

St Catherine's C of E School – part of An Daras Multi Academy Trust

School 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.

Brief school context:

- Changes of leadership and school now part of An Daras MAT since last inspection. New Leadership has moved school from RI Ofsted grade to Good.
- faith/belief make-up of the families is varied with a high proportion of EAL families, disadvantaged pupils and vulnerable pupils.
- school pupil numbers 209 (30 PAN) plus 40 in nursery which is at capacity.
- Staff stability is very good
- parish/church community links are good – our vicar visits and leads a collective worship weekly, Open the Book also once a week and we are committed to regular community events including a close link with a local care home for dementia patients.
- senior leadership team consists of: Louise Hussey EHT/Pippa Warner HoS, Tracey Laithwaite SENDCO, Anna Rowe EYFS Lead, Leanne Roberts English Lead (and Libby Phillpotts AHoS/Maths lead – currently on maternity leave).
- school priorities: **Priority 1: Teaching and Learning Standards Attainment – Recovery focus** **Priority 2: Curriculum and Assessment Gaps and Recovery – driving forward improvement to return to full curriculum coverage.** **Priority 3: Vision and Culture/ Safeguarding (including behaviour and attendance)** **Church Vision – Use SIAMs SEF to develop school vision further.** **Priority 4: People and Leadership EYFS – implementation of the new framework**
- significant community events/partnerships: Pupil Focus Groups, Sustrans Projects, Christian Aid Climate Action Group, Bee Keeping Project, Kernow House Link, Science Day, Heritage Spirituality week. Teaching and Learning Partnerships: Trust, Local Launceston Schools, CAPH, PTI, Truro and Exeter Diocese, Kernow English Hub, Maths Mastery Hub.

School Logo/vision image:



To make our dreams
come true,
be kind to everyone
and follow God's rules.



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

How have we developed and implemented an inclusive and distinctive Christian vision, monitoring its impact to ensure the school's original foundation is maintained. And how well the we live out that Christian vision in relationships and partnerships with key stakeholders.

- Our aim always is to ensure all pupils, regardless of background, succeed in our school. School improvement plans outline the priorities regarding RE/ CW/ how we maintain the “deeply Christian” nature of our school.
- RE is taught through “Understanding Christianity” to ensure high quality teaching and learning and Agreed Syllabus for Cornwall, using the themed and other faith units designed to deliver this. RE has the same importance as other core subjects and its place in the weekly curriculum is maintained regardless. Subject leads provide Inset/support as needed.
- The headteacher plans CW with half-termly themes using a variety of resources and incorporating local and global themes where applicable. Every term the school revisits the school ethos story – The Good Samaritan'. Whenever possible this story and the values it represents is referred to in Collective Worship.
- The school leaders have extremely positive links with local parish church. In the past, local clergy have been on the governing body and when school is operating in the normal manner we have weekly contact through CW/occasional curriculum input. The Open the Book Group are valued members of the school community and visit weekly to share Bible Stories. They and our Vicar are frequently invited to join us for our Community lunches and school events. The Vicar has supported us in setting up our Ethos group and offers support for families and children in preparation for Confirmation.
- Relationships with our partner schools in the Trust are well established and we share training/moderating/good practice/resources. We ensure such relationships do not compromise our status as a Church School. Whole MAT initiatives are always set alongside our commitment to Christian principles and vision. As a Church school, we have had a positive influence on Trust decisions regarding ethos, policies and practice. We have now established a close working partnership with our second Trust Church School, Lew Trenchard.

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

How well do our school's staff and leaders apply their Christian vision wisely and sensitively to ensure the curriculum and extra-curricular opportunities meet the learning and spiritual needs of all learners.

- Head of School has completed the CofEPQH, Understanding Christianity training, CofE conferences, Reflection Days, SIAMs training and is Trust Lead for RE.
- School leaders develop staff understanding of Church School status through staff meetings (termly), training, Collective Worship, monitoring of lessons and books, modelling attitudes, behaviour and expectations. SLT ensure that the school's ethos and values inform all decisions and are threaded through our improvement plans.
- SLT meet regularly regarding all aspects of the school, including all discussions on how we promote and sustain Christian vision/church school distinctiveness.
- Staff interviews always include questions related to our Church School status and its importance to us.
- New members of staff to receive input regarding Church School status and expectations as part of their induction training.
- All staff are expected to role model our values and expectations. This begins with leaders who aim to be supportive and constructive in their approach to leadership. Leaders work hard to generate a positive feel where everyone is equally valued. A personal approach to individual needs is taken and an open-door policy for staff to talk directly to leaders including the Headteacher is actively promoted.
- Our curriculum and enrichment programme has been very carefully designed and plan to meet the needs – academic, spiritual, pastoral and cultural – of our specific context. We have worked hard to ensure it is a relevant, broad, useful, engaging curriculum with long term vision for our children's future lives.

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

How well does our school's Christian vision support the character and moral development of all pupils, giving them aspiration for themselves and hope for the communities of which they are a part, including when circumstances are difficult. And, how well our school's Christian vision inspires the whole school community to engage in social action and to be courageous advocates for change in their local, national, and global communities.

- All classes have explored aspirations with children through class collective worship. Church school values explored through worship. Themes of perseverance and resilience frequently arise. Children encouraged to reflect on this as it applies to their everyday lives. Weekly award related to values to celebrate those displaying values.
- Visible Learning approach has been adopted where all classes use learning powers to encourage resilience, reflection, perseverance, responsibility etc. Children encouraged to be brave accept challenges not give up when hard. All children encouraged to achieve their potential and have high expectations. PSHE lessons develop important awareness of self-belief, positive self-esteem, confidence and skills needed for overcoming obstacles and challenges.
- Pupils opportunities to ask "big questions" both within RE and through other curriculum areas (science English geography history art music..) Pupils encouraged to reflect on and debate issues which naturally lead to the "big questions". Children are developing a better understanding of the global aspect of Christianity, the differences in worship and practice that can exist and how we can aspire to be united family despite the distance and differences.
- Whole school themes such as the problem of plastic in oceans allow reflection on our care of the environment. Global aspects of Christianity studies explicitly through curriculum and through CW themes. Diosecan links celebrated – May 2021 children to lead prayers and worship song in Diosecan Synod Meeting in the form of recording. As a school we have developed a hugely positive relationship with a local care home "Kernow House" and prior to lockdown had established a programme of visits from Y2/Y4 and Y6 pupils of visits and activities.

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

How well does our school's Christian vision promote social and cultural development through the practice of forgiveness and reconciliation that encourages good mental health and enables all to flourish and live well together.

- All adults in the school community actively model relationships as informed from a Christian perspective (respect care generosity forgiveness). We have high expectations for behavior which are employed consistently and equally.
- Through CW - RE PSHE children are explicitly taught how to create / maintain positive relationships. Implicitly picked up through relationships of adults. Forgiveness is at the heart of reconciliation so children are actively forgiven (fresh start/new day) and are also taught/encouraged to practice forgiveness when others get things wrong. Breaking rules has known consequences, but once resolved leaves the way for a new start.
- Christian values are central to every school day in guiding behavior and decisions and very much reflect the British Values of justice, respect and rule of law.
- The behavior policy sets out clear guidelines for expectations firmly rooted in Christian values. Exclusions are a last resort only applied after all other avenues have been explored and failed. Children excluded are always welcomed back with acceptance and respect. Forgiveness is modelled through adult responses to breaking rules but also encouraged in children as responses to problems encountered.
- All staff strive to make and maintain positive relationships with families and where this relationship is strained/broken we actively seek to restore confidence and trust. All concerns are listened to and dealt with promptly.
- Attendance policy works from the position of wanting to support families to attain good attendance. We actively seek to promote good attendance through both whole class communication (newsletters/ Dojo/ website and through focused work with individual families.
- Well-being for staff addressed through strategies to reduce workload; support of outside agencies where needed; well-being days facilitated by SLT; personal plans where appropriate; well-being resources for a
- Spirituality is explored explicitly through the use of icons: windows; mirrors; doors; which relate to experiencing; reflecting; taking action. Our curriculum explores spirituality. CW themes allow for spiritual development through stories/real life events, always linking explicitly the children's own life experience. Spirituality days offer dedicated time around a given theme. Spirituality is encouraged in the family setting through prayers and blessings included in newsletters and through focused articles discussing this area.

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

How well does our school's Christian vision create an environment that embraces difference where all pupils, whatever their background or ability, can flourish because all are treated with dignity and respect.

- Mental Health for children of prime importance. Investing in TIS training for 4 TAs to enable them to give support to children identified as at risk of MH problems because of traumas experienced. The school has committed funds annually to the employment of therapist. and individuals with identified specific needs. All adults address any issues causing distress worry to children - problems taken seriously and dealt with. In addition to these initiatives the school has recently got a 'well-being dog'.
- Heritage week every Summer to celebrate diversity and promote mutual respect. Upholds the value of our differences while also celebrating what we all have in common. We actively encourage pride in our school, we promote the belief that we are a "family" we welcome all children from all backgrounds/faiths. We celebrate other cultures and beliefs with respect and look for the things that unite us and the things to value.
- There is a high level of respect demonstrated by children, drawing from the behavior modelled by all adults and the explicit teaching through CW/RE/PSHE/every day communication and through the policies in place to promote dignity: Anti-bullying; Code of Conduct; Relationships; Behaviour and discipline; Safeguarding and Child protection; Confidentiality; Equality; Physical Restraint; Attendance; Exclusion

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Key highlights celebrating the ways in which collective worship is an expression of our school's Christian vision. And, how worship is inclusive, invitational, and inspiring.

- CW takes the pattern: Monday morning whole school CW with HT; Tuesday pm whole school with Mother Alison/other local clergy; Wednesday am whole school Open the Book; Thursday pm whole school Praise and Worship (singing and prayer); Friday pm whole school Celebration (Values and Good Learner Awards prayer song). In CW we include the elements of stillness, worship, reflection, story, video, role play, question and answer, prayer and greetings/Grace. CW is always from a Christian point of view and is a mix of Bible related story and reflection or local/national/global themes from a Christian perspective.
- Children take part as much as possible through reading, role play, asking and answering questions, singing, greeting and leading prayers/Grace. Adults are always invited and really enjoy the opportunity for a time to meet as family, reflect, sing and share prayers with the children. CW is always related back to the relevance it may have in children's daily lives and own experience and how learning may be applied to their lives. We offer prayer/spiritual experience freely to all but ensure that children know it their right to decide what they believe or how they wish to respond. The only thing we ask is respectful stillness to allow all to take part as they wish.