CATHOLIC SCHOOLS INSPECTORATE

THE NATIONAL FRAMEWORK FOR THE INSPECTION OF CATHOLIC SCHOOLS, COLLEGES AND ACADEMIES

St Cuthbert Mayne Catholic Primary School

URN: 150619

Catholic Schools Inspectorate report on behalf of the Archbishop of Westminster

07 October 2026 – 08 October 2026

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

2

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

1

Religious education (p.5)

The quality of curriculum religious education

2

Collective worship (p.7)

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

2

The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference	Yes
The school is fully compliant with diocesan directives	Yes
The school has responded to the areas for improvement from the last inspection	Fully

This Catholic Schools Inspectorate inspection was carried out under canons 804 & 806 of the code of canon law. For maintained schools and academies in England it fulfils the statutory requirements of s.48 of the Education Act 2005. For maintained schools and academies in Wales it fulfils the statutory requirements of s.50 of the Education Act 2005.

What the school does well

- School leadership at all levels clearly articulates the Church's mission and ensures that Christ is at the heart of the school.
- Prayer is central to the life of the school, and pupils are provided with a variety of ways of praying, with frequent opportunities to plan, lead, and evaluate prayer and liturgy.
- The school mission statement, 'Growing together in love, and learning as followers of Jesus', is lived out by the pupils who eagerly embrace opportunities to lead and serve.
- The school has a dynamic youth ministry team that provides extensive, creative and high-quality opportunities for the spiritual and moral development of pupils and staff.
- Teachers are confident in their subject knowledge, providing pupils with opportunities to present their learning using a variety of forms of expression to meet the differing needs of all pupils, including the most vulnerable.

What the school needs to improve

- Develop the role of pupil chaplains as faith ambassadors within the youth ministry team to enable them to offer peer-to-peer support in embedding the mission of Christ in the lives of others in the school community.
- To offer pupils greater opportunities for challenge and independence in religious education, using the wider curriculum as a resource.
- Enhance the quality of prayer and liturgy so that pupils may experience spirituality on a deeper level using a wider range of experiences from the richness of Catholic tradition.

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

1

Pupil outcomes

1

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

Provision

1

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

Leadership

1

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

Pupils at St Cuthbert Mayne embrace their mission of faith, celebrated in the school's mission statement, 'Growing together in love, and learning as followers of Jesus'. Pupils avidly seek opportunities to grow in virtue, pursue the common good, and serve those in need by participating in a wide range of leadership roles offered to them, such as pupil chaplains, prayer leaders, and student council representatives. Pupils talk positively about the difference they make to their local, national and global communities, and they have a developed understanding of the theology underpinning their actions. Catholic social teaching is embedded in the curriculum and is lived out in numerous fundraising activities for charities including Cafod, donations to the local foodbank, as well as donations to DENS, the local charity for poverty relief and the homeless. Pupils speak about taking inspiration from the charism of love and service of the Dominican order, and they are inspired by the lives of the Dominican saints. One chaplain explained, 'When people are struggling, Jesus is the One who keeps us going, who gives us courage and faith'. Another chaplain shared, 'I want to inspire others to be like Jesus'. Pupils' behaviour is exemplary, showing a deep understanding of their own personal dignity and others. They can clearly express that they are made in the image and likeness of God and they are happy, confident and secure. They demonstrate a deep respect for others, which is strengthened by a programme of learning about other faiths.

St Cuthbert's excels at being a Christ-centred school community. Parents speak warmly of the welcome provided to all families. One parent stated, 'The school provides numerous and valuable opportunities for the children to live out their faith'. A member of staff declared, 'The school truly embodies the values and teachings of Catholic life'. Staff are exemplary role

models. They embrace the mission of the school, which is encapsulated not only in their relationships with each other, but also in the highest levels of care and nurture they provide for all pupils. The school environment bears witness to its Catholic identity and Dominican heritage and, through religious imagery and vibrant displays, reflects the presence of Christ throughout. The school's Catholic ethos is further enhanced by the provision of a dynamic youth ministry team, comprising the school chaplaincy team, mentored closely by the parish team and the chaplain and chaplain advocates from the local secondary school. The school would now benefit from developing the role of chaplains within the youth ministry team. The provision for relationships, sex and health education is carefully planned, well-resourced and meets all diocesan requirement

Leaders and governors rightly see the school as a source of inspiration for the whole community and are highly ambitious about its contribution to the lives of those it serves. Governors are committed, well-organised and conscientious, and minutes bear witness to their determination to uphold the school's mission through support and challenge. They ensure that all policies reflect the Catholic mission of the school and have prioritised investment in this area, so that resources are targeted to support those in greatest need. The school leadership team show their commitment to the principles of Catholic social teaching by integrating them into a planned religious education curriculum closely matched to the *Religious Education Directory*. Leaders and governors work closely with the multi-academy trust and the diocese, attending training and working in active partnership to enthusiastically respond to policies and initiatives. They are highly committed to the development of all staff. Leaders and governors recognise the parish as being central to the Catholic life of the school, which is demonstrated through the flourishing partnership with the local parishes and their support for the growing youth ministry project. The school builds on this partnership by providing a vibrant parent engagement strategy, ensuring that parents are kept well-informed about key events in the Catholic life of the school. As a result, one parent commented, 'Parents are invited to attend masses and liturgies with school regularly, and they are very well-attended events'.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

2

Pupil outcomes

2

How well pupils achieve and enjoy their learning in religious education

Provision

2

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

Leadership

2

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

Pupils are developing secure knowledge, understanding and skills in religious education which exemplify the learning required by the Directory. The 'flashback reflection' strategy enables pupils to review prior learning in readiness for new learning. Through effective questioning, pupils are invited to fully articulate their thoughts and ideas. There is a consistent structure and good pace to lessons throughout the school so that pupils are enabled to progress through their learning, fully engaged and using their knowledge, understanding and skills effectively to explore key concepts. Pupils are religiously literate and can use subject-specific vocabulary during class discussions. They can work collaboratively on tasks, and their focus and enthusiasm result in good progress. Effective adult support and high-quality visual resources are used so that all groups are given the help they need to achieve success. Achievement in religious education is on a par with other core subjects. Creative learning methods enhance pupil engagement and allow them to explore their learning through a wide variety of media. Pupils would now benefit from the opportunity to develop greater independence to pursue and embrace the challenge and depth of learning using the wider curriculum (art, music, drama, information technology) as a resource.

Teachers demonstrate a deep commitment and bear witness to their belief in the impact religious education has on the spiritual development of pupils. This should be developed further by offering all pupils more regular opportunities for purposeful reflection during lessons. Planning is thorough - a result of regular professional development through networking within the trust, diocesan courses, and support from the religious education

subject leaders and senior leaders. Scripture is used as an integral part of lessons which has given pupils the opportunity to become skilled at linking messages in scripture to their daily lives. One parent observed the 'positive impact' of religious education lessons on her child's learning: 'My son is often repeating stories of God and how to adapt these to his life'. Pupils' achievements are celebrated in whole-school assemblies, and their work is proudly displayed in classrooms and corridors. Pupils are motivated to achieve and are inspired by the pillars of St Dominic and a values-driven curriculum of PRAY (Protecting our planet, Resilience, Aspirations, Yes to equality).

Leaders and governors have ensured that the religious education programme faithfully delivers a sequential, imaginative and creative curriculum, as set out in the Directory. They have ensured that religious education enjoys a parity with the other core subjects in terms of staff training, resources and accommodation. The religious education subject leader ably supports staff in planning and delivering the scheme of work so that creative teaching methods are used to promote active learning and engage pupils. Staff speak appreciatively of the generous support and the 'open-door' policy provided by the subject leaders, and senior leaders. One staff member commented, 'I have learned so much from working here, not only through the teaching of the faith, but also through witnessing the way people treat one another with dignity, love and respect.' Collaborative planning sessions secure coherence across the ages and phases of learning. Through carefully planned lessons, and adapted resources, additional adults in class are effective in supporting vulnerable pupils to achieve. Action plans are shared with governors so that priorities are implemented, and their impact analysed. Planning now needs to focus on challenge and independence in learning. Governors visit the school regularly, providing a clear and strategic vision for development. Regular monitoring and analysis by senior leaders and governors result in accurate self-evaluation leading to good outcomes.

Collective worship

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

Collective worship key judgement grade

2

Pupil outcomes

2

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

Provision

2

The quality of collective worship provided by the school

Leadership

2

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

Pupils engage reverently in the prayer life of the school. A range of ways of praying is offered to pupils, including traditional prayer, meditation, silence and reflection. Pupils readily take on responsibility to lead worship with the support and guidance of class teachers. They regularly evaluate the quality of prayer and liturgy they have planned. Pupil-led classroom prayer sessions are recorded and evaluated in classroom Celebration of the Word folders. The chaplaincy team works together with school leaders to plan prayer opportunities for the school community. Scripture is central to prayer and is used meaningfully to deepen pupils' experience. Appropriate liturgical music is chosen during liturgies to provide a calm, prayerful atmosphere. Pupils know a repertoire of hymns which complement liturgies and are linked to the liturgical year. Designated prayer spaces are provided throughout the school. A member of staff commented, 'Prayer is both meaningful and personal, giving children the opportunity to praise, reflect and deepen their relationship with God in ways that are significant to them.' The prayer life of the school is a full expression of the Church's liturgical year. Pupils can describe the parts of the Church's liturgical year and articulate how it influences the prayer life of the school. Pupils would benefit from a wider range of opportunities to deepen their engagement in prayer and liturgy to experience a closer relationship with the living God.

Prayer supports and nourishes the school community and pupils draw inspiration from the lives of the saints. The school recently held the St Carlo Acutis Heart to Heart mission, providing pupils with opportunities for prayer and reflection focused on the veneration of St Carlo's relics. Designated prayer areas provide a focus for prayer, and pupils can say their daily prayers with confidence and reverence. The beautifully presented prayer journal records

prayers at significant times in the life of the school. Teachers designate moments of silence during prayer to facilitate deeper reflection and contemplation. The school community works hard to recognise the wider Church family and, through its prayer life, helps pupils to develop a deeper understanding of the Gospel message and the call to serve. The school's flourishing partnership with the local parish ensures that pupils regularly participate in celebrating the Eucharist. As part of its flourishing youth ministry programme, Years 4 and 5 are offered annual retreats at the local Catholic secondary school. Staff, including senior leaders, are models of good practice to other staff and pupils by engaging with and leading prayer and liturgy. To enhance the quality of prayer and liturgy so that pupils may experience spirituality on a deeper level using a wider range of experiences from the richness of Catholic tradition.

Leaders and governors ensure that pupils in the school are offered a range of meaningful experiences of prayer and worship, including the Rosary, Visio Divina, the Examen and a recent novena. They support staff to lead appropriate prayer and liturgy through a clear, effective policy and regular professional development opportunities. Leaders and governors ensure that the school calendar reflects significant dates in the liturgical calendar, resulting in a wealth of opportunities for pupils to celebrate the Eucharist. Although a general service of reconciliation is held during the liturgical year, the Sacrament of Reconciliation is not offered by the school. Leaders need to address this, so that pupils may benefit from the power and grace of the sacrament. Parents are invited to attend assemblies, liturgies and masses. Family prayer is encouraged through the Family Prayer at Home newsletters on the school website. Governors prioritise a generous budget for resources, for developing prayer areas and for providing professional development for all staff. As part of the school's self-evaluation, questionnaires are regularly used by leaders to review and improve the quality and impact of prayer and liturgy. A staff member commented that prayer is 'at the heart of our teaching'. Another commented that the school 'is a very, very special place to work, and I feel incredibly fortunate to be part of such a caring and faith-filled community.'

Information about the school

Full name of school	St Cuthbert Mayne Catholic Primary School
School unique reference number (URN)	150619
School DfE Number (LAESTAB)	919
Full postal address of the school	St Cuthbert Mayne, Gadebridge Road, Hemel Hempstead, HP1 3EA
School phone number	01442 253347
Headteacher or Head of School	Michelle Anderton
Chair of Governors	Rosemary Inskipp
School Website	www.cuthbertmayne.herts.sch.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	All Saints Catholic Academy Trust
Phase	Primary
Type of school	Academy
Admissions policy	Non Selective
Age-range of pupils	7 - 11
Gender of pupils	Mixed
Date of last denominational inspection	02 December 2021
Previous denominational inspection grade	Good

The Inspection Team

Norah Flatley	Lead
Mary Ainger	

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