

# Inspection of Settle Church of England Voluntary Controlled Primary School

Bond Lane, Settle, North Yorkshire BD24 9BW

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Inspection dates: 19 and 20 April 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

## **What is it like to attend this school?**

Pupils are happy to be part of this welcoming and friendly school community. Parents are overwhelmingly positive about the care and support their children receive. Relationships between staff and pupils are respectful and kind. Pupils learn how to recognise and express their feelings. They know that staff will listen and help if they are feeling sad. As one pupil said, 'All the grown-ups at this school care.'

Pupils respond very well to the high expectations that staff have of them. They behave very well in lessons and at breaktimes. Pupils are keen to learn. They engage well and are attentive in lessons. This includes pupils with special educational needs and/or disabilities (SEND). Pupils with SEND receive effective support.

Pupils are kind to each other. Younger children enjoy seeing their older buddies who help them at lunchtime. Bullying is exceptionally rare. Adults are vigilant and act quickly to resolve issues before they become serious.

Leaders have provided an ambitious and interesting curriculum. Local charities and organisations help to provide enrichment activities. For example, pupils take part in environmental workshops linked to topics such as the stone and iron ages. Pupils have great fun learning in the outdoor environment. They have won national awards for their science, technology, engineering and mathematics (STEM) projects.

## **What does the school do well and what does it need to do better?**

Leaders have provided an ambitious and interesting curriculum. They know the strengths and areas that need further development in each subject. Leaders have sequenced learning carefully in most subjects. This helps pupils to build on prior learning. The curriculum starts in early years in reading and mathematics. In these areas, there is a seamless transition to learning in key stage 1. However, leaders have not considered the early years curriculum well enough in some other areas. As a result, children are not as well prepared for future learning in all foundation subjects.

Teachers have strong subject knowledge. They provide effective and engaging lessons. Teachers recap and revisit learning frequently and provide mini quizzes. These help pupils to remember more and give them a firm foundation on which to build future learning. Subject leaders provide teachers with strategies to ensure that each curriculum subject is accessible to all pupils. As a result, pupils with SEND are fully included in learning.

Leaders have introduced a new phonics scheme since the previous inspection. They have provided training and ongoing support and coaching for all staff. As a result, teachers are confident in following the phonics scheme closely and consistently. Teachers quickly identify children who need extra help in lessons. Short interventions

throughout the day help these children to keep up. As a result, children in Reception get off to a flying start in reading. Pupils who are less secure in reading receive the help they need to catch up. The new reading books match the sounds pupils know. This helps early readers to develop fluency and confidence in reading.

Children in the early years are resilient and independent. They enjoy exploring in the outdoor areas and are excited by what they find and can do. Children play together cooperatively. They create structures to play in and walkways with wooden planks to balance on. Adults sometimes miss opportunities to develop children's language and ideas. This is because the curriculum does not clearly set out the knowledge, skills and vocabulary that leaders want children to learn.

The school's Christian ethos underpins day-to-day life in school. Pupils know the school's Christian values and can relate these to British values. They have a respectful and caring attitude towards others who may be different to themselves. They see no reason why anyone would be treated differently. Pupils learn about people from other countries and cultures. They enjoyed hearing about Sweden's culture of oral storytelling from a Swedish visitor. Pupils have limited opportunities to meet children from other faiths and cultures. Leaders and governors have plans to develop this aspect of school life further.

Leaders make sure the school is at the heart of the local community. A group of pupils have helped to create a garden for people with dementia. Pupils have many opportunities to develop their talents and interests. They are able to learn to play a musical instrument and join the singing or recorder clubs. Pupils show their acting and musical talents in performances for the school and their families. Leaders provide a range of lunchtime and after-school clubs for pupils to enjoy. Curriculum enrichment visits and visitors are plentiful. Pupils in Year 6 learned about democracy during their visit to London and the Houses of Parliament. They learn about finance when they 'grow a pound' in their enterprise project. The money they raise helps to pay for their educational visit to London.

Leaders are enthusiastic in seeking help to bring about school improvement. They also share their strengths with others, particularly in respect of their STEM work. Staff appreciate the quality of the training they receive and feel well supported by leaders and each other. Governors know the school very well. They have a wide set of relevant skills and are able to provide appropriate challenge and support for school leaders.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff are well trained to keep pupils safe. They are aware of risks to pupils in the local area. Staff report concerns promptly. Leaders take appropriate action to keep pupils safe. They enlist the help of outside agencies, such as the local authority's children's services, when necessary. Leaders continue to check to make sure pupils

remain safe. They also check that staff and visitors are suitable to work with children.

Safeguarding is woven through the curriculum. Assembly themes, guest speakers, special events and educational visits reinforce important safety messages. Pupils learn about subjects such as online safety, drug awareness, fire safety and farm safety when they visit 'Crucial Crew', a multi-agency safety event.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In some areas, the early years curriculum does not provide a clear enough structure of learning and language development. Children are not as well prepared as they could be for future learning. Leaders should identify the key knowledge and vocabulary that children in the early years need for successful future learning.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	121587
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10255590
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	221
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Rachael Caton
<b>Headteacher</b>	Richard Wright
<b>Website</b>	<a href="http://www.settle-pri.n-yorks.sch.uk/">www.settle-pri.n-yorks.sch.uk/</a>
<b>Date of previous inspection</b>	2 and 3 February 2022, under section 8 of the Education Act 2005

## Information about this school

- Settle Primary School is a voluntary controlled Church of England school. The last section 48 inspection took place in January 2023.
- The school is part of a federation with Kirkby-In-Malhamdale United Voluntary Aided Primary School. The two schools share an executive headteacher, who was appointed in September 2018.
- The school does not use any alternative provision.

## Information about this inspection

The inspector(s) carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first full inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors met with the executive headteacher, the deputy headteacher, the special educational needs coordinator, the early years leader, curriculum leaders, staff and pupils. Discussions were also held with a representative of the local authority and a representative of the Diocese of Leeds. A meeting was held with members of the governing body.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science, and art and design. For each deep dive, inspectors met with curriculum leaders, spoke to pupils and teachers, visited lessons and looked at pupils' work.
- Inspectors heard pupils read to a familiar adult.
- Inspectors examined safeguarding records, attendance figures, curriculum plans and policies.
- Inspectors considered the views of parents from the responses to Ofsted's survey, Ofsted Parent View, and spoke with a number of parents in the playground.
- The views of staff were considered from meeting with them and from the responses to Ofsted's staff questionnaire.
- The views of pupils were considered from meetings with them and from the responses to Ofsted's pupil questionnaire.

### **Inspection team**

Janet Keefe, lead inspector

Ofsted Inspector

Tracy Turner

Ofsted Inspector

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