

INSPECTION REPORT

**KIRKBY IN MALHAMDALE UNITED VA
PRIMARY SCHOOL**

Kirkby Malham, Skipton

LEA area: North Yorkshire

Unique reference number: 121629

Headteacher: Mr R. D. Wright

Reporting inspector: Mr C. Kessell

20695

Dates of inspection: 2nd – 3rd October 2001

Inspection number: 195157

Short inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary Aided

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Kirkby Malham
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North Yorkshire

Postcode: BD23 4BY

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs C. Carr

Date of previous inspection: 3rd June 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Kirkby in Malhamdale United Primary School serves a wide rural community. Most pupils travel to and from school by coach or car. There are 35 boys and 33 girls at the school between the ages of four and eleven, and the school is much smaller than the average sized primary school. All pupils are of white ethnic background. The percentage of pupils entitled to free school meals is well below the national average. Ten per cent of pupils are identified as having special educational needs; this is below average. The attainment of the pupils when they start school is generally above average but as the school has small year groups there can be some variation.

HOW GOOD THE SCHOOL IS

This is a very effective school where pupils achieve consistently high standards. It is very well led by the headteacher who is well supported by the staff. The school provides a positive, caring environment and works hard to ensure that all pupils are included in the curriculum that it offers. Throughout the school there is a strong commitment to maintaining high standards and all staff have high expectations. The quality of teaching is very good overall. The school provides very good value for money and its many strengths far outweigh areas for development.

What the school does well

- Standards of work are high in English, mathematics and science.
- The quality of teaching is very good.
- The school is very well managed by the new headteacher. The strong team of teaching and non-teaching staff is very supportive.
- Relationships through the school are excellent. Pupils have positive attitudes to learning and are very well behaved.
- Provision for pupils' moral and social development is very good.

What could be improved

- Development of handwriting and presentation skills.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

School improvement has been very good since the last inspection in June 1997. The school's results in national tests have remained high and all of the positive features identified during the last inspection have been maintained. The majority of the key issues identified at the time of the previous inspection have been well addressed. The curriculum is well planned and assessment procedures have been further developed. Standards in information and communication technology (ICT) have improved in Years 3 to 6, as has the teaching of religious education. Pupils in Year 6 have a good knowledge of the world's major religions including Christianity. The school's provision of cultural development has improved significantly so that it includes traditional European culture as well as the other cultural

traditions, values and beliefs that are found in modern Britain. School development planning is good and the new headteacher provides clear educational direction.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A	A*	A	A
mathematics	C	B	A*	A
science	A*	B	D	E

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

The above table shows that when compared to all schools, Kirkby in Malhamdale's 2000 results were above average in English and mathematics. The results in mathematics were amongst the highest five per cent of all schools. Equally, when the same results are set against those of pupils from similar schools, the pupils did very well in these two subjects. Standards in science were below average when compared to all schools and well below average against similar schools. This was because pupils did not achieve the higher level 5; however, it did not stop the school being listed in the *Sunday Times* top 250 primary schools. At the time of the current inspection there are no national comparisons for the 2001 results but standards are likely to remain well above average and there have been significant improvements in science. The school's main area for development is the percentage of pupils that achieve the higher National Curriculum level 3 in writing at the age of seven and is identified in the school improvement plan. This was below the national average in 2000 but there were improvements in 2001. Care should sometimes be taken when trying to draw any conclusions from the results of small year groups and small schools. The effect of one additional pupil on a school percentage measure can be quite considerable. Current standards in English, mathematics and science are high at the ages of seven and eleven. These high standards are also reflected in the school's statutory targets for English and mathematics.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good overall. The pupils are keen to learn and have positive attitudes to their work. The school looks to promote the needs of individuals and the pupils appreciate this.
Behaviour, in and out of classrooms	Behaviour as the pupils move around the school, play with each other at breaktimes and in the classrooms is consistently very good.
Personal development and relationships	Personal development is a strength of the school. The pupils work very well together and relationships through the school are excellent. Pupils also use their initiative well and enjoy responsibility.
Attendance	Satisfactory.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good.	Very good	Very good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching is very good. Because of the high quality teaching the pupils learn very effectively. They work very hard, have a good understanding of what they are doing and are very interested in what they are being taught. The teachers have very high expectations in terms of academic performance and behaviour but lessons are conducted in a relaxed and supportive learning environment. Education is interesting and fun. The needs of all groups of pupils are met very well. The basic skills of literacy and numeracy are taught effectively. Lessons are well planned and managed; time and resources are used well. The high quality teaching contributes significantly to the very good academic standards.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is broad and balanced and fulfils statutory requirements. The literacy and numeracy strategies have been well implemented. Although there are mixed age classes the school works hard to ensure that the curriculum meets the needs of all age groups.
Provision for pupils with special educational needs	Through the very good teaching, the individual needs of these pupils are well met. Support staff also provide good quality support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Cultural development has improved significantly since the previous inspection. The pupils display mature behaviour when working with each other or independently. Moral and social development is a strength of the school.
How well the school cares for its pupils	Teaching and non-teaching staff show a high level of care and concern for the pupils. School welfare procedures are good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The newly appointed headteacher provides very good leadership and has a clear educational vision for the school and how it can continue to develop. He is very well supported by a strong team of teaching and non-teaching staff, who all work well together. The positive learning environment and caring atmosphere provided for the pupils contribute much to the high standards observed in the school.
How well the governors fulfil their responsibilities	The governors are very supportive of the school and have a good understanding of its strengths and how it can develop further. They appreciate the high standards achieved in the school but fully recognise the implications of small year groups and the impact that these can have on results. Many governors visit the school regularly and have well informed opinions and views of what is happening in the school.
The school's evaluation of its performance	The school is developing good use of performance data and assessment information to monitor pupils' performance. There is a commitment amongst the staff to continue looking at different ways of improvement.
The strategic use of resources	Good use is made of staff, resources and the school's accommodation. The job share arrangements that involve the part-time teacher and the headteacher are well managed. The school's financial planning supports the educational priorities identified by the school effectively and seeks to obtain best value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Standards are high and the children make good progress. Teaching is good and the staff are approachable. There are good links with the local community. The school is well led and managed. There is a broad curriculum and the school responds well to the needs of individual pupils. The school helps children to become mature and responsible. 	<ul style="list-style-type: none"> The school working more closely with parents.

The above views represent significant comments from the pre-inspection meeting attended by 16 parents and the 62 returned questionnaires. The inspection team supports the positive views expressed by parents and is satisfied that the school works closely enough with parents. Parents' views of the school are good and sporting events, school trips and open evenings are well attended. A minority of parents believe that school policy excludes parents from helping in the classroom. This is not the case although the school would acknowledge that there is some misunderstanding about this issue.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards of work are high in English, mathematics and science.

1. Pupils achieve high standards in English, mathematics and science through the school. This is reflected in the 2000 National Curriculum test results. When compared with all schools the results for pupils at seven were well above average in reading, writing and mathematics. The results in mathematics were amongst the highest five per cent of all schools. Teacher assessments for science showed that the percentage of pupils achieving the expected level 2 or above was also amongst the highest five per cent and well above average. The percentage of pupils reaching the higher level 3 was well above average in reading and mathematics and above average in science. The school's performance in writing was below the national average and an area for development. The school also performed well in reading, writing and mathematics when compared to schools of a similar nature. Reading and writing were above average and mathematics well above average. At the time of the inspection national comparisons were not available for the 2001 results. However, the results show that the percentage of pupils who achieved level 2 or above in reading and writing was not as high as 2000 but were favourable in comparison with the previous year's national averages. All of the pupils from that year group achieved level 2 or above in mathematics. Caution should be used when interpreting these results negatively. Small year groups have a significant impact on performance statistics and when looking at the performance of the pupils over the three years from 1998 to 2000, they exceeded the national average for seven-year-olds in reading, writing and mathematics. In addition to this, the 2001 year group had a larger than usual percentage of pupils with special educational needs. The school still improved the percentage of pupils achieving the higher level 3 in reading and writing.

2. The 2000 National Curriculum test results for eleven-year-olds were well above average in English and mathematics; the results in mathematics amongst the highest five per cent. Science results were a disappointment as they were well below average. When compared to similar schools the results in English and mathematics were well above average, but science was well below average. The percentage of pupils that achieved the higher level (level 5) was well above average in English and mathematics with the results in mathematics again being amongst the highest five per cent. The pupils' performance in science at the higher level was very low in comparison to the national average. Taking the three years 1998 to 2000 together, which is often a more reliable indicator for small schools, the pupils exceeded the national average in English, mathematics and science. To the school's credit, careful analysis was undertaken of the 2000 science results. The 2001 results show a significant improvement. Standards in English were also very high and although results in mathematics were not so good as 2000, they still compare favourably with results nationally and the same caution should be applied with regards small year groups.

3. Standards are currently still high in English, mathematics and science. The Year 2 pupils listen very well and respond maturely and sensibly to their teacher's explanations and questions. They also listen to each other very carefully. During the 'big book' session of a literacy hour, the pupils showed a good understanding of the main points of a lesson as they discussed speech and punctuation from the text *'Taking the Cat's way home'*. Their mature responses to questions, about where the story was going, indicated that they had listened

thoughtfully. All pupils volunteered to read to the rest of the class and appreciated how punctuation helped provide expression and feeling to reading. As they wrote about one of the characters from the text, they presented their work in a sequence of sentences that were appropriately punctuated with words that were spelt correctly or in a phonetically justifiable way. The pupils regularly referred to 'My Word Book' to confirm their spellings and most of their handwriting was reasonably neat, although many of the pupils had not started joining their writing consistently. The Year 2 pupils have a good grasp of mathematical language and understand simple place value. They successfully complete number patterns and accurately use standard measures such as centimetres. They complete data-handling exercises, for example producing graphs that identify their favourite toys and successfully explain their work when deciding whether they have sufficient money to spend when solving real life problems. In science, the pupils have experienced a wide range of areas of learning and have conducted simple experiments with magnets and attempting to find which type of ball will bounce the highest. In good links with numeracy they calculate the surface area of the feet and hands and use the computer to produce a bar graph showing their favourite tastes after studying the tongue.

4. These high standards are continued through the school. By the time they are eleven, pupils answer questions very confidently and can explain their learning articulately and maturely. Using 'The Horla' by French writer Guy de Maupassant pupils identified that the text was in the 'first person' and was a 'diary extract'. They read the challenging writing with good understanding and used it to reinforce their knowledge of how good authors use language, vocabulary and punctuation to develop characters and plot. As the pupils evaluated the text they supported their answers to questions by referring successfully to the written passage. The pupils are experienced at writing for a range of purposes and use lively and thoughtful styles. They have a good understanding of vocabulary, tense and punctuation. Work is neatly written and presentation is of a high standard. Standards are also high in mathematics where the pupils have a good understanding of the relationships between decimals, percentages and fractions. They have studied simple algebra and this was well illustrated when a Year 6 pupil identified X as 10 during a mental mathematics session when he was asked to give the answer to 5×9 over X equals 4.5. Pupils are good at developing their own mathematical strategies for solving problems. In a lesson based around the *Konisberg Bridge Problem* that was solved by the Swiss mathematician Euler, pupils were confident in seeking solutions to mathematical puzzles by trying out their own ideas. The pupils also appreciate that scientific ideas are based on evidence and have undertaken good range of investigations, for example identifying substances that are bad for teeth, and confidently explain the need for fair testing.

5. The previous inspection identified high standards in the school and these have been successfully maintained at both key stages against a background of small year groups when the effect of one pupil on a school percentage can be quite significant. It comes as no surprise that at the pre-inspection meeting with parents no negative comments were expressed about standards in the school.

The quality of teaching is very good.

6. The high level of teaching observed during the previous inspection has also been maintained with teaching judged to be very good throughout the school. When responding to the pre-inspection questionnaire ninety-five per cent of parents agreed with the statement,

'*The teaching is good*'. At the pre-inspection meeting the parents' views on teaching were equally as positive with staff being described as 'being approachable and hard working'. The inspection reinforced these views. Pupils learn very effectively.

7. The teachers at the school know their pupils very well. They work very hard to ensure that classrooms and lessons are well organised. Pupils are presented with attractive, positive learning environments. Good quality displays of pupils' work enhance the classrooms and this contributes well to the pupils' very good attitudes to learning. This is particularly noticeable in the Reception and Year 1 class. Delightful artwork emphasises the work of Van Gogh, Modrian, Klee and Kadinsky and the class role-play area includes a Jewish Sukkah which is relevant to Judaism at the current time of year. The pupils have an appropriate understanding of its importance to the Jewish people. Subjects from across the curriculum are displayed in all classes. This reinforces the broad range of learning and experiences that the pupils are provided with at the school. Outside the Year 2, 3 and 4 class is a good quality display about Hinduism which indicates that the subject was taught at depth and not superficially. Pupils made their own Diva Lamps for the Hindu celebration of Divali and ran their own Indian restaurant to experience foods from another culture and recognise the multi-ethnic nature of our own society. The teachers are very aware that in a small school with mixed age classes one has to work very hard to ensure pupils are provided with an appropriately broad curriculum. This is achieved well. It is well illustrated in the Reception and Year 1 class where the class teacher plans rigorously for the areas of learning for children under five even though she currently has only two Reception children in her class. At the pre-inspection meeting parents commented positively on how children of different ages are given work that is well matched to their ages and abilities.

8. Basic skills are taught well and the school makes good use of the national literacy and numeracy initiatives. A number of good examples were observed during the inspection. In the Reception and Year 1 class a very well organised session ensured that pupils used good mathematical language as they identified triangular prisms, spheres and cuboids. They successfully identified the properties of 3D-shapes and used the computer to record their answers. Pupils were challenged in this lesson but also very well supported. The classroom assistant offered good quality support to the Reception pupils and the classteacher ensured that a talented mathematician was given individual work that provided her with sufficient challenge. A very good literacy session in the Year 2, 3 and 4 class was organised so pupils of all abilities were effectively challenged. The session started with the class text being read in an interesting and exciting way by the classteacher. The pupils enjoyed listening and were keen to answer challenging questions about speech and contracted and possessive apostrophes. The lesson had pace and time was used well. Information and communication technology (ICT) supported the pupils' learning as they completed the '*Punctuation Show*' on the computer and good links were made with other areas of the curriculum. For example, one pupil explained her understanding of possessive apostrophes by quoting the *evacuee's possessions*, which was a reference to the class history topic. In both of the above lessons the pupils maintained good concentration when they undertook their main activities. The teachers interacted well with different groups of pupils to see how they were doing and they were well supported by classroom assistants. In both cases the pupils were also interested in their work, knew exactly what they were doing and applied considerable effort.

9. Teachers show good control and management and during the inspection there were no examples of inappropriate behaviour or disruption. However, pupils are not managed in an

oppressive way and relationships in all of the classrooms are excellent. Discussions and questioning are always conducted in a friendly and supportive manner with teaching and learning being enjoyed by both teachers and pupils. There are high expectations of pupils both in terms of academic performance and behaviour but learning is fun and enjoyable. Time is never wasted, lessons have pace and the pupils acquire skills, knowledge and understanding at a good rate. Resources are used effectively and well prepared. Good examples of this were observed in lessons where ICT was used well to support learning. In the Year 2, 3 and 4 class pupils collected data as part of their study about healthy bodies and produced graphs and in a very good Year 4, 5 and 6 science lesson pupils used the computer to research weightlessness as part of their 'Earth and Space topic.' This lesson also reinforced the view that learning can be fun as the class teacher and support assistant 'launched' a range of balloon rockets to reinforce scientific thinking about predicting results, changing variables and using evidence from experiments to provide scientific explanations. Pupils always have a good understanding about what they are learning because lesson objectives are consistently reinforced with them.

10. Learning is also reinforced well at home particularly in the Year 4, 5 and 6 class where the pupils are presented with a 'Question of the week.' These are related to work in school and recent 'questions' have encouraged pupils to research the Big Bang theory and Charles Darwin as part of the class topic on 'Earth and Space'. The work produced is of a high standard as pupils use CD-ROMs, the Internet and reference books to find information. Presentations are colourful, informative and maturely explained. The pupils take pride in their work but also are respectful about the efforts of others. This quality work summarises in a nutshell the teaching and learning in the school - it is all very good.

The school is very well managed by the new headteacher. The strong team of teaching and non-teaching staff is very supportive.

11. The current headteacher is only in his second term but has the full confidence and support of the staff, governors and parents. Ninety-four per cent of the parents responding to the pre-inspection questionnaire felt that the school was well led and managed. On arriving at the school the headteacher quickly identified the school's many strengths but also highlighted areas for development. He has a clear educational vision and has put together a three-year strategic plan that clearly identifies the school's educational priorities. He has his own high standards and expectations and these are clearly reflected in the drive to raise standards and particularly the percentages of pupils that achieve the higher level 3s and 5s in the National Curriculum tests in Years 2 and 6. As a very good leader the headteacher has a good understanding of his school, staff and pupils. He knows the pupils well individually and not just those in his own class. His friendly demeanour is appreciated by the pupils who want to do well for him. The school operates in an environment where the contributions of everyone are valued. It is very noticeable when visiting the school that everyone is really enjoying what they are doing and smiling faces and enthusiasm are features of the school. The teaching and non-teaching staff work very well together for the benefit of the pupils.

12. The governors are delighted with the new headteacher who has brought new and fresh ideas to the school. They feel very well informed and know that he is very open about all issues. Monitoring and evaluation procedures are developing significantly so that the progress of all pupils can be tracked rigorously and the school can review and consider its practices and further develop procedures. There is a clear commitment through the school to development and working as a team. As in most schools this size the staff tend to work at

subject development as a group rather than it being the responsibility of one individual. There is a shared commitment to improve and very good capacity to succeed. With small year groups the school often has to consider its classroom organisation very carefully and on an annual basis. All circumstances are considered thoroughly before any decisions are made. For the current year it was decided to have a Reception and Year 1 class in recognition of recent changes in the required curriculum for pupils in the early years (The Foundation Stage). This ensures that the pupils are provided with good access to all of the recommended areas of learning and a good start to full-time education. The headteacher shares the Year 4, 5 and 6 class with a part-time teacher. This arrangement works well and shows again that the challenges of a small school are well managed and the needs of all pupils always considered.

13. There is a very strong team spirit in the school. The school is forward thinking and performance is always being considered and monitored. The school's policies and practices to promote all aspects of inclusion and equality of opportunity are good. The school looks to meet the needs of all pupils as individuals, and this aspiration is well reflected in the day-to-day life of the school and the quality planning that ensures appropriate subject coverage for mixed age classes and pupils' entitlement to the various elements of the curriculum. Tremendous effort has been made to ensure that the pupils also experience the multi-cultural and ethnic nature of our modern society through good cultural development and the teaching of religious education which were both weaknesses at the time of the previous inspection. However, this has not been done at the expense of the pupils' own cultural heritage and community links are very strong. The way in which pupils of differing abilities, needs and backgrounds work and play together at the school is a marked feature and a tribute to the headteacher and his team of teaching and non-teaching staff.

Pupils are eager to learn. They have positive attitudes and are very well behaved. Relationships through the school are excellent.

14. One of the school's many strengths is the way in which all of the pupils conduct themselves. They come to school eager and enthusiastic and this contributes significantly to the effective learning that is seen at the school. This is well illustrated in the Year 4, 5 and 6 class at the beginning of the school day. The pupils enter the class quietly and very sensibly. There is no inappropriate behaviour and pupils settle immediately to reading whilst the register is being taken. The class teacher has to say very little. It is apparent that the pupils are familiar with the routine and know exactly what is expected of them. All pupils move around the school sensibly and quietly and the same standards are observed at lunchtime. Pupils line up quietly for their lunches and listen carefully to a prayer before eating. All pupils respect this moment, and standards of behaviour are very high. A school assembly observed during the inspection was a delightful occasion. Led by a parent, it highlighted the difficulties and trauma of being a refugee. Pupils of all ages entered quietly and listened to music that was playing. During the parent's introduction and subsequent debate they listened carefully and respectfully, contributing to the discussion when it was appropriate and showing mature and sensitive attitudes to what is a delicate subject. Pupils are inspired to sing a hymn unaccompanied after quickly learning the words and tune with wonderful enthusiasm. When walking around the school during breacktime or lunchtime there is no evidence of oppressive or unsatisfactory behaviour. The pupils are friendly and welcoming to visitors and keen to talk about their school or work. Pupils of different ages and gender mix successfully with each other and also get on well with the non-teaching staff, who manage the supervision of the pupils very effectively.

15. The pupils' eagerness to learn is apparent in all lessons. In a Year 4, 5 and 6 literacy lesson the word 'quiescent' was part of the text being read. Year 6 pupils were given the task of finding out what the word meant by the end of the lesson, which they did enthusiastically. Pupils from the other year groups underlined words from the text they were unfamiliar with, so that they could research those words later in the lesson. The atmosphere towards learning is positive and enthusiastic in all classrooms. Much of this is helped by the relationships in the school that are excellent. This is not just pupil/adult relationships but also pupil/pupil. This contributes much to the effective learning found in the school. Year 6 pupils talk maturely and articulately about their school and the work that they have covered. For example, when talking about religious education they sensibly discuss the major religions of the world and identify in a respectful way, major features of these religions. When working at the computer independently or in pairs, they are more than happy to explain about the program they are working with and what they hope to achieve. All through the inspection pupils in all year groups worked happily and proudly talked to inspectors about their work or school.

16. These positive features have been maintained since the previous inspection. At the pre-inspection meeting parents stated that all of the children like coming to school and all of the parents agreed that behaviour was good when responding to the pre-inspection questionnaire. The school recognises that positive attitudes and behaviour contribute to good learning and therefore impacts on standards.

Provision for pupils' moral and social development is very good.

17. Pupils' moral development is promoted very well. In response to the parents' questionnaire ninety-eight per cent agreed with the statement, '*The school is helping my child become mature and responsible*'. Pupils are clearly taught to understand right from wrong. Very good emphasis is placed on valuing and respecting each other, and there is a strong understanding that this is a two-way process. The staff show respect to the pupils and are good role models. Although academic achievement is important, pupils are also valued for other contributions. During the inspection, a Year 4 pupil was provided with an opportunity to show his classmates a video of a recent television appearance he had made. His peers were interested and showed respect for his success. Moral themes are explored in assemblies and religious education. Year 6 pupils have a good understanding of the issues that face the followers of the world's major religions and as mentioned previously, the dilemmas facing refugees were explored with the whole school during assembly. Adults in the school act as very good role models for all pupils, successfully promoting honesty and fairness. Class discussion is encouraged effectively and helps develop the pupils' own views on issues as well as respect for the views of others.

18. Provision for the pupils' social development is also very good and permeates everything the school does. Social skills are strongly promoted throughout the school day. Because the school's relationships are so strong, mutual respect is effectively developed. Pupils are regularly given opportunities to work in pairs and groups and have learnt to work collaboratively. The pupils are provided with a range of opportunities to meet with pupils from other schools in local sporting tournaments and the school has a close working relationship with the Yorkshire Dales National Park Authority who are helping the pupils to develop an environmental garden. Because the school site is small it is important that the

school community pulls together as a team. This is clearly illustrated before assemblies that are held in the Year 4, 5 and 6 classroom as this doubles as the school hall. The older pupils quickly move desks and chairs so that the classroom can accommodate the whole school and then quickly return the furniture to its correct place when assembly is over. During wet breaks Year 6 monitors put out activities for other pupils to play and also help with the younger pupils. Older pupils are prepared to take responsibility, whether it is reading a prayer at lunchtime or quietly closing the curtains in the classroom without interrupting the lesson when the sunshine is streaming in!

WHAT COULD BE IMPROVED

The development of handwriting and presentation skills.

19. Although academic standards are high in the school and the teachers have high expectations, handwriting and presentation skills could be developed further. This is recognised in the school improvement plan which identifies the school's desire to increase its percentage of the higher level 3s and 5s with particular emphasis on Year 2 writing. The school has had some success. The 2000 National Curriculum test results show that the percentage of pupils achieving level 3 or above in writing was below the national average. This percentage has improved for 2001 but scrutiny of pupils' work would indicate that through the school pupils' handwriting and presentation can be, at times, inconsistent. The school does not have a policy to guide teachers in this area or identify the school's expectations.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

20. The inspection team recognise the school's high standards, the care and support provided for the pupils and the high quality teaching, but to further improve standards and the objectives of the school improvement plan the headteacher, staff and governors should:

- (1) Continue to develop handwriting and presentation skills by:
 - Producing a whole school policy for handwriting that clearly identifies the school's expectations;
 - Promoting the development of handwriting and presentation skills further across the curriculum.

(Paragraph: 19)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	8
Number of discussions with staff, governors, other adults and pupils	5

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	3	0	0	0	0
Percentage	0	62	38	0	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than twelve percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	68
Number of full-time pupils known to be eligible for free school meals	0

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	6

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	6.9
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

The table is omitted where the year group is ten or fewer

Attainment at the end of Key Stage 2 (Year 6)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	7	5	12

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	12	12	12
Percentage of pupils at NC level 4 or above	School	100 (89)	100 (89)	100 (89)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	12	12	12
Percentage of pupils at NC level 4 or above	School	100 (78)	100 (75)	100 (78)
	National	70 (68)	72 (69)	79 (75)

Percentages in brackets refer to the year before the latest reporting year.

Where the number of boys or girls in the year group are ten or fewer the individual results are not reported

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	68
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	3.4
Number of pupils per qualified teacher	17.1
Average class size	22

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	48

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Financial information

Financial year	2000/2001
	£
Total income	174 401
Total expenditure	175 171
Expenditure per pupil	2 304
Balance brought forward from previous year	10 739
Balance carried forward to next year	9 969

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	68
Number of questionnaires returned	62

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	43	2	0	0
My child is making good progress in school.	56	37	3	2	2
Behaviour in the school is good.	69	31	0	0	0
My child gets the right amount of work to do at home.	52	32	11	2	3
The teaching is good.	68	27	2	0	3
I am kept well informed about how my child is getting on.	48	34	16	2	0
I would feel comfortable about approaching the school with questions or a problem.	68	32	0	0	0
The school expects my child to work hard and achieve his or her best.	81	16	3	0	0
The school works closely with parents.	50	21	26	3	0
The school is well led and managed.	71	23	0	0	6
The school is helping my child become mature and responsible.	65	33	0	0	2
The school provides an interesting range of activities outside lessons.	26	45	15	2	12