

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Settle Church of England Voluntary Controlled School	
Address	Bond Lane, Settle. BD24 9BW
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	
Overall grade	Good
The impact of collective worship	Good

School's vision
<p>Growing and Learning Together</p> <p>Settle Church of England Primary School is a place where all children are loved, valued and flourish to achieve their potential. Our school vision statement has been inspired by the Parable of the Sower. Jesus said that seeds sown on good soil "are the ones who hear the word and accept it and bear fruit" Mark 4 : 20</p>
Key findings
<ul style="list-style-type: none"> • The vision is understood and lived out through Christian values, such as trust and respect. It has biblical roots that reflect the school's nurturing approach. • Effective links with both the Methodist and Anglican churches provide a mutually beneficial partnership locally. Positive relationships, rooted in Christian love and trust, make a difference to the everyday lives of the whole school community. Likewise, a commitment to pupil wellbeing ensures that individual's specific needs are well supported. Pupils regularly champion local causes but have less opportunities to engage with global issues. • Religious Education (RE) is well planned. A safe and supportive environment enables pupils to explore big questions with confidence. • Collective worship is an important part of the school day which pupils enjoy. Times of reflection in worship support pupils spiritually. However, there are missed opportunities in that there are few occasions for pupils to plan and lead worship. • Following the pandemic, a robust system for gathering feedback regarding collective worship has not been re-established.
Areas for development
<ul style="list-style-type: none"> • Allow pupils to become more involved in planning and delivering collective worship to support their spiritual development. • Evaluate feedback from collective worship to support the development of rich spiritual experiences. • Encourage pupils' engagement in social action activities to include a more worldwide perspective. This is in order to support them in becoming agents for change as global citizens.



Inspection findings

Settle's Christian vision is highly accessible to its community. It is underpinned by a biblical verse from the parable of the sower. The clergy described the school as not just one plant but a field. This reflects the school's rural setting. The parable's symbolism is understood by pupils who recognise that they are the seeds being nurtured. One boy accurately explained that the vision is there so that 'we can achieve the best we can be'. It is driven by carefully selected Christian values, such as forgiveness, respect and community. These are understood as 'God's values', promoted by Jesus and lived out by pupils and staff alike. Pupils appreciate the impact of the values on their own lives, correctly noting how they help them 'become better people'.

The school's vision is outward looking and embraces opportunities for the school community to flourish. Leaders constantly seek out opportunities to enable its community to thrive. As a result, the school enjoys several highly effective and mutually beneficial partnerships. This is most evident in the compassionate journey that resulted in the federation with another school. Likewise, there are strong bonds with both the local Anglican and Methodist churches. Both are represented on the governors and parishioners provide weekly practical support within the school. Families also value this partnership with the churches and parents discussed how much it meant to them. For example, they recalled the church's gift of tissues, a teabag, chocolate and a prayer on their child's first day at school. There are also examples of the school embracing initiatives with the national park and local businesses, such as a nearby dairy. The school undertakes some work with the local diocese such as staff attending training on religious education (RE). As a result, staff understand the nature of Church school education.

A well-established, robust system for self-evaluation ensures ongoing improvement. Governors and senior leaders make courageous financial decisions, including supporting the curriculum. This is exemplified in funding additional provision to enable all to flourish whilst also focusing on individual's specific needs. The vision is at the heart of the school's curriculum which seeks to nurture pupils beyond academic success. Therefore, pupils blossom as a result of engaging in enriched learning experiences and varied extra-curricular activities.

Pupils know that they are fully supported by staff living out the Christian values. As a result they are confident and resilient in their learning. Equally, the values motivate pupils in taking action to help their school and local community. For example, a class was awarded Blue Peter badges for an environmental initiative. Similarly, there are examples of pupil initiated fundraising activities and individual charitable actions in response to local need. Pupils have some knowledge and understanding of challenges around the world. However, most activities undertaken have a local focus. Currently, pupils have few opportunities to engage in social action where they can champion injustice with a global perspective.

The school's vision places importance on the individual being valued. For example, pupils use phrases, such as 'being non-judgemental' and 'treat others as you want to be treated'. Parents describe the approach to behaviour as being clear and consistent. As a result, any behavioural issues are dealt with quickly, with a focus on forgiveness and reconciliation. There is an expectation of everyone showing respect. Therefore, pupils are welcoming in their response to difference and diversity. They gave examples of new pupils entering the school and their desire to 'play with them' and 'be their friend'. Pupils also rightly spoke of how everyone is unique and referenced how God would want them to treat others.

Christian love permeates the life of the school and positive relationships have a significant impact on the wider community. The school is described as 'caring' by pupils, staff, parents and governors. Wellbeing is a key focus with timetabled activities, such as meditation, that promotes good mental

health. Likewise, some staff have undertaken wellbeing training and deliver targeted support. As a result, pupils access additional help to ensure that they continue to flourish.

Collective worship provides a calm and reflective start to the school day. The Christian values are the key theme for most worships and the parable of the sower is a regular feature. As a result, worship deepens pupils' understanding of the vision and related values. Pupils enjoy the different elements of worship. Several parents shared how their children relished singing hymns at home. Pupils have knowledge of the Holy Trinity and are familiar with some church words and traditions. Worship is invitational and different approaches ensure that it is accessible for all. Weekly visits from clergy and 'Open the Book' make worship varied, whilst maintaining good links with the local Methodist and Anglican churches. Time for reflection is included in worship and some pupils spoke of how they used prayer in their own lives. There is a pupil worship team but currently pupils have limited opportunities to plan and lead worship. Likewise, there are few occasions when feedback is gathered. As a result, although the school values collective worship, it presently lacks a rigorous system.

Pupils enjoy RE. The subject provides a safe place for pupils to explore big questions. Pupils confidently explore theological and philosophical ideas and apply them to their own lives. One pupil commented, 'there are no wrong answers and we understand that everyone has their own opinion.' The curriculum ensures that there is an appropriate balance between Christianity and other world religions. As a result, pupils make pertinent comparisons such as the differences between Christmas and Eid. There are high expectations in RE. For example, pupils use biblical texts to explore ideas and subsequently make thoughtful responses. The subject is well-led and there are effective systems for monitoring pupil progress.

A pupil accurately described Settle School as a place 'where everyone's welcomed and everyone's accepted for who they are'.

Information			
School	Settle Church of England VC School	Inspection date	11 January 2023
URN	121587	VC/VA/Academy	Voluntary Controlled
Diocese	Leeds	Pupils on roll	198
Federation	Settle and Kirkby-in-Malhamdale		
Headteacher	Richard Wright		
Chair of Governors	Rachael Caton		
Inspector	Jo Williams	No.	863