

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

### Catherington Church of England Infant School.

<b>Address</b>	Catherington, Waterlooville. PO8 OTD			
<b>Date of inspection</b>	15 May 2019	<b>Status of school</b>	VC Infants	
<b>Diocese</b>	Portsmouth	<b>URN</b>	116280	

<b>Overall Judgement</b>	<b>How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?</b>	<b>Grade</b>	<b>Good</b>
<b>Additional Judgements</b>	<b>The impact of collective worship</b>	<b>Grade</b>	<b>Good</b>

#### School context

Catherington is a Church of England voluntary controlled infant school with 88 pupils on roll. The majority of pupils are of White British heritage. Very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national average. The proportion of pupils who have special educational needs or disabilities is in line with the national average. The school serves a rural community. The headteacher was appointed in September 2017. The focus for her first year in the school was raising academic standards. Last year the school went through a time of turbulence due to numerous staff changes.

#### The school's Christian vision

'Growing together in God's love.'

Through our core values of love, respect and courage we aim to ensure that our school is a place where all children feel loved and show love for others, have courage to face new challenges and fulfil their potential and develop a respect for God's creations. We all work together to ensure our school is a safe, happy place where children can grow on their unique academic, social and emotional journey.

#### Key findings

- The school's Christian vision, underpinned by embedded core values, strongly influences the work of leaders and their decision making.
- The skilled leadership of the headteacher, ably supported by dedicated governors and a committed staff, has created a Christian community where all members can flourish.
- Collective worship is engaging, invitational and integral to the life of the school. Worship themes are clearly understood by the pupils and they know how values can impact on their daily lives.
- Pupil responses in religious education (RE) reflect their ability to engage enthusiastically with questions of faith, extending their understanding of diversity in the world.

#### Areas for development

- Deepen pupils' understanding of worship by providing more frequent opportunities for pupils to plan, deliver and evaluate this important part of each day.
- Governors need to embed the more recently introduced monitoring systems so they continue to accurately identify future church school development needs.
- Leaders to support the embedding of the recently introduced Understanding Christianity teaching materials to deepen pupils' knowledge and understanding around the themes being studied.

**How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?**

**Inspection findings**

Catherington's vision is firmly rooted in Christian theology and clearly articulated by stakeholders. The skilled leadership of the headteacher, supported by dedicated governors and a committed staff, has created a Christian school where all can flourish. Since the last inspection there have been a number of staff changes, including a change of leadership. During this time of significant change the pace of the school's Christian development slowed. However, the headteacher's determination has brought about rapid improvement. Her work is fully supported by the governors who have welcomed the increased rigour to their systems for monitoring the school's work. Evaluations therefore accurately identify future development needs. Leaders engage with the diocese for professional training and this partnership has strongly supporting governors and staff in their roles. Difficult decisions are made sensitively, with leaders allowing the Christian vision to guide their actions however complex the situation. Leaders are uncompromising in their drive for improved outcomes for the pupils of Catherington.

There is an established culture of forgiveness towards each other and a commitment to improve, strongly influenced by the school living out its Christian vision. Diversity is recognised and celebrated with pupils feeling comfortable within their own individuality. Pupils with significant educational needs have highly individualised provision that allows them to experience success. Families are given guidance and support with difficult situations, saying they are overwhelmingly grateful for the care that is generously given by the school.

Pupils know how Christian values can support their everyday behaviour. They provide a vehicle for discussions linking pupil behaviour to what God asks of us. They know, for example, that courage is sometimes needed when trying something new. Teachers describe how the school's vision and values have supported them in their roles, saying how proud they are to be one of Catherington's teaching team. They feel valued because the school's leadership recognises the importance of supporting staff well-being. A rich curriculum combined with skilled teaching has led to pupils achieving well from their individual starting points. Academic results are in line with national standards for pupils of similar ages. Pupils want to try their best in work and behaviour because adults working in the school give kind encouragement and guidance. Classrooms are calm learning spaces where pupils listen patiently and respectfully, giving their peers sufficient time to explain their thoughts. Behaviour is guided with age appropriate initiatives, such as the Reflection Bucket. This is where children can fill the bucket with kind, thoughtful actions, such as taking turns or giving a compliment to somebody. Pupils understand the importance of respect for each other's individual views. When asked to consider questions, such as, 'How can we show God's love?' pupils enthusiastically share their thoughts with the rest of the class. Their responses are heartfelt, showing confidence and great thought. When pupils are unsure, teachers use skilled questioning in a way to gently encourage deeper thinking. For example, when asked in RE to compare faith stories from the Christian, Muslim and Hindu religions, pupils formulated their own conclusions. They described the similarities between each story's positive message on how life should be lived. They also agreed that all the faith stories were very enjoyable to read!

Catherington's pupils are developing moral and social responsibility, reflected in their charity support for local and global charities. The pupils recently voted to support the TUSK animal conservation charity in Uganda. This decision was taken after their learning about Uganda. They understand that it is a country far away from England. Catherington's pupils are eagerly waiting for the name of the school they are to be twinned with, linked to the school's current involvement with the Ugandan Queen Elizabeth Park project.

Daily worship is invitational, joyful and fun. Pupils are participants rather than an audience. They sing the hymns with huge enthusiasm, particularly enjoying the actions that accompany them. The volume of their singing is significantly louder than just the eighty-eight pupils in the school! Time given for reflection and prayer allows them to think deeply about worship themes. 'Grace, the Prayer Bunny' helps pupils to focus on prayers within worship. Pupils are asked to talk about the theme further when back in their classrooms. This in enabling them to have a deepening understanding of how worship themes relate to daily life. Pupils say they would like to have an even greater role in planning and leading worship. Close communication, sensitivity and respect are shown to families who wish their children not to attend school worship. Reflection areas in the school provide pupils with spaces for quiet thinking or personal prayer and glass prayer beads help them to focus on what they want to say. Spiritual moments are planned across the curriculum because adults in the school have a shared understanding of

spirituality and how pupil's spiritual development can be supported. This understanding also recognises special unplanned moments with time given for their enjoyment and appreciation. Pupils are currently making a beautiful large mosaic cross displaying the school's values. This will sit proudly outside the school's entrance, defining Catherington as a Christian school. Every pupil in Catherington can identify the individual part of the cross they made, saying this makes the cross very special to them. The school's three chickens are valued members of the school community. The pupils carefully look after them, learning about responsibility and care towards God's living things.

The school's church is currently in an interregnum period. During this time the church members have supported the school's special services so the church's presence within the school has been maintained. All members of the school are looking forward to welcoming the new vicar when he or she is appointed.

In RE, pupils are encouraged to consider 'Big questions'. Teachers are open and honest in their responses, always sensitive to the ages of their pupils. Deeply thought out questions from the pupils have included, 'If God loves us why do people get ill?' or 'Is there a separate heaven for people in prison?' RE is well led by the RE leader and Headteacher. High levels of subject knowledge, combined with diocesan professional development, have allowed teachers to gain confidence when teaching the recently introduced Understanding Christianity materials. As well as Christianity, pupils learn about a wide range of world religions, with a growing understanding of faith similarities and differences. For example, first hand faith experiences have allowed pupils to appreciate that prayer may look different, but is still very important in all world faiths. Pupils show a good understanding of Bible stories that they can easily recall.

Headteacher	Crissy Hodgkinson
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