



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

St Katharine's Church of England VA Primary School, Southbourne	
Address	Rolls Drive, Southbourne, Bournemouth, BH6 4NA

School vision
We want everyone who is part of St Katharine's to know that they are unique and that they can flourish and make a difference in God's world, through living out the values of Grace, Integrity and Aspiration, now and in the future.
School strengths
<ul style="list-style-type: none"> <li>• The Christian vision, deeply rooted in biblical teaching, along with strong leadership empowers this highly effective Church school. It truly underpins all that the school does to support adults and pupils to flourish.</li> <li>• Honest and respectful relationships are a strength of this friendly community where the example of Jesus is at its heart. The values of grace, integrity and aspiration are lived.</li> <li>• Religious education (RE) provides pupils with a challenging and exciting curriculum. This stimulates their interest in a range of world faiths and worldviews and results in an impressive depth of knowledge and understanding.</li> <li>• Inspirational collective worship is exceptionally well-planned, monitored and evaluated. Pupils are inspired to lead worship. Consequently, individuals flourish spiritually, and this is enhanced through the enriching curriculum.</li> <li>• The wellbeing and mental health of all is valued, supported and nurtured. It embraces all, especially those with special educational needs and/or disabilities (SEND) or who are vulnerable and/or disadvantaged.</li> </ul>
Areas for development
<ul style="list-style-type: none"> <li>• Expand and sustain the role of pupil leaders. This is to further extend the vision of all pupils making a difference in God's world, now and in the future.</li> </ul>
Inspection findings
<p>The Christian vision is central to the life of this innovative school. It underpins policies, decisions and practices to ensure nurturing experiences. The values of grace, integrity and aspiration, and associated Bible verses, make clear their Christian foundations. The vision is referred to frequently. Consequently, it is understood and embedded. As a result, a culture exists where people are kind, do the right thing and aspire to be the best they can be. The vision is referenced through three carefully chosen Bible stories. Pupils link these with expected behaviour that they demonstrate through their actions. For example, pupils explain the meaning of the parable of the mustard seed as being part of the Kingdom of God. They apply this to flourishing in God's world through faith and relationships. They appreciate the inter-connections between themselves and the natural world. The same is true with the parable of the lost sheep. Pupils apply this to their understanding that everyone matters and is known by God. They are inspired by the school quote 'forever flourishing' to live their lives</p>

well. Leaders know the impact of the Christian vision because they rigorously monitor, evaluate and reflect upon their actions.

The school has a unique and richly spiritual curriculum, as summarised by the acronym 'SEASIDE'. Spirituality is deeply embedded and expressed through many opportunities. Their innovative approach to wellbeing called 'Head, Heart, Hands', develops pupils' reflections on mental health, learning, spirituality, relationships and physical health. As a result, there is a widespread understanding that spirituality involves the whole self. Additionally, the school uses the phrase 'Inside Out' to deepen understanding of spirituality. This is embodied by the 'Inside Out' courtyard space used for reflection. Thus, shared language aids understanding and expression of spirituality for both pupils and staff. Environmental themes, such as the danger of microplastics, are taught through 'beach school'. This develops pupils' awareness of stewardship. The arts engage pupils and allow them to express their spirituality creatively. Sports and wellbeing develop self-esteem and confidence. Teaching about inspirational people and places develops cultural understanding and expands pupils' horizons. The importance of diversity is embedded in a recognition that we are all unique and can make a difference in God's world. Likewise, enterprise technology empowers pupils to develop computing skills, be innovative and use this to communicate effectively. Consequently, the school facilitates linked learning experiences, rich in spiritual nourishment. Visits and visitors inspire imaginations leading to what are called 'magnificent marvelling moments' of deep wonder. Pupils are challenged to find and follow their passions, widely expressed using the phrase 'finding your thing'. For example, Year 5 and 6 residential visits promote new experiences, which are character building. This all contributes towards a curriculum reflecting the Christian vision.

Imaginative worship is led by both adults and pupils and supports their spiritual flourishing. A comprehensive evaluation system ensures it is meaningful. Pupils are also involved in these monitoring activities. Some pupils are inspired to lead termly Sunday services impacting positively on their spiritual development. Drama is used to powerfully convey an understanding of the life of Jesus. Equally, marking Remembrance Sunday and Harvest enriches pupils' appreciation of others through prayer and worship. Reflection, thoughtful contributions and prayers make Bible stories relevant. Inspired by the theme of being 'game-changers', pupils readily volunteer to lead worship. For example, they are enthusiastic about promoting and sharing their passions. Recent examples regarding environmental concerns are protecting birds and reducing paper use. This is empowering for them and inspires others to act with care and compassion. Internal and external reflection spaces further develop spirituality, embedding the Christian vision and values.

Care and nurture of others are embedded along with pursuing personal enrichment. Staff value the commitment that governors make to invest in their development through a coaching programme. This has further strengthened their leadership and personal wellbeing. The September staff training day includes a church service and an optional staff Eucharist. This nurtures their spiritual flourishing alongside personal and professional development. Leaders value the school's Christian foundation and work closely with the diocese to enhance this. Staff support other schools and organise the local area Year 6 leavers' service. This demonstrates how the school is a community generous with time, care and action. Those who need additional support are nurtured to develop empathy, feelings of safety and freedom to talk. Moreover, pupils appreciate the need for some peers to have an individualised approach. An atmosphere of exceptional relationships based on biblical principles is evident, ensuring all are treated well.

Pupils have a strong sense of justice and responsibility. Learning opportunities, such as a diversity festival, enable them to see themselves as global neighbours. They work collaboratively and demonstrate the power of the school's vision to make a difference. Links within the locality encourage empathy with the elderly, such as through helping at community lunches. Litter picking on the beach is in response to learning about the environment and stewardship of God's creation.

Pupils respond to the seeds of social action sown by the school. Consequently, they consider social action beyond their locality. For example, Year 5 learn about child labour in Indonesian clothing factories. This enhances their awareness of ethical choices about clothing. A further example is pupils writing persuasive letters from Planet Earth to 'Humans Everywhere'. They express environmental concerns, imploring humans to change their ways. A joint staff and diocese visit to Rwanda last year continues to deepen pupils' global understanding. The visit and the African concept of Ubuntu enhances their understanding of compassion and shared humanity. A school sign declares, 'If we create enough ripples, we might just create a wave.' This furthers a culture of justice and responsibility as shown by their active stance on anti-bullying. Also, pupil-led environmental initiatives, such as saving school resources show responsibility. Year 6 serves others in their many leadership roles such as for worship, values, spirituality, global neighbours, play and eco leaders. Younger peers participate in initiatives led by older pupils. They too are keen to lead collective worship or to be agents of change. However, there are fewer opportunities for them to do so or to be mentored by older pupils.

Pupils flourish in RE due to the high-quality, sequential teaching about a range of religions and worldviews. RE is valued as an important subject by pupils, staff and leaders. Excellent staff support is provided through training showing how the subject is valued. The school's RE handbook makes expectations clear for staff. Leaders monitor RE ensuring consistency and high standards. Learning is revisited to develop a greater depth of understanding. Teachers recap and provide feedback, which reinforces learning. Pupils recognise Christianity as a global world faith. They understand a variety of beliefs and points of view and how these impact the way people choose to live. This is embedded through various visits and visitors, enriching learning and encouraging respect. Pupils understand the core concepts, which underpin Christianity, such as incarnation and salvation.

The inspection findings indicate that St Katharine's Church of England Primary School is living up to its foundation as a Church school.

Information			
Inspection date	19 March 2024	URN	113841
VC/VA/Academy	Voluntary aided	Pupils on roll	437
Diocese	Winchester		
MAT/Federation			
Headteacher	Nicola St John		
Chair	Kerry Leighton-Bailey		
Inspector	Amanda Brockway	No.	2214