

St Cuthbert Mayne Catholic Primary School

URN: 146573

Catholic Schools Inspectorate report on behalf of the Bishop of Arundel & Brighton

16–17 October 2025

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission

Religious education (p.5)

The quality of curriculum religious education

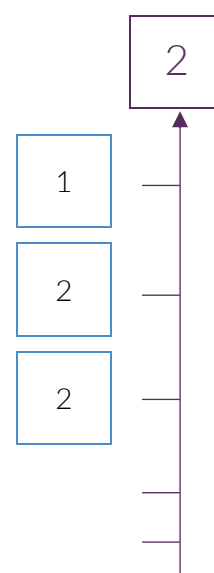
Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school

The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference

The school is fully compliant with any additional requirements of the diocesan bishop

The school has responded to the areas for improvement from the last inspection



Compliance statement

- **St Cuthbert Mayne** is compliant with the general norms of the Bishops' Conference in relation to 10% curriculum time.
- St Cuthbert Mayne implements the diocesan bishop's requirements in relation to phased implementation of the *Religious Education Directory* and the Relationships, Sex and Health Education curriculum stipulation.
- St Cuthbert Mayne has fully responded to the areas of improvement from the previous inspection.

What the school does well

- The mission statement is alive and embraced by the whole school community.
- The headteacher is an inspiring model of Catholic leadership. Her example guides the senior leadership and staff in the development of the Catholic life and mission of the school.
- Pupils feel happy, safe and confident; as a result, their behaviour is exemplary.
- The subject leaders for religious education have a clear vision of outstanding teaching and learning and a high level of expertise in securing it.
- Pupils respond well to the experiences of prayer and liturgy provided by the school.

What the school needs to improve

- Ensure that all pupils can confidently and fluently articulate what they have learned in religious education and the progress they have made over time.
- Ensure that all relevant staff are models of exemplary practice in prayer and liturgy to other staff and pupils.
- Ensure that all staff and pupils have a shared understanding of what constitutes high quality prayer and liturgy relevant to the age and abilities of pupils.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade

Pupil outcomes

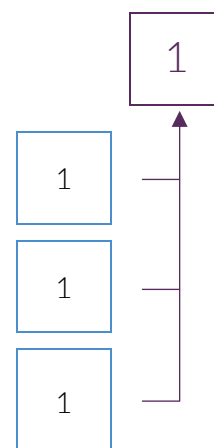
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

Provision

The quality of provision for the Catholic life and mission of the school

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school



Pupils are extremely proud of St Cuthbert Mayne school. They understand its distinct Catholic identity and wholeheartedly embrace the mission statement, explaining that it means 'making everyone feel safe' and 'always trying your best'. They are resoundingly happy and feel loved within the school, one pupil telling inspectors, 'we are a community who pray together and you can trust anyone', while another was keen to share that 'this school is just brilliant, brilliant, brilliant and joyful!' Pupils can make links between the school's mission and their work for the most vulnerable for example, supporting the local foodbank and CAFOD, but they are less confident in understanding and articulating the links to Catholic social teaching: this is something the school should continue to embed. Pupils are keen to take on a variety of roles and responsibilities provided by school, such as on the school council or as sports or house captains and the members of the faith council are particularly conscientious about the work they carry out, talking effusively about making prayer bags for classes and designing the prayer garden. Because pupils have a deep respect for each other and adults, behaviour throughout the school is exemplary.

The school's mission statement has been reviewed recently with all stakeholders, and this has given a focused purpose to the work of the whole school community. Pupils can all explain how they are encouraged to live out the three elements of 'Everyone Belonging, Aiming High, Growing in Faith' and how it guides their everyday school life. Staff embrace this mission and readily contribute to activities which reflect the Catholic life and mission of the school. Relationships are extremely strong and there is a tangible sense of welcome and care for all, creating, as one staff member put it, 'a very loving, caring and supportive school community'. The staff team exemplifies the school's Catholic ethos and values through collaboration and support, and by

serving as strong role models for their pupils, who say that staff 'will always listen to you if you have a problem'. Pastoral care is given a very high priority but managed in a very discreet and effective way ranging from informal support for any pupil to liaising with local charities such as Cranleigh Lions to provide financial assistance to families. The school environment effectively bears witness to its Catholic mission and is a welcoming and attractive space that is well-cared for by all.

The head teacher is a passionate and inspiring leader who through her own faith and example is driving the school forward and making a real difference. In this, she is well supported by leaders from the Xavier Catholic Education Trust. One parent commented that, 'the head teacher is a visible presence; seeing her on the gate helps my child to be seen and heard.' She has assembled a strong leadership team who share her values and together they radiate the school's mission to the whole community. Staff are extremely appreciative of the pastoral support provided by leaders, who they say are always approachable and care about their wellbeing. Parents are also overwhelmingly positive, acknowledging that 'the school is warm and welcoming, supporting not just my child but our entire family.' Links with the school's parish are strong and improving the parish priest is determined to foster this 'cross-fertilisation' for the benefit of all. Many of the staff and families now attend Mass at the church on a Sunday, some even being received into the Church as a result of attending the school. Governors through careful monitoring and evaluation have a clear vision and ambition for their school and they articulate this well, declaring that they want 'every child to come to know Christ, regardless of their starting points.'

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

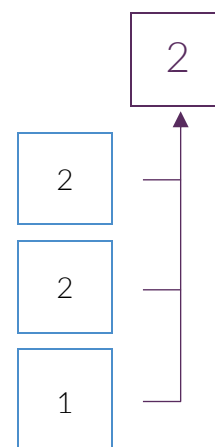
How well pupils achieve and enjoy their learning in religious education

Provision

The quality of teaching, learning, and assessment in religious education

Leadership

How well leaders and governors promote, monitor and evaluate the provision for religious education



Pupils really enjoy their religious education lessons and are enthusiastic about their learning, one pupil telling inspectors, 'RE is our favourite subject'. They are highly engaged during lessons and this is reflected in the excellent behaviour observed throughout the inspection. They are religiously literate about the work they have done, relating this to their own lives. In a Year 4 lesson, for example, pupils were able to reflect on the virtues of faith, hope and love, with one pupil commenting that 'you trust in them and in God for happiness in eternal life'. They demonstrate secure, age-appropriate knowledge and are beginning to make connections between previous learning and their current topics: this is an area the school should now continue to work on to ensure that pupils can confidently and fluently articulate what they have learned in religious education and the progress they have made over time. Ensuring that all pupils are clear about what they have done well and how to improve their work will also help with this. Pupils are extremely proud of their work, which is very well presented and showcases the range of ways in which pupils can present their work, including photographs, art, role play and written work.

Teachers have good subject knowledge and show a commitment to the value of religious education as a core subject. Expectations are high and staff are skilled in offering a variety of different approaches within lessons to assist pupils in meeting these. One example is the adaptive teaching seen throughout the school, for instance in the use of widgets or small world figures to support pupils with particular needs. Teaching assistants are also deployed effectively to support pupil's learning and work with skill, kindness and genuine care to ensure that vulnerable groups make progress in line with their peers and are not left behind. In some classes, teachers are extremely skilful in their questioning, identifying where pupils are in their understanding and encouraging them to make links, as seen in a Year 3 lesson where the teacher

was relentless in asking probing questions: this excellent practice now needs to be disseminated across the school. Learning opportunities are planned creatively, encompassing a variety of teaching methods which engage pupils including drama, music, images and art, as seen for example in Year 1 where pupils were making posters about caring for God's creation in response to a walk around the school site. Feedback is in line with the school policy and staff should now ensure that the systems they use consistently enable pupils to know what they need to do to improve.

The subject leaders for religious education have an inspiring vision of outstanding teaching and learning and have made good progress in starting to secure this. As a result, teaching is consistently good and in some classes of a very high quality. They now need to ensure this excellent practice is shared across all staff so that all pupils achieve the best possible outcomes. Leaders provide effective support for staff, including those new to school: staff access appropriate professional development and training, particularly in relation to the new *Religious Education Directory* and were keen to express their gratitude for the high level of support they receive. Leaders and governors are firm in their commitment to religious education as a core subject in school. The lead governor for religious education is a frequent visitor, participating in learning walks, talking to pupils about their learning and providing comprehensive reports to the Governing Body, who in turn have a well-planned self-evaluation schedule. This results in accurate analysis and appropriate strategic action, leading to continuous improvement.

Collective worship

The quality and range of liturgy and prayer provided by the school

Collective worship key judgement grade

Pupil outcomes

How well pupils participate in and respond to the school's collective worship

2

Provision

The quality of collective worship provided by the school

2

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

2

2

Pupils engage positively in the experiences of prayer and liturgy provided by the school. They are respectful and responsive to the wide range of prayer offered and participate enthusiastically in communal singing and traditional prayers. When invited to do so, they respond in such ways as writing prayers or answering "I wonder" questions, as observed in a *Lectio Divina* session in Year 4. Pupils greatly value these opportunities, saying that it helps them to 'grow in faith and follow in Jesus' footsteps'. However, they are not yet able to reflect on their experiences of prayer or articulate how this leads them to action and found it hard to give any examples of this. Pupils work well with others to prepare prayer and liturgy, such as a highly engaging celebration of the word observed in Year 6 but although they are beginning to be involved in evaluating these experiences of prayer, they need to be supported to develop the capacity to identify how to improve. Pupils are aware of the Church's liturgical year and those who are older have an understanding of how prayer and liturgy in school is linked to this, realising, for example, that October and May are when the Church honours Mary.

Prayer has a central place in the daily life of school. There is a wide range of prayer experiences including celebrations of the word, silent prayer and meditation. A pupil-led rosary session observed by inspectors at the start of the school day was extremely well attended with older pupils modelling and leading younger ones and leaving them with the message 'today be the best you can be'. In some classes, skilled staff create a very personal and creative prayer experience for the children. However, this is not always the case across the school and leaders should now support all relevant staff through training and coaching to consistently provide high quality and age-appropriate prayer experiences in all classes. A rich variety of resources are provided to enhance learning environments for prayer and liturgy, both inside and outside of the classroom, including prayer tables, quiet areas and a prayer garden: pupils say they can use

these whenever they want to pray. There is an increasingly rich relationship with the parish and the parish priest warmly welcomed the introduction of such innovations as the school choir singing at the Sunday parish Mass and classes taking it in turn to attend weekday Mass in the church. Staff have also worked very hard and successfully to include families in the worship life of the school and parents say they particularly appreciate the regular class worships to which they are invited and the beautiful prayer bags sent home once a week: one parent commented that it 'helped them to pray as a family'.

Leaders and governors have planned the school calendar to ensure it is a strong reflection of the liturgical year. Key times and seasons are marked with, for example, stations of the cross during Lent, a special liturgy during Advent and Mass for particular days such as Epiphany, Ash Wednesday and the feast of St Cuthbert Mayne. There is a clear policy in place for collective worship and a strategy to build up pupil's leadership of worship as they progress through the school. Governors ensure that adequate funding, resources and training are allocated to the ongoing development of prayer and liturgy in the school. As a result, the importance of prayer and worship is understood by all staff. However, further support for staff is now required to ensure that they all have a shared vision of what high quality experiences of worship look like and so can consistently deliver these for pupils.

Information about the school

Full name of school	St Cuthbert Mayne Catholic Primary School
School unique reference number (URN)	146573
School DfE Number (LAESTAB)	9363475
Full postal address of the school	St Nicolas Avenue, Cranleigh, Surrey, GU6 7AQ
School phone number	01483274961
Headteacher	Amy O'Donovan
Chair of local governing body	Neil Lewin
School Website	www.stcuthbertmayne.co.uk/
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Xavier Catholic Education Trust
Phase	Primary
Type of school	Academy
Admissions policy	Non-selective
Age-range of pupils	4-11
Gender of pupils	Mixed
Date of last denominational inspection	19 th March 2019
Previous denominational inspection grade	Good

The inspection team

Michael Lobo
Cath Walker

Lead
Team

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement