

Inspection of St Cuthbert Mayne School

Trumlands Road, Torquay, Devon TQ1 4RN

Inspection dates: 21 and 22 March 2023

Overall effectiveness	Requires improvement
The quality of education	Requires improvement
Behaviour and attitudes	Requires improvement
Personal development	Good
Leadership and management	Good
Sixth-form provision	Good
Previous inspection grade	Good

What is it like to attend this school?

St Cuthbert Mayne is a welcoming and inclusive school. In most subjects, pupils are taught an ambitious curriculum. They learn and remember more over time. However, this is not yet consistent in all subjects. This means some pupils do not achieve well. Students in the sixth form enjoy their lessons and learn effectively.

Many pupils behave well. Most are polite and respectful to each other and to adults. When pupils do not meet leaders' high expectations, there are consequences which are understood by all. Some pupils do not meet these expectations. Too many pupils do not attend regularly enough, which disrupts their learning.

Pupils take part in a range of trips and activities which enrich their learning. Students in the sixth form are proud of their school and appreciate the care and attention they receive from their teachers. Teachers encourage pupils to speak up about issues important to them, such as mental health and well-being.

What does the school do well and what does it need to do better?

In most subjects, leaders have developed a well-structured curriculum for all pupils. They have thought carefully about what pupils need to know and when. However, the curriculum is not delivered well in some subjects. This means pupils learn better in some subjects than in others. Some teaching checks pupils' understanding effectively. When this happens, pupils' progression through the curriculum is stronger. However, this does not happen in all subjects. Pupils' experience varies significantly. Many pupils at key stage 4 do not follow English Baccalaureate (EBacc) subjects. For example, only a small number of pupils learn a language in key stage 4.

Students in the sixth form progress effectively through the curriculum. The curriculum is consistently well delivered. Students who retake English and/or mathematics qualifications are supported well to succeed.

Pupils read regularly in school, including in the sixth form. The texts they read support their cultural development. However, some pupils do not receive the help they need to understand difficult vocabulary. This is particularly the case in tutor time reading.

Leaders have high expectations of pupils' behaviour and punctuality. When pupils do not meet these expectations, leaders intervene. However, despite leaders' high expectations, some pupils continue to interrupt the learning of others. When bullying occurs, some pupils are reluctant to report it. They are concerned about what their peers may say or do. This means that not all bullying is dealt with effectively. Leaders have taken action. They have appointed anti-bullying ambassadors to support pupils and to help to reduce bullying. Staff support sixth-form students to recognise harmful behaviour.

Leaders prioritise pupils' personal development, including their moral and spiritual development. Pupils learn about respect for others and how to stay safe and healthy. However, the delivery of the curriculum does not always help pupils to remember what they have been taught. Some students in the sixth form do not remember important messages they have been given about healthy relationships.

Pupils, including those in the sixth form, enjoy a range of memorable trips and visits. There are a variety of extra-curricular opportunities, including the Duke of Edinburgh's Award, a comprehensive sports offer and a range of music lessons. Teachers make sure that all pupils, including those who are disadvantaged, take part.

Pupils benefit from a strong careers programme. They learn about a variety of post-16 and post-18 options. Students in the sixth form visit universities and receive appropriate help with their university and apprenticeship applications. The careers information they receive means pupils are well prepared for their next steps.

Pupils with special educational needs and/or disabilities (SEND) are supported well with their learning. Those pupils who are not fluent readers receive appropriate extra help with reading. Teachers are well trained to identify pupils with SEND. However, teaching does not always ensure pupils with SEND know more and remember more over time.

Leaders, including governors, work with a strong sense of moral purpose in the best interests of pupils. Leaders welcome support from external partners. Their support is starting to have an impact on the quality of the curriculum and staff development. The school has faced significant challenges since the COVID-19 pandemic began. Leaders understand what they must do to ensure the school continues to improve.

Safeguarding

The arrangements for safeguarding are effective.

Leaders act in the interests of children and ensure pupils are safe. There is a culture of safeguarding. Staff receive regular training and know how and when to report concerns. There is a well-established safeguarding team that works effectively with other agencies to safeguard children. Record-keeping is robust.

The safeguarding team works closely with pastoral and curriculum leaders to ensure pupils learn about risks in the community and beyond.

Safer recruitment practices are in place.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The implementation of the intended curriculum is not consistently effective. Teaching, including activity choices and assessments, does not help all pupils to achieve well. Leaders must rapidly ensure the curriculum is delivered effectively so that pupils achieve well.
- Leaders have not been quick enough to ensure that pupils in key stage 4 follow a range of subjects included in the English Baccalaureate (EBacc). This means that many pupils do not study a breadth of academic subjects to prepare them well for their next steps. Leaders should ensure pupils study a broad and academically ambitious range of subjects at key stage 4.
- Attendance is too low and persistent absence is high. This means that many pupils do not benefit from the intended curriculum. Leaders, including governors, must prioritise improving attendance through effective interventions.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	113551
Local authority	Torbay
Inspection number	10227955
Type of school	Secondary comprehensive
School category	Voluntary aided
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1,035
Of which, number on roll in the sixth form	108
Appropriate authority	The governing body
Chair of governing body	Maura O'Donoghue
Headteacher	James Down
Website	www.st-cuthbertmayne.co.uk
Date of previous inspection	23 to 24 November 2016, under section 5 of the Education Act 2005

Information about this school

- The school works in partnership with a multi-academy trust, Education South West.
- The school uses four registered alternative provision settings and two unregistered alternative provision settings for its pupils.
- St Cuthbert Mayne School is a voluntary aided school in the Diocese of Plymouth and Exeter, with a Roman Catholic and Church of England religious character.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 13 with information about approved technical education qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- On the first day, inspectors carried out deep dives in English, science, history, geography and physical education. As part of this, they held discussions with senior leaders, subject leaders and teachers. They also talked to pupils about their learning and looked at work they had completed.
- Inspectors also visited a selection of sixth form lessons and spoke to students in the sixth form about their experiences.
- Inspectors analysed responses to Ofsted’s online survey, Ofsted Parent View, and the views of pupils and staff in Ofsted’s online surveys.
- Inspectors met with the special educational needs coordinator and reviewed plans that support pupils with SEND.
- Inspectors met with the designated safeguarding lead, and reviewed documentation related to safeguarding and referrals to the local authority. They also spoke to staff about how they keep pupils safe.
- The lead inspector met with representatives of the local governing body, the multi-academy trust partner and the local authority.

Inspection team

Victoria Griffin, lead inspector	His Majesty’s Inspector
Joe Ambrose	Ofsted Inspector
Tom Hill	Ofsted Inspector
Claire Thomson	Ofsted Inspector

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