

## National Society Statutory Inspection of Anglican Schools Report

### **Burnt Yates Church of England Voluntary Aided Primary School**

Burnt Yates,  
Harrogate,  
HG3 3EJ

#### **Diocese: Ripon & Leeds**

Local authority: North Yorkshire

Date of inspection: 1<sup>st</sup> December 2011

Date of last inspection: 16<sup>th</sup> November 2006

School's unique reference number: 121626

Headteacher: Ms Judi Popplewell

Inspector's name and number: Mr R D Masterton No. 483

#### **School context**

Burnt Yates is a small rural primary school of 42 pupils situated between Harrogate and Pateley Bridge in North Yorkshire. The pupils are almost all White British; no families claim free school meals and a smaller than average proportion is on the special needs register. The school is located opposite the local parish church and is supported by a charity, the Admiral Long Foundation.

#### **The distinctiveness and effectiveness of Burnt Yates Church of England Primary School as a Church of England school are outstanding**

Burnt Yates is an exceptional Christian-inspired community in which children truly flourish and grow to become highly achieving and sensitive individuals. Improved teaching and assessment in Religious Education and more opportunities for children to take the lead in collective worship are the next steps for the school to sustain its continuous improvement.

#### **Established strengths**

- The very tangible Christian character of the school, shaping ethos and impacting strongly on children.
- The strength of school links to other communities leading to outstanding community cohesion.
- The school environment that offers a place for children to learn inspired by wonder.

#### **Focus for development**

- Improve assessment and teaching in Religious Education to ensure children reach their full potential with achievement matching or exceeding that in their core subjects.
- Extend the role of children in collective worship giving them greater opportunity to plan and lead.
- Make use of additional National Society self evaluation tools in order that governors and managers can pinpoint the measures that can make the school even more effective.

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

At Burnt Yates children are shaped and influenced by the Christian-inspired community in which they learn. Children and parents describe and praise the character of their school with exceptional clarity. Children grow to become caring, especially polite, enthusiastic, curious and compassionate people very willing to meet, understand, respect and help others living in different communities. Children's spiritual, moral and cultural development is outstanding. The school gives them opportunities to learn and play together with their peers living in very different geographical, educational and social contexts. They come to understand and apply Christian values through their life in school and by helping others elsewhere. Children's high cultural awareness is a testimony to the vision of the head teacher and governors who promote the highest ideals of inclusion, racial and social harmony. Care, forgiveness, reconciliation underpin school relationships and children appreciate that Christian values are used to inform all behaviour and decisions. The outcome is a community that in some sense children never leave; their experience shapes their subsequent success at secondary school and later life. The school maintains many connections with children who have left. The environment for learning is exceptional. There are

areas to stimulate reflection, offering ideas of faith, in every learning area. The church, across the road, in every sense is an extension of the school. The grounds have areas of outstanding educational diversity and adventure. The biblical garden and war memorial sensory garden stamp a Christian distinctiveness within the school grounds and other areas such as the seating circle in the wood offer remarkable spaces for collective worship, reflection and teaching. The school and its environment testify to the success of the mission of the Admiral Long Foundation to inspire and nurture the Christian character of the school.

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

Daily collective worship is at the heart of school life. Children participate wholeheartedly, singing with great enthusiasm, listening attentively and are eager to take part whenever possible. They contribute by helping, writing prayers, reading and answering questions. As yet their contribution to planning and leading aspects of collective worship is more limited. Collective worship inspires and sustains the whole school community and strongly influences children in the way they behave, care for each other and help those beyond the school. Each fortnight, collective worship is held in the parish church giving parents many opportunities to join in and there is also occasional use of other local churches. Governors frequently attend and also contribute to the collective worship. Special services in church are very popular. Children experience a wide range of Anglican traditions with input from two local priests, worship in church, the use of colours, lighted candles, hymns, prayers, responses and sharing the Peace. They have looked at the sacrament of baptism but have not yet been introduced to Holy Communion. However a significant number of children attend family services and some follow confirmation classes. The long term planning for collective worship is very good, ensuring breadth, adherence to the church calendar and offering a secure framework for visitors and the input from children. The wide variety of contributors means that collective worship offers a lively, memorable experience for children shaping their thinking and behaviour. The governors and charity trustees at Burnt Yates safeguard and nurture collective worship considering it to be perhaps the most important aspect of their responsibility in offering a distinctive and unquestionably Christian education for children at the school.

### **The effectiveness of religious education (RE) is good**

Religious education is well resourced with a special lesson each week and aspects of RE approached in many other topics and areas of the curriculum. Children make good progress and work seen showed children at both Key Stages reaching expected levels of attainment with some of the oldest pupils touching a higher standard. Children reach standards broadly comparable with their core subjects. School assessment provides a broadly accurate picture of general progress but does not exactly identify those children who can be targeted to reach even higher standards Teaching quality ranges from satisfactory to good. In lessons observed on prayer younger pupils could have been offered a greater intellectual challenge to help them understand more about the context and purpose of prayer. Older pupils were being asked to construct well written structured prayers and draw inspiration from biblical examples. This was leading to an understanding of technical vocabulary associated with a more adult approach. Children like RE lessons and this was very evident in the pleasure shown by young Key Stage 2 learners engaged in producing a computer animated film. RE has a strong impact on children's thinking. They use their acquired knowledge to confront big questions and dilemmas inherent in the Christian gospel but not all the older children are able to express considered opinions. However, children become well aware of how Christian faith is demonstrated and practised. Children's awareness of other faiths and cultures is enhanced through planned opportunities to meet and work with their peers in very different communities in Harrogate and Bradford. Children's learning and adoption of the ideas of love, tolerance, inclusion and respect for others is strongly informed by their RE.

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

The clear Christian mission and purpose of the school are evident in the school creed and aims that are widely understood and applied. Their validity and meaning are continuously reviewed by staff, governors, children and parents. In this school everyone 'sings the same song' about Burnt Yates being a church school, embracing all that this implies. Critical self evaluation, informed by National Society criteria, is well established among staff and governors but not all the available tools that can fine tune judgements and point the way to further improvement are yet used. Parents are consulted. Children's views have led to material improvements. There is robust planning for resilient school management, especially for church school distinctiveness. Responsibilities are shared and changed in order to develop staff skills. The headteacher and staff use extensive networking and links to other schools in order to be able to reflect on provision and develop good practice drawing on the experience of colleagues beyond the small staff team

in school. Governors and trustees are highly committed. They monitor and review the work of the school giving much time and also contributing to school provision. Governors also meet during the school day in order to consult with children and parents. There is extensive partnership with the parish church and links to other local churches in villages served by the school. The school and the parish church share the task of Christian mission in Burnt Yates and the work of both is inseparably linked. School leaders go to great lengths to build connections for children with other church communities, near and far, to promote ideas of shared faith and community cohesion. The Christian character of the school is cherished by parents.

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