



# St Cuthbert Mayne Catholic Primary School

Inspection Report

**Unique Reference Number** 125222  
**LEA** Surrey LEA  
**Inspection number** 281916  
**Inspection dates** 4 July 2006 to 5 July 2006  
**Reporting inspector** David Marshall AI

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

<b>Type of school</b>	Primary	<b>School address</b>	St Nicolas Avenue
<b>School category</b>	Voluntary aided		Cranleigh
<b>Age range of pupils</b>	4 to 11		GU6 7AQ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01483 274961
<b>Number on roll</b>	197	<b>Fax number</b>	01483 273683
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr F McCormack
<b>Date of previous inspection</b>	22 May 2000	<b>Headteacher</b>	Miss A Loveder

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 4 July 2006 - 5 July 2006	<b>Inspection number</b> 281916
-----------------------------	---	------------------------------------

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://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.

## **Description of the school**

St. Cuthbert Mayne Catholic Primary School celebrated its 50th anniversary in 2005. It is a one form entry primary school. Most families have a fairly high level of prosperity. The ethnic background of almost all pupils is White British. All children entering school have attended a nursery. Attainment on entry is above average. Currently the number of pupils with learning difficulties is around the national average. During the last two years, the school building has undergone major refurbishment.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 1

Inspection evidence shows that St Cuthbert Mayne's School provides an outstanding education for all of its pupils. This is different from the school's own modest self evaluation of good. It provides very good value for money and has continued to make significant improvements since the time of the last inspection. Strengths and weaknesses are now speedily identified because the school has very good systems for monitoring its work. Pupils' progress is excellent and standards are very high.

Teaching and learning are outstanding. Children make a very positive start to their education and achieve very well in the Foundation Stage, where provision is very good. Throughout the school lessons are well planned, have brisk pace and teachers aim to make learning fun. Teachers work hard to ensure that learning is productive for every pupil. Parents are very pleased about this. One commented that, 'The teachers give our children a sense of worth. They all have a place here and are valued.'

Throughout the school staff expectation's of pupils' behaviour is very high, and as a result pupils' personal development is outstanding. Pupils are cared for very well, and all of them, including the most vulnerable, feel safe and secure. Although the curriculum is broad and enhanced by a very good range of additional activities, the school has identified the need to extend the use of pupils' literacy, numeracy and information and communication technology (ICT) skills by making greater links between subjects. The staff are also aware that although the school's library facilities are satisfactory, they are not used well enough to promote pupils' research skills.

The leadership and management of the school are outstanding. Through her boundless enthusiasm the newly-appointed headteacher provides first-rate leadership and she is very well supported by all staff. The governors make a very effective contribution to the success of the school. Teamwork is outstanding and the school's capacity to improve further is excellent.

### What the school should do to improve further

- Extend opportunities for pupils to use their literacy, numeracy and ICT skills in other subjects.
- Enhance opportunities for pupils to make better use of the library to extend their research skills.

## Achievement and standards

### Grade: 1

Boys and girls attain impressive results in English, mathematics and science in the national tests at the end of Year 6 and standards are consistently very high. Pupils' achievement is outstanding as they rise to the ambitious challenges set for them. Indicators point to an on-going trend in improvement as the school continues to achieve the rigorous targets it sets for itself.

Children make a very good start to their education in the Foundation Stage, and by the end of their reception year; many are working in advance of the levels expected for their age. Standards at the end of Year 2 are significantly above average overall. The good number of more able pupils are especially successful.

Staff strive hard at all times to enable success for all pupils. There are many opportunities for pupils to develop their creative talents through the extensive range of additional activities. In particular, achievement in music is exceptional. The improved provision in ICT enables pupils to achieve good standards in this subject. Throughout the school more able pupils achieve especially well. Those with learning difficulties and disabilities receive much focused help, enabling them to make significant strides in meeting their targets. Nevertheless, there is room for further improvement in extending pupils' research skills.

## **Personal development and well-being**

### **Grade: 1**

Pupils' personal development and well-being are outstanding. Pupils are polite, well-mannered and confident when talking with each other and adults. They speak warmly about their school and enjoy the many opportunities that it has to offer. As one boy said, 'We are all friends here'. Pupils attend regularly, willingly participate fully in lessons and behave exceptionally well. They feel safe at school and have confidence in knowing that they can ask adults for help if they need it. Pupils develop a good understanding of how to stay healthy, by eating sensibly and enjoying the well planned physical activities.

Pupils' spiritual, moral, social and cultural development is outstanding. Pupils are respectful of each other and follow a clear moral code. They are keen to take responsibility both for classroom tasks and by taking on school roles such as school councillors and playground buddies. Pupils participate in a range of activities that help them to understand about the beliefs and lives of people from different cultures. Their contribution to the community is outstanding. In addition to fund raising for different charities, they participate in many activities that have strong community links such as raising money for schools in Africa. The pupils' very effective skills in English, mathematics, ICT and personal development prepare them very well to become good citizens in the future.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

The school judges the quality of teaching and learning to be good but inspection evidence shows that it is outstanding, throughout the school, both in the lessons observed and over time as seen in the pupils' work. Assessment procedures are good and teachers adjust their lesson planning when they find that individuals need more time or support. Pupils contribute well to this by using the thumbs up or down signal

to assess their own learning. Year 6 pupils confidently evaluate the work of their classmates. The school also uses its detailed assessment information of each pupil effectively in target setting.

Teachers plan lessons well and use a variety of approaches and resources to ensure that all pupils enjoy their lessons. For example, ICT equipment is being used very well and pupils are very confident in its use. In the most successful lessons pace and challenge are exceptionally good and learners concentrate well because they are really interested in the tasks set. Pupils with learning difficulties are supported effectively. In a Year 6 lesson they showed real confidence and dramatic flair in sharing their learning about child labour in Victorian times with the rest of the class. Group and paired work gives pupils the opportunity to learn independently. The highest attaining pupils are really challenged and there is a genuine celebration of pupils' achievement in all areas of their work.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum includes all subjects and is well balanced. Good curriculum planning ensures that the needs of all pupils, including those with learning difficulties or specific gifts and talents, are met well. The school is developing the opportunities for pupils to use their English and mathematics skills in other subjects, but there is still more to do. Displays and pupils' work illustrate the effective and varied approaches already being used, particularly in science and history. The curriculum in Reception is exceptionally well planned so that indoor and limited outdoor play areas are used very well.

There is a good range of extra curricular opportunities. Many pupils learn to play musical instruments and are members of the choir. Others regularly attend sports sessions and the French club is very popular. Some parents are concerned about lack of space for sport but good use is made of facilities at other schools. The limitations of the library affect some aspects of the development of research skills for older pupils. Well planned activity days, visits and residential stays make a major contribution to pupils' enjoyment of learning and to their personal development.

## **Care, guidance and support**

### **Grade: 1**

The quality of care is outstanding and pupils learn in a safe and attractive environment. Health and safety procedures and child protection are fully in place and the monitoring of behaviour and attendance is very good. Parents are particularly pleased about the caring ethos and say that, 'This is a very happy school'. Reception classes are very well cared for. Year 6 pupils are confident about moving to their next schools because they have regular physical education lessons at the local secondary school and a range of visits. Excellent 'changeover' sessions witnessed during the inspection help all pupils prepare for moving up to their next class. Pupils understand assessment procedures and know how to meet the challenging targets set for them. The quality of care for individual pupils is outstanding because of the contribution of skilled support staff

and the quality of systems for monitoring progress. Pupils with identified needs and learning difficulties are cared for exceptionally well. Links with partner schools and outside agencies are all used to ensure the well-being of pupils and the many trips and visits are managed very efficiently to ensure both safety and a high quality of learning.

## **Leadership and management**

### **Grade: 1**

Leadership and management are outstanding. On no less than five occasions, different adults said that, 'Everyone in the school wants what is best for all the children.' As a result, teamwork is of the highest quality and everyone plays a valuable part in moving the school forward. This high level of commitment has enabled the school to maintain its high quality through a time of changing leadership.

Although new to her present position, the headteacher is very experienced and knows the school and pupils very well. As a result, she provides outstanding leadership. As one of the support assistants in the school said, 'She (the head) makes each and every one of us feel special.' The acting deputy head, senior teachers and all staff and governors provide first-rate support. One of the key roles of all staff is to follow the headteacher's exemplary lead and provide unstintingly for every pupil according to their needs. They are outstandingly successful in meeting this aim.

There is a clear understanding of strengths of the school and areas that need more development. Although modest, the school's self evaluation is effective. The school improvement plan provides clear guidance on relevant issues for raising standards. Management at all levels is very good and records show that monitoring activities, including the regular observation of teaching, are thorough and lead to further improvement. Performance management is well established and successfully links teachers' professional development with school improvement. Governors are involved extensively in these processes and they bring a wide range of skills to bear as they act as critical friends, challenging decisions and requesting explanations where this is judged to be necessary.

The opinions of parents and pupils are always valued and frequently acted upon. Within the school there is a high commitment to include every pupil in all activities and the care and concern for pupils is their highest priority. Parents value this and most see it as an important feature of the school. The school is very well placed to build on its successes and has an excellent capacity 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](http://www.ofsted.gov.uk).**



## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
--	-----------------------	--------------

### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	1	NA
The standards <sup>1</sup> reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	NA

### Personal development and well-being

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

### The quality of provision

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

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

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Children

Thank you very much for welcoming us so warmly during our recent visit to your school. Thanks especially to those children who helped us find our way around and those who talked to us during the inspection. We did appreciate all the help and comments which you offered.

We are glad to tell you that we think your school is outstanding and provides you with a very good start to your education. We were particularly pleased with these things: \* Your headteacher and staff do a very good job in organising the school and looking after you. \* You are all making very good progress with your work. \* You all clearly enjoy being in school. \* You behave very well, work hard and listen carefully to your teachers. This helps you to succeed at school. \* All the adults in the school look after you very carefully. They always make sure that you get help if you need it. \* Your school council does a great job.

Your teachers are always trying to help you do even better in lessons and we have asked them to make sure you get every opportunity to use your English, mathematics and ICT skills whenever you can. We have also said we think you should have a better library. We know that you will continue to work hard and extend our very best wishes for your future success.

David Marshall

Lead Inspector