

Summary SIAMS Self-Evaluation for St Catherine's C of E School



Introduction

- SIAMS inspection addresses the following question: [How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?](#)
- When awarding a grade to the school, the inspector will start by evaluating whether the evidence supports a grade of Good, as set out in the grade descriptors for Good in the [SIAMS Evaluation Schedule](#)
- The inspector will consider other grades (Excellent, Requires Improvement, or Ineffective) if and when the evidence suggests that to do so would be appropriate.
- An ongoing culture and practice of robust and rigorous self-evaluation is strongly recommended for the principal benefit of the school. There is an expectation that school leaders and other members of the community have evidence-based knowledge of the efficacy of the vision, policy, and practice of the school and this can only be achieved by means of effective self-evaluation.
- The summary of the school's ongoing self-evaluation should be drawn from the school's ongoing self-evaluation and should be available for a SIAMS inspector.
- This template is offered by the National SIAMS Team, and its use is not a requirement. Schools may prefer to use a template of their own.
- Self-evaluation templates are available on the SIAMS pages of [the Church of England website](#).

School context	
Include:	
• URN	9083797
• NOR	210 (with 40 in nursery)
• Date of last SIAMS	2015
• MAT/Federation as applicable	An Daras Multi Academy Trust
• Diocese/Methodist circuit	Truro
• Proportion of pupils considered disadvantaged	24%
• Proportion of pupils with SEND	12%
• Proportion of pupils EAL	17%
	<ul style="list-style-type: none"> • C of E VA Primary School. • One form intake with adjoining Nursery. • Part of local An Daras Multi Academy Trust since May 2016. • Head Teacher in place since September 2016. • Restructuring of staff in September 2018 due to funding issues 9 teacher/TA redundancies.

	<ul style="list-style-type: none"> • Provider of before and after school extended school care • Strong links local parish C of E church St. Mary's, Reverend Teresa supported for a number of years with collective Worship and school celebrations in Church, Mother Alison - who comes most Tuesdays to take CW and visit our nursery. New incumbent Reverend Peter just starting to be involved prior to lockdown, Open the Book – weekly collective worship • Supporter of several charities: Local food bank, Children in Need, Comic Relief/Sport Relief, shelter Box; children's Society; Homeless Mission; Cancer charities; Barnardos; Christian Aid; NSPCC • Close link with Dementia Home in Launceston – Kernow House • Contributes to local events: choir sings at hospice and local events – Mayoral, businesses, St Piran's Day, Carnival • Recent links to school in France. Link music project with Bangladesh linked to climate action • Various accreditations - Arts Mark Gold, Healthy Schools, Communication Friendly (Elklan), PADL Award, Exeter and Plymouth ITT Partner, FMSIS (science), Visible Learning Partner School, 401 anti-bullying wellbeing school • Strong links with the Diocese: regular attendance on Diocese Training, Church Leader Days, Rural Schools Network, HoS has CofEPQH, attendance of local and national Church Character Education Conferences, regular visits from Diocese Education Leads, host to Diocese events and contribution to diocese events. • Strong ethos of supporting disadvantages pupils – free access to before and after school childcare, enrichment activities provided free eg. music lessons, sports clubs, trips and residential, free uniform including setting up local shoe shop account, free school meals and snacks and foodbank vouchers – encourage community through Pay it Forward scheme to support each other.
<p>Vision Refer to theological underpinning and process of establishing vision if appropriate.</p>	<p>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...</p> <div data-bbox="1016 938 1783 1182" data-label="Image"> </div> <p>Through the story of 'The Good Samaritan' the children learn to be curious about the world, be open in their experiences, overcome prejudices, encourage dignity and respect, live well together, celebrate individual differences and encourage kind, hopeful actions – working together towards a hopeful, inclusive world. ("act justly, love constantly, live humbly" Micah 6. V8)</p>

STRAND	IMPACT OF PROVISION AND SOURCES OF EVIDENCE
<p>STRAND 1: VISION AND LEADERSHIP</p>	<p>To what extent is the school’s vision and its associated values grounded in a clear theology firmly rooted in a Christian narrative? To what extent do leaders show awareness and understanding of current thinking in Church school education?</p> <p>ACTION: Our vision states clearly that all our actions/decisions are derived from a Christian perspective. We look to The Good Samaritan as the theological basis for this vision and apply it to all aspects of school life.</p> <p>Through the story of ‘The Good Samaritan’ the children learn to be curious about the world, open in their experiences, overcome prejudices, encourage dignity and respect, live well together, celebrate individual differences and encourage kind, hopeful actions – working together towards a hopeful, inclusive world. “Love the Lord your God with all your heart, with all your mind, with all your soul, with all your strength; and love your neighbour as yourself.” Luke 10 v27</p> <p>School leaders have attended various training events and draw on significant C of E publications when determining policy. (Church of England Vision for Education: Deeply Christian, Serving the Common Good/ Fruits of the Spirit/ Valuing all God’s Children + others). The Head of school has undertaken training: CofEPQH.</p> <p>IMPACT: We clearly have a shared understanding from all the school community that Christian values are at the heart of our school and will inform every aspect of the running of the school and the relationships between all within it. This is explored through collective worship, part of all lessons as appropriate. Leaders are aware of the C of E thinking about education and specifically focus on how we can help all achieve well and flourish regardless of starting points. Our focus on improving outcomes for disadvantaged pupils permeates through decisions financial, curricular and pastoral and has driven a complete change in the culture of our school over the last 6 years. Understanding Christianity has been adopted alongside the Agreed Syllabus as better meeting the demands of good RE teaching; Character Education approaches have been explored through our ‘Capabilities Curriculum’ and have led themes across the school related to hospitality, global climate issues, local charity work and curricular teaching approaches in school. Difficult decisions regarding behaviour policy and exclusions are approached through a Christian perspective. All children are given the opportunity to flourish and our culture is that we also support, encourage and enable our staff to flourish too. Teachers have high aspirations for all and support is given to ensure as far as possible children can achieve their potential.</p> <p>EVIDENCE: CW planning; RE curriculum planning; displays; SIP; policies; questionnaires; talking to staff, children and families; newsletters; Class Dojo; Website; progress statistics for all children; record of interventions for each class.</p> <p>Recent quotes from our April 21 Parent Survey on what the school does particularly well included:</p> <p>“We are glad that faith/religion is being integrated with our child’s learning”</p> <p>“The Christian Ethos.”</p> <p>“The school teaches kids about Christian faith and the all teaching techniques work really well and we could see the result on our child and we are so impressed.”</p> <p>“The school has such a genuine friendly and welcoming feeling about it and they really do live and breathe their Christian values. We couldn't wish for a better school and would recommend our school to anyone. Thank you all.”</p>



To what extent does your Christian vision shape school policies and church school development plans? How is priority given to collective worship and to religious education (RE)?

ACTION: The An Daras intent for education of their pupils is: to develop capability mature children who are positively engaged, compassionate, competent young people conscious of the role they play in society, who are curious about the world around them and their place in it. ("act justly, love constantly, live humbly" Micah 6. V8)

School Vision: "At St Catherine's, we strive to educate our pupils to realise their aspirations and to contribute positively to society guided by our Christian values." With this in mind, we have developed a curriculum to inspire our pupils in contextually relevant ways and prepare them for a future working life. Our curriculum is broad and challenging with a clear progression of knowledge and skills.

Our recent Ofsted commented: "Pupils make good progress as they move up through the school. They are well-prepared for secondary school by the time they leave."

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. In the unusual circumstances of the pandemic, the HT has recorded three CW presentations weekly and a Teams whole school live /Friday celebration which focuses on our core Christian values whilst Mother Alison providing a recorded weekly Bible story. 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.

Pandemic Response: As a church school, our priority is always the safety and well-being of our children, thus in deciding on ways to spend allocated allowances we were guided by the aspiration of all being able to flourish rather than simply how to ensure we addressed gaps in learning. As a result, we continue to fund a therapist two days a week to support vulnerable children; fund TIS practitioners to deliver well-being workshops in all classes; ensure all children receive appropriate, focused intervention and support; continue to support vulnerable pupils unable to return at present.

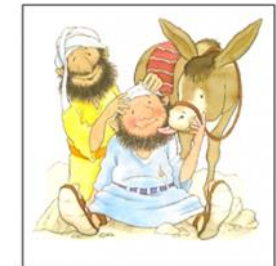
IMPACT: Continued development of daily Collective Worship in normal times - (Whole School HT led with children’s involvement/Open the Book children’s involvement/Mother Alison weekly worship/ Praise & Worship /whole school/Celebration). Staff attend CW to demonstrate its value to the whole community.

Children’s written reflections demonstrate impact CW on understanding/awareness/actions. Children are very comfortable in saying prayers when requested and many enjoy the opportunity to share their thoughts.

Development of the curriculum through Understanding Christianity allows us to deliver RE from improved theological standpoint. All staff understand the need to uphold RE as rigorously as core subjects. All staff give appointed lesson time or more, to ensure quality of provision. Termly training is allocated to ensure staff are confident in their teaching of RE.

Policies are underpinned by Christian values of greater good/caring/forgiving. Reference is made to Christian principles as appropriate – for example in our Behaviour Policy.

EVIDENCE: CW planning; RE curriculum planning; displays; SIP; policies; RE books; floor books; DOJO; newsletters; Class Dojo; Website; monitoring documentation; questionnaires.



Ofsted 2019: "Pupils are looked after well in the school. The school's Christian ethos and values of inclusivity, tolerance and collective responsibility inform leaders' approach to supporting pupils' personal development and welfare."

"Staff support the development of pupils' spiritual, moral, social and cultural education in different ways. Pupils learn about different faiths, including Christianity, Islam and Judaism. They are also taught about local Cornish heritage, as well as global events, and issues such as the plight of refugees and asylum seekers."



April 21 Parent Survey: 86% agreed the school vision and ethos makes a difference to their child.

<p>How does CW help you—make a difference to you?</p>	<p>Y1 "Helps me when I make mistakes"; "helps me to think about my mistakes"; "Helps me to be kind"; "It's helpful to me to pray together"; "Helps me to learn about Jesus".</p> <p>Y2 "We think about how we treat others"; "we celebrate the things we do well"; to care for each other.</p> <p>Y3 "helps me be a better person" (3); "makes me happy" (6); "helps me understand God (2); "to believe more" (3); "gives me a space to pray" (5); "makes me kind to others" (2); "to be a family" (2); "learn" (1).</p> <p>"I get happier and I believe in God more." "It helps me to believe."</p> <p>Y4— "We can be inspired to be like Jesus". (5) "Teach us ways to change"; "know more about Jesus"; "Believe in God"; "Teaches us perseverance - to not give up"; "If I don't know what to do the stories help me".</p> <p>Y5— "Time to reflect and relax"; "Helps me to make good choices"; learning about important festivals.</p> <p>Y6—"Helps us to understand and carry out the values".</p>
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How well do leaders ensure that the school's formal partnerships are supported, sustained and informed by the school's Christian vision and associated values? This includes how well school leaders work with the local diocese/circuit and churches.

ACTION: 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.

Covid Pandemic response: When school had to be closed in accordance with national lockdown protocol, we maintained our link with Mother Alison and St Mary's church through weekly recorded stories forwarded to us and posted for our families on the whole school Dojo platform. We have also shared links from virtual church services with our families.

We maintain links with diocese representatives and draw on them for advice and monitoring. We have attended regional meetings for Church Schools and as well as annual conferences.

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.

IMPACT: Close relationships with local church leaders have ensured frequent contact with children in school through CW/support with curriculum topics/ support for whole school church services. Children have personal relationships and church leaders report that many children greet them when they see them in the town. The majority of our families accessed the stories recorded by Mother Alison each week which reinforced our strong partnership with our parish church and brought much comfort at a very difficult time.

Other schools respect our Church School status and we never have to compromise our values in order to meet a Trust objective. At times we have been able to contribute positively to MAT policy (eg in the way statements are worded). Other schools are able to see the benefit of our strong Christian ethos to relationships within the school community. We have also been able to introduce partner schools to the “Understanding Christianity” scheme to enhance their RE provision.

The school has been invited to participate in the Diocese Synod this year.

EVIDENCE: CW planning; Class Dojo; Website; training record; CW Reflection Book

How well do leaders ensure that all staff members at all levels are supported in the development of their understanding of the school as a Church school? How well are future Church school leaders prepared and supported through professional development leading to improved practice?

ACTION: 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.

IMPACT: All staff (teaching/support/admin/lunchtime) are aware of the expectations for behavior/decision making/respect/forgiveness as informed by our Christian perspective. All staff are expected to uphold this, regardless of personal belief, as being at the heart of who we are and what we do. We believe the caring, inclusive atmosphere and clearly demonstrated positive relationships between all at school is evidence of our success in promoting the importance of being a Church School. Safeguarding is upheld as the first priority in school and all staff have regular training and know how to ensure the safety of all children/adults in school and what to do should any issues arise. The need to care for all and find solutions that heal and bring positive restoration wherever possible, can be seen in our approach to all safeguarding situations. Visitors to the school and new members of staff unfailing compliment the warm, welcome they receive at St Catherine’s and the positive feel to the school. Staff questionnaires are always extremely positive and are happy to work at St Catherine’s.

EVIDENCE: Relationships between staff, pupils, families and community; training record; SDP; staff inset; displays; newsletters; Dojo; Website; induction materials; interview questions; safeguarding responses, staff questionnaires, low staff turnover, longevity of service.

Case Study - staff flourishing – SP

Case Study – student teacher KA

Ofsted 2019 “The school is a happy place. Pupils want to come to school because they enjoy their learning and feel safe and valued. They want to be part of the vibrant school community. The school’s Christian ethos is important to staff and governors. They endeavour to ‘live’ the school’s values, and they foster these values successfully in pupils.”

“All staff who responded to an in-house survey issued earlier in the year agree that they are proud to be members of staff at the school.”

Quotes from Staff Survey 2020

“I feel extremely blessed to be in a school with such a supportive, caring and endlessly hardworking team. Nothing is perfect and there are always challenges to overcome but I know that every member of the team will give 100% to trying to achieve the high expectation we always set ourselves.”

“Very proud to be part of this awesome team! I’ve said it before but a good team only grows from a great manager and we certainly have that here. You are friendly, approachable, calm in a crisis, decisive, understanding and great at leading the team! I’m just so relieved we’ve had you in charge during this pandemic as you’ve done a fab job of looking after us all – children and staff. Massive thank you for all that you do!”

“I cannot speak highly enough of the school leadership, staff team and generally of the routines and structure.”

“This is an amazing place to work.”

“People listen to each other and care for each other and every day you see the school’s Christian values in how the staff treat each other.”

“This is a very special place and I feel lucky to work in such a kind and welcoming school.”



How well do governors ensure that a robust and continuous self-evaluation process is in place that involves the school community in evaluating their effectiveness as a Church school?

ACTION: Governors discuss issues related to being a church school; ask questions about how we ensure we preserve the “deeply Christian” character within our MAT setting in Governor meetings; have a dedicated governor appointed to work with Head of School on such issues; make visits and have discussions with school staff. The HT/RE lead provide annual impact report regarding these issues for governors.

IMPACT: Governors are fully informed of where we are placed with church school issues and work with us to ensure areas that are deemed to be in need of further development are addressed. Governors are caring through their actions of the whole school community. For example, governors always ensure that staff well-being is on the agenda.

EVIDENCE: See minutes of governor meetings; minutes working party meetings.

Ofsted 2019 “Governors are proactive and committed. They share leaders’ high expectations and hold leaders to account for the progress of pupils.”

“Governors from different backgrounds bring a range of skills and experience to bear in their work. They are very committed and play an important role in the life of the school. Governors know the school well and are able to articulate its strengths and areas for improvement. Governors ask challenging questions of leaders about issues such as pupil progress and attendance. To aid governors’ understanding, and at their request, leaders provide information that is detailed, transparent and accessible. This information enables governors to ask the most pertinent questions. Governors have appropriate strategic oversight of safeguarding. For example, a nominated governor assists the headteacher in conducting the annual safeguarding audit.”

During Lockdown:

“As a governor who hasn’t been able to be in circulation or indeed, of any use to you throughout this busy and strange time, I would like the Directors to know how well informed you have kept me and the utmost confidence in you and your staff I have, that the children have received the best of care possible.”

New governor initial visit:

“I would like to thank you for spending time with me yesterday. The Year six pupils were excellent ambassadors for St. Catherine's. I was impressed with the warmth of the atmosphere that I believe affords the pupils to flourish. I would be delighted to be a governor and hopefully be able to contribute to St. Catherine's.”

Have the recommendations from the previous SIAMS inspection been addressed and brought about positive outcomes for pupils?

ACTION: Previous SIAMs targets met/partially met. Impacted currently by the unusual circumstances dictated by the Covid pandemic.

CW pupil involvement participation and planning. Systematic evaluation recording of the impact of CW.

Clarifying outcomes/achievements for learners in RE.

Assessment development leading on from Understanding Christianity and new Agreed Syllabus.

Global aspects of Christianity: all classes have a global aspect of Christianity within their planning.

Many global aspects of Christianity are included within Collective Worship – e.g. faith celebrations in other countries; persecution in other countries; poverty and ways to overcome around the world; Black awareness month and current issues.


Each year we have a Heritage week incorporating local, national and global heritage. Within that week, we also have a themed spirituality day.

IMPACT: Under normal operation, pupils are involved with delivering CW: Monday whole school CW; Wednesday Open the Book; some aspects Praise & Worship; a CW working party with children from all classes was created to plan and deliver a whole school CW. Children are very comfortable and keen to read stories; act stories; present ideas; share prayers; lead Grace; contribute ideas and thoughts. Children are involved in creating video versions of our school ethos story – The Good Samaritan.

Last year we created 4 pupil-focus groups to further develop the children’s voice within the school and ability to demonstrate courageous advocacy. These four groups were the Ethos, Environment, Well-being and Curriculum. They worked with various staff to improve our school. For example, the Environment Group made a video bid to the CAPH Big Idea Competition to set up a bee keeping project in the school which they won!

Assessment has evolved over the last two years. We continue to have “I Can” statements as class overview tools; we use end of phase statements from new Agreed Syllabus for Y2, lower KS2 and Y6; We have assessments for each unit in Understanding Christianity which use ARE style levels. Assessments to be planned for newly adopted units.

Children are more aware of the global dimension to Christianity and how the expression of faith can differ, while underlying beliefs remain constant. **The school has now signed up to the Christian Aid project.**

	<p>Why is collective worship important?</p> <p>Y1 “It helps us to learn about Jesus because we are a church School”.</p> <p>Y2 “We get to talk about our school School”; “We learn about other</p> <p>Y3 “ Because we are a church kind to others” (4); “believe in God and Jesus—that’s why it is</p> <p>Y4 “It makes everyone resilient”; “Christian school”; “Helps little ones Collective Worship– it helps to be</p> <p>Y5 “because we are a Christian School”; “We need the Christian values”.</p> <p>Y6 “It teaches us respect.”; “We are a church School”; “ It teaches kindness and being helpful”.</p> <p>Next steps:</p> <ul style="list-style-type: none"> • Develop CW pupil group when Covid restrictions are removed. Pupil led worship from CW focus group (when normal school practice is possible) – in current situation children within own classes having responsibility for some collective Worship design and presentation. • Continue to build on global aspects of Christianity in the curriculum more explicitly • Link to global advocacy in a more structured planned way e.g. Christian Aid scheme • Further develop our focus groups 		<p>because we believe in him”; “Important to learn about God values; being thankful”; “We know about being a Church people”.</p> <p>School” (4); “helps us learn” (3); “helps us to follow Jesus and be God” (4); “to say prayers to God” (4). “That’s where we pray to important”.</p> <p>“We learn more about God and Jesus”; “because we are a learn a good way to be”; “It wouldn’t be St Catherine’s without good Christians.”</p> <p>school”; “to learn how God can help us”; “We are a Church</p>
<p>STRAND 2: WISDOM, KNOWLEDGE, AND SKILLS</p>	<p>How effective is the school at meeting the academic needs of all pupils through the curriculum? How effective is the school in identifying and supporting those who are more vulnerable and who may have additional learning and personal needs?</p>		

ACTION: The school has embarked on comprehensive re-development of major parts of the English, maths and wider curriculum in the last two years in order to bring teaching and learning more in line with national standards and expectations and ensure a broad, inspiring holistic curriculum. Focused training and inset to develop good subject knowledge, confidence in delivery and effective feedback. Shift to instant in the moment feedback where possible rather than reliance on detailed marking in books.

Data across the school shows a positive picture of improvements in attainment and meeting of national standards. A greater proportion of children achieving GDS clearly indicates drive to promote academic excellence for all.

PPG pupils were identified as achieving significantly below non-PPG across the school and action was taken to ensure all PPG received intervention where needed. Additional measures to support this group such as enhanced TA / teacher support in lessons; provision of extra-curricular activities to promote positive self-esteem good mental health; extra parent meetings offered with teachers. SEND children have appropriate interventions and are supported in lessons by TA/teacher. All have IPP plans that are carefully designed and regularly monitored. Funding is used for enrichment activities to ensure that children have a wide range of life experiences.

Covid pandemic response – during school closure all classes maintained extremely high standard of educational provision for their children using the Class Dojo platform. Each class had a high-quality English, maths and other (RE history geography music art DT PE science) lesson daily. Teachers utilized video presentation and file sharing, all children were in contact with class teachers daily and could ask questions and receive responses. A wide range of resources, both teacher-led and on line were utilized to maintain interaction and motivation.

Covid pandemic response: families with special need or in a vulnerable situation were identified immediately and every effort was made to ensure these pupils were included and catered for – e.g. paper packs to replace on line resources; differentiated learning; phone calls to support and encourage; video calls or posts to support and encourage; face-to-face meetings where appropriate; provision of IT devices to promote online learning.

Covid pandemic response: key worker children were in school throughout school closure and received high quality care and support throughout. Children were supported with work matched to their age and ability but also had a wide variety of mixed age activities that proved to be an extremely positive experience for all.

IMPACT: The majority of year groups have attainment in line with National expectations

In our most recent Y2/Y6 cohorts a number of factors influenced outcomes, including high mobility, SEN, EAL and PPG.

Prior to school closure, children were observably more positive and enthusiastic, able to take risks and enjoy being challenged with “hard” work. This improved attitude to challenge was impacting positively on progress and attainment. In returning to school, we recognize the effect that lockdown has had on children’s resilience and confidence to tackle challenging work and are working to re-establish these essential learning behaviours through focused metacognition lessons, well-being input and daily reminders of learning powers.

PPG pupils have made improvements in progress throughout the school, not necessarily achieved same attainment in all areas, but have closed the gap significantly.

Data shows that SEND pupils can make good progress. Case studies provide insight into children struggling to make progress. Where SEND children do not move between levels, evidence shows movement within the level. A new pupil progress proforma is used to track those raising concerns and reflecting any barriers to learning.

School closure: A high proportion of pupils continued to complete set activities and maintain important work skills whilst not able to be at school. Relationships were sustained and children were able to maintain a regular routine of daily learning to enhance general mental health and well-being.

Some families were unable to access on line resources or children found this way of working difficult and we were able to sustain learning through different mediums for them. The regular contact and tailored work were important in both maintaining a positive attitude to school and learning, but also in ensuring the safety and well-being of some of our vulnerable children.

Children of keywork families were given a very positive, broad experience during school closure and most really looked forward to coming, made new friends and gained skills and understanding beyond the normal remit of their year group. Staff noted several children who made positive gains in confidence and resilience through their experiences in this group.

EVIDENCE: SDP; progress and attainment data; I-Track reports; curriculum planning; IPPs; PPG audit; monitoring evidence, weekly lockdown reports;

Ofsted 2019 “Leaders have implemented, and continue to refine, a curriculum that stimulates pupils. It supports the development of academic knowledge and personal character.”

“Leaders have thought carefully about the curriculum to ensure that it engages pupils and nurtures their growth in different ways. The curriculum provides opportunities for pupils to acquire a range of skills and knowledge in different areas, including creative and humanities subjects.

The quality of teaching is good because teachers plan interesting and challenging activities. They teach pupils to become resourceful and resilient learners.

Teachers have worked successfully to develop their subject knowledge to meet the demands of the new curriculum introduced in 2014. They use this knowledge to plan interesting tasks, appropriately pitched for pupils of different ability, so that pupils are encouraged to think. Pupils who spoke with the lead inspector reported that they feel challenged in their learning and enjoy the challenge.

Pupils are taught to become resilient and resourceful learners. Staff provide pupils with access to different resources they can use should they get stuck. Pupils who spoke with the lead inspector talked about the usefulness of the ‘stuck-unstuck ladder’. This resource helps pupils to work through a series of steps to help them move forward once they get stuck. Consequently, pupils are not overly dependent on teachers because they resolve their own difficulties. Classrooms are designed to assist pupils in their learning. They are colourful, stimulating environments, in which displays are used to provide pupils with key pieces of knowledge for different subjects. Pupils value the feedback they receive from staff to help them improve their work and this is evident in their continued efforts to edit and redraft their work. Pupils are motivated to produce their best work and do not shy away from ‘wrestling’ it into good shape.”

Parent Questionnaire April 2021:

80% of those who responded to our recent parent questionnaire supported our approach to remote learning.

96% agreed the school provides a wide range of subjects

90% agreed the school supports their child's wider personal development.

85% agreed that the school is supporting their child catch up with lost learning.

"Very impressed with all support given in school and remote learning."

"Help with our son's SEN has been outstanding."



Quotes from parents during Lockdown learning:

*“Seriously, the lengths this school has gone to, to accommodate the children and parents. it seems you have put everyone else’s needs before your own. the Teachers have been amazing and it’s a shame this school can’t be rated as phenomenal on Ofsted. Thank you for always being in touch with us. I just wanted to say thank you for all of your hard work putting the virtual classroom together. It looks great and he is really enjoyed being able to choose which activity to do and exploring all the hidden tasks!
 We just wanted to let you know what an amazing job you are doing to organise and support children and parents with home learning.
 Thank you, very much.
 Thank you for all your support and your fun activities, he is loving them!
 A big thank you for all that you have done this week. The little comments and especially the videos have been amazing. Enjoy your Easter break, and again thank you.
 I would just like to say a massive thank you from us for the content and variety of the home learning.
 I think you are a great teacher and an asset to the school, I also like the fact that I feel you understand the way my child thinks and he has really improved this year in your class.
 I just want to say thank you for everything you are doing for my son he comes home every-day so happy and says he is having the best time.”*

How well does the school support all pupils in their spiritual development, enabling all pupils to flourish?

ACTION: Spirituality is explored explicitly through the use of icons: windows; mirrors; doors; which relate to experiencing; reflecting; taking action. These are used in RE lessons or on displays or on CW reflection sheets.

We have a spirituality grid, which highlights opportunities in the curriculum to explore 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 to classes to pursue cross curriculum exploration of spirituality, around a given theme.

Staff take advantage of all opportunities to promote spirituality through curriculum and pastoral opportunities (eg awe and wonder in nature/ care of school animals/world events/ support of charities/ relationships with others/science debates).

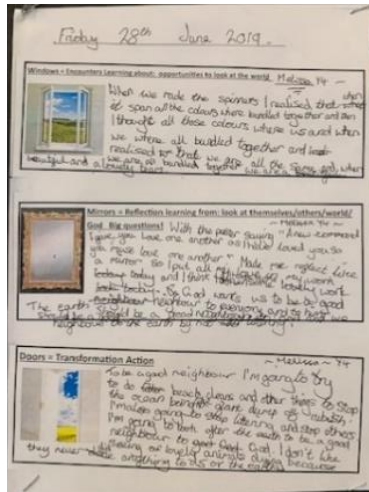
Spirituality is encouraged in the family setting through prayers and blessings included in newsletters and through focused articles discussing this area.

IMPACT: Children able to express their thoughts opinions beliefs in discussion and in writing (CW reflections/ RE lessons/ English writing/ topic writing/science/prayers) Children given opportunities to act on spirituality eg prayers/ poems/art work/behavior/support of those in need. Children have natural respect for their environment; Children are confident to discuss their own beliefs; they are tolerant to all beliefs and opinions.

Children are allowed to experience spirituality in many ways but given the freedom to express this as is right for them. They come to their own conclusions about their ideas/beliefs.

EVIDENCE: RE planning; CW planning; Spirituality grid; talking to children and staff; RE books; displays; newsletters; Dojo; website.

Case study for OR Child in Care



Welcome to St Catherine's Christmas 2020 Concert.
 We are sorry not to have been able to put on a show in church for you this year but we are proud of our alternative which everyone has worked hard on this last two weeks.
 Sit back as a family, maybe with some popcorn, and let our children bring some much needed joy this Christmas!
 Click on either link below to see the show. We hope you enjoy it!

https://drive.google.com/_/1_3-PkYJ7BihPynRVw48_/view...
https://www.stcatherinescofe.co.uk/web/christmas_2020/529359



Reception part2 - Prayer and the grace.

Next steps:

- Continue to review spirituality grids against changes in curriculum.
- Further develop use of icons to encourage better familiarity and understanding of use.
- Continue to evaluate and improve key areas of teaching and learning to better meet academic needs of all.

STRAND 3:
 CHARACTER
 DEVELOPME
 T: HOPE,
 ASPIRATION,
 AND
 COURAGEOU
 S ADVOCACY

To what extent does your school's vision and its associated values develop aspiration in all pupils, giving them resilience to cope well when things are difficult and the perseverance to overcome barriers to their own learning and to make positive choices?

ACTION: 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.

Covid pandemic response: The closure of schools due to the Covid pandemic has been an extremely difficult and frightening experience for many children and we are very aware that in returning to school we have a lot of important work to do regarding building back up all the above qualities and skills, which understandably have been negatively impacted by the lockdown experience.

IMPACT: Children have understanding of what an aspiration is; what they hope for in the future for themselves families school world etc.

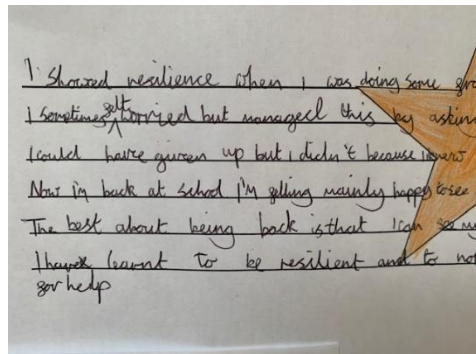
Children familiar with church school values and why they are important to us as a school/ how they can help them in their lives.

Weekly award promotes importance of values - children are proud to receive the award.

VL powers encourage attitudes and behaviours that cross over with values/ church school ethos. Resilience perseverance attitudes equally important in making moral/spiritual/social decisions as academic ones. Children are beginning to apply the positive impact of learning characteristics to other areas of their lives.

EVIDENCE: Talking to children; school vision statement; Displays; SDP; website; newsletters; VL conferencing

Quotes from children



"I have learnt that you can be resilient even if it seems impossible." Leland

"I showed resilience when I was doing my work in keyworkers. Sometimes I felt afraid but I said to myself 'I can do it.'" Kalina

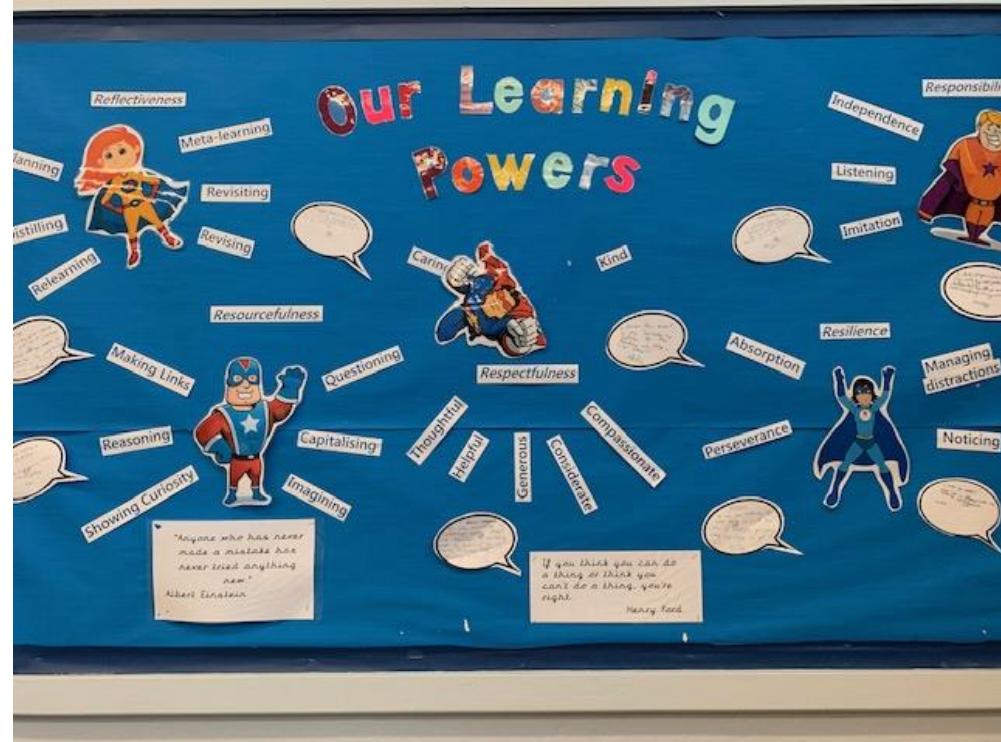
"I have learnt to be resilient and to not be afraid to ask for help." Finlee.

"I have learnt to keep going when I'm stuck." Freddie B

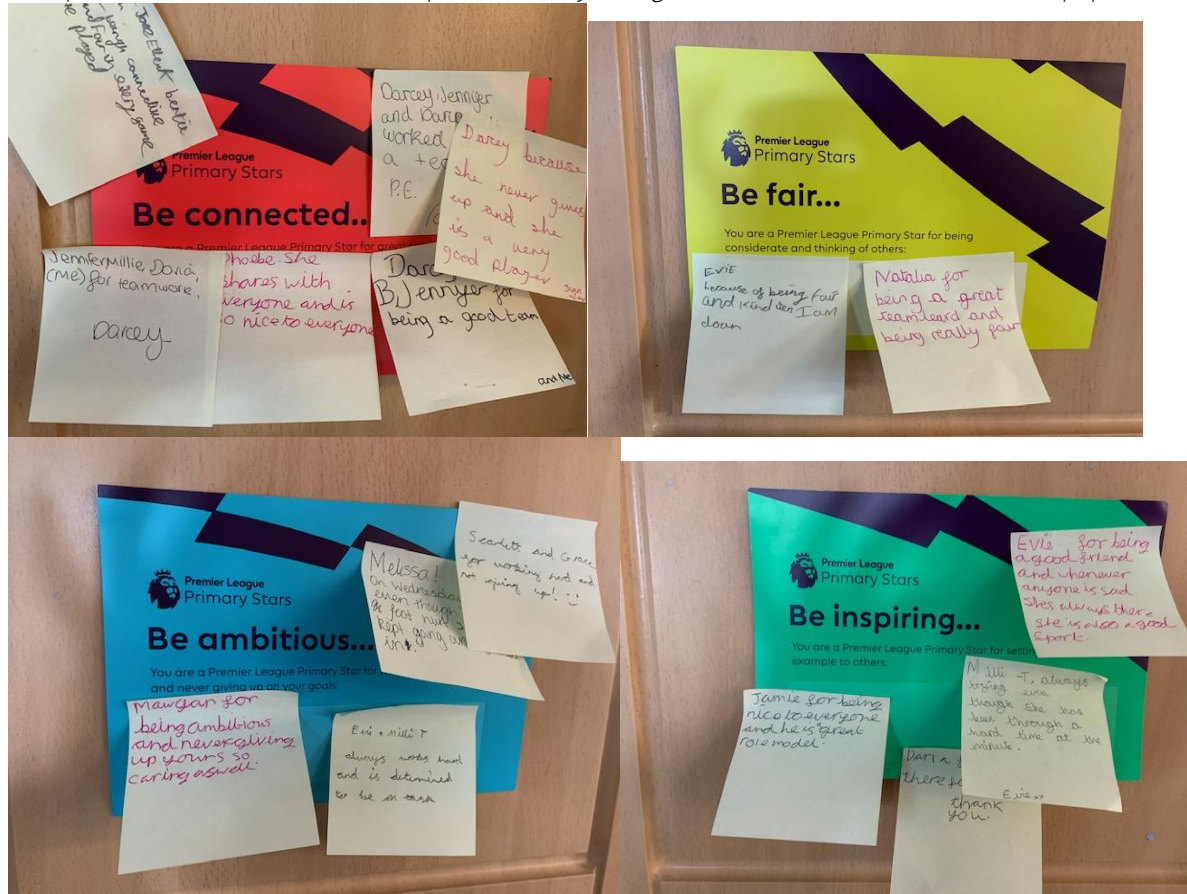
"I sometimes felt like giving up but managed this by working hard." Joshua

"I could have given up but I didn't because I should never ever give up and it's the wrong thing to do."
Owen.

Ofsted 2019 "The quality of teaching is good because teachers plan interesting and challenging activities. They teach pupils to become resourceful and resilient learners."



Our Sports Coaches continue to develop our values by asking the children to notice and nominate pupils for demonstrating a range of values:



Bike Ability Coach Quote:

"I found the children very polite and courteous at all times, holding doors open, speaking politely and generally having good manners. It was a pleasure to see."

NSPCC:

"On behalf of the NSPCC I would like to say a huge thank you for liaising and allowing us to work with the children at St Catherine's C of E School. I do hope that the children and staff felt it was worthwhile. Can you also please pass these thanks on to all the staff for giving up class time in order to allow the programme to take place."

As I mentioned to you as I was leaving, both Laura and I were blown away by the pupils at St Catherine's, the behaviour was exemplary in every year group. The children in my workshop, Mrs Robert's class were probably the best year 5 group I have ever delivered the programme to. They were engaged and energetic and demonstrated great maturity. It was a wonderful way for me to end a rather busy and stressful week... so please pass on my sincere gratitude."

Letter from school funded educational therapist:

"Dear All

As we come to the end of the academic year I would like to share with you how deeply moved and inspired I have been by the response of all at St. Catherine's to the extraordinary year we have lived through. I have always experienced a warm welcome and over this year I have felt this even further amplified and connections deepened. I had a sense of everyone bringing their best and strengthening the big heart that is at the core of your school. I feel very proud to be associated with you. Thank you for your continued confidence in the Service I provide. I will, as always, have a focused commitment in playing my part to the on-going development of the health and well-being of the school community.

Have a fab summer!

Warm wishes

Sue"

Do leaders make sure all pupils have curriculum opportunities to look beyond themselves, ask 'big questions' and think globally about life and develop an understanding of disadvantage, deprivation and the exploitation of the natural world? How effectively has the school explored and engaged in diocesan and other global companion/world church links?

ACTION: 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".

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.

IMPACT: RE discussion encourages reflection on the theology philosophy (eg "Are we all descended from Adam and Eve then?" "If God made the world, who made God?").

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.

EVIDENCE:



Year 3 have had a fab final day of half term. Children have been getting involved with Harvest this week and have put a little video together to debate whether Fair trade is good or bad.



We are taking part in 'Recycle & Raise' to help to recycle that extra plastic that comes this time of year and to support Dartmoor Zoo and Mind in the process.

Look out for the 5/PP stamp on the bottom of your plastic and then drop all your CLEAN items to our collection point outside the main school entrance doors.

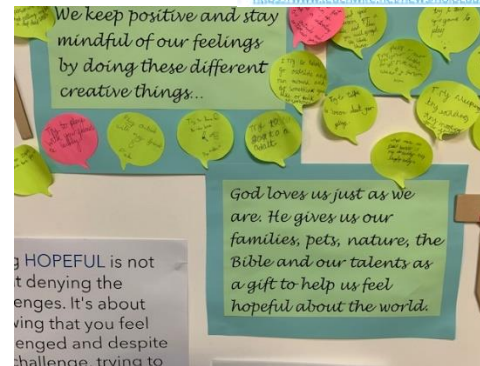


What is Holocaust Memorial Day?

HMD takes place to remember the six million Jews murdered during the Holocaust, alongside the millions of other people killed under Nazi Persecution and in genocides that followed in Cambodia, Rwanda, Bosnia and Darfur.

This is a difficult but important subject to learn about as children get older. The links below are ways that this subject can be broached with children.

- <https://www.bbc.co.uk/newsround/16690175>
- <https://www.teachwire.net/news/holocaust-memorial-day-teaching>



How well does the school community connect its ethical and charitable activities to the school's vision and associated values? Do leaders provide opportunities for all pupils to engage in social action and to understand how they can challenge injustice?

ACTION: School vision talks about doing things for the good of the community.

The school supports many varied charities which allow children to see the results of poverty; disadvantage; deprivation and in taking part in fund raising experience the privilege of taking action and helping to do something about problems in the world.

All participate in activities to support charities. (Sponsored events/non-uniform/foodbank collections).

Local foodbank/homeless aid. National = National Children's Society/ NSPCC/ Children in Need. Global = Shelter Box/ Crisis response.

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, which entailed half the class visiting residents in one of the dementia centres, for an hour one afternoon a week over 6-8 weeks a term. When we were unable to visit because of the pandemic we began to communicate as "pen pals" through cards, letters and pictures.

IMPACT: (Examples = Science - Y6 debate evolution vs creation. Geography - Y4 study of Amazon Rainforest questions human stewardship of the world. English - whole school write re plastics in ocean prompt questions about God's feelings for his creation.)

Children are very aware that many people in the world live in great need and with suffering and actively desire to help in some way. Great compassion / empathy expressed by many. Always positive support for charities and we raise a significant amount each year.

Through our link with Kernow House children have been able to develop a great empathy with the issues of becoming older, being disabled and suffering terrible diseases like dementia. We were able to see children go from being wary and uncertain, to looking forward to their visits and making every effort to talk to people, be understanding of strange behavior, read to people and try to share activities like ice cream eating and cooking! A wonderful opportunity for children to actively contribute positively in their local community. We know from letters we receive back that this enormously beneficial link is equally as valued by Kernow House and has had a very positive impact for many of the residents, encouraging memory, communication and general well-being.

EVIDENCE: Talking to children and staff; vision statement; website; policies; newsletters; DOJO; CW floor book; RE/Theme books; questionnaires; CW reflections,, children's letters to request less use of plastic from our Caterers, year 2 letters to our MP for about the issue of speed on the road outside school.

"The visits from the school children are looked forward to by many residents. We do various activities but to us at Kernow House it is almost indifferent what we do. It is the presence of the children themselves that makes the difference. Following a visit we can see a clear increase in individual's well-being and our evaluation tools also prove these to be of great benefit. When the visits stopped for the Christmas holidays, a resident was very concerned. He came to a residents' meeting and enquired about whether the children would come back again, saying that he thinks the children enjoy it as much as the residents do." Bea (Activities Organiser for Kernow House)

Ofsted

Pupils develop self-assurance, learn to become good citizens and make a positive contribution to the local community.

Pupils are looked after well in the school. The school's Christian ethos and values of inclusivity, tolerance and collective responsibility inform leaders' approach to supporting pupils' personal development and welfare. For example, pupils are highly involved in the local community.

The school's work to promote pupils' personal development and welfare is good.



Next Steps:

- Explore the possibility of global church link.
- Develop courageous advocacy further specifically enabling children to challenge injustice – eg when hearing about injustice towards minority groups in CW, children have the chance to take-action.
- Maintain links with local care home.

STRAND 4:
COMMUNITY
AND LIVING
WELL
TOGETHER

To what extent does your school's Christian vision and associated values underpin relationships at all levels in the school community, enabling pupils to disagree well and to practice forgiveness and reconciliation? Is this reflected in the school's behaviour, exclusion and attendance policies?

ACTION: 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 display in staff room.

IMPACT: Children are increasingly able to follow the example set by adults.

Children are empathetic; actively help those in need; understand strategies for dealing with problems; understand the value of saying sorry and forgiving those who get it wrong.

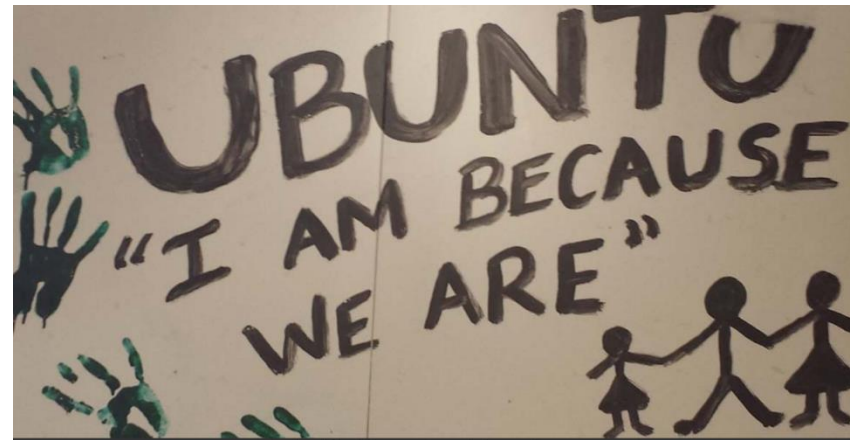
Children aware expectations behavior. Children struggling with school rules/ own behavior are; given adult support (thrive/TIS trained TAs often supply this); Offered choices to facilitate their ability to cope with the school environment (eg working in a different space, time to move, incentives to maintain motivation). All adults actively model positive forgiveness fresh starts after any negative situations arise.

Use of PSA staff has had a very beneficial impact on some families struggling with attendance issues. Lots of time and support given to all families with severe attendance issues and the input of outside agencies may be sought to try and resolve situations.

We have very positive relationships with our families and they frequently say how much they appreciate the effort we make to achieve this.

Staff frequently speak about/record how much they value the good relationships that we enjoy throughout the whole school community and how the mutually supportive relationships we have are a vital part in maintaining health and well-being.

EVIDENCE: talking to children, staff and families; attendance data; policies; newsletters; Website; Dojo; questionnaire responses, values awards. Attendance was raised as needing improving in our Ofsted. Our current attendance YTD is 96.7%.



Mrs. Hussey
St Catherine's Cofe Primary School

Jan 27

At last, as Covid restrictions start to be relaxed, we can begin to regain a bit more 'in person' human contact.

The African word 'ubuntu' means 'I am, because you are', reminding us that we cannot live and thrive in isolation; we need to value and nurture our friends, families and communities, because we are all part of each other.

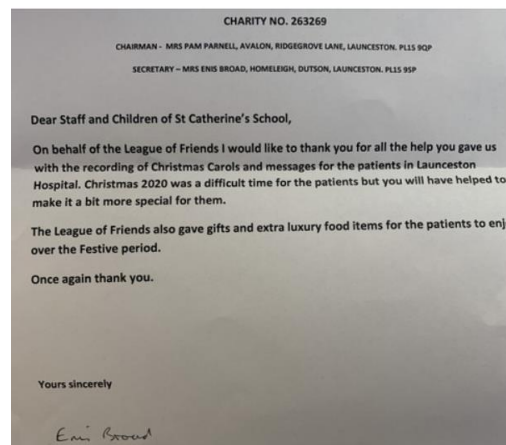
Covid has been especially corrosive of our social bonds and friendship support networks, because it prevents physical closeness and thus hinders our relational awareness (which is a key element of our spirituality).

Let's remember to continue to support each other this term, because one thing Covid has taught us is how much we need each other.

Wishing you all a peaceful weekend 😊

Translation viewed by 2 parents

45 likes 2 comments 160 views



Ofsted:

"Pupils' personal development and welfare are very well supported by the school. Pupils' behaviour is good because the school promotes a culture of tolerance, fairness and inclusivity. Pupils are polite, kind and respectful to each other and to adults."

The school is a happy place. Pupils want to come to school because they enjoy their learning and feel safe and valued. They want to be part of the vibrant school community. The school's Christian ethos is important to staff and governors. They endeavour to 'live' the school's values, and they foster these values successfully in pupils."

How well do leaders ensure there is support for good mental health in children and adults and a sense of belonging that embraces and celebrates difference?

ACTION: 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 two days a week to provide counselling support for vulnerable children. The school has a named mental health practitioner, and has partnered up with a county mental health lead to work with classes, groups and individuals with identified specific needs.

All adults address any issues causing distress worry to children - problems taken seriously and dealt with.

HT/HoS spend time talking to children with children who have experienced problems to keep up to date and ensure any ongoing MH issues are monitored so extra support can be provided if needed.

Every class has a worry box and half termly a TIS practitioner leads a mental health and well-being session for each class (this doubles up as additional release time to support staff well-being).

Support plans with mentors are set up if needed. Extra support given in any areas needed. Information on well being displayed in staff room. Helpline posters around school for children to refer to.

CWs and workshops delivered to all classes discussing MH issues and well-being. Promoting positive strategies and where to get help.

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.

TIS practitioners and staff are offered supervision with our mental health therapist. They are also offered wellbeing days covered by the SLT.

In addition to these initiatives the school has recently got a 'well-being dog'.

IMPACT: 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.

Heritage week every Summer celebrates our cultural differences and encourages inclusion and respect for all.

Children with significant emotional needs supported by all staff. TAs used flexibly to give additional support to children struggling when needed. This has resulted in being able to keep children in school and access curriculum, even if in a modified way.

Children having problems supported and report more positive experience

Staff feel supported and able to approach HT/SLT when need to. all staff extremely supportive to each other and offer practical and emotional help in difficult times.

Children proud to belong to our school. Children friendly and accepting of everyone. Visitors always report positively about the welcome they receive and the kind, thoughtful behavior of the children. Great sensitivity towards and appreciation of those with disabilities both those with special need in their own classes and individuals in the wider community.

Happy First Birthday Lovely Luna!
Our thoughts on Luna.....



Luna is so sweet! I was scared of her at first, but I am not now!
Rose Y2

Luna is a special dog. It would be sad without her.
Riley Y1

Luna is a soothing presence in our busy day!
KSI TA

It's good to have a school dog. It would be sad without her.
Ivy EYFS2

Luna is always there for us if we are sad or don't want to come into school. She helps us to stay calm and we can be with her if we feel sad.
Leah Y4

You're the Boss Dog!
Visitor

Luna has added an extra dimension to school. You can tell the children and staff all enjoy having her. She has become everyone's dog!
Mr H

Luna helps me to feel calm and come in better. We are good friends!
Aaron Y5

Luna licks us and is always calm and friendly. She makes me feel great!
Owen Y5

Luna makes everyone happy and joyful! You can have a cuddle with her!
Y5

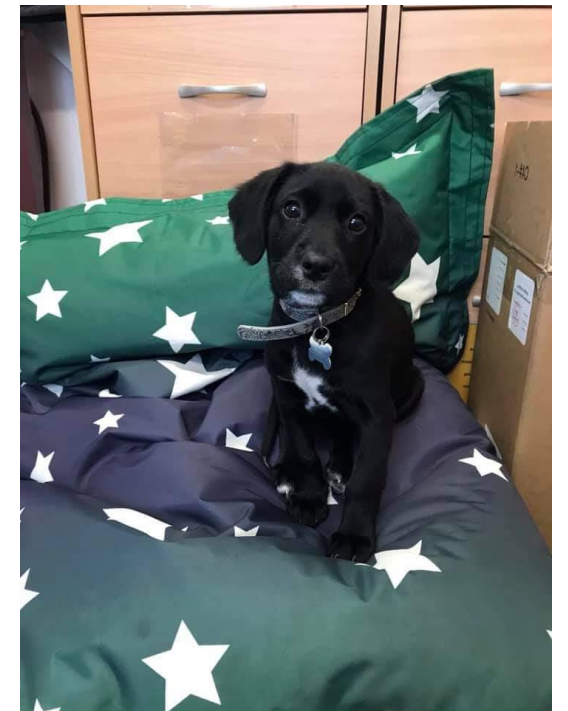
I love her! I love her! I love her!
Ms R



All children regardless of faith/background are made to feel equally valuable and able to access worship/RE.

Luna, our well-being dog has already made such a difference to our pupil and staff well-being.

EVIDENCE: Intervention/TIS planning; support plans; curriculum planning; questionnaires; pupil conference; talking to children and staff, diversity CW and display.





Children who took part in the virtual school games in June from home have been awarded a participation t shirt from the Cornwall sports partnership. These children had registered points for the school and were therefore contributing to the schools overall performance. Well done to those children.

Ms. Thurston
St Catherine's Cofe Primary School
Feb 3

HAPPINESS CHEMICALS

Dopamine	Oxytocin
★ Complete a task.	★ Play with an animal.
★ Get enough sleep.	★ Hug a loved one.
★ Practice selfcare.	★ Give a compliment.
Serotonin	Endorphin
★ Take a walk or run.	★ Exercise.
★ Get some sun.	★ Watch a funny film.
★ Be in nature.	★ Eat some chocolate.

I know it's Children's Mental Health Week at the moment but it's important to remember to take care of all our mental health at this challenging time. So here are some ideas to raise the good chemicals in your brain. Have a go and see if any of them work for

Mrs. Hussey
St Catherine's Cofe Primary School
Nov 3, 2020

FEELING! ...could save someone's life

deeper: it may take time for the person to be brave enough to say they're not ok. And ask them the question more than once. Let them know it's ok to not be ok.

DISCUSS WE CAN

Everyone has Mental HEALTH...

It's ok to talk about MENTAL health even if you CAN'T SEE it.

Don't worry if you're not sure how to begin...

We've got some questions to help you start the conversation.

How are you REALLY feeling? Tell me more than OK or FINE.

LOTS of people go through this sort of thing, getting HELP will make it EASIER.

YOU can TALK to P4 and I PROMISE I won't judge you.

Remember to ASK... How are you really feeling?

I hate to see you STRUGGLING on your own. Have you SPOTTED

if they OPEN UP to you then you could say...

GET HELP!

Here are 2 resources from Cornwall County Council to support with young people's mental health and well-being.



Next Steps:

- Involve children in behavior policy - child friendly version.
- Make more explicit link to British Values.
- Continue to ensure diversity is represented in our school images, books and resources



STRAND 5:
DIGNITY AND
RESPECT

How well does your school's Christian vision and associated values uphold dignity and value all God's Children*, ensuring through its policy and practice the protection of all members of the school community?

ACTION: All adults treat children with respect in the way they speak and act and the way any sanctions are enforced. We have an agreed behavior policy to ensure dignity, respect and fairness.

Staff are treated with respect and should any issues of behavior/performance need to be raised these are dealt with sensitively from a standpoint of support and help rather than judgement/punishment.

Those with particular needs (both physical and emotional) are supported to ensure their dignity is preserved as much as possible. (eg changing facilities; time out spaces; extra support).

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.

All forms of prejudiced behavior/language are dealt with immediately and serious incidents may be reported on line. CW themes are used to further promote awareness of these issues and promote tolerance and respectful attitudes.

Safeguarding practice well embedded. All staff regularly receive safeguarding training and use the "My Concern" reporting tool as needed with confidence.

Our vision asserts the importance of every individual and our practice puts this into action, ensuring all have the opportunity to reach their potential and make progress. We celebrate all achievements equally, and uphold the value of every individual on a daily basis.

IMPACT: 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.

Children feel respected and trust staff. There is a low level of bullying/inappropriate behavior because staff respond to all issues promptly and rigorously. Staff feel supported and able to seek help when they need it. SEN/PPG pupils supported and make progress. Those with emotional needs make progress through the provision of TIS/counselling.

EVIDENCE: Talking to children and staff; questionnaires; pupil conferencing; monitoring records bullying; progress and assessment data.



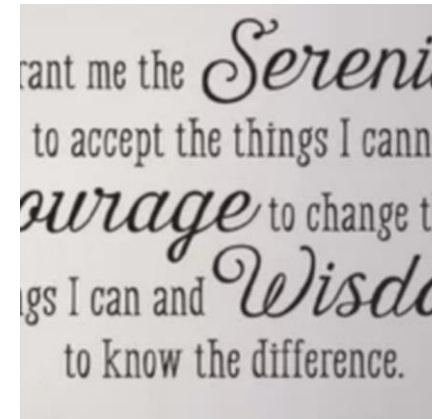
This week Mother Alison tells the story of the wise man and the foolish man. A great lesson in the need for strong foundations!



Mother Alison continues her story about the disciples _ how Jesus taught them about God's love. Hope you enjoy the story and song today.

<https://www.youtube.com/watch?v=D84Fo9rD9yU&feature=youtu.be>

Translation viewed by 1 parent



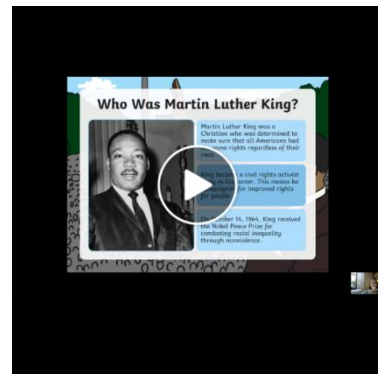
I thought you might like to start the week with a musical version of the prayer at the end of our Lockdown Newsletter. Hope you enjoy it.

<https://www.youtube.com/watch?v=iKhAq2dMKbo>

Translation viewed by 1 parent



Just a reminder that we are taking part in Anti-bullying Week's Odd Socks Day on Monday. Children can come in to school that day in odd socks to raise awareness of the Anti-bullying week campaign that says it is ok to be different!



Good morning. Here is this morning's assembly which is all about Martin Luther King Day. The web link takes you to the speech mentioned in the video.

<https://www.americanrhetoric.com/speeches/mlk/haveadream.htm>

15 likes 195 views



I know it's Children's Mental Health Week at the moment but it's important to remember to take care of all our mental health at this challenging time. So here are some ideas to raise the good chemicals in your brain. Have a go and see if any of them work for



How well does the whole curriculum provide opportunities for all pupils to understand, respect and celebrate difference and diversity?

ACTION: Respect for all religions cultures lifestyles actively promoted by all adults. Other faiths taught with respect and value as recommended by Agreed syllabus.

Special festivals/events of pupils with other faiths celebrated in classes.

Support for all people in need whatever nationality or belief fostered through response to world events, support of many different charities.

Geography and history units celebrate the diversity of people and places in the world: comparisons with African communities; South American communities; cultures from ancient Greece/Rome/Mayans; city and rural comparisons; different belief systems and political systems; differences in laws and punishment etc.

PSHE address issues of tolerance respect diversity

English – debating issues

CW themes incorporate issues valuing all equally, respecting others, celebrating individual differences and promoting tolerance and respect.

Heritage week in the Summer celebrates diversity in our pupils and encourages understanding and respect.

IMPACT: Children are respectful and open-minded. Differences are viewed in a positive light and few incidences of abusive/prejudicial behavior are reported. Children have a growing awareness of the diversity of race, culture, belief and behavior.

EVIDENCE: RE curriculum; PSHE curriculum; RSE Curriculum, wider curriculum planning; talking to children and staff; CW planning;

Does the school have an approach to relationships and sex education (RSE) that ensures children are able to cherish themselves and others as unique and wonderfully made, and to form healthy relationships where they respect and offer dignity to others. (From 2020 onward)

ACTION: SRE taught through Brook Learn units. We incorporate the Christian values of respect for others and oneself - the goal of loving supportive relationships, without being prescriptive on the definition of "relationship". All different relationships are upheld as equally valid with self-respect and respect for others as central to all healthy relationships.

On line safety is delivered in age-appropriate formats through planned IT and PSHE units of work.

In every day communication, staff deliver a consistent message of maintaining one's own dignity and ensuring the dignity of others at all times.

NSPCC come in every 2 years to deliver 'Speak Out – Stay Safe' talks at age appropriate levels to all children.

To support staff, we share the CofE Document – 'Valuing all God's Children'.

The HoS has attended training in delivery of the RSE curriculum.

IMPACT: Children show respect to others – incidents of inappropriate behavior are few. Children develop more positive self-images and a growing understanding that relationships can be very varied but equally valid.

EVIDENCE: PSHE planning; talking to children; Collective worship;

- Kernow house link – positive relationships and empathy
- Link with the Sensory Trust Charitable Trust
- Well-being pastoral care (TIS/therapist provision) – ensuring the flourishing of those most vulnerable
- Christmas choir community worship (hospital Care homes churches)
- Prayer ministry



	<ul style="list-style-type: none"> • Class Dojo • Mental health support for staff and pupils • RE lead is Trust lead and has been instrumental in influencing Trust vision and ethos and in directing the schemes of learning across the Trust schools • Modelled planning units to support high quality teaching • The Chronology lesson units for all year groups developing staff and pupil understanding of the Bible • The supportive relationship with our families – particularly our Covid response. • Care for our staff and their well-being – living our ethos and beliefs – warm family approach to supporting all. • Support of local, national and global charities • Specific examples of flourishing – Syrian refugee, children in care, staff in difficulty – vulnerable people enabled to flourish <p>Next Steps</p> <ul style="list-style-type: none"> • revisit children’s anti bullying policy • Continue to ensure diversity is represented in our school images, books and resources
<p>STRAND 6: THE IMPACT OF COLLECTIVE WORSHIP</p>	<p>Offers the opportunity, without compulsion, to all pupils and adults to grow spiritually through experiences of prayer, stillness, worship and reflection</p> <p>Enables all pupils and adults to appreciate that Christians worship in different ways, for example using music, silence, story, prayer, reflection, the varied liturgical and other traditions of Anglican/Methodist worship, festivals and, where appropriate, the Eucharist.</p> <p>ACTION: In usual times 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).</p> <p>In normal 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.</p> <p>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.</p> <p>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.</p> <p>Prior to pandemic restrictions we have explored the Eucharist with Y5/6 through sessions with Mother Alison. We have also had connections with the local Methodist Church in the past, with the youth leader coming regularly to lead CW.</p> <p>Pandemic response pattern: HT records CW for Monday, Tuesday and Wednesday and each year plays in class. Thursday we usually have a recorded story from Mother Alison. Friday we have whole school live Celebration on Teams in each classroom.</p>

IMPACT: CW is seen as being at the heart of our daily life in school. We have established a sense of shared value between adults and children as we model the importance we place on CW in our daily school lives.

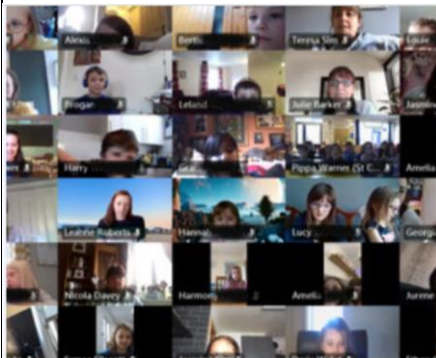
CW is seen as a dynamic relevant experience that speaks to us in our everyday lives and can be guiding/ comforting.

Children are trusted as able to make their own choices whilst ensuring they learn to be respectful and tolerant of what others believe/feel.

Children are gaining a good understanding of the different values and why as a school we uphold and celebrate them.

Children are very comfortable being asked to write/say/create prayers and actively seek out opportunities to practice this. Likewise they are learning the value of reflection and stillness in understanding and approaching their lives and exploring their own spirituality more freely.

EVIDENCE: CW planning; Dojo; talking to children and staff; CW reflections; CW floor book; governor observations;



Thank you to everyone who managed to join us for our first live celebration assembly today - it was wonderful to see you all! Here is a screenshot that Miss Rowe took. I'm afraid I forgot to record this one but will try to remember next week. The children who received certificates have had them added to their portfolios now. Here is the link to the song we were listening to - one of the children's favourites - My Lighthouse.

<https://www.youtube.com/watch?v=IFBZJGSgyVQ>

Translation viewed by 2 parents



Year One have been remembering to say thank you at Harvest Time.

Helps pupils and adults to appreciate the relevance of faith in today's world, to encounter the teachings of Jesus and the Bible and to develop their understanding of the Christian belief in the Trinitarian nature of God and its language.

ACTION: Through the year we experience a large variety of Bible stories from both the Old and New Testament, using a variety of Bibles, both traditional and modern. Open the Book have a rolling programme of stories to present and children always take part as role play/spoken participation. Stories are always related to their every-day lives - how it is relevant to us today/ what it can teach us/ how it can help us make decisions.

We explore the concept of the Trinity Father Son Holy Spirit and have used candles to represent each aspect of the Trinity. The Grace is led by children in CW and known by all, as is the Lord's Prayer. Further understanding of this is delivered through the RE curriculum.

IMPACT: Children have greater familiarity with the Bible and the timeline of stories we share. Better understanding of the Bible as God's words. Children able to reflect on what the stories have to say about our own lives and the decisions they may make. It also allows children to reflect on consequences of behavior and empathy with those around them, particularly with regard to inclusivity and speaking out against prejudice of any description.

In learning about the Holy Trinity, children have a developing understanding of the ways we can experience God and what each part means to Christians – how each part helps and guides the Christian life.

EVIDENCE: CW planning; Dojo; talking to children and staff; CW reflections; CW floor book; governor observations

Enables pupils as well as adults to engage in the planning, leading and evaluation of collective worship in ways that lead to improving practice. Leaders of worship, including clergy, have access to regular training.

ACTION: Prior to the Covid pandemic we had just initiated a CW focus group, comprised of elected representatives from each class, with a view to this group designing and delivering CW regularly, with themes and resources chosen by themselves. This was to create the opportunity for children to not only participate in CW (as described previously) but also have training and take ownership of planning and evaluating CW. These plans will proceed again once restrictions are removed and we are once more able to mix freely and meet together in one space.

Children are given the opportunity to express their ideas/feelings regarding CW through annual questionnaires.

Different staff will once more have the opportunity to lead CW when restrictions are removed and are supported through RE lead / published resources.

IMPACT: Many children are very confident to say greetings and Grace; compose prayers on the spot; contribute ideas in discussions; read stories; act out stories.

Many children were keen to take part in the CW focus groups and we hope that this continues to be the case once normal movement returns. By listening to children's opinions and ideas we have been able to design CW with elements most appropriate and stimulating (eg choice of worship songs, inclusion of role play, choice of greetings etc).

EVIDENCE: CW planning; talking to children; governor observations.



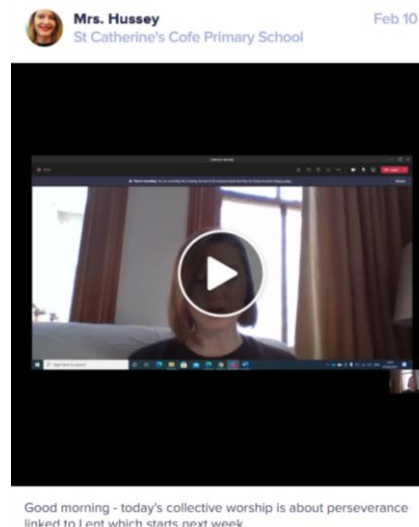
Encourages local church community partnerships to support school effectively in developing its provision for collective worship.

ACTION: St Catherine's has always enjoyed good relationships with our local C of E Church (St Mary's) who have always played a very active part in our weekly CW provision.

Prior to the pandemic Mother Alison was attending every Tuesday afternoon to take whole school CW based on the CW theme for that half term. She also attended and took part in larger services in the church at Easter/Christmas. We had also just started to get to know the new incumbent, Reverend Peter, and hope to renew this relationship when school is open freely again.

Through school closure Mother Alison created a recorded story time and has continued to do this for us to use whilst we are unable to meet together. These stories are always posted on whole school Dojo so families have been able to get to know and recognize Mother Alison as important in our school family.

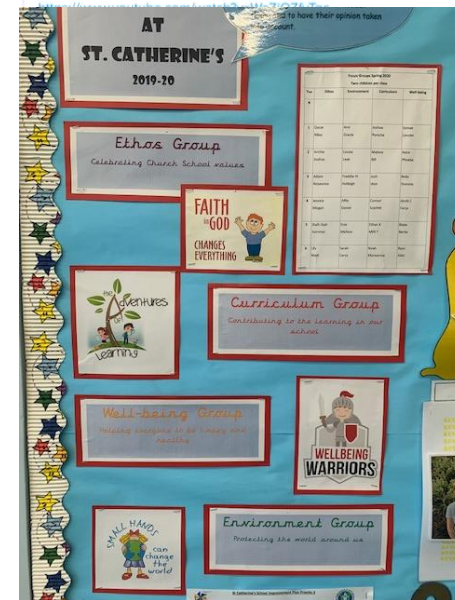
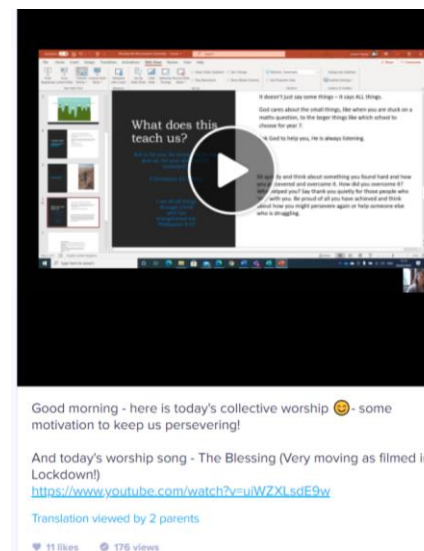
As a school we attend different churches in the town through visits from the Christmas Choir at Christmas Fairs etc.



the



Collective Worship with St Catherine's
Please enjoy Mother Alison reading "Presentation in the Temple".
We miss our shared assemblies at school, but it is lovely to be able to keep our special relationship with St Mary's Church going by sharing a few minutes each week with Mother Alison.



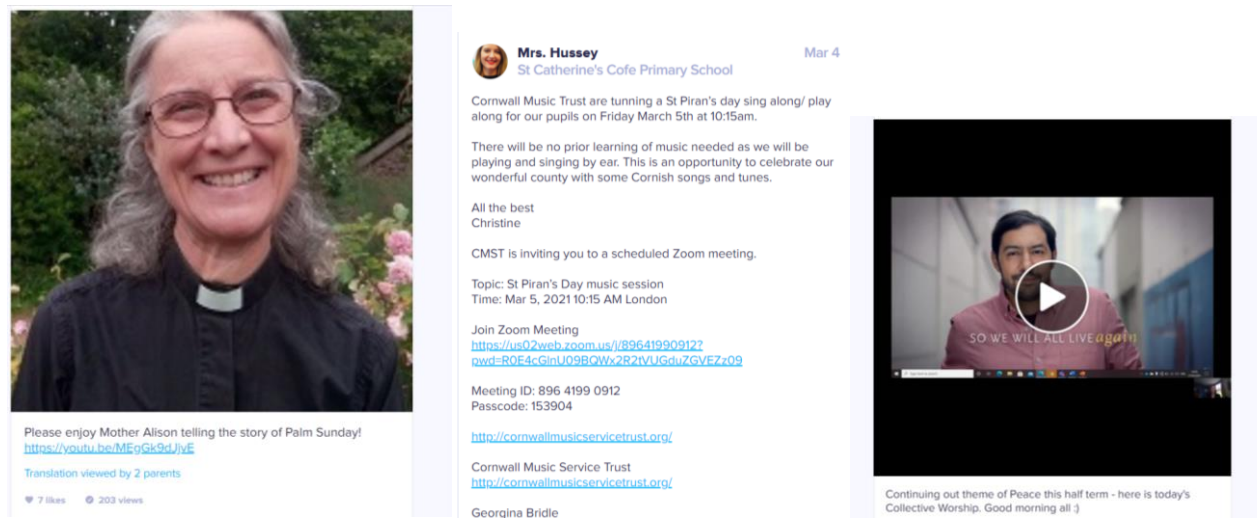
We also enjoyed a really good relationship with the Methodist youth leader until she left her position and frequently use the Methodist Church to hold services and present performances.

IMPACT: All children know and respect Mother Alison, they look forward to her visits and say hello when they see her in the town. Families have been able to get to know Mother Alison and appreciate the special link we have with St Mary's.

Children recognise the respect we have for all our town churches and the communication that we enjoy, setting a good role model of coming together and celebrating the things we share in common, while accepting the things that may be different.

EVIDENCE: CW planning; talking to children and staff; talking to Mother Alison; Dojo, Open the Book. CW reflection Book.

<https://onedrive.live.com/?authkey=%21ABA8ijZacswnkk&cid=F4DC EE12507DC4A3&id=F4DC EE12507DC4A3%21870766&parId=F4DC EE12507DC4A3%21589436&o=OneUp>



Mrs. Hussey
St Catherine's Cofe Primary School
Mar 4

Cornwall Music Trust are tuning a St Piran's day sing along/ play along for our pupils on Friday March 5th at 10:15am.

There will be no prior learning of music needed as we will be playing and singing by ear. This is an opportunity to celebrate our wonderful county with some Cornish songs and tunes.

All the best
Christine

CMST is inviting you to a scheduled Zoom meeting.

Topic: St Piran's Day music session
Time: Mar 5, 2021 10:15 AM London

Join Zoom Meeting
<https://us02web.zoom.us/j/89641990912?pwd=ROE4cGlnU09BQWxzR2ZlVUJGduZGVZz09>

Meeting ID: 896 4199 0912
Passcode: 153904

<http://cornwallmusicserVICetrust.org/>

Cornwall Music Service Trust
<http://cornwallmusicserVICetrust.org/>

Georgina Bridle

Continuing out theme of Peace this half term - here is today's Collective Worship. Good morning all :)

Next Steps:

- children plan lead evaluate CW more actively.
- Get more feedback about CW from stakeholders – children, staff, governors

STRAND 7:
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EFFECTIVENE
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Through effective curriculum planning, RE provision reflects the Church of England Statement of Entitlement, or Methodist equivalent, develops religious literacy and meets statutory obligations.

RELIGIOUS
EDUCATION

ACTION: RE meets statutory requirements of time (70+ mins weekly). We use Understanding Christianity as planning for RE plus Agreed syllabus units for other elements. This scheme is designed to ensure effective coverage of theology, philosophy and social issues and incorporates awareness of the impact it can have on people's lives/ society, both in our own communities and globally. All units have well planned use of Biblical texts at appropriate levels for each year group.

As a school we also include extra elements of global Christianity to make more explicit the importance of Christianity as a living, growing faith across the world, gaining awareness of both what is diverse and what is unifying.

We follow the Agreed Syllabus units for other faiths, developing respect and valuing other beliefs /ideas. There are opportunities to compare and contrast different faiths and explore the value of all belief systems to believers.

RE allows safe space for open discussion and debate where different views are respected and children are encouraged to form their own beliefs and express them knowing they will be accepted.

IMPACT: We have a well -structured, high-quality provision with detailed plans that enhance teacher subject knowledge and allow for a carefully designed spiral curriculum that promotes good progression across each year group.

All children are motivated and engaged in lessons, contribute thoughtfully in discussions and have the confidence to explore and develop their own ideas, thoughts and beliefs. This is also mirrored in high quality, creative recording. Spirituality is encouraged both implicitly through all learning and explicitly through the use of spirituality icons.

Children are developing a better understanding of Biblical texts and the overarching story of the Bible through focused study of Bible texts.

Teachers are dedicated to developing their teaching in order to achieve the high standards we aspire to maintain.

EVIDENCE: RE planning; RE books; talking to children; book scrutiny monitoring; lesson observations; assessment; RE Non-negotiables.

Do teachers share effective practice locally and regionally and engage in professional development? Does RE have in place rigorous systems of assessment?

ACTION: RE lead achieved CofEPQH and attends regional RE meetings.

RE Lead is also Lead for all Trust schools, who meet to discuss RE regularly during usual circumstances.

RE is discussed at staff meetings and inset training given were needed.

RE Assessment is related to UC units and use ARE levels to describe attainment. Also use "I can" statements related to old levels as over view tools.

SLT undertake book scrutinies; lesson observations/learning walks and pupil conferencing.

	<p>IMPACT: The school remains aware of local and national initiatives and is able to share best practice with Trust partners.</p> <p>Assessment is focused and directly related to teaching and learning objectives, as set out in UC/Agreed Syllabus.</p> <p>EVIDENCE: RE planning; RE books; talking to children; book scrutiny monitoring; lesson observations; assessment;</p>
<p>STRAND 7c - VA SCHOOLS ONLY</p> <p>How well do pupils make progress in RE as a result of a rich and engaging curriculum?</p>	<p>ACTIONS:</p> <ul style="list-style-type: none"> • Implementing Understanding Christianity • In addition, following the Cornwall Agreed Syllabus • Further uptake of the new UC units for other faiths • Training for all staff on a termly basis on RE teaching and how to effectively plan using the agreed schemes • Termly monitoring of RE lessons and learning evidence scrutiny • Exemplar planning units created by RE lead • RE lead plans lessons for all year groups to develop pupil understanding of the chronology of the Bible • Emphasis from leaders, that teachers must have high expectations and the quality of RE teaching and pupil's learning experiences to be on a par with other core subjects such as English. <p>IMPACT:</p> <ul style="list-style-type: none"> • Clear, cyclical design of scheme ensures there is appropriate progression • Scheme ensures teachers' teaching is high quality and that pupil's learning is deep and with clear theological emphasis – what is the impact on the reader of the story – what change on belief, behavior – for example. • Monitoring programme ensures that teaching is consistently good or identifies where the RE lead can support and improve it. • Training is developed from needs identified in monitoring or staff/pupil conferencing • The chronological approach to learning the Bible enables children to build on and revisit concepts enabling them to know more, remember more and understand more – making links and connections to key Christian values and themes – what does this tell me about my life? <p>EVIDENCE:</p> <ul style="list-style-type: none"> • RE monitoring reports • RE planning • RE books • Pupil conferencing • Training records <ul style="list-style-type: none"> • Staff use of questioning and discussion is very good and enables pupils to make connections to prior learning and deepen understanding of the lesson/unit objectives • Quality of work is good, creative and thoughtful demonstrating teachers' careful approach to planning and teaching the subject.

- **Teachers are passionate about teaching RE and impart this to their pupils.**
- **Learning evidence shows teachers prioritise RE teaching and ensure it is taught weekly.**
- **Pupil conferencing shows that pupils enjoy the subject and their lessons.**

Next Steps

- **Ensure we challenge / have high expectations for all – provide extra challenge for GDS pupils. In this way, more explicitly show the progression in skills, thinking and understanding in each successive year group.**
- **Make explicit use of unit questions and revisit at the end of units. Over-all question needs to stand out from learning intentions for each lesson, work is then inquiry led/more purposeful.**
- **Use the planning in UC/extra units to ensure all three elements (making sense of the text; making connections; understanding the impact) are adequately covered – be aspirational and challenging.**