



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

## St Catherine's Church of England Voluntary Aided Primary School

Address Moorland Road, Launceston, PL15 7HX

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

**Overall grade** **Good**

**The impact of collective worship** **Good**

**The effectiveness of religious education (RE)** **Good**

### School's vision

At St Catherine's Church of England School, we strive to educate our children to realise their aspirations and to contribute positively to society, guided by our Christian principles.

In the words of our children...'to make our dreams come true, be kind to everyone and follow God's rules.'

### Key findings

- Supportive leaders have established an effective Christian vision in partnership with An Daras Multi-Academy Trust (MAT). The vision is applied in everyday school life, and adds value to the lives and pupils and their community. Governors are committed to the vision and they monitor its impact. However, they do not yet use these findings to feed into strategic planning.
- The school's Christian vision inspires leaders to provide excellent pastoral care and support for the mental health and well-being of staff, pupils and families. This enables the whole school community to flourish.
- Collective worship is Bible-based, varied and enjoyed by all. It provides valued opportunities for the whole school community to come together enabling staff and pupils to grow and flourish spiritually.
- Religious education (RE) is well led, providing a broad and rich curriculum. Pupils progress well because of this. They learn about a variety of faiths and worldviews, and are able to consider their own beliefs and values.
- The Christian vision creates a focus on character development, and pupils are taught strategies to take responsibility for their own learning, and the impact their behaviour has on others. This means that pupils learn well and flourish.

### Areas for development

- The Governing body to ensure a more robust system of evaluating the impact of the vision, ensuring that findings feed directly into the school development plan.
- To embed a shared understanding of spiritual development across the school, so that the whole curriculum can be enriched, enabling pupils to flourish spiritually.
- Further develop the leadership skills of pupils in social action projects and worship, so that they initiate changes and improvements in their own community and beyond.

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

Leaders at this school have established a Christian vision which is underpinned by Jesus' parable of the Good Samaritan, and is lived out well by the whole school community. It has a clear focus on caring, compassion and countering prejudice. The school acts as a supportive hub, and makes a strong contribution to the flourishing of this diverse community. The Christian vision inspires the excellent pastoral care which is offered to pupils, staff and families. During recent lockdowns the school continued to build on community links to ensure that pupils' learning and pastoral needs were met. Through its highly effective work on conflict resolution based on forgiveness, the school is well respected by parents and community groups. In this way, the Christian vision contributes to enabling pupils, staff and the community to flourish. The school is part of the An Daras MAT, and has strong partnerships with both the Trust and Truro Diocese. This gives access to a range of high-quality training and monitoring. Consequently, staff are given the knowledge and skills to support pupils in their learning and development, allowing them to flourish. In return, and in line with their Christian vision, the school shares their expertise in ethos development and RE with other schools in the Trust. School governors and directors of the MAT are very supportive of the school as a Church school. However, their evaluations require a sharper focus on the school's Christian vision, and how its impact can be developed and improved.

The school has strong links with churches in the community of different denominations. This enriches collective worship, and brings variety and lively contributions from visitors to the daily worship sessions. Pupils enjoy worship, taking part in drama, joyful singing, and quiet prayer or reflection. Worship is Bible-based, and inspired by the school's Christian vision. The planned termly themes explore Christian values underpinning the parable of the Good Samaritan. During worship, pupils and staff reflect on their own actions and beliefs, and are inspired to change their attitudes and behaviour. Prayer is a valued part of school life, and pupils who wish to do so join in with prayers in the classroom, or write prayers in the quiet area outside. In this way, worship enables both pupils and staff to develop spiritually and to flourish. In their ethos focus group, pupils make a valuable contribution to evaluating worship. However, further leadership opportunities would enable them to become more active participants.

In line with their vision, there is a strong community focus at this school, which results in an inclusive and supportive learning environment for all pupils, including vulnerable pupils, and those with special educational needs and/or disabilities (SEND). Such pupils are able to access the full curriculum as they are included in whole class activities and learning wherever possible, and extra support is offered by highly trained support staff in class. This school embraces and welcomes difference and diversity. Parents see the school as 'a safe hub' for their children, and pupils say 'this school makes everyone welcome, despite our differences'. Some pupils experienced some loss of learning during lockdown, but the school has lots of support in place to fill the gaps, meaning that overall pupils flourish in their learning. Pupils behave well in classrooms and around the school. This is supported by the schools' behaviour policy and practice which is based on forgiveness and reconciliation, and is respected and supported by parents and pupils alike. Good behaviour and attitudes for learning are explicitly taught through the school's 'capability curriculum' where skills for living and learning are woven into the whole curriculum. This means that pupils are resilient, and learn strategies to persevere in their learning when things are difficult. Pupils talk about how they can 'make their dreams come true' by working hard and supporting each other. There is a strong, vision-based ethos of trust and cooperation at St Catherine's which enables pupils to develop spiritually, and begin to flourish again academically post-lockdown. While pupils are given opportunities to flourish spiritually through collective worship, there is limited opportunity for them to do so through the wider curriculum.

A broad and relevant curriculum enables pupils to consider big questions of meaning, including topical news items and global concerns. Pupils are made aware of disadvantage and deprivation in the world via their links with a school in Bangladesh. They are encouraged to consider climate issues in their 'Ocean Project' studies, which results in pupils writing letters to local companies to encourage them to use less plastic. They take part in an air quality monitoring

campaign outside the school gates. Before lockdown, the school forged close links with a local care home, with pupils visiting to interact and play with residents. In this way, pupils become advocates for social change in the world. However, these are mostly adult-led, and pupils do not yet have the skills to initiate these activities themselves. Recently, the school council suggested that they wanted their curriculum to have more of an influence on 'real life', demonstrating that they are ready for this development.

Staff have access to good quality training in RE, and the lead teacher of RE also coordinates and monitors the subject across the MAT. This means that good practice is shared across the Trust, and staff are able to develop and flourish. The school effectively meets statutory obligations for RE, and pupils enjoy the subject. They have a good knowledge and understanding of Christian theological concepts including sin, salvation and the Holy Trinity. They are able to articulate their own beliefs and opinions on these issues. RE relates to everyday life decisions, and is a safe place for pupils to discuss and debate. It includes a wide range of faiths and worldviews, with pupils identifying lessons on world religions as some that they enjoy most. The lead teacher has put in place a sound system of tracking assessment, which gives accurate feedback to teachers, enabling them to plan effectively for pupil progress.



**The effectiveness of RE is Good**

RE is well led by a knowledgeable and enthusiastic teacher. Consequently, teaching and learning in the subject is good. Pupils are provided with a rich and relevant curriculum which they enjoy. As a result of this, they learn and progress well in RE, including vulnerable pupils and those with SEND.

### Contextual information about the school

Date of inspection	5 May 2022	URN	142804
Date of previous inspection	15 June 2015		
School status	Voluntary aided primary school	NOR	209
Name of MAT	An Daras		
Diocese	Truro		
Headteacher	Louise Hussey		
Pupil profile	The proportion of pupils who are considered to be disadvantaged is below national averages.		
	The proportion of pupils who have special educational needs and/or disabilities is above national averages.		
Additional significant information (if needed)			
Inspector's name	Judith Larrington	No.	948