



Diocese of Arundel and Brighton

INSPECTION REPORT

St Cuthbert's Catholic Primary School

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

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DfES Number: 936 3439

Headteacher: Ms J. Gillin

Chair of Governors: Mr D. Moloney

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

Date of inspection: 18th March 2014
Date of previous inspection: 21st October 2008

Lead Inspector: Mrs A. Oddy
Associate Inspector: Mrs C. Walker

Description of School

St Cuthbert's 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 LA. There are 212 pupils on roll, 98% of whom are baptised Catholics. The principal parish which the school serves is the parish of Egham. 45% of the teachers are Catholic, two of whom hold the CCRS qualification. The attainment of pupils on entering the school is above average. The proportion of pupils with specific learning difficulties is below average. Four pupils have a statement of special educational need. 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 mission places Christ at the centre of its daily life and promotes a culture of continuous learning for all.

Key for inspection grades

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

Overall effectiveness of this Catholic school

St Cuthbert's is an outstanding school with a clear Catholic mission. The school's Catholic life is strong and vibrant and forms a community where all are actively welcomed and valued. Standards in religious education are high; strong leadership and good teaching ensure that pupils of all abilities achieve well. The school is committed to continuous improvement and has excellent capacity for further development. It has been through significant change and new policies, structures and practice need time to embed; however, pupil outcomes are excellent. Governors are well versed in their role of support and challenge; they are conversant with school improvement and the steps necessary to secure this. Pupils are very well behaved and proud of their school. They are happy and enjoy their learning. Attendance is high. Parents speak appreciatively of the school and the Catholic education it offers.

Grade 1

Improvement since the last inspection

Recommendations from the last inspection have been addressed. The policy for collective worship is linked to the liturgical year. Self assessment is well established and clearly evident in pupils' work. Levelled work samples are part of assessment. The school is currently developing its assessment procedures further, particularly in the light of the newly adopted 'Come and See' programme.

Grade 1

What the school should do to improve further

- Develop and embed the recently reviewed systems of assessment.
 - Focus on increasing the achievement of more able pupils in religious education, using assessment and pupil tracking to monitor year on year progress.
 - Provide support and training to continue to develop the role of the religious education subject leader.
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The Catholic Life of the School

Leadership and Management

Leaders at all levels are strongly committed to the Catholic mission of the school and to raising standards for all pupils. They have a clear sense of direction and passionate enthusiasm for their task. School self-evaluation is accurate and reflective.

The recently appointed headteacher has put in place effective systems, management structures and policy reviews. These now need to be embedded. Following a period of significant staff change she has created a cohesive and committed team. Newly appointed senior leaders are effective in their roles but systems of delegated leadership now need to be extended further. The Governing Body has also experienced significant change. Governors contribute to strategic leadership for the school and fulfil their role of support and challenge. They are conversant with data and play an important monitoring role. They have an accurate view of the school's strengths and areas for development.

Grade 2

The Prayer Life of the School

Prayer and collective worship are central to the life of the school and the whole school community. They permeate all aspects of school life and are interwoven into the school day. There are many opportunities for pupils to participate in a variety of different prayer forms including spontaneous prayer and daily prayer routines, even from pupils earliest years at school. The act of collective worship observed was outstanding. Pictures, music and pupils' contributions together with opportunities for discussion, prayer and reflection provided an inspirational experience for all involved. Pupils were attentive and responsive. They participated thoughtfully and prayerfully.

The parish priest and deacon are regular visitors to the school. The school visits the church on a regular basis and there is a strong and well established partnership between school and parish.

Grade 1

How effectively does the school /college promote community cohesion?

Pupils are encouraged to consider others and to care for all within their school community. They are proud of the contribution they make to their school, giving their 'Buddy' and prefect systems as examples of responsibilities. Pupils have opportunities to consider others less fortunate than themselves and ways to help them. They support a range of charities, relating this directly to their religious education and their understanding of themselves as global citizens. The school community is inclusive and committed to the personal and spiritual development of every child.

Parents feel part of the school community. They appreciate the 'open door' policy and the school's good systems of communicating with parents. Recent new initiatives such as the provision of after school activities and Breakfast Club, have been welcomed. Parental questionnaires indicate a high level of support for the school.

Grade 1

Religious Education

Achievement and Standards in Religious Education

Pupils make excellent progress and achieve well. They spoke enthusiastically of their enjoyment of religious education and its importance in relation to their daily lives. Religious education lessons are enhanced by a variety of activities. "We usually explore in religious education lessons in a different way. We use poems, prayers and Scripture to help us learn more."

All learners are supported to achieve their best. They show high levels of religious literacy. Children are justifiably proud of their religious education work. Work in books is of a very high standard and reflects levels of thought and discussion in the lesson. Marking is regular, thorough and includes suggestions for further development. Pupil outcomes are high.

Grade 1

Teaching and learning in Religious Education

Teaching and learning in religious education are good. Four lessons were observed, across all key stages. All were graded as good or outstanding. In the best lessons pupils were actively engaged in discussions about their own learning and progress and related these to expected levels. All lessons were clearly differentiated, showed good pace and skilful questioning. Teachers demonstrate good subject knowledge; lessons are well planned and make excellent use of resources. Increased opportunities for pupils to be aware of and lead their own learning will improve teaching and learning further.

Systems of assessment and monitoring have been developed but are still at an early stage and need to be continued over time to demonstrate impact on standards. The school should focus particularly on increasing the achievement of more able pupils, using assessment and pupil tracking to monitor their progress.

Grade 2

Quality of the Curriculum

The curriculum in religious education fulfils the requirements of the Diocese and the Curriculum Directory. Time allocated to religious education is in line with the recommendations of the Bishops' Conference. There is equality of access and opportunity for all pupils to make progress. The curriculum is well resourced and managed, IT is used effectively to enhance learning. Pupils relate religious education to their own lives and it makes a very significant contribution to their spiritual and moral development. Pupils are taught to respect other faiths and cultures, using visits to places of worship and visitors of other faiths to ensure relevance and greater understanding. The curriculum includes a wide variety of activities to engage and interest pupils.

Grade 1

Leadership and management of Religious Education

The headteacher is currently leading religious education, but there are clear plans for another member of staff to take on this role. The school is aware of the continuing need to provide appropriate support and training to enable him to gain the necessary skills and experience. The headteacher liaises frequently with the religious education governor and reports to governors on progress in religious education. The action plan for religious education clearly identifies areas for development; it would now benefit from a more rigorous and measurable approach linked clearly to teaching and learning, with numerical targets so that progress and success can be readily identified. This should include a system of target setting in religious education for pupils both as individuals and groups. The headteacher and the proposed new religious education co-ordinator are excellent role models.

Grade 2