



Diocese of Arundel and Brighton

# INSPECTION REPORT

**St Cuthbert Mayne Catholic Primary School**  
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DfES Number: 936/3475

Headteacher: Miss A. Loveder  
Chair of Governors: Professor P.Regan

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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: 24<sup>th</sup> March 2014  
Date of previous inspection: 4<sup>th</sup> November 2009

Lead Inspector: Miss R.Gillies  
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 208 pupils on roll, just over half the school live in the village of Cranleigh, the remainder live in the surrounding villages. The school serves the parish of Jesus Christ the Redeemer of Mankind, Cranleigh and St Thomas More, Bramley, which were previously two parishes.

The Friars (OFM) at Chilworth have left the parish which was a time of great sadness. The Benedictine Community from Ramsgate have moved to Chilworth which is now an Abbey. However, it is no longer a parish community and many of the families from the Friary are now part of the school's parish community.

There are very few pupils from ethnic minority groups. There are currently 20 children on the special needs register, with the number of children with a statement of educational need having risen from two to six during the last year. The majority of Year 6 pupils move to St Peter's Catholic Secondary School in Guildford; with some moving to the independent sector. In more recent years two or three pupils have moved to the independent sector at the end of Year 5, in order to prepare them for the Common Entrance Exam.

The school has undergone further development since the last Inspection with the refurbishment of the Foundation Stage.

### Key for inspection grades

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

## Overall effectiveness of this Catholic school

The strong Catholic ethos of St Cuthbert Mayne is evident in the very supportive relationships within the whole community. Governors, headteacher, staff, parish priest, parents and pupils all work together to make this a strong community which fosters a real appreciation of individual worth. Pastoral care is outstanding as a result of the way individuals are supported in times of need. There is a strong, established home, school, parish partnership.

The provision of Catholic education at St Cuthbert Mayne Primary School is good with some excellent features.

Leadership is focused on ensuring the school's Catholic vision is understood and supported by the whole school community. Pupils are respected, affirmed and supported.

Parents are overwhelmingly supportive of the school. One parent wrote, *'The spirituality at St Cuthbert Mayne is tangible. That, combined with a strong sense of community, provides the children with a wonderful atmosphere in which to grow'*.

Governors are well known to the parents and as a result of accurate self- evaluation with the headteacher and staff, have a good understanding of the schools strengths and are fully committed to future development.

The parish priest has a greatly valued and significant role in the day to day life of the school.

## **Improvement since the last inspection**

The headteacher has developed strategies to address the issues raised in the last inspection. The issues have been partly addressed as assessment procedures are becoming more secure and the pupils in some classes are beginning to show a better understanding of the next steps needed in their learning. Staff need to develop more confidence in delivery of the religious education curriculum in order to facilitate more independent learning for all pupils.

Whilst the school has made progress in developing their assessment procedures they need to include pupil self- assessment so that pupils have a greater understanding of how to move their learning forward.

**Grade 3**

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

- Increase opportunities for independent learning, by creating greater challenge for higher ability learners.
- Embed marking in religious education to secure consistency across all classes to ensure all pupils understand areas they need to address in order to progress through opportunities to respond to marking.
- As part of the embedding of the new 'Come and See' scheme the school should consider reviewing its EPR policy to secure an integrated scheme of work and a whole school policy in consultation with governors, staff and parents.

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

### **Leadership and Management**

Strong leadership and management underpins the school's success and provides direction for its development. In her role as spiritual leader of the school community the headteacher is committed to maintaining and further developing the distinctive Catholic identity which is St Cuthbert Mayne. Leaders and managers at all levels are committed to the vision of the school, which recognises that the inclusion of all learners is central to this vision, 'to recognise the value and worth of each individual child and member of staff'. This is enthusiastically communicated to all members of the school community by the headteacher who is an outstanding role model in her determination to live by Gospel values within and beyond the school community.

The Governing Body is committed to supporting and challenging the school in living out its mission.

**Grade 2**

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

Worship and prayer underpin the life of the school providing times of reflection through word, drama, art and music. The Catholic life of the school is strengthened by the carefully planned Eucharistic celebrations throughout the year or in key stage or class liturgies. The act of collective worship witnessed by the inspection team demonstrated the pupils' enthusiasm to participate and engage in prayer; the celebration was enhanced by the singing of the Gospel acclamation and pupils reading of the Scripture. Collective worship makes an outstanding contribution to the spiritual and moral growth of the pupils. All children are encouraged to take on particular ministries within liturgical celebrations.

Prayer is central to the life of the school and is given the highest priority. Acts of worship are reflective and well planned, enabling pupils to take a very active role. Class prayer tables provide a focus and richness for prayer in every classroom. They reflect the current liturgical season.

The support given to pupils, parents and staff, as the result of recent bereavements was exemplary. One parent wrote that they were *'grateful for the spiritual guidance given to the pupils and that her son, found great comfort in the "healing hands of Jesus" and was visibly reassured that the discussions at school and home were giving the same consistent message of faith and hope'*.

**Grade 1**

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

The school is a highly inclusive community with a clear, shared vision and strong sense of belonging. Vulnerable groups and individuals are well cared for within the school. The school community respond generously to support many charities such as Mission Together, Taskforce Romania (organised by the local Rotary Club), the Food Bank initiative and the Number 4 project in Guildford, providing support for the homeless.

Within the school there is concern, respect and hospitality towards others. The provision for religious education results in an attitude of respect for all faiths; mutual understanding and integrity enables pupils to appreciate each other's beliefs and values. Parents are supportive of the school's approach to the teaching of other faiths.

Pupils have many opportunities to take on roles of responsibility. These include house captains, librarians, school council representatives and sports' leaders. There is an opportunity to develop the role of the school council to enable it to have a higher profile within the community and ensure pupils have opportunity to express their views and impact on developments within the school. Representatives from the school attend Diocesan events such as the Good Shepherd Mass, grandparents celebration at Aylesford Friary and the Diocesan pilgrimage to Lourdes.

**Grade 1**

# **Religious Education**

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

Pupils take great pride in their religious education books and these are viewed as very special books. Pupils are gaining knowledge, skills and understanding through the religious education curriculum and generally achieve levels equal to or above English levels in RE. Pupils moving into the school access the curriculum and are supported by learning partners and adults in considering those areas their class have explored previously. Greater opportunities for undertaking independent learning and challenging tasks would provide opportunities for the more able to achieve even higher standards.

Behaviour of the pupils is excellent and reflects the high level of respect they have for each other and their working environment. Pupils respond to their teachers and recognise religious education provides them with opportunities to open the Word of God for each other and the wider school community.

**Grade 2**

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

The teaching in religious education is good and the majority of pupils show a positive and enthusiastic approach to religious education. Classroom management is very effectively deployed and in order, avoiding the potential for low level disruptive behaviour to impact on learning. Stronger differentiation needs to be planned for, to meet the needs of all learners. Good questioning skills and interactive marking are beginning to move the learning forward. Where pupils are given the opportunity to respond to developmental marking they have a better understanding of how to improve their learning. Carefully planned lessons build on prior learning and pupils' capabilities. If planning was more consistent across the school this would allow greater numbers of pupils to access the higher levels of attainment, commensurate with their achievements and attainment in English. Teachers and teaching assistants ensure those pupils who may not be able to easily record their responses are given opportunities to scribe to an adult or talk with them. SEN pupils achieving one to one support are exceptionally well served by the adults supporting them.

The tone of lessons is set well through opportunities at the beginning of lessons to have a period of prayer and reflection. Displays strongly reflect the Catholic ethos of the school.

**Grade 2**

## **Quality of the Curriculum**

The 'Come and See' programme was introduced at the beginning of this academic year with the full support of the governors, staff and parish priest. The school is working hard to embed this new scheme alongside the development of its assessment procedures and the levelling of pupils' work. This should be supported by a programme of lesson monitoring, moderation, work scrutiny and the sharing of identified good practice within St Cuthbert Mayne and across other schools within the deanery.

There is a budget allocation which is spent on resources as required. General resources are appropriate with a good range of materials for the teaching of both the Catholic faith and other faiths. The religious education curriculum provided is rich and varied and focused on raising standards. The curriculum promotes attitudes of respect, tolerance and justice for all faiths.

**Grade 2**

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

Governors, headteacher and staff share a common vision of the importance of religious education. Consequently the leadership and management of this subject are in a strong position to move this forward. The headteacher as subject leader has her finger on the pulse of the religious education curriculum and how it integrates into the life of the school. She is an exceptionally good role model for all the staff.

Inspectors were provided with self-evaluation that identified a clear view by the school of the areas for development and they have been able to validate this. The self-evaluation has identified a need to secure consistency in religious education across the whole school and particularly in the areas of marking, differentiation and provision for more able pupils in order to raise attainment in religious education further.

The school is represented at diocesan and deanery training.

The school is to be commended for adopting a way forward as articulated by a parent who praised the school's approach saying, *"the school stresses an individualistic approach not a 'one size fits all approach to both teaching and learning'."*

**Grade 2**