



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Catherington Church of England Voluntary Controlled Infant School

Catherington
Waterlooville
PO8 0TD

Diocese: Winchester

Local authority: Hampshire

Dates of inspection: 3 June 2014

Date of last inspection: 27 & 28 January 2009

School's unique reference number: 116280

Headteacher: Melanie Williams

Inspector's name and number: Mrs Mary Nugent

Additional Quality Assurance Inspector: Mr Nick McKemey 280

School context

Catherington Church of England Infant School is a small, rural school set in the heart of a village community. There are 90 pupils on roll. It is popular and over-subscribed with about half the children attending from outside the catchment area. The socio-economic background of the children is favourable as the majority of homes are privately owned. 13% of the children have Special Educational Needs, which is below the national average. There have been no changes to staffing in recent years.

The distinctiveness and effectiveness of Catherington Infant School as a Church of England school are outstanding

- A shared Christian vision and values that permeate the whole school community
- The quality of relationships and the development of children's spirituality
- The commitment and reflection of the leadership and management
- The close links and collaborative partnership with the local church

Areas to improve

- Complete the revision of the school's Christian values so that they reflect its distinctive Christian character in a way that can be expressed by all children.
- Develop key aspects of worship identified through monitoring by the governing body.
- Develop the opportunities for children to plan and lead aspects of worship.

The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners

The strong Christian ethos at Catherington School is readily expressed by the whole school community and is clearly having a positive impact on the children's learning and well-being. Children feel valued and special. Their academic achievement is consistently above average and they are extremely confident in expressing themselves. The school's Christian values of trust, care, compassion, community, respect, fairness and diversity are deeply embedded so that they underpin all aspects of school life. However, these values are now being refreshed and revised, using the Christian Values for Schools materials, to enable a new set of parents and children to have ownership of them. The process for this revision has been well planned and is actively involving the whole school community; through governing body discussions, parent questionnaires and the School Council. The school is working on the best way to present these distinctively Christian values so that their Christian roots are made explicit and can easily be understood by young children. Children's spirituality is being developed well through thinking about relationships; with themselves, with others, with beauty in the world and beyond. This is effectively promoted by incorporating a spirituality focus into RE and other curriculum areas. Classroom reflective spaces, containing Spirituality boxes with symbolic prompts, are used as visual aids. Children like these objects because they help them to remember the focus for each relationship. The Christian values are reflected in the quality of relationships seen; between any combination of both adults and children. The behaviour and attitudes of children are excellent and their good conduct is often complimented by others, including the local feeder junior school. The children are enthusiastic about the use of the Learning Powers which remind them about the behaviours they need to be good learners. Children's awareness and understanding of different cultures are broadened through the school's theme weeks and they show real interest and enjoyment in learning about other faiths and communities. Excellent provision in RE effectively supports the Christian character of the school, whilst the curriculum is enriched with visitors and special activities such as Epiphany Day. Children talk about their understanding of God and prayer in a mature but personal way. For example; being able to explain that God is everywhere, wherever you are and in your heart, making you feel safe and also that God will listen to your prayers because he cares about you.

The impact of collective worship on the school community is good

Collective worship is a central part of the school day with children and adults participating enthusiastically; particularly in the excellent singing. In worship, there is clear enjoyment by everyone of the songs chosen, and even the very youngest children join in confidently. The atmosphere is inclusive and welcoming and children listen attentively. Collective worship is distinctly Christian; children join in the candle prayer as the candle is lit to signal the start of worship, they sing, praise, pray and celebrate together. They are taught the school prayer, to say the peace and become familiar with the Lord's Prayer. Stilling is used effectively as a reflective prayer technique and this is first introduced in the Reception class at the end of each day. The children are keen to write their own prayers and hang them on the Prayer Tree. Parents say that they appreciate the potential link with home that this offers. Through worship, children learn to know and love the Bible as a special book. They enjoy acting out the stories and taking part in activities connected with the theme. They can recount Bible stories, offering their own explanations about Jesus' purpose in telling them. The children are developing their understanding of the Trinity; knowing God as Father and Jesus as God's Son, with the oldest having an awareness of the Holy Spirit. Class worship and Church services are important occasions for the children and their parents. The vicar and lay readers regularly lead worship in school. This involvement, together with the monitoring of worship by the Foundation governors, has led to more use of Anglican liturgy and a greater variety of Christian worship

songs. The governors are confident in their ability to make use of the Diocesan collective worship observation form in order to evaluate the key aspects of gathering, engaging, responding and sending in worship. The worship is planned around weekly themes, which build on and strengthen the school's Christian values. Themes follow the church year which is clearly emphasised by the use of coloured cloths. There is scope for children to take more responsibility in planning and leading worship, in order to develop the experiences they already enjoy as part of the weekly celebration assembly.

The effectiveness of the leadership and management of the school as a church school is outstanding

Catherington School is described as a very special place by the headteacher and this is affirmed by governors, parents, staff and children. This is because the whole community share in the Christian vision and values which underpin the school ethos, enabling children to thrive both academically and in their personal development. The leadership shows itself to be reflective and evaluative, with children at the heart of decisions made and a determination to strive for continuous improvement. The school's Christian values are embedded in all aspects of school life, so that they have a positive impact on the well-being of the whole school community. The highly effective leadership and management have excellent systems in place, as evidenced by the current revision of Christian values, to encourage and take account of the views of everyone in the school community. The purpose of this revision is to refresh them for the current children and families and to reduce the number so as to make them more meaningful for young children. The leadership understand the importance of establishing their root as distinctly Christian so that leaders can readily articulate them as explicitly Christian values. Teachers work together well and are fully involved in strategic planning with the headteacher. This means that there is consistency across the school, as seen in the provision for Spirituality and also the Learning Powers, resulting in better outcomes for children that enable all to achieve and develop their potential. RE is well led and managed. It is given a high priority and children are engaged by the interesting ways it is presented to them. For example, children showed great interest in the special clothes worn by the vicar during their visit to the church. Governors are confident in their roles and make a positive contribution to the development of the school as a church school. Statutory duties are met. There are strong links with the church which benefit the children. As a result, parents appreciate the continuity their children experience between home, school and church, each being 'a coherent part of the whole'. The school's open door policy enables parents to feel valued and to be fully involved in supporting their children. The school makes a significant contribution to the local community through events shared with the Elders club and visits from the Rangers. It also supports two children in Indonesia through Plan UK, established as a result of the children's concern about the plight of others.

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