

# Inspection of a school judged Good for overall effectiveness before September 2024: Embsay Church of England Voluntary Controlled Primary School

Pasture Road, Embsay, Skipton, North Yorkshire BD23 6RH

---

Inspection dates:

18 and 19 March 2025

## **Outcome**

Embsay Church of England Voluntary Controlled Primary School has taken effective action to maintain the standards identified at the previous inspection.

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

Pupils are happy in this welcoming school. Relationships across the school are warm and respectful. This reflects the school's positive culture and vision that includes 'working together to develop respectful individuals who have a lifelong love of learning.' The school is aspirational for what it wants pupils to learn. However, this aim is not fully realised, including for some pupils with special educational needs and/or disabilities (SEND). Pupils develop appropriate reading and mathematics knowledge and skills. In these subjects, pupils achieve well. Pupils enjoy learning about other religions and cultures in the world. They understand and respect how people are different. Pupils learn how to keep safe in their local area and what it means to be responsible citizens.

Pupils enjoy coming to school, and attendance is good. Pupils are proud to represent their school. The school choir has recently performed at Young Voices and sings at local church services. The school provides events at which pupils can perform and show their talents.

Pupils are given opportunities to participate in a wide range of school clubs, including taekwondo, netball and choir. These clubs are well attended. Pupils are proud to hold positions of responsibility. 'Rep squad' members support younger children in school at playtime and are proud to suggest changes to the way the school works.

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

Reading is a priority at this school. Following a recent change to the sequenced phonics programme, staff have benefited from training to deliver the new approach. They confidently teach pupils to read. This starts as soon as pupils start school. Pupils read

books that ensure they gain a secure knowledge of the letters and sounds they need to learn. Any pupils who need further help with reading are quickly identified and supported. The school carefully chooses the books and stories that pupils read. The school is less successful in developing pupils' early writing skills. Some pupils form letters incorrectly, and this leads to less fluency in writing.

In subjects such as mathematics, history and computing, pupils achieve well, as the knowledge they need to know is mapped out clearly. Teachers are clear about what pupils need to learn, although the curriculum is not consistent in its quality. Lessons are designed to build sequentially on what pupils already know. For example, in mathematics, pupils understand important concepts such as how to change improper fractions to mixed numbers. In computing, pupils understand how to use information from tally charts to create pictograms because teachers explain clearly what they need to do. Teachers make sure that pupils understand and use the correct vocabulary. This helps pupils to explain their thinking.

In writing, the tasks pupils undertake do not routinely show what pupils can achieve. The writing curriculum is new, and many pupils do not take enough pride in their work. Reminders from teachers about the high standards they expect are not routinely given. Consequently, the quality of pupils' written work is inconsistent. Errors in these important foundational skills are not consistently addressed by adults, so pupils continue to make the same mistakes. As a result, in their written work, pupils do not achieve as well as they could.

The school's early years curriculum carefully considers what the youngest children need to know and when. Consequently, children achieve well. Interactions between adults and children are meaningful. The learning activities children take part in ensure they develop the necessary skills, vocabulary and knowledge. Children learn and play together well.

Pupils with SEND usually access the same curriculum as their peers, often with support from staff. Sometimes, staff adapt learning successfully for pupils with SEND to meet their needs effectively. Yet, some pupils with SEND do not routinely access the curriculum alongside their peers. Some pupils spend extended periods outside of the classroom with teaching assistants.

Pupils behave well in lessons and around school. Pupils who need extra help and guidance with their behaviour get the help they require. Staff support these pupils to make the right choices.

Pupils' personal development is well planned and is woven throughout the curriculum. Pupils learn about different cultures and have a good understanding of different religions. They make important comparisons and links between faiths. They are taught to value difference and understand the importance of treating others equally. Pupils talked enthusiastically about trips the school plans for them, including residential visits and to places of worship. They are exceptionally proud of the fundraising work they do to support a local homeless charity and their partner school in Malawi.

Governors have an accurate view of the school's strengths and also the areas to strengthen. Staff are committed and want the best for all pupils. Teachers at all stages of their careers are well supported and trained. Staff value the support the school gives them with managing their workload and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

Following minor omissions in some of the pre-employment information, the school needs to ensure that all checks are made in a timely manner and recorded accurately.

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

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

- In some subject areas, the school has not consistently set out the knowledge and skills that pupils need to learn. Teachers are not able to check if pupils have acquired the important knowledge for future learning. As a result, pupils are not building on their learning securely over time. The school should ensure that the content for the curriculum in writing is clearly sequenced and identifies the most important knowledge all pupils need to know and remember.
- The school's work to develop pupils' foundational knowledge in writing, including how to form letters correctly, is not sufficiently successful. This means that some pupils do not become fluent writers. The school should work with staff to better teach pupils how to improve their early writing skills, including handwriting, and produce the quality of written work they are capable of.
- Some pupils with SEND do not always access the quality teaching they need. This limits the progress these pupils can make in their learning. Leaders should ensure that teachers support pupils with SEND to access the curriculum, learn alongside their peers and achieve well.

## **Background**

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the

last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour, or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in February 2020.

## **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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	121559
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10379359
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	196
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Chris Atherton
<b>Headteacher</b>	Georgina Hodgson
<b>Website</b>	<a href="http://www.embsay.n-yorks.sch.uk">www.embsay.n-yorks.sch.uk</a>
<b>Dates of previous inspection</b>	25 and 26 February 2020, under section 5 of the Education Act 2005.

## Information about this school

- This is a Church of England voluntary-controlled school in the Diocese of Leeds. The next inspection of the school's religious character is likely to take place by 2029.
- The school does not currently use any alternative provision.
- Since the last inspection, the deputy headteacher has been recently appointed as acting headteacher at the school.
- Since the last inspection, five teachers have joined the school.

## Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.

- Prior to the inspection, the lead inspector reviewed documents on the school's website, as well as published information about the school's performance.
- The inspector met with the headteacher, the special educational needs and disabilities coordinator, the curriculum leader and other subject leaders. The inspector also spoke with members of the governing body, a representative from the local authority and a representative from the diocese.
- The inspector visited a sample of lessons, spoke to some pupils about their learning, looked at samples of pupils' work and spoke to adults about their work in lessons.
- The inspector observed pupils' behaviour in a range of situations, including at breaktimes, at lunchtimes and in lessons. The inspector also spoke to pupils about behaviour and after-school clubs. The inspector spoke with leaders, teachers and pupils about the school's approach to personal development.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector considered the responses from parents and carers to Ofsted's Parent View. This included the comments submitted via the free-text facility. The inspector also considered the responses to Ofsted's online staff survey.

### **Inspection team**

Nicola Shipman

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2025