

## National Society Statutory Inspection of Anglican Schools Report

### **Eppleby Forcett Church of England Voluntary Controlled Primary School,**

Eppleby,  
Richmond,  
DL11 7AY

#### **Diocese: Ripon**

LEA: North Yorkshire County Council

Dates of inspection: 28<sup>th</sup> March, 2006

Date of last inspection: 29<sup>th</sup>-30<sup>th</sup> November, 1999

School's Unique reference number:121490

Name of Headteacher: Mr Stephen Kirby

Inspector: Mrs Linda Hodson

#### **Context of the school**

Eppleby Forcett C of E Primary School is very small school serving a rural community, near Richmond in North Yorkshire. Pupil numbers are rising and there are now 43 pupils on roll, all of White British heritage. An extension to the main building will provide additional accommodation from September 2006.

#### **Summary Judgement**

Eppleby Forcett C of E Primary School is a good church school overall, where a positive Christian ethos is clearly in evidence. The school's mission statement drives the work of the school and impacts positively on the daily life of its staff and pupils.

#### **Established strengths**

- Children feel safe and valued within a safe, family environment.
- The Mission statement underpins the work of the school.
- There are good links with the local churches and community.

#### **Focus for development**

- To ensure that the school's Christian Foundation is made more explicit in the school's Mission Statement and documentation.
- To plan and record collective worship in a manner which reflects practice in curriculum subjects.
- To provide more opportunities for learners to take an active role in collective worship and for parents to join in the worship with the children.

#### **How well does the school, through its distinctive Christian character, meet the needs of all learners?**

The school is effective in meeting the needs of all its learners. Christian values are implicit in the school's Mission Statement and this is the driving force of the school. Parents appreciate the caring, family environment which is created by the staff. Older pupils take on responsibilities and help younger pupils to settle quickly into the routines of the school. The stimulating classroom environments are testimony to the varied curriculum which supports the spiritual, moral, social and cultural development of the learners. The extra curricular activities in music, the arts and sports further contribute to the all-round development of pupils. Achievements are regularly shared and celebrated. Although the school is very small it is clearly not parochial in outlook. There are good links with neighbouring primary schools and a varied programme of educational visits is provided. These include visits to places of worship such as a Hindu Mandir and Ripon Cathedral. The school supports a range of local and

national charities with many of the fundraising activities being initiated by the pupils. The school is inclusive and makes good provision for pupils with special educational needs. Pupils enjoy coming to school and clearly recognise the importance of keeping safe and healthy. Relationships within the school community are characterised by Christian care and respect for others. This results in good standards of behaviour. Pupils are given a voice through the school council. This has led to improvements in the provision at playtimes and the setting up of the "First Friend" scheme.

**What is the impact of Collective Worship in the school community?**

The impact of collective worship on the school community is satisfactory. Collective worship usually takes place in one of the school's two classrooms. Efforts are made to ensure that this is marked as a special time through the use of symbols such as a lit candle and a cross. Projected images are sometimes used to provide a specific focus for discussion or reflection. A distinction is clearly made between worship and assembly. Prayer is key feature of worship and pupils know the Lord's Prayer well. Teachers lead acts of collective worship on a rota basis and follow a list of agreed themes. However, the continued lack of formal systems for planning and recording means that the school is unable to evidence the quality or consistency of its worship over time. The school does have well established links with the local churches and holds some acts of collective worship there at the end of each term. These are well attended by parents. The priest-in-charge supports the use of the church buildings as a teaching resource and leads collective worship in the school once a week. This contributes to the learners' understanding of Anglican faith and traditions and of the Church calendar. Pupils speak positively about worship and like to dramatise stories. They would like more opportunities to do this. Some parents would like to join in with collective worship on a more regular basis.

**How effective are the leadership and management of the school as a church school?**

The leadership and management of the school as a church school is good. The Headteacher provides good leadership and ensures that a distinctive Christian vision for the school is promoted through the school's Mission statement. This is clearly communicated to stakeholders. The school development plan is cross-referenced to the Mission statement and is regularly reviewed and evaluated by governors. As part of this, Foundation governors observe RE lessons and some acts of collective worship. The school's logo, a design based upon a cross, was particularly chosen to reflect the school's Christian foundation. Learners are clear about what the logo represents and why it is depicted on their school uniform. The Headteacher and his staff present good role models of living the Christian faith in practice. Positive effects of this can be seen in the attitudes and the conduct of the pupils. The school is very much at the heart of this village community and is well supported as a church school by the parish, the Diocese, a committed team of governors and the "Friends" of the school.

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