

National Society Statutory Inspection of Anglican Schools Report

Catherington Church of England Voluntary Controlled School Infant School,
316 Catherington Lane,
Hampshire,
PO8 0TD

Diocese of Portsmouth

LEA: Hampshire

SIAS inspection: 5/01/2006, 31/01/2006

Previous S23 inspection: 27/01/2000,31/01/2000,2/02/2000

URN: 116280

Name of Headteacher: Melanie Williams

SIAS Inspector N S : Mary Hillman

School context

Catherington Church of England Infant School is smaller than other Infant schools with 87 pupils on its roll. The school is always oversubscribed. The proportion of pupils with learning difficulties is low and none has a statement. A very small number are from ethnic groups and none has a first language other than English.

Summary Judgement

Catherington Church of England Infant School is an effective church school with many outstanding features but with limited focus on the distinctiveness of its foundation.

Established strengths

- The way that the richness in cultural diversity is celebrated despite the lack of diversity within the area
- The way spiritual development is put at the heart of the curriculum
- The excellent behaviour and relationships
- The secure happy and caring environment which encourages the pupils to enjoy school
- The self confidence of the pupils and their loyalty to the school

Focus for development

- To explore and review the distinctive Christian character of the school
- Involve all stakeholders in doing this
- Agree and compile evidence to complete and implement an accurate Denominational SEF.

How well does the school, through its distinctive Christian character, meet the needs of all learners?

The school, through its distinctive Christian character, is outstanding in meeting the needs of all learners. The school makes excellent provision to meet the needs of all its learners. Learners from all groups feel valued and special, including those from a minority ethnic background who are encouraged to share their culture at appropriate times during the year (recently Chinese New Year had been the focus). Learners of all types flourish and fulfil their potential, whatever their gifts or talents; their academic achievement is high in relation to prior attainment and social background. Whatever their religious faith, their spiritual, moral, social and cultural development is excellent. Pupils are given many first hand experiences from a wide variety of inputs in order to develop their own view and reflect on their place in the world. These experiences

include visiting musicians, dancers and story tellers who work alongside the pupils to develop an understanding of different cultures. Pupils are encouraged to take responsibility and yearly raise money to sponsor education for two pupils in Africa in less fortunate circumstances than themselves. Relationships within the school community are exemplary and characterised by Christian care and concern for others. Pupils clearly enjoy their work and talk enthusiastically about their school.

What is the impact of Collective Worship on the school community?

The impact of collective worship on the school community is satisfactory. Worship occupies a secure place in the life of the school and acts of worship are well planned, imaginative and linked to classroom work. Worship is consistently and recognisably Christian. At the same time the school is sensitive to the beliefs and traditions of those of other faiths and makes some provision for these in planning its Acts of Worship. Staff knowledge of Anglican faith and practice is insecure so many elements do not feature in the Acts of Worship. Also links with the local Church have been infrequent and inconsistent so it has not been possible to utilise input from this area. Acts of Worship involve regular participation by individuals and groups of learners and evoke a positive response from pupils and staff. Parents rarely have the opportunity to attend worship in school although there are four well attended services a year in church.

How effective are the leadership and management of the school as a church school?

The leadership and management of the school as a church school are satisfactory. The Headteacher provides outstanding leadership of the school overall and there are excellent systems for planning, monitoring and evaluating school improvement but this has not included looking at the distinctive nature of the Anglican foundation. Governors are aware of the school's Christian foundation and purpose, which are expressed in the school's aims and prospectus and referred to in its policies and plans but have not considered what constitutes Christian ethos or what implications this might have in practice throughout the school. Limited links with the local Church community are in place but are not used to the full advantage. Learners are unclear about the school's Christian purpose and regarded Christians, like Hindus, as people who "celebrated things differently from us". There are limited opportunities for the pupils to observe role models living the Christian life in practice. However pupils spoke in detail of many cultural differences and beliefs following a first hand experience involving a local Chinese family. Parents are satisfied that the school provides a caring environment, inspired by Christian principles, but were unaware of any way that the school was distinctive as a church school.

SIAS Report January 2006 Catherington Church of England Voluntary Controlled School Infant School, Hampshire, PO8 0TD