


National Society Statutory Inspection of Anglican Schools Report

<p>School name: Selside Endowed CE Primary School Address: Selside, Kendal Postcode: LA8 9LB Diocese: Carlisle Local authority: Cumbria Dates of inspection: 22/06/07 Date of last inspection: 2001 School's URN 112327 Headteacher: Mrs Caronne Field Inspector's name and number: Penny Hollander 526</p>	 <p>THE CHURCH OF ENGLAND</p> <p>Diocese of Carlisle Board of Education <i>"Every Child Matters To God."</i></p>
School Context	
<p>Selside Endowed CE School is a small rural primary school of 72 pupils six miles north of the town of Kendal. It is situated in an isolated location on the Lakeland fells, drawing its pupils from a wide catchment area, including three rural parishes as well as from Kendal. Pupils are all of white ethnicity.</p>	
The distinctiveness and effectiveness of as a Church of England school are outstanding.	
<p>Selside CE School has many outstanding features. Its Christian vision and ethos underpin all aspects of school life. All members of the school community are aware of and contribute effectively to the Christian ethos and Christian values promoted.</p>	
Established strengths	
<ul style="list-style-type: none">• The personal well being of pupils• Strong links between school and church• Collaborative working of all staff	
Focus for development	
<ul style="list-style-type: none">• Leadership and management of the governing body in respect of the church school status• Further highlight the global nature of Christianity	

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

The Christian ethos and values promoted by the school are evident. All children feel included and special within a caring family atmosphere. Mutual trust and respect exists between them and all the adults in the school. Pupils feel safe and know that their teachers listen to them and when problems arise they are sorted out in a spirit of compassion and reconciliation. They also help one another. One example of this is through a Buddy system where older pupils help younger ones in various ways. Year 6 "Blue Buddies" organise play activities for younger pupils at lunchtimes. All clearly enjoy these times together. Children know that all their achievements, both inside and outside of school are valued and celebrated. They are happy, self confident and independent in their learning. The children's awareness of other cultures, religions and traditions is high. Links with a school in Uganda and a Roman Catholic school in Liverpool together with the reciprocal visits that have taken place are indications of how children's knowledge and understanding of the wider world is extended. This could be enhanced further by developing pupils' knowledge of the influence of global Christianity in areas such as South America and Africa. Children are aware of the needs of others less fortunate than themselves and demonstrate their concern through a variety of fundraising initiatives they organise throughout the year. They also sponsor a child in India for Action Aid. The strong links with the church and the local community are an integral part of school life. This provides valuable insight into the religious, social and cultural heritage they enjoy. The various seasons of the church year are celebrated together in church and school and they also join together for social occasions such as the annual summer fair. Children's awareness of their past heritage as well as looking outwards is apparent as a recent example of local community involvement showed. The children were enthusiastic about and actively involved in a demonstration of a variety of local rural crafts. The school environment is also conducive to spiritual development as seen in the relevant displays and symbols around the school. It is further enhanced by the sensory garden as a space for quiet reflection.

The impact of collective worship on the school community is outstanding

Collective worship has a central place in the life of the school with regular contributions from both local clergy and other visitors. This enhances both the Anglican and wider Christian traditions. Whole school and class worship involve active participation of and contributions from the children, such as reading of their own prayers which are compiled in class books. Opportunities for reflection are regularly included as, for example, in asking for and receiving forgiveness when a role play involving children being unkind to one another was discussed. All staff are present at whole school collective worship and class teachers take responsibility for leading class worship times. Children are both responsive and keen to contribute their own understanding. In one act of collective worship with younger pupils, children were able to explain that in the parable of the lost sheep Jesus is teaching about the preciousness of each individual. The regular involvement of the vicar, local clergy and other visitors ensure that children's awareness and knowledge of the Anglican tradition is maintained as well as broader aspects of Christian teaching and experience. The children describe these occasions as both fun and interesting. The major seasons of the church year are marked both in school collective worship and attendance at services in Selside church. Parents and members of the local community are invited and show their commitment to the school on these occasions. They speak very positively about them, particularly at Christmas and Harvest. Prayer at

lunchtime and the end of the school day extends its provision for collective worship.

The effectiveness of the religious education is outstanding

Religious education in the school is excellent. It is particularly effective as part of an integrated curriculum. Long term plans show RE as having a discrete place as well as being linked to other curriculum areas. An example is the significance of signs and symbols in the Christian and Jewish faiths and in maps for geography. Relevant links are also made between RE and collective worship which show the importance given to both in school life. High quality displays around the school reinforce the RE topics being studied and the children's responses to them. The Posada book to which every child and their families contributed last Christmas is further evidence of how involved every member of the school community is with the subject and how they can appreciate the Christian traditions of their own environment. Children describe RE lessons as enjoyable, with lots of different kinds of activities. They are keen to participate in the wide range of approaches used, including role play, art work and visits to the church. Visitors from other faiths contribute to children's understanding of other religious traditions as in learning about Jewish Sukkot and visiting one family's sukkah. The children are keen to reflect upon and explain what they have learnt and use self assessment effectively.

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

The leadership of the headteacher is outstanding. She uses a collaborative and enabling approach which is valued by all. The governing body actively support and promote the Christian vision for the school which is outlined in its mission statement. However, with some new governors in post this is still a developing role. The headteacher is committed to ensuring that the Christian ethos of the school is made clear at the induction of new governors. This is an area that needs to be developed by the whole governing body. All staff recognise that they have an important contribution to make in the decision making of the school as a church school and are feel empowered to do so. They provide valuable role models for the children and demonstrate Christian values such as love, care, respect, tolerance and forgiveness. Likewise pupils and parents appreciate that their views are listened to and taken into account. The weekly "Open Surgery" sessions for parents are one example of this. School functions, particularly the school services held in the church are very well supported and the school association plays an active role, particularly for fundraising which will enable the children to visit many places beyond the school environment and understand the diversity within the wider world.