

Inspection of St Katharine's Church of England Primary School

Rolls Drive, Southbourne, Bournemouth, Dorset BH6 4NA

Inspection dates: 25 and 26 June 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Good

What is it like to attend this school?

St Katharine's is a very special place to learn. The school's ethos of 'Forever Flourishing' sits at the centre of everything the school does. Pupils do 'flourish' here. Children are seen as unique. They are encouraged to 'find their thing'. Parents are overwhelmingly positive. One parent commented, 'The school ethos has instilled so many values that will enable my child to succeed, not only in education, but in the wider world.'

The school is highly ambitious and aspirational for all. Pupils are excited, curious and have a thirst for learning. From the moment children start in the Reception Year, they make full use of the irresistible indoor and outdoor environment and resources that engage and support their development.

The school has extremely high expectations for behaviour. These are wholeheartedly lived out alongside the school's values of 'grace, integrity and aspiration'. Relationships are mutually respectful. Pupils feel safe and secure in school. They celebrate and value differences and show this in their care for each other.

The school provides an exceptional range of enrichment experiences that incorporate the whole child through music, sports and the arts. These opportunities enable pupils to become resilient, independent and empathetic learners.

What does the school do well and what does it need to do better?

The school provides an exceptional quality of education. Inspirational leadership permeates through the whole school. This ensures that all succeed. Effective and targeted professional development allows staff to excel. The school's unrelenting focus on building on pupils' success results in high outcomes for all.

Pupils learn exceptionally well. The school's 'SEASIDE' curriculum is firmly embedded and is highly ambitious across all subjects. From the early years, this creative curriculum has been deliberately designed and sequenced to enable all pupils to progress well. Alongside this, careful thought has been taken to weave in academic knowledge and incorporate pupils' individual personal development journeys, where spirituality sits at the heart. As a result, pupils develop into knowledgeable, aspirational, confident and caring citizens.

Reading is pivotal within the school's curriculum. Children begin to learn to read as soon as they start school. Phonics is taught with precision. Books pupils read are carefully matched to the sounds they know. Consequently, children gain secure reading knowledge. Careful checks on what children know and can do ensures relevant and timely support is put in place so all succeed. Older pupils talk extremely confidently and in detail about their enjoyment of books they study in class. They read widely and often.

Staff are highly knowledgeable. Careful checks on what pupils know and can do are made across the curriculum. The school encourages pupils to make links in their learning and revisit prior learning. The carefully constructed curriculum enables pupils to develop deep and detailed knowledge as they move through the school. For example, in geography, pupils know, understand and recall key vocabulary, such as 'carbon-reducing footprint'. They use their knowledge to estimate the amount of plastic on their local beach using quadrants. Skilled adults guide pupils to reflect on their learning. Pupils know that it is alright to make mistakes. Pupils of all ages, including children in the early years, know never to give up.

The school ensures pupils with special educational needs and/or disabilities (SEND) are well supported. Forensic monitoring of pupils' needs means staff make relevant and appropriate adaptations to individual learning. As a result, pupils with SEND learn the full curriculum and achieve very well.

Pupils' behaviour is exemplary. The school is a calm and focused environment in which pupils learn and play. Pupils have highly positive attitudes to their learning. They listen attentively to both their teachers and peers. Children in the early years are highly motivated and eager. They share and cooperate well, demonstrating high levels of control and respect for others.

The school promotes the extensive personal development of pupils. Opportunities for pupils to develop their interests and talents are exceptional. Staff fully utilise the local community to enrich pupils' experiences by leading and joining in with local and national music orchestras and choirs, for instance. Careful planning and consideration for pupils' social and emotional development ensures all pupils, including those who are disadvantaged, succeed.

Governors use their expertise to provide the school with effective support and challenge. Their articulation of the school's vision and ambition for all goes hand in hand with school leaders. Governor challenge supports school leaders, at all levels, to maintain the relentless approach to ensuring the school is delivering the best for every individual pupil. This school does not stand still.

Safeguarding

The arrangements for safeguarding are effective.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	113841
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10322213
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	437
Appropriate authority	The governing body
Chair of governing body	Kerry Leighton-Bailey
Headteacher	Nicola St John
Website	www.stkatharinesceprimary.co.uk
Dates of previous inspection	28 February and 1 March 2023, under section 8 of the Education Act 2005

Information about this school

- St Katharine’s Church of England Primary school is a voluntary aided school. It is part of the Diocese of Winchester. The last section 48 inspection of the school’s religious character took place in March 2024.
- Since the time of the previous inspection, there have been some changes to the senior leadership of the school. This includes the appointment of a new deputy headteacher and special educational needs coordinator (SENCo).
- The school uses one unregistered alternative provider.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school’s educational provision.

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held discussions with the headteacher, deputy headteacher, other senior leaders including the assistant headteacher, designated safeguarding leads and SENCo, groups of staff, a representative from the local authority and the Diocese of Winchester and members of the local governing body.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, physical education, art and geography. For each deep dive inspectors held discussions about the curriculum, visited samples of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The lead inspector listened to pupils in Year 1, 2 and 3 read to an adult.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record; took account of the view of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered the 35 responses to the online survey, Ofsted Parent View, including 25 free-text responses, 30 responses to the staff survey and 44 responses to the pupil survey.

Inspection team

Heather Barraclough, lead inspector	His Majesty's Inspector
Jane Dhillon	Ofsted Inspector
Jyotsna Paranjape	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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