

### **Achievement and Standards in Religious Education**

Across all key stages, pupils make good progress. They are able express their understanding of their religious topics with confidence. Pupils are gaining religious literacy at a very good rate. The extent to which pupils can think morally, spiritually and ethically is a strength. Pupils with Special Educational Needs are very well supported in class and achieve appropriate standards commensurate with their abilities. The standard of pupil's written work is good overall and well presented. Work books show a good coverage of the topics but would benefit from a wider range of recording methods. There is a consistently high standard of classroom prayer corners, which are well used. The engagement and behaviour of learners throughout the school is exemplary.

**Grade 2**

### **Teaching and learning in Religious Education**

The quality of teaching seen was good with some outstanding elements. Whilst the school has a low number of Catholic teachers, it is commendable that lessons are delivered with considerable enthusiasm and good standards achieved. All teachers display very good classroom management and organisation skills. Where teaching was outstanding, the lesson was well paced, providing challenging questions in a nurturing classroom environment. In a Year 5 class, the children were asked to explain a way in which the Church supports them to be a friend of Jesus. This lesson was further enhanced by opportunities for reflection and the construction of a prayer chain. In both Year 1 and 2 lessons, very good use was made of talk partners. The Year 4 lesson saw good levels of differentiation. These aspects of good teaching could usefully be shared amongst colleagues. Marking is very good and consistently constructive across the whole school. Teachers' comments ask questions to further pupils' learning rather than just reaffirming understanding. Good practice was observed when, in one lesson, pupils were given time to respond to comments made by the teacher in their written work. Pupils expressed their enjoyment of Religious Education teaching with inspectors by explaining "we are able to discuss

our thoughts and feelings with the teachers." Parents' reinforced this statement by stating "All teachers are extremely caring. I think pupils have a strong grasp of their lives as Catholic Christians." Inspectors agree.

**Grade 2**

### **Quality of the Curriculum**

The quality of the curriculum is good and suitable for the age of learners. The school meets the required 10% curriculum time for Religious Education in all key stages. All topics from the Diocesan "Here I Am" programme are well covered, including the teaching of other faiths. The curriculum would benefit from greater consistency in planning across the school, through enabling teachers to plan in partnership and sharing creative opportunities for differentiation. Progress has been made in developing assessment. Work portfolios are produced for each year group and work is levelled. This now needs to be used to inform future planning to ensure the appropriate level of challenge is provided for all pupils. Parents are able to support their child's Religious Education because they are well informed about the curriculum through regular Religious Education newsletters. Parents are fully supportive of their children's Religious Education but expressed a wish for the resources in the teaching of Sex Education to be updated. The teaching of other faiths is developing into strength and was commended by the parents.

**Grade 2**

### **Leadership and management of Religious Education**

The Headteacher has currently taken on the role of subject leader building upon the strong foundations laid by the previous subject leader who inspired and supported her children, colleagues and parents. The previous subject leader still provides a strong supporting role to all staff members, offering guidance with planning, creative approaches, suggested use of the wide range of resources she established in the school and new resources to be acquired.

The headteacher has a very clear understanding of the areas for development, which she has taken active steps to implement. The school provided an excellent self evaluation form that demonstrated a very clear understanding of the school's strengths and areas for development, which the inspectors have been able to validate. The headteacher gives very good leadership for the subject and ensures Religious Education is given a very high status within the school. One parent championed this by saying "The Catholic ethos of the school runs through it like a main artery, giving the children a strong sense of their own self worth." The subject leader gives good support to staff and opportunities are provided for staff to attend Diocesan training. Good use is made of Diocesan support. She ensures appropriate levels of funding for the subject, which ensures high quality resources are provided and used throughout the school.

**Grade 2**