

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Catherine's Church of England Primary School

Vision

Love like Jesus with
Our heads and our hearts
Valuing the similarities and differences
Everyone in our St Catherine's family.
John 15:12 – "Love one another as I have loved you."
Proverbs 1:5 – "Let the wise listen and add to their learning..."
We learn together, using our heads and hearts.

St Catherine's Church of England Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Notable Strengths

- The deeply embedded vision drives leaders to care for the whole school community, ensuring that pupils and adults are loved for who they are. This has included making difficult but wise decisions for the school's development, whilst staying faithful to the vision to love one another.
- The quality of the religious education (RE) curriculum is a strength of the school. Effective staff training and planning enable pupils to develop their skills as theologians, philosophers and social scientists. This is increasing their understanding of different traditions and beliefs from across the world.
- Worship is deeply reflective for pupils and adults. The heads, hearts and hands reflections enable them to take what they have experienced and apply it to their own lives in a meaningful and impactful way. Effective partnerships with local churches support and develop the worship life of the school.
- Pupils care deeply about the environment and other people. The curriculum actively explores injustice. This develops pupils' skills so they can use their heads and their hands to make a positive difference in the world.
- Pastoral care is strong for pupils and staff. Deep love, respect and care for each other is modelled through the school. The partnership with the Baptist church further strengthens the support provided to families.

Development Points

- Evaluate the impact of current spiritual development opportunities to inform future curriculum planning. This will allow pupils to develop a stronger sense of their own spirituality, reinforcing the link between their heads, hearts and hands.
- Review the long-term planning for collective worship. This is so that pupils are clear that the nature of worship every day is entirely Christian.



Inspection Findings

Vision and Leadership

The school's Christian vision shapes leadership and culture. Leaders model love and wisdom in their decisions that affirm the unique nature of people in the school community. This vision inspires pupils, who confidently recite it with actions and explain its influence on their head, heart, and hands. Leaders apply inclusive practices to ensure equity in decisions affecting individual members of the community. They remain faithful to the vision when making difficult choices that impact staff and pupils. The school partners closely with the diocese and invests in staff development to inform its practice as a church school. Regular monitoring of the vision by leaders, such as the impact of timetable changes, keeps the vision central to school life. This enables staff and pupils to flourish together as they learn to love and live wisely in this community.

Vision and Curriculum

Leaders carefully plan the curriculum to ensure that it is shaped to educate heads and hearts and is centred on a whole child approach. This is so learners can become wise citizens. A range of clubs, such as Rock Steady Music and Spanish, enrich learning and help pupils develop wider life skills. Careful budgeting and monitoring ensure most pupils can access these clubs, promoting equity. Leaders regularly evaluate the curriculum and make changes, such as restructuring the school day to extend learning opportunities. They identify spiritual development opportunities across subjects, though the impact has not been assessed. Teachers have introduced class reflection journals to help pupils articulate their spiritual growth. Leaders show deep concern for pupils with special educational needs, ensuring that they fully participate in school life. Building adaptations and resource decisions enable pupils with additional needs to thrive. The vision drives curriculum development, helping pupils grow as individuals with wise heads and loving hearts.

Worship and Spirituality

Worship is joyful and valued by pupils and staff as a key part of their day. It is inclusive and invitational for pupils and adults. Pupils describe it as the 'bridge that connects us to God. Sometimes we make mistakes, and it gets broken, but our worship time helps us to rebuild it.' Pupils take active roles in leading aspects of the whole school worship sessions. Through singing together and using actions to recite the school vision, there is a strong sense of community purpose present. The heads, hearts and hands reflections enable pupils and staff to apply the learning to their own lives in a meaningful and impactful way. As a result, they freely articulate what spirituality means to them. The school's strong partnership with its parish church supports both church and school as worshipping communities. Together with other local churches, the school's prayer life is enhanced by the provision of prayer clubs and experience days. As a result, pupils are confident in writing and sharing their own prayers for use in school and the church. Leaders monitor the impact of worship, such as the use of reflections, to inform planning. However, older pupils feel their classroom-based worship using news resources does not feel like worship to them. In addition, occasionally festivals from other faith traditions are talked about as a key part of the worship time. This confuses some pupils who ask their parents whether all the faiths believe in the same god.

Vision and School Culture

Equity and inclusivity are at the heart of the school's vision. Pupils are inspired by Bible heroes, such as Noah's courage, when talking about anti-bullying. Pupils change talk partners regularly during the day, which has helped develop a strong community and family ethos. As a result, pupils value each other as equals and have a deep understanding of equity. They appreciate that others may need more support or breaks to help them learn. Staff and pupils welcome new members into the school family and support them through a buddying system. As a result, new members of the community quickly feel loved and find their place in this school community. The pastoral care for adults is a strength of the school, which leads to a strong and inspirational staff



team being developed. Pupils emulate the love they see throughout the school. When they fall out with others, they know that they need to seek or offer forgiveness. This care is extended through its partnership with the Baptist church, which funds a family support worker. This partnership ensures that the school can provide additional support to families who may require it.

Vision, Justice and Responsibility

The school provides a broad range of opportunities for pupils to develop their understanding of responsibility, for example, through play leaders and the eco council. This is coupled with curriculum opportunities exploring injustice. This includes work in Spirited Arts exploring plastic pollution in the ocean, the Young Leaders' Award traffic-safety project, and lessons about the effects of climate change on penguins. The emphasis on loving with our heads, hearts and hands has a significant impact on the pupils. As a result, they know that their voice matters and that they can impact the lives of others. The school provides opportunities for pupils to work with the food bank and swap shops. It also supports a local nursing home and a café for lonely people. Making wise choices is a key driver for leaders, ensuring they build effective partnerships that work towards meaningful transformation.

Religious Education

The RE curriculum ensures that pupils flourish in their understanding and skills. Leaders prioritise the RE curriculum as a core subject, enabling pupils to explore their learning in greater depth. Diocesan training has a notable impact on pupils developing their understanding of different approaches to studying religions and worldviews. For example, by comparing differences between religious populations at various local levels. Pupils value the subject as it enables them to understand different people's views and helps to avoid misunderstandings. The training programme has developed the staff's confidence in planning units of work for the different faiths studied. Pupils build their knowledge and understanding of different religions through a programme of visits to places of worship, including the Islamic Centre. As a result, they are beginning to understand the diversity within religions and worldviews.

Information

Address	Marlpool Lane, Kidderminster, Worcestershire, DY11 5HP		
Date	18 November 2025	URN	135051
Type of school	Voluntary Controlled	No. of pupils	419
Diocese	Worcester		
Headteacher	Amanda Cope		
Chair of Governors	Margret Tindall		
Inspector	Mark Harrington		