

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Cuthbert Mayne Joint Church of England and Catholic Secondary School

Vision

Educating for 'life in all its fullness' (John 10:10)

It is our ambition to provide an inspirational Christian education that challenges, nurtures and enables all members of our school community to flourish so that they can live life to the full both now and in the future.

Strengths

- The highly inclusive and appropriate vision inspires the Christian mission of St Cuthbert Mayne School.
- Leaders are absolutely committed to finding and nurturing the academic aspirations and the character development of students. Students with special educational needs and/or disabilities (SEND) and vulnerable students are a priority. This is seen especially through the extra-curricular provision.
- Adults and students flourish due to the attention given to them as individuals. Collective worship journals provoke deep reflection and challenge.
- Many students thrive through taking hold of the extensive leadership opportunities open to them. Student leaders are key to many of the small yet significant improvements in school life.
- Leaders rightly afford high status to religious education (RE). The subject team is specialist, enthusiastic and energetic. Students respond very positively to RE as it provides a safe and motivating atmosphere in which to discuss a wide range of views.

Development Points

- Review and develop, in the light of the appointment of a new chaplain, how the school's programme for spiritual flourishing is led and evaluated. This is so students benefit from a more coordinated approach.
- Develop a common language across the school about spirituality. This is so students are able to talk coherently about their spiritual development.
- Assess and build up the Key Stage 3 learning resources in RE. This is to ensure that they are more tailored to deepening student understanding and reasoning.



Inspection Findings

The words of Jesus, 'I have come that they may have life in all its fullness' (John 10:10), inspire the Christian vision of St Cuthbert Mayne School. Leaders rightly interpret this as meaning that students and adults should experience as full a life as possible at school. They also consider they should be prepared for it outside of school and in the future. In addition, students and adults are invited to explore the Christian faith which is central to the school's foundation. Many students and adults are flourishing, and this is testament to the powerful combination of these factors. This is a school where a significant number of new students join year groups midway through the year or at the beginning of a new academic year. Leaders are notably committed to the flourishing of these particular students.

Courage, creativity, compassion and integrity are values which leaders understand as hallmarks of a full life. They are also a practical means of setting the climate for living out the vision in the school. Students acknowledge these values as aspirational and try to live them out to the best of their ability.

Leaders, including governors, regularly monitor and effectively evaluate the impact of the vision. They consider student voice is critical to improvement and hence leaders prioritise the development of oracy skills. Students are empowered by this and are proud to talk about suggestions which they have made. The school benefits from partnerships with the Dioceses of Plymouth and Exeter and with Education South West Trust. All of these offer relevant training and also help with analysis of the school.

The school's vision of a full life inspires the curriculum intent. Subject leaders deliver a curriculum that prioritises both academic and personal growth. Tutoring and personal development lessons provide support for students to make the most of their learning. Lessons allow responses to situations locally and nationally. There is a very good range of clubs and trips as leaders know that these are opportunities to extend horizons. Vulnerable students participate fully in these and feel a greater sense of belonging to the school as a result. The language around spirituality across the curriculum has started with staff considering opportunities for spiritual development in their subjects. Students, however, do not have an understanding of the language to use to express their feelings about their spiritual development.

The energetic chaplaincy team consists of school staff, student leaders and members of local churches. They enhance the liturgical, pastoral and spiritual life of the school. A recent emphasis has been on the skill of reflection. This is seen as key to spiritual growth. All students have chaplaincy-produced journals based on the collective worship theme of the week. They have links to the vision and associated values. Students respond well, displaying a depth of understanding and producing some good reflection on spiritual themes. Staff are invited to use them also and some write very insightful comments. Increasing numbers of staff attend morning prayers as they draw strength from being together and from being able to still themselves. There are a range of whole school services and students display good knowledge about the significance of Christian festivals as a result. Anglican and Catholic clergy offer Holy Communion and Mass on holy days and students value these. Year group collective worship is led mainly by school staff and students can explain why features such as prayer and scripture are important. There is, however, no systematic and full evaluation of collective worship.

Students plan and lead collective worship confidently, including music, prayer, readings and talks. They also adapt the language and the layout of the journals to make them more student friendly. They plan and lead fitting worship in primary schools. They act as impressive role models and as advocates for how worship aids a sense of togetherness in the community.

Staff and students attest to the inclusive vision at St Cuthbert Mayne. The majority of the school live well together as a result. Staff offer a dignified approach to each and every student. They seek to be shepherds,



nurturing them and following the example of Jesus the Good Shepherd. Individual needs are known and met well. Students who break the rules are always given a fresh start after sanctions. The Emmaus and Ararat student support centres have extremely committed staff who are dedicated to removing barriers to flourishing. Positive mental health for students and staff is a priority. Students readily take responsibility through helping other students to flourish. Mental health and anti-bullying ambassadors are good examples of this.

Staff prompt students to desire the wellbeing of people outside of the school. They teach that the desire for justice comes from wanting all people everywhere to have a full life. Students have a growing sense of the importance of this through the curriculum, in RE and personal development lessons for instance. The chaplaincy has focussed attention on the charity Edukid. Students, consequently, can talk about how education brings hope to underprivileged areas of the world and of injustices in the way schooling is distributed.

Leaders give high status to RE. This may be seen, for example, in the allocated time and resources for the subject. The new subject lead for RE has rightly prioritised curriculum planning and sequencing. This is due to a desire to improve RE in the light of new syllabuses. Students now benefit from ambitious, well-balanced RE from Years 7-13. All students follow the GCSE course and there is core RE in the sixth form. There is an A-level RE class every year. The energetic and enthusiastic team of specialist teachers ensure respectful coverage of a wide range of religions and worldviews. Students respond positively, recognising the RE classrooms as safe spaces for sensitive debate. Peer coaching has improved teacher strategies in lessons. Students value the fact that their teachers adapt their techniques to learners' needs. Nevertheless, at Key Stage 3, there is insufficient focus on the demands of written questions used in class and in assessments.

Teaching is strong in RE. Teachers model the attitudes and depth of response required, particularly at GCSE and A-level. They display student answers in class and mark them, explaining why they have got the marks they have. This, the regular revising of facts and providing a structure, all help students with SEND to make good progress. Assessment is regular and well thought out. Marking is positive and gives realistic pointers for improvement. Students put these pointers into their own words and act on them. Results in public exams are pleasing, especially for those students who have good attendance and for those who have been in the school for a substantial period. Regular, effective monitoring and evaluation of RE is done by the subject lead, senior staff and governors.

Information

Address	Trumlands Road, Torquay, Devon, TQ1 4RN		
Date	18 and 19 September 2024	URN	113551
Type of school	Maintained Voluntary Aided	No. of pupils	1035
Diocese	Plymouth (Catholic); Exeter (Church of England)		
Headteacher	James Down		
Chair of Governors	Katheleen Lund, Rachael Cox (Co Chairs)		
Inspector	Simon Stevens		