



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Settrington Church of England Voluntary Controlled Primary School

Settrington
Malton
North Yorkshire
YO17 8NP

Previous SIAMS grade: Good

Current inspection grade: Outstanding

Diocese: York

Local authority: North Yorkshire
Dates of inspection: 17 March 2016
Date of last inspection: 8 March 2011
School's unique reference number: 121538
Headteacher: Mari Palmer
Inspector's name and number: Doug Masterton 483

School context

Settrington Church of England Primary School serves the small village of that name and the surrounding area in a rural district some three miles east of Malton in North Yorkshire. There are 61 children on roll. The vast majority are from White British families. An average proportion are eligible for free school meals but the proportion of those with a statement or having school action plans is very low.

The distinctiveness and effectiveness of Settrington Primary School as a Church of England school are outstanding.

- Governors and school leaders work relentlessly to offer children education of high quality within a school that teaches and applies Christian values through all aspects of its work.
- Prayer and collective worship, frequently led by children themselves, inspires and sustains the well-being of all members of the school community.
- Children flourish. They are happy support each other and love learning in this school which is so clearly inspired by its Christian ethos.

Areas to improve

- Help children to use some of the tools of philosophy to structure their discussion and developing understanding of big questions concerning religion and belief.
- Develop a greater focus on the Trinity within collective worship.
- Seek opportunities for children to have more contact with their peers from different faith and ethnic communities in order to broaden their understanding of different cultures and religious ideas.

The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners.

Settrington Primary School is unapologetically Christian in its character. It proudly expresses its foundation in very many ways. Children learn and grow in a secure, loving and caring environment underpinned by the core Christian values of loving and serving. The school is consequently a lively, happy stimulating and very safe place in which to learn; a place where children love working and playing together. Academically they make good progress and already above-average standards are rising. Exceptional care is taken to ensure that any children with learning needs or disabilities are helped as much as possible to make expected or better levels of progress. Standards of behaviour are very high. Children freely support each other, often working naturally in mixed age groups within lessons and in the many and various after-school club activities. There is a rich and diverse curriculum promoting academic and personal development with many opportunities for children to work creatively on charitable activities. A key part of their school experience comes from working together out of doors. Children show enthusiasm, friendship, eager cooperation when learning, and confidence to express ideas and opinions. They show tolerance for different points of view and are willing to accommodate new ideas in their thinking. Governors and many parents participate wholeheartedly in school life sharing their commitment to a school inspired by its Christian values, embodying cooperation and friendship. Great care is taken to ensure that all children may fully join in organised activities irrespective of their family circumstances. School provision seeks to mitigate some cultural isolation. Consistent with the aim of the head teacher to offer children first-hand experience for their learning, wherever possible, joint activities are undertaken with other nearby schools including visits being made to urban centres, and places of worship used by other faiths. This ensures that children are challenged with new experiences and that their horizons are not restricted within the horizons of their rural village. Children learn of other world cultures but do not have much opportunity to meet their peers from other faiths and ethnicities. Religious education (RE) is a powerful dimension of the school curriculum. Under the direct responsibility of the head teacher, good progress and high standards are expected from all children. The result is evident in the effervescent discussion, particularly among older children, concerning events and ideas central to the Christian faith. Their contributions are enthusiastically offered and demonstrate a thirst for understanding but children would benefit from more support to address dilemmas such as fact versus fiction, faith versus proof, and to be able to evaluate points for and against a particular point of view. Children's demeanour, confidence and eagerness to understand stems directly from the Christian ethos of the school.

The impact of collective worship on the school community is outstanding.

Collective worship forms the highlight to the end of each day at Settrington school. The whole community meets together and it powerfully underpins every aspect of daily life and work. Children participate enthusiastically, frequently taking the lead both planning, (often at length), and presenting, for example offering a Palm Sunday inspired celebration combining a Bible story, role play, audience participation and their own prayers. Planning of collective worship is strategic and detailed, combining Biblical content, the church calendar and important issues such as bullying. There is constant reference to Christian values and the teaching of Jesus. Prayer is intrinsic, not just to collective worship, but in the life and work of the school. There is a space reserved for prayers in each classroom, in the grounds of the school and in the school entrance where there is a tradition of all members of the community, (i.e. adults too), writing and posting up their prayers. These areas are well used. The Trinitarian doctrine is clearly incorporated within worship but older children's ideas are a bit muddled indicating that the doctrine is not yet fully incorporated into detailed collective worship planning. There is regular use of the parish church, at least twice each term which lends not only occasion but also the much-needed space for parents to be invited. The school takes particular care to evaluate the impact of collective worship paying great attention to what children say. Collective worship inspires this community. Its impact may be discerned from the considerable extent to which the school supports those in need through charities, the way that children talk naturally and animatedly about their participation and the evident fellowship that unites both young and old who come together. Parents report that collective worship at Settrington is growing children's understanding of Christianity and welcome the powerful moral contribution from the faith that is intrinsic to the nature of the school.

The effectiveness of the leadership and management of the school as a church school is outstanding.

Governors, school leaders and staff have a deeply rooted commitment to expressing and developing the Christian character of Settrington school. Its core purpose to develop happy, fulfilled and valued individuals through a Christian ethos is widely understood by all stakeholders, not least the children themselves. The result is a school which children love to attend and where they adopt enthusiastically the Christian values they are taught. The head teacher brings to her work dynamism, a fount of ideas, a passion for teaching and a warm and highly effective rapport with all the children in her charge. This sets a culture for the school. Adults and children delight in working together and staff are confident to incorporate Christian values into all aspects of children's work and understanding. Evaluation, particularly of the impact of Christian distinctiveness, is pervasive with opinions canvassed from all stakeholders and carefully used. This directly influences the future direction of the school programme. Governors have established a faith group of some their members, the parish priest, the head teacher and parents. The group's purpose is to uphold the Christian ethos, its expression in school and scrutinise its impact. As a result, prayer now has a higher profile within school life and National Society evaluation criteria are now fully used to inform all aspects of appraisal of school effectiveness, both by this faith group and the whole governing body. The headteacher brings to the school experience from her previous appointment leading another denominational school and she has established extensive staff networking with other schools in the Esk Valley Partnership and local churches in order to broaden curriculum provision, offer varied learning activities for children, support staff development and bring general inspiration for the work of the school. There has also been extensive training for staff and governors and work undertaken with the York diocese on church school evaluation. Thus the school can be confident of its resilience to respond to any likely staffing changes and that its distinctive provision is very secure. There are good links between the school and local church communities supported not least by the fact that a much higher than average proportion of children in the school come from church-going families. Collective worship and RE meet statutory requirements.

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