



CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION



The **Methodist Church** 

## National Society Statutory Inspection of Anglican and Methodist Schools Report

### Selattyn Voluntary Controlled Church of England Primary School

Glyn Road  
Selattyn  
Oswestry  
Shropshire  
SY10 7DH

**Previous SIAS grade: Outstanding**

**Current inspection grade: Outstanding**

**Diocese: Lichfield**

Local authority: Shropshire

Date of inspection: 28 April 2016

Date of last inspection: 19 May 2011

School's unique reference number: 123499

Headteacher: Claire Morgan

Inspector's name and number: Allyson Taylor 768

#### School context

Selattyn Church of England primary school is a small rural school with 87 learners on roll, taught in four classes. In January 2016, Ofsted judged the school to be good, sustaining its previous good performance. The school serves an area of low deprivation, although the number on roll with additional learning, medical and social needs has increased. The majority of learners are of White British background. The headteacher has been in post for ten years.

#### The distinctiveness and effectiveness of Selattyn as a Church of England school are outstanding

- Christian values have a significant impact on the learning outcomes, personal development and well-being of all ages and abilities.
- A vibrant culture for learning, created by all staff, which enables adults and children to be the best they can be.
- The rich, creative local curriculum and mixed-age family groups enhance children's enjoyment of learning and respect for each other.

#### Areas to improve

- Access diocesan support so that all governors evaluate the impact of the Christian character, religious education (RE) and collective worship to ensure these are sustained and developed.
- Revisit and reaffirm links with the parish church and other churches, both locally and possibly overseas, to provide children with a wider experience of worship and Christian denominations.

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

The Christian character of Selattyn shines in the way all ages work and play together. The chosen Christian values, notably the value of respect, are threaded seamlessly through the life of the school. As a result, the values enable all ages and abilities to have positive behaviour for learning so progress is secured and standards are high. Both adults and children articulate how the 18 values seen in the 'vision wheel' help them to 'be the best that we can be.' Selattyn is a highly inclusive school and welcomes children who have more complex needs. Consequently, the number of learners with additional needs has grown and the school demonstrates exemplary care, meeting individual needs so each child feels valued and their different talents are nurtured. Sensitive support is given to promote good attendance. Relationships across all the ages are filled with love and appreciation for what each person brings to the extended family of the school. A view expressed by a number of people is that 'all are precious as children of God.' The school's special 'local curriculum' provides excellent creative activities both indoors and outside. These curriculum days are rich in opportunities for spiritual development. The school seeks to extend this within its wider curriculum. As a UNICEF 'Rights Respecting' school, learners are confident of their place in our multi-cultural world. They appreciate cultural diversity and have respectfully mature views of those from other faiths and cultures. RE supports this and children enjoy learning about a range of religious beliefs and traditions. Learners have an impressive knowledge of Christianity and enjoy the way the subject helps them to develop research and critical thinking skills. As such, RE makes an important contribution to the spiritual, moral, social and cultural development of all ages. The Christian character of Selattyn is both distinctive and very effective. This is a learning community with Christian foundations as a secure bedrock so children flourish in academic subjects, personal development and well-being. As one parent said 'the values become part of the children, they help us to talk over problems at home too.'

### **The impact of collective worship on the school community is good**

Collective worship is an important part of every day. It affirms the Anglican foundation of the school. The school's values are explored during worship and related to examples from the Bible. Acts of worship underpin the strong sense of belonging to a caring community. The time to come together as a whole school, to celebrate, hear Bible readings, to sing, to learn about the world and to express thoughts in prayer is valued by all ages. Acts of worship are mainly based on the Bible and teaching of Jesus. Worship is well-planned by the headteacher and led during the week by most teachers and 'Open the Book' volunteers. During worship, children help with setting up the hall and all ages enjoy being invited to act out stories or share prayers. Spiritual development is supported as the classes regularly share the Lord's Prayer, school prayer and prayers they have researched or written. Some children express a wish to extend their role in leading worship. The school has plans to use the forest school to extend learners' experience of different settings for worship. The school has a peaceful 'memory garden' where children like to sit and reflect. Acts of worship mark key events in the Christian calendar. Wednesday worship has a particular focus on Anglican traditions which means children use a range of greetings and blessings. Objects on the worship table ensure that learners are familiar with symbols for worship, including the Christian belief in God as Father, Son and Holy Spirit. Learners have less experience of other traditions of Christian worship. Reflection spaces in every class provide opportunities for children to offer their thoughts in prayer. This promotes the strong sense of belonging and gives learners the chance to experience spiritual growth. Worship themes are relevant to learners' own lives. As a result, learners are keen to support charities, like 'toilet twinning', and to take action in the service of others. Children visit the parish church for celebrations at Christmas and for curriculum work in RE. The worship life of the school was formerly enriched by the devoted support of a retired vicar (Rev. Mark). Since his passing in 2015, worship has continued to be supported by 'Open the Book' volunteers but there is a gap in other chaplaincy support for staff and pupils. This is why the school is looking to reaffirm links with the parish church and other churches in the local area. Governors express pride in the way worship affirms the church foundation. Parents enjoy attending special services and worship in school and church. The number attending these has increased indicating that collective worship has a positive impact on family life.

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

The school is blessed in the passionate and determined leadership of the headteacher. She, in many respects, is Selattyn. Her leadership is characterised by leading from the front and putting others first. She says 'our Christian values wrap around a child, they are all equally important.' The headteacher is ably supported by a harmonious staff team and committed governors, some of whom are relatively newly appointed. All leaders share a vision of the school as a successful church school. They have a deeply held commitment to meeting every child's needs. Their vision is seen in the living out of the chosen values so that learners make excellent progress from their individual starting points. This is a school which is following in Jesus' footsteps in going the extra mile for all ages. Staff and governors provide outstanding role models of respectful behaviour. As a result, children feel safe, secure and so are able to grow and face challenges in their learning. One child explained that 'Christ wants the world to be a better place, everyone here wants the same.' Another said 'the teachers work hard to make the school special and care for us all.' Governors contribute to self-evaluation and are mindful of the requirement to ensure statutory requirements as a church school are met. The areas identified for improvement in the last report have been largely addressed. Rev. Mark was the link governor for RE and worship. The task he fulfilled, monitoring the Christian character, RE and collective worship has yet to be devolved to other governors. As some of these are newly in post, restructuring of roles and responsibilities is underway. Leaders are aware that professional support will ensure all governors know what is required of them as governors of a church school. The headteacher has a significant teaching role and acts as coordinator for several subjects, including RE and worship. Governors are looking at staff needs and show appropriate concern that staff are valued and supported. Partnerships with parents are exceptionally strong. Parents are well-informed about their children's progress and appreciate the way staff are approachable and exceptionally caring. Leaders access high quality training and support from the diocese. In this way, governors are promoting the future leadership of church schools. A parent summed up Selattyn: 'This school never stands still. It is constantly improving.' As such, the school is well-placed to face the current challenges in education.

SIAMS report April 2016 Selattyn Church of England School Selattyn Oswestry SY10 7DH