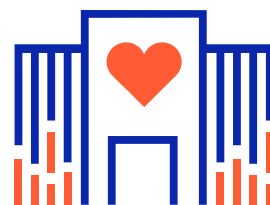


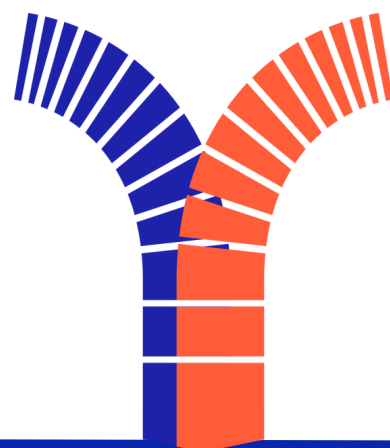


Leading a Culture Where Everyone Thrives

St Katharine's CE Primary School



Well Culture.



The School's Approach

At St Katharine's, wellbeing is not treated as a separate initiative. It is woven through the school's vision, curriculum, leadership and everyday practice.

The school brings this together through three connected ideas:

- Everyone Flourishing – the overarching vision for pupils, staff and the wider community
- Head, Heart and Hands – recognising the development of the whole child
- The Seaside Curriculum – a curriculum shaped by the school's values, pupils and local context

Together, these provide a shared story that helps staff understand how wellbeing, learning, movement, inclusion and personal development fit together.

Why this matters

Leaders recognise that children and adults are more likely to thrive when they feel that they belong, are supported by strong relationships and have their wider needs understood.

Rather than adopting a single programme or copying another school's model, St Katharine's developed an approach rooted in its own community. Staff, pupils, families and governors have all helped shape the school's priorities.

A guiding principle throughout the journey has been: "The main thing is to keep the main thing, the main thing."

This helps leaders remain focused on their core purpose when managing competing priorities and external expectations.

What the school has done

Created a clear and shared narrative:

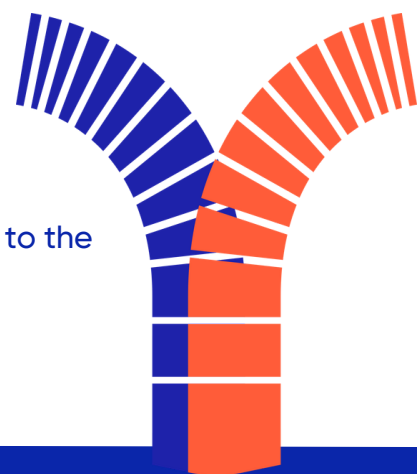
The school's vision and values provide consistent language for talking about wellbeing and learning. They influence curriculum planning, staff development and school improvement rather than existing only as statements on display.

Connected existing areas of practice:

Leaders have brought together work across:

- PE, movement and physical literacy
- staff and pupil wellbeing
- inclusion and personal development
- relationships and belonging
- curriculum design
- pupil voice and leadership

This has helped staff see how different roles and activities contribute to the same whole-school ambition.



Involved the school community:

Staff, pupils, parents and governors have been invited to contribute their views. This has helped the school understand what matters within its own context and build greater ownership of the approach.

Used movement purposefully:

Movement is valued not only for physical health, but also for supporting relationships, regulation, confidence, leadership and readiness to learn.

Prioritised staff ownership:

Staff have been involved in discussing, shaping and connecting the work. Leaders have focused on building shared understanding rather than presenting wellbeing as an additional responsibility.

The difference it has made

The school describes a clearer sense of purpose and stronger connections between different areas of school life.

Reported benefits include:

- stronger relationships and belonging
- greater consistency in language and practice
- staff feeling valued and involved
- high expectations alongside inclusive support
- movement being used more widely to support wellbeing and learning
- wellbeing becoming part of school improvement rather than a standalone activity

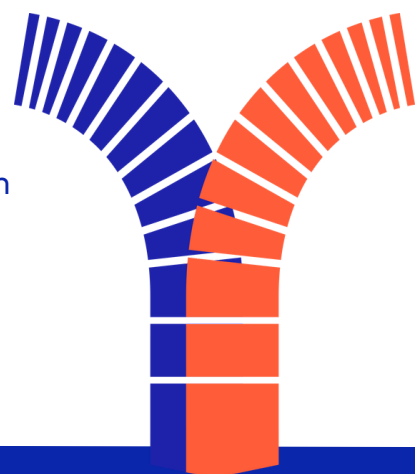
St Katharine's demonstrates that prioritising wellbeing does not mean reducing expectations. It is about creating the conditions in which pupils and staff are better able to meet them.

Key learning for school leaders

- Begin with your school's values, pupils and community rather than a ready-made model
- Connect the work already happening before introducing something new
- Involve staff and pupils so the approach is shaped with them, not simply delivered to them
- Keep returning to the shared purpose as the work evolves
- View movement as a resource for wellbeing, belonging and learning as well as physical health

Reflect

How clearly could staff in your school explain the connection between wellbeing, movement, learning and your wider vision?





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