

## National Society Statutory Inspection of Anglican Schools Report

### Embsay Church of England Voluntary Controlled Primary School

Pasture Road  
Embsay'  
Skipton  
North Yorkshire  
BD23 6RH

**Diocese: Bradford**

LA: North Yorkshire

Date of inspection: 7 February 2007

Dates of last inspection: September 2001

School's Unique reference number: 121559

Name of Headteacher: Mrs J. Holliday

Inspector's name with National Society inspector's number: Mrs. Glenys Vere 463

#### School context

Embsay School is located in a rural community near Skipton in the Yorkshire Dales. With an increasing number on roll, the school draws pupils from a wide area and operates within a selective education system. The proportion of pupils from minority ethnic groups is well below average. The headteacher has been in post for a number of years and led the school at the last inspection.

#### Summary Judgement

**The distinctiveness and effectiveness of Embsay as a Church of England school are outstanding.**

Christian principles underpin all its work and every stakeholder in the community feels valued. Pupils enjoy school life with its exceptionally wide range of extra-curricular activities and their spiritual and moral development is carefully nurtured. The school is extremely well led and managed with self-evaluation being systematically and successfully employed to move the school forward.

#### Established strengths

- Outstanding leadership of the headteacher who has a clear vision for the school
- Extremely supportive environment where staff work successfully to meet the requirements of all pupils
- Excellent relationships with the local church and community

#### Focus for development

- Devise appropriate strategies to enable Foundation Governors to fully implement their responsibilities in Collective Worship

**The school, through its distinctive Christian character, meets the needs of all learners in an outstanding way.**

The Christian values of the school clearly have a strong impact on pupils' personal development and it is obvious through talking to pupils that they feel safe and valued and are very proud to belong to the school. Parents greatly appreciate the school's high expectation for pupils and the attention given to the individual pupil's learning needs with targeted support for those with learning difficulties and more challenging tasks for high achievers. The school's inclusive approach, especially in the quality of its relationships and care is valued by all stakeholders. Exemplary standards of behaviour are evident, with pupils demonstrating courtesy and respect for each other and adults. At the same time, members of staff provide excellent role models for pupils. Governors maintain a close relationship with the school and are informed, involved and supportive of its work. Christian values underpin pupils' spiritual, moral, social and cultural development, impacting on the progress in pupils' personal

education. Many pupils possess high levels of hope and aspiration for the future, the majority planning careers in community related work. Pupils confidently express their opinions, feelings and beliefs, through such groups as the School Council. A wide-ranging curriculum, a wealth of resources and numerous visits enhance provision for pupils, while bright, thoughtful, interactive displays, such as, 'Thoughts about God' and the 'Wall of Achievement' are evident around the school. Through involvement with local projects, e.g. (improvement of local park facilities), pupils forge strong links with the village community as well as organising many fund-raising events

**The impact of Collective Worship on the school community is good with some outstanding features.**

Collective Worship occupies a central place in the life of the school. It is consistently Christian and well planned by headteacher and staff. A clear distinction is made between assembly and acts of Collective Worship. Staff and pupils participate in leading worship in which the Christian principles, which the school promotes, are clearly articulated. Story, music, drama and prayer were used in an outstanding act of worship, in which a bible story was dramatised. Pupils responded by empathising with the feelings of envy, regret and forgiveness demonstrated by the main characters. A spirit of reverence and attentiveness was apparent throughout. Quiet moments are a regular feature of worship, allowing pupils time to reflect and helping to develop their spiritual growth. Pupils speak with confidence and understanding about Christian festivals, which are celebrated at school and in church, and show a respect for the beliefs and cultures of others. The links between church and school are strengthened by the parish priest and other clergy leading worship. Monitoring and evaluation is undertaken by the headteacher and staff, but, currently, there is no formal means by which foundation governors can fully implement their roles and responsibilities in this area.

**The leadership and management of the school as a church school are outstanding.**

The school's Christian purpose is clearly evident in the vision statement, relevant interactive displays and the use of Christian symbols. The inspirational leadership and vision of the headteacher reflects the school's Christian foundation. Strong support from the deputy head and senior management team contributes to the success of the school and it is clear that teaching and non-teaching staff feel that their work is appreciated. The wide expertise of governors assists them in providing excellent accommodation and in recruiting suitable staff. They fulfil a supportive but challenging role, recognise their own training needs and seek to drive school improvement forward. Foundation governors who nurture the already strong links between church and school have a clear view about how a church school operates. Recent training in self evaluation has encouraged them to identify the need to develop appropriate strategies for monitoring and evaluating Collective Worship. Parents and pupils are well informed about school matters through frequent newsletters and, from time to time, they receive questionnaires to seek their views on aspects of school life. Parents feel the school's very special caring quality enables all pupils to thrive. There is meaningful involvement with the wider church community through activities like the 153 club and the use of buildings, such as the village centre

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