



# DIOCESE OF **Arundel and Brighton**

## DENOMINATIONAL (S48) INSPECTION REPORT

St Cuthbert's Catholic Primary School

Address: Bagshot Road, Englefield Green, Egham, Surrey TW20 0RY

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School Unique Reference Number: 125209

<b>Headteacher:</b>	Mrs Jackie Gillin
<b>Chair of Governors:</b>	Mr Mark Rhodes-Jones
<b>Lead Inspector:</b>	Mr Stephen Beck
<b>Associate Inspector:</b>	Mrs Janice Robinson-Browne
<b>Inspection date:</b>	06 March 2019

<b>Overall Effectiveness</b>	Previous Inspection: Outstanding
	This inspection: Good
<b>Catholic Life:</b>	Outstanding
<b>Collective Worship:</b>	Good
<b>Religious Education:</b>	Good

### SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Cuthbert's is a good Catholic school because:

- St. Cuthbert's Catholic Primary School is a community of faith, firmly embedded in Gospel values.
- The personal faith, leadership and dedication of the headteacher provides the vision that continues to take the school forward in a school that recognises its areas for further development.
- The Headteacher as Religious Education lead works tirelessly to support staff in ensuring that the teaching and learning continues to improve and that it is given a high status.
- A focus on establishing greater consistency in approach is beginning to secure increased progress and attainment.

<ul style="list-style-type: none"> <li>• Pupils are understandably proud of their school. Their behaviour and attitudes are underpinned by their living out of the school's mission statement, which the children all know well.</li> <li>• The majority of parents, who responded to the survey, were positive about all aspects of school life, one parent writing, <i>"The Catholic Education my children receive underpins the ethos of the school and gives the pupils an excellent understanding of their religion."</i></li> </ul>	<ul style="list-style-type: none"> <li>• Moral development is good, with children's attitude and behaviour being exemplary.</li> </ul>
<ul style="list-style-type: none"> <li>• The religious education curriculum is planned effectively so that pupils grow steadily in their understanding of the Catholic faith.</li> <li>• Pupils achieve well in religious education given their starting points when they join the school.</li> <li>• The impact of teaching on pupils learning of, the Catholic faith is good overall. However, there are missed opportunities to deepen pupils' knowledge and understanding, particularly for the most able.</li> </ul>	<ul style="list-style-type: none"> <li>• Thoughtful design of the outside environment enables it to be used for liturgy and worship.</li> <li>• The school recognises the need to enhance the experience of worship.</li> <li>• Pupils experience a wide range of Catholic practices and learn well to manage their daily lives in the light of what they are learning about their faith.</li> </ul>

<b>St Cuthbert's school is not yet outstanding because:</b>	
<ul style="list-style-type: none"> <li>• While there are examples of very good practice, there is not yet a consistency across classes and key stages in challenge for the more able and a consistent approach in marking.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are not yet secure in planning, preparing and delivering liturgies.</li> </ul>
<ul style="list-style-type: none"> <li>• The Catholic Life of the school would benefit from more cohesive monitoring by Governors and teachers to provide fuller analysis and clarity of self-challenge.</li> </ul>	<ul style="list-style-type: none"> <li>• Care needs to be taken to ensure an appropriate balance between teacher input to lessons and the opportunity for pupils to engage in tasks in order to maximise learning time and progress.</li> </ul>

# FULL REPORT

## INFORMATION ABOUT THE SCHOOL

St Cuthbert's Catholic Primary School is a one form entry school for pupils aged 4 to 11. It is situated in a semi-rural location in the Weybridge Deanery and maintained by Surrey Local Authority. There are 206 pupils on roll, 87.4% of who are baptised Catholics. The principal parish, which the school serves, is the Parish of St Cuthbert's. 11% of the teachers are Catholic. The attainment of children on entering the school is average. The proportion of children with specific learning difficulties is below average. Four children have a statement of special educational needs - EHCP. The majority of pupils are of White British heritage and none are currently at the early stage of learning to speak English. The school's ongoing mission places Christ at the centre of its daily life and promotes a culture of continuous learning for all.

## WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER

Work on the areas identified for development in the school's self-evaluation form including;

- Embed assessment changes through the implementation of Diocesan guidance following the move away from levels. Continue to develop this by working with other Catholic schools to secure a consistency of approach across St Cuthbert's.
- Develop lesson planning to provide more opportunities for paired talk, pit stop plenaries either whole class or groups, to ensure pupils move on in their learning within the lesson.
- Further improve the progress of more able pupils through lessons that provide them with appropriate starting points and opportunities for pupil initiated independent learning.

## CATHOLIC LIFE

### THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- The quality of provision of the Catholic Life of the school.
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

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### **The extent to which pupils contribute to and benefit from the Catholic Life of the school is outstanding.**

- The Catholic Life of St Cuthbert's is outstanding. As a parent wrote, *'We have found St Cuthbert's to be a nurturing and welcoming school ..... it gives pupils an excellent understanding of their religion.'*
- Pupils appreciate and value the school's Catholic life and are active participants in it. They recognise that they are part of a caring and supportive school community and are happy to make their contribution to it. Examples include their willingness to take responsibility as members of the Spiritual, Eco and School councils.
- The Spiritual Council was formed in 2016 and is now established. Council members monitor prayer tables and Religious Education displays as well as leading morning, lunchtime and evening prayers. They have undertaken a learning walk with the Parish Priest and the Religious Education governor which resulted in the purchasing of new resources. They also set up for daily Collective Worship and Masses and are very active in the school's numerous charity activities.
- Pupils articulate that the mission statement is at the heart of their school and that they are expected to exemplify it. This is supported by pupil friendly versions.
- In conversations with pupils it was clear that they are proud of their school and enjoy belonging to their school family. They are considerate and helpful to others. They know it is important to be inclusive and forgiving and are secure in the knowledge that any worries they may have will be swiftly addressed and resolved.
- Pupils are encouraged to consider themselves and their school as part of a much wider community. They benefit from the school's links with the Deanery and the Diocese. Links with the local parish are strong. The Parish Priest is a frequent visitor to the school and also welcomes the school at Mass in the parish church.
- The behaviour of pupils in lessons and around the school is exemplary. During this inspection pupils were polite and welcomed the inspectors as visitors to their school.

- The school supports pupils academically, spiritually and emotionally to ensure that all make good progress. Strong systems of support within the school and with outside agencies where appropriate, ensure that pupils receive support appropriate to their needs.
- The school's Catholic life nurtures and supports its pupils. Parents are appreciative of the school and value the Catholic education it offers. One commented, *'Pupils are not afraid to challenge or question. The seed is sown at home and nurtured in school and children feel safe in their faith. What the children learn in school translates into their life. Their faith helps them in today's world and supports their understanding of forgiveness.'*
- A good number of parental questionnaires were returned. These were overwhelmingly supportive of the school. Some concerns were expressed that the school was not part of a local Academy Trust and in regard to staff changes experienced in one year group, which have been outside the school's control. Senior staff are aware of this issue and are endeavouring to mitigate these changes for pupils in addition to maintaining ongoing communication with parents. The staffing situation has now been regularised.

### **The quality of provision of the Catholic Life of the school is outstanding**

- The school's mission statement is reinforced in all aspects of school life. It is clearly linked to scripture and the tenets of Faith, Hope, Trust and Love. This is clearly understood by pupils, who are able in conversation, to relate these to their everyday lives.
- The school's Catholic life nurtures and supports its pupils. This results in a busy, happy and united community in which all groups of pupils generally make good progress and achieve well.
- High expectations are shared by staff, governors and pupils.
- St Cuthbert's is a school which is attentive to the needs of all members of its community evident in the very good relationships which exist between staff, governors, parents and pupils.
- The school is a supportive and happy place to work and learn with the highest level of pastoral care being offered to pupils. The deployment of support staff is used to good effect for the benefit of all pupils whatever their level of need, although care needs to be taken to ensure they are consistently, appropriately active.
- The school has developed a strong programme of PSHE assemblies/Collective Worship that enables it to introduce scripture into modern day issues such as Wellbeing, Mental Health, Safeguarding, E-Safety, Anti – Bullying, Equality and many other issues. Relationships and Sex Education (RSE) is well established throughout the school, using the 'A Journey in Love' programme and is in line with the teaching of the Catholic Church.

- The teaching of such scripture through PSHE, Collective Worship, Spiritual Journaling, the telling of Bible Stories and parables, ensures that pupils understand what is expected of them and shows them how they can become disciples of Jesus.
- Vibrant displays and the many prayerful spaces in the school contribute to a stimulating learning environment which reflects the school's mission and Catholic character. For example, displays highlight the liturgical seasons, commemorate the school's four House Saints and celebrate all works of charity undertaken in a term. All classrooms have prayer tables and a Religious Education display board dedicated to the Come and See Religious Education programme, and both are seen as a focus for prayer and Collective Worship. All staff take responsibility for the displays in their classroom and a HLTA has a designated responsibility for displays around the school.
- The considerable strength of the religious life of St Cuthbert's could be even better celebrated on the school's website.

**How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school is good**

- The Headteacher, as Religious Education lead, works tirelessly to ensure that the Catholic life of the school is given a high status. This would be enhanced by more cohesive monitoring by Governors and teachers to provide fuller analysis and clarity of self-challenge.
- An emphasis is placed on Prayer and Reflection in and around the school. The school has two "Gardens of Reflection" with the infants' garden having recently been opened by the Parish Priest. Pupils can easily access these gardens from their own classrooms and playgrounds in order to reflect or to pray, individually or as a class. It is commendable that school proposes to develop this provision further by providing a suitably designated indoor area for quiet prayer and reflection.
- St Cuthbert's is a collegiately led school with a shared aspiration to ongoing development and improvement.
- Masses are held at the school. Parishioners and Governors frequently join the staff and pupils for these celebrations.
- St Cuthbert's sees itself as a very close family and this was reflected in discussions with and comments made in meetings with representative group meetings held throughout the inspection day. Relationships between School, Parish, Governors, most Parents and the Community are very secure.
- The school has participated in Diocesan events such as the Year of Mercy, The Good Shepherd, the annual Deanery Masses and CPD training events at DABCEC.
- St Cuthbert's works closely with Deanery Schools and has started new links with an Independent Catholic School close by. The School would benefit from continuing these working relationships.

- The school has a new Parish Priest who has maintained an equally active role within the school as his predecessor. He is a regular visitor to classes every week; often teaching aspects of Religious Education. His expertise is shared with staff and pupils through Masses and Liturgies and he makes time to meet parents at the end of the school week. His contributions to the life of the school and level of chaplaincy he provides are both appreciated and highly valued by the whole school community.
- The school in turn supports the Parish and the pupils by attending for example, all Masses of the First Holy Communion programme, the annual Harvest Mass and Family Masses.
- The Parish 'Knit and Natter' group have donated approximately £400.00 to buy the younger pupils all in one waterproof outfits to wear outdoors. They also support the school's annual Christmas Fair. This involvement reflects the commitment to a shared mission.

## **COLLECTIVE WORSHIP / PRAYER AND PRAYER LIFE**

- How well pupils respond to and participate in the school's Collective Worship and Prayer Life
- The quality of provision for Collective Worship and Prayer Life
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship and Prayer Life

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### **How well pupils respond to and participate in the school's Collective Worship and Prayer Life is good**

- Pupils' response to and participation in the school's Collective Worship is good.
- Prayer, Collective Worship, Class Liturgies and Mass are central to the work of the School. They happen in a variety of places and at a variety of times throughout the school day and pupils respond to these positively. Pupils act with reverence and are keen to participate in Collective Worship. They sing joyfully, reflect in silence and join in community prayers appropriately and with confidence.
- Pupils are involved in a variety of approaches to prayer which includes scripture, religious artefacts, liturgical music and other forms of prayer both traditional and contemporary.
- Pupils value and participate voluntarily in liturgy and prayer. On the day of inspection, they gathered in a quiet, suitable environment ready for the Ash Wednesday celebration. This was well planned and pupils were involved appropriate to their age and stage of development. Go forth messages were clear and facilitate the pupils to spread the message that they hear.

- Subject leaders gather children's examples of pupil participation in worship in a beautifully presented portfolio.
- There are many opportunities throughout the school year for pupils to develop their understanding of the Church's liturgical year and its seasons and feasts.
- The experience of living and working in a faithful, praying community has a positive impact on the spiritual and moral development of the pupils, irrespective of ability or faith background.
- St. Cuthbert's is an inclusive prayerful community with a deep respect for one another.
- The Religious Education Leader has trained staff in leading Acts of Collective Worship, and has modelled it to all the staff on many occasions. Every Monday morning each staff member takes it in turn to prepare their own Staff Collective Worship for the Staff Briefing sessions.
- In conversations with older pupils on the day of inspection, pupils were enthused by their worship. They are now beginning to take ownership of their own Collective Worship using the cards supplied by the Diocese to help and demonstrated a keenness to be more active in this regard.
- Pupils recognise that prayer is an important part of their lives and that it brings them closer to God. Prayer is interwoven throughout the School day, commencing with class prayers in the morning, afternoon/lunchtime prayers and the end of the day prayers, as well as prayers during their Religious Education lessons and spontaneous prayers as appropriate. Pupils are used to praying for the needs of their class, school, the local community, national and global issues.

### **The quality of provision for Collective Worship and Prayer Life is outstanding**

- Collective Worship is at the heart of St Cuthbert's. The School's Mission, the Gospel Values and PHSE/RSE are an intrinsic part of the school's Collective Worship and it is noteworthy how the school has interwoven these strands together and that meaningful prayer opportunities for both staff and pupils are a central component of school life.
- Collective Worship outcomes allow pupils and staff to recognise their individual role in carrying out Christ's Mission each day and how they can make a difference in their community and the world.
- There is a clear policy for Collective Worship and the school uses a range of strategies to ensure that it is both regular and inclusive.
- Themes for Collective Worship are carefully chosen and are responsive to the religious diversity among pupils.



- Parents, parishioners and governors are invited to share in various acts of Collective Worship which are timetabled throughout the year. The school plans to extend opportunities for parents to attend Collective Worship within the school.
- The development of the pupils' spiritual growth is seen as a high priority and as a result the school has worked hard to provide outdoor spiritual places for all. Just recently the school has opened another Garden of Reflection in the infant playground and it has been reported on how lovely it is to see younger pupils taking time out to reflect and pray. The school plans to develop this provision further through establishing an indoor area for quiet prayer and reflection.

**How well leaders and managers promote, monitor and evaluate the provision for Collective Worship and Prayer Life is outstanding**

- Planning the school's prayer and liturgical life is given high priority each year by school leaders as it is the heart of the school's ethos and character. The views of pupils, staff and parents are valued and acted upon to ensure good quality Collective Worship continues to evolve throughout the school and Parish community.
- Leaders are enthusiastic and display expert knowledge of how to plan and deliver high quality experiences of Collective Worship.
- They have a very clear understanding of the Church's liturgical year and use this to very good effect in leading the school in its knowledge and understanding of Catholic rites and symbols.
- Whilst leadership of Religious Education is strong, it would be opportune as staffing appointments permit, to consider providing a teacher with the opportunity to take on leadership of this area to facilitate staff development. This could be linked to succession planning and an opportunity to develop the Religious Education section of the school's website to better celebrate the strong Catholic life of the school.
- The Headteacher, SLT, Religious Education link Governor, Parish Priest and two LSA's from the Spiritual Council are visible, well qualified and offer a wide variety of expertise in the beliefs and the teachings of the Catholic Faith. They have a clear shared vision of what is meant by Catholic Education and it is actively promoted. They are always looking at ways to improve this provision as highlighted in the School Development Plan.
- Leaders have an understanding of the strengths and areas for further development in Collective Worship through both formal and informal monitoring.

- The Religious Education Lead has trained staff in how to plan and deliver quality Collective Worship. She has introduced Spiritual Journaling to children from Years 2 to 6 as a means for them to truly understand and encounter the word of God as well as to grow closer to Him. The SLT provide all Staff with liturgical and spiritual development through CPD sessions. These meetings are always seen as a “safe space” allowing staff to feel comfortable to ask and pose questions. New teachers have also been well supported both within the School and by the Diocese.

## RELIGIOUS EDUCATION

### THE QUALITY OF RELIGIOUS EDUCATION

- How well pupils achieve and enjoy their learning in Religious Education.
- The quality of teaching and assessment in Religious Education.
- How well leaders and managers promote, monitor and evaluate the provision for Religious Education.

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### How well pupils achieve and enjoy their learning in Religious Education is good

- Pupils enjoy and understand the value of Religious Education, demonstrating commitment in their learning. Behaviour in lessons is of a high order with the majority of pupils concentrating well and displaying positive attitudes to their learning.
- Pupils start school with knowledge and skills typically in line with those expected for their age. They make strong progress in their learning as they journey through school. There are few variations in the attainment between pupils in vulnerable groups and their peers. Pupils identified as having special educational needs are well supported by highly skilled and motivated teaching assistants.
- Through evidence in work and from conversation some pupils are able to demonstrate effective use of prior knowledge when making links between religious ideas and using scriptural references accurately. The driver words could be better used to support the making of links especially with scripture, prayer and hymns. Pupils had well referenced scripture, usually discreetly which could be developed beyond discussion to its meaning and relationship in our own lives.
- Religious Education is the focal point of the curriculum, and there are examples where teachers make relevant connections between the Come and See Topic with other areas of the curriculum. These cross curricular links are beginning to embed, reflecting the value staff give to Religious Education within the curriculum. Pupils confirmed that they enjoy learning in their Religious Education lessons in part due to the range of activities they feel are offered in this area. Recent lesson observations and pupil voice further confirm pupils positive view of Religious Education which was not reflected in last year’s survey.

- Teachers plan activities that foster an engaging atmosphere such as drama, art and ICT. Identified good practice in this regard could be usefully more widely shared. Lesson planning should look to providing more opportunities for paired talk, pit stop plenaries either whole class or groups, to ensure pupils move on in their learning within the lesson.
- Pupils are proud of their Religious Education books and see them as special.
- Book scrutinies, particularly over the last year, show that pupils are engaging with scripture. The introduction of Spiritual Journaling, and using Scripture in Collective Worships and Phase PSHE assemblies further enhances their understanding.
- The school devotes two weeks in the year to other faith traditions (Judaism and Islam), which has enabled them to articulate a wider range of beliefs and values. Having Muslim, Sikh and Hindu families in the School, has benefitted pupils in their learning about these faiths. The study and understanding of other faiths is supported by the inclusion of visitors invited in to enhance and support the pupils' learning. This includes visiting Synagogues, receiving a Rabbi in to school to talk to them about Judaism and the Parish Priest and Deacon in to talking about their ministry.
- Pupils are taught forgiveness. This is supported through the use of peer mediators and buddy mentors. They support the pupils in identifying their mistakes and how they can move forward when conflict has arisen.
- Last year teachers taught the 'Journey In Love' programme in the summer term which enabled the pupils to talk about relationships in line with the school's Catholic ethos. This programme is now established and should be embedded in an age appropriate Relationships and Sex Education programme (RSE) from Early Years to Year 6.

### **The quality of teaching and assessment in Religious Education is good**

- Teaching at St Cuthbert's is consistently good in ensuring that pupils are interested, engaged and make good progress. Teachers deploy a range of teaching styles and strategies to motivate and inspire pupils. They provide welcoming classroom environments to stimulate learning.
- Teaching encourages pupils' enjoyment of and enthusiasm for Religious Education. At their interview, pupils spoke about how they found their lessons fun and how they 'learned a lot' in them.
- Teachers use the 'Come and See' programme to guide them in their content and lesson focus.
- The School has carried out internal moderations. This work would benefit from being expanded to encompass further collaboration with the other schools in the deanery to moderate work and validate teacher judgements.

- Whole school training on the 'Come and See Programme' last year has enhanced their knowledge and confidence. The Religious Education lead has worked hard through CPD sessions with staff to create a culture where the teaching of Religious Education is a ministry to be shared by all. Teachers and Learning Support Assistants work closely together to support one another in delivering the curriculum. As a result, all adults feel confident to seek help, share their expertise and learn from one another.
- Parents are informed on a weekly basis through the Newsletter as to what their child will be learning in Religious Education that week so they can support their child at home. This home/school partnership is important in pupils' learning and supportive of their achievements. As a parent reported, *'We look at the week ahead in the Newsletter and discuss together what will be learnt in the coming week'*.
- Standards of attainment over the last few years show that Religious Education is on the whole in line with expectations of other core subjects with good progress having been maintained through the last three years. All pupil data is scrutinised by the Religious Education lead who is also the outcomes lead and by the Assistant Head. Any pupil falling behind in any of the core subjects including Religious Education is targeted for extra support.
- In a Key Stage 1 lesson the teacher successfully drew on the morning liturgy in order to reinforce pupil learning and thereby provide a context. In a Key Stage 2 lesson good links were made with one of St Paul's letters and the school's mission statement. In another the teacher ensured pupils remained on task in an exciting drama task by referring them back to the learning objective with a range of scaffolded questions provided to meet the pupils' abilities. Where good practice is identified this could usefully be more widely shared.
- Pupils in Early Years are provided with an excellent start to their schooling and this is a strength of the school.
- Marking often uses teacher questions and pupils written answers which is then responded to with a tick. The most effective marking seen in books provided pupils more regularly with their next steps to their learning. This used questioning that pupils responded to which the teacher responded again. This good practice could be usefully disseminated to create a consistent approach across the school to ensure pupils are aware of their next steps in learning.
- Care needs to be taken to ensure an appropriate balance between teacher input to lessons and the opportunity for pupils to engage in tasks in order to maximise learning time and progress. The progress particularly for more able pupils, would benefit from more lessons that provide them with appropriate starting points and opportunities for pupil initiated independent learning.

## **How well leaders and managers promote, monitor and evaluate the provision for Religious Education is outstanding**

The self-evaluation of Religious Education by leaders and managers reflects monitoring and analysis by the Religious Education lead. This is leading to targeted planning and strategic action taken by the school which lead to very good outcomes in Religious Education.

- The Headteacher as Religious Education subject leader provides leadership of Religious Education which has resulted in whole-hearted commitment from pupils and colleagues. As a consequence, Religious Education has a high profile in the life of the school and is actively involved in initiatives within the school, having an impact on the moral and spiritual development of pupils and on their ability to discern their own unique vocations.
- Leadership of Religious Education is informed by a high level of expertise and vision which focuses on improving teaching and learning in Religious Education, resulting in teaching that is consistently good and this is beginning to show impact.
- The areas of development from the last inspection have been addressed. The area of assessment has been addressed, however, the school has now adopted a new form of assessment from the diocese, which links in with all other core subjects. The school follows the 'Come and See' programme and dedicates the right amount of time to the curriculum at 10% in each phase.
- The Headteacher and Assistant Head model good practice and keep staff informed about developments in teaching Religious Education. The Headteacher has taken on the interim role of Religious Education lead in order to maintain standards, support and provide consistency in this subject, as well as showing how important it and spirituality are to the life of the school. She provides very strong leadership and has been determined to involve everyone in this shared ministry approach. It will be important to build in some succession planning in this area.

## Summary of Inspection Judgements

How effective the school is in providing Catholic Education.

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### Catholic Life

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The extent to which pupils contribute to and benefit from the Catholic Life of the school.

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The quality of provision for the Catholic Life of the school.

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How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

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### Collective Worship and Prayer Life

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How well pupils respond to and participate in the schools' Collective Worship and Prayer Life.

2

The quality of provision for Collective Worship and Prayer Life.

1

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship and Prayer Life.

1

### Religious Education

2

How well pupils achieve and enjoy their learning in Religious Education.

2

The quality of teaching and assessment in Religious Education.

2

How well leaders and managers monitor and evaluate the provision for Religious Education.

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