



SIAMS Self Evaluation Document

School Vision and School Leadership

Settle CE (VC) Primary has a clear school vision to 'Grow and Learn together and be a place where all children are loved, valued and flourish to achieve their potential' (please see School Vision Document- updated January 2022). This vision statement has been created in consultation with school stakeholders (staff, parents and children) and is grounded in a clear theology firmly rooted in a Christian narrative (the Parable of the Sower). The school's Christian vision shapes school policies, aims and values, and our Partnership Development Plan.

The Executive Headteacher, Senior Leaders and School Governing Body Team have developed a Christian vision that we believe reflects our local context and is embedded into our school aims (Achieving, Believing and Caring). The school's policy on admissions reflects a Christian vision as well as local authority approach as we want to be inclusive and welcome pupils with disabilities and learning difficulties, and to be inclusive of different faiths and accessible for pupils from diverse backgrounds. Our school is often specifically chosen by families whose children have special educational needs due to the care, provision and support we provide to vulnerable children and their families.

The senior leadership team and school governing body are proud to celebrate the school as a Christian School and regularly refer to its ten Christian Values which are fully embedded into daily life our school prayer has been created by the children and captures our ethos. We felt it was important that the school prayer originate from the children and reflect what they felt our school stood for. The hall display and school prayer recognise the importance of our Christian heritage and the value we give to our collective Christian ethos. Collective Worship teaching and learning, pastoral and special needs support and behaviour management strategies all embody and deliver on our core Christian values and this can be viewed in the wider learning of the school – the manner in which our children behave, learn, assume personal responsibility, look after their community and care for each other. Examples of our children flourishing can be seen in the work carried out across the curriculum and the attainment seen in class and the work and attitudes that are celebrated in class and during our Collective Worship activities. Our Christian vision helps us to shape our development plans, school policies and actions. Our worship celebrates difference and encourages respect and dignity, we try to increase the children's aspirations for what they can achieve and opportunity is given for children to reflect and give thanks for all the wonderful things we enjoy in God's world. Recently our school supported the local entry for the Eurovision Song Contest and the song Embers has been taken on board by the school community as metaphor for aiming high, believing in yourself and flourishing.

Collective worship can be both adult as well as child led and is delivered creatively in accordance with the school's Christian vision and associated values, showing respect for and giving dignity to all who are involved in the experience.

Personal well-being and mental health provide a key aspect of our Curriculum for Life Strategy and PSHE Curriculum and equality of provision is paramount in curriculum and non-curriculum policies. Pastoral support and mentoring schemes have or are being developed to further support vulnerable pupils and we are exploring ways in which we can also better look after our staff – as the job is a challenging one (especially when having to navigate through lockdown). Staff are encouraged to flourish through regular training and professional development opportunities to improve practice and release time to help manage their responsibility areas. In 2022 the school trained mental health leads

and formed a Well Being group with the aim of creating a mental health and well-being strategy for the school. The strategy will have at its heart our Vision Statement of Growing and Learning together and our complementary school aims of Achieving, Believing and Caring (ABC).

RE and Collective worship

The teaching of RE and the opportunity for Collective Worship is seen as an important and valued part of our school curriculum and as such both are a regular feature of our working week.

The school follows the agreed North Yorkshire Syllabus for the teaching of RE but it adapts this accordingly in response to our community need, supplementary teaching materials and the school development plan. Please see website for details concerning curriculum intent, implementation and impact.

Similarly, the school provides guidelines to teachers for how Collective Worship can be best delivered.

Collective Worship usually follows a liturgy sequence so that there is a defined beginning and end and pupils and staff/visitors are aware that they are involved in a special and valued activity. Reflection time is often used to invite pupils to reflect upon life within our school community as well as draw attention to significant local, national and international events. Reflection time is useful, because it allows moral, philosophical and theological teachings to be embedded and considered in the everyday lives of pupils and staff.

The school has a range of resources to support Christian learning and sufficient dedicated curriculum time is given to RE with Headteacher and RE leaders provided opportunities to monitor RE lessons to ensure that the subject is valued and celebrated and that agreed school practice is being followed. In addition to Collective Worship, class prayers are said twice a day- at lunch time and at the end of the school day. Children are taught to be grateful for what they have and to be provided with the opportunity to give thanks to God.

The school has a tradition of involvement with festivals and services including Harvest, Remembrance, Christmas, Mothers' and Fathers' Day, Easter and End of Year services. A staff folder is used to record the Collective Worship Experience and our Collective Worship Team (pupils) also provide their own insight and feedback.

Across the year and a feature during pre-pandemic times, classes have undertaken specific visits inspired by our religious education curriculum (e.g. Buddhist temple visit in Year 6) and visitors have come to the school to help deliver meditation and mindfulness so that it is valued and embedded within the curriculum and takes place at regular opportunities. This includes visits by our Priest in Charge, where we have had mock baptisms and mock marriages taking place in school.

Collective Worship

Each half term we focus on one or two core Christian values as agreed amongst the staff (see Vision statement) so that we can fully explore and reflect on their importance and significance to our daily lives. These values are also woven into the RSE/PSHE long term plan. Collective worship leaders from Year 6 are involved by evaluating sessions, recording what teachers have covered, sometimes sharing the liturgy at the start and the end of Collective Worship session.

Planning ensures that everyone knows the themes for each week and collective worship assemblies are designed to maximise the effectiveness of the time allocated for these occasions.

The Bible and/or Bible stories are often referred to during worship so that children appreciate the significance of religious texts to impart wisdom in our practical lives – e.g. Open the Book sessions which are used to inspire and bring to life stories and events as highlighted in the Old and New Testament. The use of drama, music and shared performances by children and staff make the worship enjoyable and fun. The school staff and Collective worship leaders aim to make Collective Worship relevant to the day to day lives of the children and we try to link the teachings of Jesus to everyday problems and challenges. Hymns provide a further basis for discussions reflection and also

celebration. During lockdown there were many times when we could not gather together collectively as a school or even be allowed to sing – there is currently a process to make amends for this lost time and to re-introduce to children through Collective Worship the value and wonder of Christian hymns and Carols. Opportunities are set aside in RE and PSHCE time to build on themes shared in Collective Worship and to gather and share ideas about tolerance and value of freedom of speech and respect for the views of others. When we explore personal, social, health issues and look at citizenship, then it does within the context of our Christian character belief and moral discussions will utilize and make reference to relevant Christian values in order to emphasise how they may impact on our choices and decision making.

At Settle CE Primary School we take great pride in supporting the Act of Remembrance. Our entrance hall displays a memorial to former Settle students who lost their lives in the Great War and this includes reference to local families whose lives were affected by War. Our Year 6 explores the impact through its topic on War and Conflict and guests are invited into school to share artefacts and resources that bring the subject to life. The school leads presentations on Remembrance Sunday and pupils will always take a time to lay a wreath at the local Cenotaph. Meanwhile money is raised for the British Legion. In 2021 4% of the total funds raised in North Yorkshire were raised by the school and this money goes towards supporting families of service men and women affected by war.

The “Praise Assembly” provides a celebratory form of collective worship which focuses on achievements across the school. If we meet via a remote learning platform such as Zoom, our achievement across the entire school partnership, with our federated partner School Kirkby-in-Malhamdale, is celebrated and shared. Achievements are an important part of the school ethos as every child is valued and are a useful means for sharing work, ideas and values. The joint collaborative working with our partner school is important to us and we look forward to resuming curriculum enrichment activities and joining together in future collective worship activities. Our school chose to join in partnership with a small local school because it needed our help and support and by working together both schools could benefit. As highlighted in our Vision Statement document – working together in collaboration to the common benefit and responding to the needs of the local community is very important to us. The actions and decisions that led to formal federation in many ways reflect our Christian ethos.

We often use the Praise Assembly to celebrate the identification of our ten Christian values in the day to day happenings of the school including: being kind, helping others, showing respect and being thankful for all the positive things in our lives.

Collective Worship sessions often focus on a current school or contextual issue for example bullying, tackling racism, promoting equal opportunity and inclusion and exploring safeguarding concerns. We encourage all members of the school community to participate (sometime plan) and be involved with collective worship throughout the year. We encourage members of staff to be involved with Praise Assembly, Open the Book and Collective Worship sessions. Children are involved where possible in the hymn choice and the prayer.

Religious Education

Curriculum planning for RE follows an agreed Yorkshire Syllabus scheme which provides a good balance between theology, philosophy and human science. Pupils are able to explore different religious texts and philosophies and be introduced to theological ideas during their lessons. Standards of presentation are expected to be high and, as we would with core and foundation subjects, children are encouraged to develop age-appropriate skills of enquiry, critical analysis and interpretation.

Pupils are introduced to a range religions and worldviews and are encouraged to undertake learning with respect for those who have a different faith or belief system to their own. The children are often encouraged to explain ways in which their thinking has been challenged or changed.

The school leader for RE has opportunities during staff meeting time and INSET to share new ideas and pedagogy, ensuring that all staff teaching RE do so with confidence and to a high standard. Children enjoy RE lessons and this includes pupils with SEND and the most able.

As a priority, the school is enabling its vulnerable pupils, including those with learning difficulties, to flourish in their RE learning.

The teaching of RE is embedded into the EYFS curriculum through stories and introducing the ten Christian Values so that at an early age the children become familiar with Christian beliefs and are able to talk about the things they do at home and celebrate their achievement and progress in general learning and personal development - using the Tapestry Computer Software.

Children across the school take a pride in their work, which is reflected in the presentation of their books and as celebrated weekly in Praise Assembly. Children always act sensitively and are respectful when learning about other religions and their own. It is important to note that we teach RE through art, drama and literacy and where possible we make lessons practical.

Meeting the needs of all learners

The school is effective at meeting the academic learning needs of all pupils through a broad and balanced curriculum which has a strong focus on the development of self-sufficiency and life skills. (See curriculum for Life Document and achievement in STEM learning through National Awards and the establishment of a new STEM /Well Being Room).

The school has a range of strategies in place for the early identification of special educational needs, safeguarding and well-being concerns in order to identify and support those who are more vulnerable and who may have additional learning and personal needs.

Settle CE Primary School supports all pupils in their spiritual and pastoral needs highlighting the core vision is to enable all pupils to flourish and reach their potential.

Class rules reflect a Christian ethos as well as emphasising British values for example: treating others how you would like to be treated, to act fairly in all situations, be respectful and tolerant of other cultures. Staff are expected to act as role models and the Headteacher expects there to be a caring ethos running throughout the whole school and across all people involved in the school community. There is a great emphasis on 'working together' and 'sharing' that runs through our Collective Worship Assemblies and PSHE sessions. We have a 'Respect' Award to promote this important Christian value and are currently auditing mental health provision across the school and community so that we are able to strengthen our support for vulnerable children and families and to consider new ideas (such as a Christian Value Coin System) to promote our Christian ethos.

There are clear protocols and policies for managing behaviour, safeguarding and health and safety (See record sheets /School Safeguarding File).

Our place in the community

The school has close links to the Holy Ascension Church and its current Priest in Charge, Reverend Julie Clarkson. We also have close links with local church groups including the Methodist Church and its current Priest in charge Reverend Tim Broughton. Both Reverend Julie and Reverend Tim are Foundation Governors, who support the Headteacher, Senior leaders and wider governing body team to ensure that the decisions made by the school are informed by and represent a Christian ethos.

Self-Evaluation

School activities, include feedback from the staff and children on our Collective Worship Team and evaluation through the regular Collective Worship sessions hosted by our Foundation Governors and

those delivered by invited guests from our local churches. The self-evaluation process includes formal and informal visits from governors and church representatives and captures also the wider views of the children who partake in lessons and activities. All feedback contributes to a continuous self-evaluation process that involves the whole school community contributing evidence to help us evaluate our effectiveness as a Church school. The SLT work with Mrs Lait and Mrs Hulse to oversee provision to ensure that what happens (and the feedback we get in school) reflects an agreed school approach and helps us to challenge ourselves and improve practice.

Supporting our Community during Lockdown

During the recent Lockdown and throughout the Pandemic phase, the Christian values of the whole school community have been on display through various initiatives to support vulnerable children and their families as well as to support frontline key workers. Our school has worked alongside the church to support our local community.

At Settle CE Primary School, we provided specialist support in school to vulnerable learners and children of Key Workers (totalling almost 40% of the children we have on roll) and delivered remote learning to all pupils, during the period of lockdown. Our dedicated provision included the maintaining of breakfast, after school clubs and saw an increase in the duration of our holiday club care. All additional services were fully funded by the school.

During periods of lockdown the school has been proactive in its delivery of remote learning and being on hand to support families academically as well as pastorally – offering additional service/positive psychology support for those children who were particularly struggling. Parent feedback for these services has been extremely positive.

One impact of our work serving the community has been the number of children who have taken it upon themselves to organise or get involved in running their own charity and community ventures to help others – e.g. children making their own loom bands or cakes to sell / taking part in Gift Aid events in their own time and seeing how the money they have raised has been used.

Serving our wider Community

Our caring ethos is put into practice by proactively supporting families who are in need of support throughout the school year, including holiday times. Extended school services are heavily subsidised to ensure we can access as many needy families as possible - offering Breakfast Club, Extended Nursery Care, After School and Holiday Clubs at an affordable price or free depending on family needs and requirement. School events - support from the Friends of Settle primary PTA bring the school community together and activities (Bingo Evening, Summer and Winter Fete, Settle Lights Event help promote a sense of local as well as global community).

Visits to groups in the community: e.g. Limestone View and other local Nursing Homes/the Cameo Club, demonstrate our traditional commitment to supporting local groups and charities. Though some of our work was curtailed by the pandemic we were still able to send letters of support, gifts and messages of hope to care residents and those who were vulnerable in the local area during periods of lockdown and isolation.

Staff support each other and demonstrate positive relationships-acting as role models to the children, treating each other with respect and treating pupils as all being special and unique individuals. Staff demonstrate how to relate to each other and are always respectful to each other and treat children with proper, true Christian empathy.

The school fosters positive relationships based on the Christian values we promote and children at the school will be able to discuss the ten Christian values if asked. Children are taught to respect each other, to be kind and helpful towards everyone and these values are explored during assembly as well as Collective Worship time and are evident through the behaviour of school buddies (monitors) and school council representatives.

The children are also aware of other children and their communities around the world and act in an inclusive manner, regardless of social, economic or religious background, faith or culture. Children are taught to celebrate difference and the uniqueness of the individual as well as looking at ways in which we are all similar.

An example of our Christian Values in action was the proactive nature of our global partnership with Kwezana School in South Africa (Pre-Pandemic) which included setting up ICT Provision, developing curriculum practice, supporting school viability and self-sustainability as well as blogging and Fundraising. Unfortunately, the pandemic and repeated national lockdowns have meant that some of our former practice has been affected and at the time of writing there is somewhat of a re-birth as the school readjusts to having large collective gathering in the hall and revisiting hymns and celebratory services that were missed during lockdown. Currently our school is looking toward developing links with new global partners as the Kwezana link has now ended and this is something we are very excited to do in the coming year.

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R Wright / J Lait