

National Society Statutory Inspection of Anglican Schools Report

St Cuthbert Mayne joint Catholic and Anglican Foundation Voluntary Aided Secondary School,

Trumlands Road,

Torquay,

Devon

TQ1 4RN

Torbay LEA

SIAS Inspection : 10 March 2006

Previous S23 Inspection: 16-19 May 2000

URN: 113551

Acting Headteacher: Mr Matthew Quinn

Chair of Governors: Mr Michael Bovill

SIAS Inspector: Mrs Tricia Martin NS 105 and Nancy Hardwick.

Context

St Cuthbert Mayne is a joint Catholic and Anglican Foundation Voluntary Aided Secondary School in Torbay. It is very popular and consequently oversubscribed despite the fact that it competes for learners against selective schools in the area. It serves a large area encompassing over forty parishes which cross Local Authority boundaries. The school's catchment area includes some areas of significant deprivation.

The inspection of this school has been carried out according to the wishes of the governing body as a joint Roman Catholic and Anglican Inspection. The advisers from the two dioceses met on a number of occasions and planned and implemented the inspection and made judgements jointly.

Summary Judgement

St Cuthbert Mayne is a good Church school where Gospel values are upheld and lived out in the life of the whole school community. The school knows itself well and its self evaluation is secure.

Established strengths

- Pastoral care of pupils
- The governing body who know and support their school well
- The consolidation of strength and stability in the Religious Education Department in which there are many strengths

Focus for development

- The Worship team need to focus on formulating procedures for a shared ownership of the school's vision for worship which includes formal monitoring and evaluation of acts of worship and provides training for form tutors leading worship
- The school has a clear commitment to chaplaincy as is shown by the appointment of a lay chaplain. Continued work to support, consolidate and disseminate a shared vision is essential.
- The environment of the school needs to be developed to more explicitly celebrate the mission of the school
- The school needs to have a pro-active response to families or staff who practice other faiths in line with its Gospel values

How well does the school, through its distinctive Christian character, meet the needs of all learners?

The school, through its distinctive Christian character, is good at meeting the needs of all its learners. The school makes good provision to meet the needs of all its learners, giving careful attention to how this can best be achieved across a wide spectrum. This has a positive impact upon the achievement of pupils who feel affirmed and valued. Good relationships within the school enable pupils to feel secure and to develop self esteem. The student council provides pupils with good opportunities to raise and resolve issues but learners would appreciate greater understanding of expectations placed upon them. The Christian ethos of inclusivity is lived out and the few learner exclusions are testament to this. The Chaplaincy is a distinctive feature of the school which upholds its vision and provides support and

spiritual development for the whole school community. Opportunities for spiritual development for learners and staff through the implementation of retreat days are good practice and contribute to the ethos of the school. However, spirituality needs to be imbedded across the whole curriculum to maximise its impact upon the school community. The school grounds could be developed to enhance spiritual development. The ethos of the school has a good impact upon the moral and social development of pupils. Pupils show an awareness of cultural diversity but this needs to be strengthened through specific planning for its development. Although the school at present has no learners from faiths other than Christianity this is not the case amongst the adults and respect needs to be accorded to them by addressing and finding solutions to the issues this raises.

What is the impact of Collective Worship on the school community?

The impact of collective worship on the school community is satisfactory. Worship occupies a secure place in the life of the school and is a key element in its Christian witness. Both Catholic Mass and Anglican Eucharist are celebrated in school, together on some occasions and separately on others developing learners' understanding of the different traditions within the Church. Pupils from both traditions are able to worship with integrity. Although an outstanding act of worship was observed in which learners' preparation had been thoughtfully and creatively delivered, the impact and quality of worship across the school as a whole is less than it could be. The lack of cohesive implementation of the collective worship policy is the main contributory factor in this. Staff and pupils need pro-active and practical support in fulfilling the school's expectations; for example, the theme for worship during the inspection week is 'sacrifice' which is very appropriate for Lent, but in three acts of worship observed there was no evidence of the use of the theme. The worship team are aware that this is an area for development and they have the knowledge, commitment and enthusiasm with which to carry the school forward with the support of the Senior Management Team. A longer term project with Plymouth Catholic Diocesan support staff has been initiated and this will provide a good basis from which needs can be identified and training provided.

How effective is the Religious Education in the school?

Religious Education is good with some outstanding features. Religious education is recognised by governors, senior management and other staff as being of particular importance in a Christian school and the subject's status in the school reflects this; for example, Religious Education is the first subject which is reported on in the written reports for parents and all pupils take the full course GCSE. Achievement in relation to the learners' background and prior achievement is good and standards of attainment are better than those in two of the core subjects. The examination syllabus has recently been changed to address the under achievement of boys. This was a perceptive move on the part of the head of department which raised examination results by twenty percent! The quality of teaching and learning is good overall and in one lesson observed was outstanding. In lessons pupils are responsive and engaged in the variety of activities provided for them. Learners speak highly of Religious Education lessons and are appreciative of the open discussion which is facilitated by the teachers. Schemes of work give due prominence to Christianity in a Voluntary Aided school but coverage of other faiths' beliefs are minimal. The department's self evaluation is good and the department is well placed to go from strength to strength.

How effective are the leadership and management of the school as a church school?

The leadership and management of the school as a church school is good. The quality of leadership contributes significantly to the success of the school as a church school. The school's Christian purpose is clearly expressed in its mission statement and its documentation enabling all members of the school community to understand the nature of the school. The agreed vision statement for the school which was brought about by care and consultation needs to be regularly monitored and shared with the whole school community. The chaplaincy team plays a central and crucial role in this and needs the support of the senior management team to enable it to live out its distinctive role. Matters relating to the Joint Church Foundation are taken seriously and raised at governor and staff meetings regularly thereby reinforcing the

Christian foundation. The school is supported well by clergy from both denominations. Foundation governors are representative of the two denominations and together take seriously their responsibilities of governance living out the Christian mission. Staff provide good role models to the learners and the vast majority of learners feel able to turn to an adult in the school for help when needed. The impact of the chaplaincy team and the caring approach of the staff is acknowledged and appreciated by parents. The school has links with local churches but the vast catchment area renders strong links with all desirable but practically, impossible.

SIAS Report March 2006 St Cuthbert Mayne joint Catholic and Anglican Foundation Voluntary Aided Secondary School, Torquay, Devon TQ1 4RN