

## INSPECTION REPORT

### **KETTLEWELL PRIMARY SCHOOL**

Kettlewell, Skipton

LEA area: North Yorkshire

Unique reference number: 121406

Headteacher: Mrs Rosamund Macdonald

Reporting inspector: Mrs Joy Richardson  
6676

Dates of inspection: 15-17 January 2001

Inspection number: 195028

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:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Kettlewell Primary School Skipton North Yorkshire
Postcode:	BD23 5HX
Telephone number:	01756 760280
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Brian Blowers
Date of previous inspection:	18 <sup>th</sup> March 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs Joy Richardson 6676	Registered inspector	Learning in the Foundation Stage Mathematics Science Art and design Design and technology	What sort of school is it? The school's results and achievements How well are pupils taught? How well is the school led and managed?
Mrs Margaret Manning 8943	Lay inspector		Pupils' attitudes, values and personal development. How well does school care for its pupils? How well does school work in partnership with parents?
Mr John Manning 2893	Team inspector	English Information and communication technology Geography History Physical education Religious education Equal opportunities Special educational needs	How good are the curricular and other opportunities offered to pupils?

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The Registrar  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school has 31 pupils on roll, including seven who have joined recently. There are currently nine pupils ranging from reception to Year 2 in the younger class. The older class has 22 pupils from Year 3 to Year 6, including one pupil with a shared placement. The school serves the communities of Upper Wharfedale and Langstrothdale and many pupils travel some distance to school from outlying areas. The percentage of pupils eligible for free school meals is well below the national average. Very few pupils are from an ethnic minority background and none speak English as an additional language. There are eleven pupils on the school's register of special educational needs, including four who have joined since the start of the year, and two pupils have a statement. Children's attainment on entry to school at the age of four varies widely but most are well advanced for their age.

### **HOW GOOD THE SCHOOL IS**

This is a good school with some very good features. It achieves above average standards as a result of high quality teaching and very good leadership. The school gives good value for money.

#### **What the school does well**

- Teaching is consistently good and often very good.
- The headteacher leads very effectively through teaching and teamwork with others.
- Pupils achieve good standards across the curriculum.
- Their reading, numeracy and oral skills are strongly developed.
- The school's sociable and civilised atmosphere helps pupils to thrive as individuals.
- A wide range of learning opportunities fosters pupils' all-round development.
- The strong partnership with parents and the community supports pupils' learning well.

#### **What could be improved**

- Pupils' writing is not yet developing as strongly as their reading as they move through the school.
- Time is not always planned to maximum effect within lessons which vary in length.
- Assessment information and classroom observation could be used more fully to check pupils' progress and ensure that expectations are high enough.
- The provision for religious education needs further development.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in March 1997, in the previous headteacher's first term. The current headteacher has now been in post for a year, since January 2000. Since the last inspection, standards have risen and the quality of teaching and leadership has improved. The provision for information and communication technology is now much better. Issues raised at the time of the last inspection have been fully addressed and much has been achieved in the last year. In particular, policies and curricular planning have been developed to ensure consistency and continuity throughout the school. A system has been put in place for tracking each pupil's attainment and progress from year to year. The school has improved significantly since the last inspection and is well placed to continue to do so.

## STANDARDS

The number in each year group is too small for standards to be judged from the results of a single cohort in national tests. Over the last four years, from 1997 to 2000, 15 pupils took the tests for eleven year olds. Their combined results, compared with those for all schools in 2000, were well above average in English and science and above average in mathematics. Within English, standards were significantly better in reading than in writing. The school has identified writing as an area for further improvement.

All the pupils who took the tests for seven year olds between 1997 and 2000 reached at least the level expected for their age in mathematics and most did so in reading and writing. The proportions achieving beyond this level were broadly average.

The work seen on inspection shows that children make good progress in the reception year. Children achieve, and many exceed, the learning goals for the Foundation Stage. Standards are good across the curriculum in Key Stage 1 and Key Stage 2. Many pupils are achieving well for their age and rising expectations, for example in literacy and numeracy, are reflected in the quality of pupils' work. Pupils with special educational needs make good progress and are helped to catch up. The school is developing its tracking of individual progress from year to year and this is helping to set sights appropriately high for all pupils.

Pupils achieve particularly good standards in speaking and listening, reading and numeracy.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy learning. They take pride in their work, concentrate well and strive to succeed.
Behaviour, in and out of classrooms	Behaviour is very good in and out of lessons, in response to the school's consistent expectations. Pupils work and play together amicably.
Personal development and relationships	Relationships are excellent and this results in a harmonious community. Pupils readily take responsibility and exercise independence. They are valued as individuals and in turn respect others.
Attendance	The rate of attendance is broadly in line with the national average, though depressed in some terms by holiday absences.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	good	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 teaching seen on inspection was at least good in all lessons and very good in a third. The consistently high quality of teaching accounts for the good standards achieved and pupils' success in learning. Literacy and numeracy skills are well taught throughout the school. However, more practice is needed in writing at length, in English and in other subjects, as pupils grow older.



The teaching is characteristically lively and imaginative. Teachers share their curiosity and enthusiasm with pupils, and spark their interest. They use humour to good effect and make a challenge fun. Close attention is paid to individual needs, for example in helping pupils new to the school to keep up. The teachers are skilled at managing mixed-age classes, directing questions and re-capping earlier learning in ways which keep all pupils involved. They explain well, using technical terms appropriately and helping pupils to express their ideas. Practical activities, for example in science, art and design and technology, are well organised and resourced. The teaching is well planned, though not always taking full account of the time available in sessions of uneven length. Marking and homework reinforce learning well.

Aspect	Comment
The quality and range of the curriculum	The school provides well for all the subjects of the National Curriculum. Its provision for religious education is more limited. The curriculum is much enriched by visits and visitors and extra-curricular activities. Well-planned links with other schools, including the weekly exchange with Arncliffe, broaden opportunities for pupils.
Provision for pupils with special educational needs	Careful account is taken of the needs of each pupil. The school provides well for those with special educational needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The quality of provision for pupils' personal development is a strength of the school. The school fosters pupils' appreciation of their own and other cultures and widens their horizons. It cultivates their social and moral awareness very effectively.
How well the school cares for its pupils	All staff work together well in caring for pupils. The midday meal is a pleasant and sociable occasion with a family atmosphere and this adds positively to pupils' education and personal development. Pupils are well supervised at playtimes. Their health and safety is given high priority, as seen in the securing of road markings for their walk into Kettlewell.

The school works very closely and effectively in partnership with parents and the community in providing a broad education and helping all pupils to achieve their best.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very effective leadership, teaching to a high standard and liaising well with all members of the school community. She is well supported by other staff.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities well. They are supportive and well informed about all aspects of the school's work and guide the school's strategic planning.
The school's evaluation of its performance	The school reviews its performance well in identifying priorities for the School Improvement Plan. Procedures are developing for classroom observation and the monitoring of teaching, and for the use of assessment to gauge pupils' progress and potential.
The strategic use of resources	The school's income and expenditure per pupil are high because of its small size. It makes good use of all available resources in seeking to

	provide the best possible education for its pupils.
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The school is well staffed and well resourced for the number of pupils. The accommodation is adequate for current numbers, but the shared classroom places constraints on both teachers and pupils. The school applies the principles of best value effectively in making spending decisions in pursuit of agreed educational aims. Competitive quotations are sought for major items of expenditure.

**PARENTS’ AND CARERS’ VIEWS OF THE SCHOOL**

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The headteacher's excellent leadership</li> <li>• The high quality of teaching</li> <li>• The enthusiasm and dedication of the staff</li> <li>• The care and attention given to individuals</li> <li>• The good standards of work and behaviour</li> <li>• The closeness of links with parents and the community</li> <li>• Children's enjoyment of learning</li> </ul>	

The return rate of questionnaires and the proportion of parents attending the parents' meeting were exceptionally high. Almost all parents are extremely satisfied with the school under its current leadership and no significant areas for improvement were identified. The inspection team consider parents' confidence in the school to be well justified.

A very small minority of parents do not think that children have the right amount of homework, but most are well satisfied and inspectors agree that the homework set is generally appropriate and supports learning in school. Some parents commented that their satisfaction with the school has risen sharply in the past year and a few felt there had been an inadequate response to their previous concerns. Inspectors found that the governors have now put a complaints procedure in place and that the school listens closely to parents.

Overall, parents expressed very positive views about their children's learning, appreciation of the quality of care for individuals and delight about the way in which the school is developing.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

1. Pupils are well taught throughout the school and achieve well as a result.
2. Standards cannot be judged by the performance of a single year group because the cohort size is too small: in 2000 for example, only five pupils took the national tests for seven year olds and only three took those for eleven year olds. Taken together, however, the results of pupils over the last four years indicate attainment across the core subjects which is well above the national average by the time pupils leave.
3. Standards at the age of eleven:
  - Over the years 1997 to 2000, 15 pupils took the tests for eleven year olds.
  - Fourteen children (93 per cent) reached at least Level 4 in English and science, while 13 (87 per cent) did so in mathematics. Three pupils (20 per cent) reached Level 5 in mathematics; four (27 per cent) in English and eight (53 per cent) in science.
  - The results overall, if compared with the national results in 2000, were well above average in English and science and above average in mathematics.
  - In comparison with all schools where eligibility for free school meals is below 8 per cent, the results were average in English and mathematics and well above average in science.
4. Standards at the age of seven:
  - Over the period 1997 and 2000, 18 pupils took the tests for seven year olds.
  - Sixteen pupils (88 per cent) reached at least Level 2 in reading, 17 (94 per cent) did so in writing and 100 per cent reached this level in mathematics. Level 3 was reached by six pupils (33 per cent) in reading, 2 pupils (12 per cent) in writing and 5 pupils (27 per cent) in mathematics.
  - If results over four years are compared with national figures for 2000, the percentage reaching Level 2 is average in reading, well above average in writing and very high in mathematics. However, the percentage achieving Level 3 in each subject is broadly average.
5. The results of baseline assessment show that children's skills on starting school vary widely but are generally above the national average. Results at the end of Key Stage 1 show pupils achieving well in relation to their individual baseline scores on entry.
6. The work seen on inspection shows that almost all pupils achieve and most exceed the early learning goals for the Foundation Stage in the reception year, in all the areas of learning. In Key Stage 1 and Key Stage 2, pupils are achieving well in all subjects. In English, mathematics and science, most pupils are reaching at least the standard expected for their age. A higher proportion of pupils than in previous years is achieving beyond the expectation for their age in English and mathematics. This reflects effective implementation of the literacy and numeracy strategies. The school is also beginning to develop its use of assessment to track progress throughout the school and to set sights high for each pupil. In particular, it recognises the need to sustain the challenge for higher attaining pupils from year to year in mixed-age classes. The school identifies gifted and talented pupils and provides opportunities where appropriate for them to work with an older age group.
7. Standards have improved since the time of the last inspection when they were broadly satisfactory. Pupils are now achieving good standards in all the subjects of the National Curriculum, though their work in religious education needs further development.
8. The school sets three-year aggregate targets for achievement in English and mathematics at the age of eleven and is at least meeting these targets.

## **Pupils' attitudes, values and personal development**

9. Pupils are very proud of their school. They are very enthusiastic and keen to take part in activities. This was seen, for example, in a Year 3/4 English lesson when pupils talked animatedly about the previous week's viewing of a video; they were very involved with the story, which had been left on a cliffhanger' and were eager to get on with the next episode. Pupils are very keen to answer questions in mathematics and to suggest alternative ways of working out answers. The whole school listened intently and with enjoyment to the story of 'David and Goliath' in assembly and several pupils were willing to suggest moral issues it raised. Some older pupils had independently arranged a programme of guitar music and this was played at the end of assembly.

10. Pupils' behaviour throughout the school day is very good. Parents are very happy about the standard of behaviour in school. Relationships among pupils and between pupils and all staff are excellent. This is a strength of the school and was noticed particularly at lunchtime when everyone ate very calmly and peacefully together, enjoying each other's company and developing good table manners. Older pupils served the food and were considerate in making sure everyone had their fair share. Pupils set up and put away equipment for lessons as a matter of course, clearly knowing what their responsibilities are. In the playground, they enjoy playing games which involve running around in a large group but are mindful of those who prefer to be more quiet. By the age of 11, pupils are very articulate and talk confidently, for example, about their interest in information and communication technology. They listen to each other and are polite but assured with adults. Because their views are respected in school, they participate well in making decisions, such as when would be the best time to talk to an inspector about their work.

11. Attendance is broadly in line with the national average and there is no recorded unauthorised absence. However, the level of attendance drops in some terms because of parents taking their children away on holiday or to agricultural shows during term time. Pupils arrive at school in good time and lessons start promptly.

## **HOW WELL ARE PUPILS TAUGHT?**

12. Pupils are well taught throughout the school. Teaching was good or better in all the lessons seen during the inspection, and very good in a third. Teaching was consistently good in the Foundation Stage and Key Stage 1 and often very good in Key Stage 2. Skills are particularly well taught in reading and in numeracy.

13. The teaching is lively, interesting and imaginative. The teachers share their curiosity and enthusiasm for knowledge with pupils. They link the work in hand with earlier learning and with pupils' experience of the wider world. For example, the youngest pupils were captivated by a story of fish trapped by ice as the sea froze. They worked with excitement to release a 'fish' from an 'iceberg', applying what they had discovered in a previous session about melting ice.

14. Teachers are skilled in working with mixed-age classes. Lessons are planned with a clear focus appropriate for all pupils. The teachers explain and ask questions in ways which provide useful reinforcement for some pupils while extending learning for others. Younger, higher attaining pupils make particularly good progress in both classes.

15. Tasks are structured well to build on what pupils can already do. Teaching is alert to pupils' special educational needs. Although targets on individual education plans are not always sharply focused, the pupils are well known as individuals and helped to keep up with their peers.

16. Teachers cultivate independence and responsibility and this develops very positive attitudes towards learning. Younger pupils make choices sensibly, for example in selecting resources and play activities. Older pupils are encouraged to reflect on their learning by questions such as 'Have you learnt anything new this lesson?' They set their own targets for the term, and attempt to quantify how far they

have met them. New arrivals are helped to identify what they find hard, so that any gaps in learning can be addressed.

17. Relationships between staff and pupils are excellent. Teachers generate a very positive climate for learning, combining fun and a sense of endeavour. All pupils are encouraged to express their ideas in discussion.

18. Children in the reception year are well taught. They benefit on occasions from focused work as a group, guided by a learning support assistant. Play activities, such as the use of a fishing boat, are well structured, but some 'free choice' activities need more guided challenge, as children were given, for example, when asked to change a model boat into a lorry.

19. The teaching is well planned with clear learning intentions. However, the day is split into sessions of uneven length. In longer sessions, the planning does not always match the quantity and range of work expected to the time available.

## **HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?**

20. In the last inspection the school was reported to have weaknesses in its planning of the curriculum. These have now been remedied and there are clear, concise policies for all the subjects and aspects to be taught. Plans for the medium and long term are thorough and helpful. The quality and range of learning opportunities for pupils of all ages are good. Lessons take account of pupils' different needs in the mixed age classes. The curriculum is well balanced and provides good breadth in all subjects with only some minor shortcomings in religious education.

21. The curriculum for the Foundation Stage is good. Children in the reception year learn alongside older pupils and then have the chance to reinforce their learning through structured play. They make good progress in their reading and achieve well in all the required areas of learning.

22. In Key Stage 1, much of the curriculum is taught through a careful blend of topics and themes with a specific subject emphasis when appropriate, for instance in mathematics and English. In the study of castles, pupils explored the construction of roofs through a scientific study of different materials. The work linked history, science, art, information and communication technology and English. The end result was a visually stimulating display of work about many aspects of life at the time. In Key Stage 2, pupils develop wide knowledge and understanding across all the subjects in the National Curriculum because teachers present ideas in such varied and lively lessons. Pupils have many opportunities to experiment and to learn by doing.

23. In both key stages, the numeracy strategy is working well and pupils enjoy the lessons. Teachers are planning to adapt the literacy strategy to meet the needs of their pupils better by providing more time for extended writing. There are regular sessions for personal and social development where pupils meet together, and the school has policies to ensure that health and sex education are taught as appropriate.

24. The school deploys available staff well so that pupils can be challenged by working in groups with a narrower range of attainment. Pupils at the end of Key Stage 1 sometimes work with younger pupils in Key Stage 2 in English and mathematics. Older pupils in Key Stage 2 have some opportunities to work in a smaller group, for example in developing their higher order reading skills. In addition, the link with Arncliffe school means that pupils benefit socially from meeting a wider range of people, and teachers develop and share their expertise.

25. Pupils with special educational needs are very well integrated into all classes. Teachers understand their needs and give them the right level of support to help them build up their confidence. The individual education plans give a good picture of pupils' general needs and progress but lack specific details of targets. Pupils with special educational needs achieve well, especially in reading and in speaking and listening. Those who find it difficult to concentrate receive firm but sensitive teaching.

Gifted and talented pupils are identified and given more demanding tasks on occasions, or encouraged to work with older pupils. The school is very successful in providing a rich education which includes all pupils and values them equally.

26. For such a small school, the extra-curricular provision is good. Pupils can participate in sport and music and a range of other clubs at different times of the year, including art, French and computers. Parents and the community make a valuable contribution to the broader education of pupils and the school is involved in many projects in the village. Visitors regularly come to school and are well received by the pupils. The local cluster group of schools provides valuable mutual support for the teachers. They have pooled their ideas and resources in a variety of constructive ways to make the best use of expensive equipment such as computer software for control technology. Links with the community and with other schools are very good.

27. The school's cultivation of pupils' spiritual, moral, social and cultural development is very good and this is a significant strength. Pupils meet daily in assemblies which contribute very effectively to their personal development and the community life of the school.

28. Pupils have a healthy curiosity about the world's great wonders. In a science lesson, young pupils showed a genuine delight in looking at how water freezes and then melts again. They talked with amazement about the way the moon disappeared during a recent eclipse. Older pupils marvel at computers and the speed with which e-mails travel around the globe. They enjoy talking about the artistic ideas of Hockney and the imagination of Tolkien.

29. Moral development is very good. There were many examples during the inspection of pupils showing kindness and consideration to each other. In assembly, they showed concern that young ones might get hurt at playtimes when contact games were being played. On the birthday of Martin Luther King Junior, they discussed the wrongs of racism. In geography, they consider issues such as pollution. All adults set a good example. They are kind but authoritative and the excellent relationships contribute to the good moral tone of the school.

30. The social development of pupils is regarded as an important issue in this small school. Teachers provide very good opportunities for pupils to meet regularly as a whole group, for example in an assembly when suggestions for making the school better were discussed. The older ones readily take care of younger children. In class they take turns and those who are sometimes boisterous quickly apologise if they seem to be over zealous in their actions. The exchange with Arncliffe is giving pupils a wider circle of friends with whom to play and learn.

31. Cultural development is also very good. Since the last inspection, more emphasis has been placed on making children aware of the multicultural nature of Britain and the world in general. The books in the library support this aim, as do the schemes of work for religious education and geography. Pupils participate in and contribute to local community events such as the annual Scarecrow Festival. They have had some poems published about the delights of living in the dales.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

32. The school places great importance on providing a happy and safe environment in which all its pupils can learn successfully. Parents feel that their children are happy at school and are well supported.

33. There are very good procedures in place for ensuring pupils' health and safety, including child protection. The school caters for pupils' individual needs thoughtfully, for example providing special meals, similar to the others, for those with allergies. Great care is taken when the whole school walks down to the village hall for physical education lessons, a special footpath having been marked for this purpose. Staff have up-to-date first-aid training and the school makes all the proper arrangements for regularly checking for safety in school.

34. The supervision of pupils at breaks and lunchtime is very good and this helps to promote good behaviour. Pupils clearly know what they should and should not do. The school's behaviour policy is simple and straightforward, recognising that most of the pupils behave very well and that parents and the school have a common understanding about acceptable standards. Sanctions are appropriate, such as having 'time-out' which was seen being used effectively. The school reserves the right to exclude pupils, even though the circumstances are unlikely to arise.

35. The monitoring and promotion of attendance are satisfactory. Staff are soon aware if a pupil is away without reason and will promptly ring home to seek an explanation. The recording of totals for attendance in the register, both on a daily and a termly basis, is not sufficiently rigorous. The school has not done enough in the past to discourage parents from taking their children away in term time, sometimes for more than the two weeks which can officially be allowed. Staff and governors are now addressing this issue.

36. A full range of assessments is made in school, including baseline testing when pupils enter and both the formal and optional national tests. Informal assessment is made in the course of lessons, such as in the literacy hour. Very good records are kept for each pupil and reports to parents let them know exactly how well their children are doing. This is an improvement since the time of the last inspection when recording-keeping on assessment was a key issue. Where a pupil is having specific problems, these are discussed and guidance given so that parents can help. Pupils new to the school are very well supported. Extra attention is given to help them achieve at an appropriate level. The school tracks how pupils are progressing as they move through the school, though not yet making full use of this information to guide teaching and to set challenging targets.

37. Older pupils are involved in setting individual targets for improvement, both in their work and their attitudes. They discuss these with the teacher and they evaluate how well they have done each term. This process supports their academic progress. The staff respect pupils' views which they invite through the 'suggestions box' or in open discussion during lunch or assembly. Decisions are made democratically and fairly and this raises pupils' confidence and self esteem.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

38. Parents think very highly of the school. They know it well through the excellent links fostered by staff and governors. Parents and teachers are mutually supportive. An exceptionally high proportion of parents gave their opinions at the pre-inspection meeting and answered the questionnaire. The vast majority are extremely pleased with all aspects of school life.

39. The quality of information which parents receive from the school is very good. They have regular formal opportunities to find out how their child is getting on and know that they can come into school to look at children's work whenever they like. Information sent out to parents, such as the prospectus and the governors' annual report, is of high quality and very informative. The written reports contain everything that parents should be told and they are very well written. This is an improvement since the last inspection when pupils' attendance figures were missing from the reports. Information about the curriculum is displayed in the entrance as is the current newsletter which gives useful information on dates and events.

40. Parents support the school strongly through the Friends Association which is open to the whole community. The school has benefited from fundraising which has helped it to make substantial improvements to its resources and accommodation. Parents and others in the local community help regularly with reading and on visits out of school. Excellent use is made of the home/school diary, particularly when individual pupils are seen to need help. The school gives parents very specific guidance on providing this, so that parents are confident about supporting their children's learning in the right way.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

41. The school is very well led by the headteacher who has a clear educational vision for the school and for the nurturing of individual pupils so that they achieve their potential. The school's aim of providing 'quality education with happy pupils' is being pursued with energy and enthusiasm and pupils are thriving as a result.

42. The headteacher leads by professional example in the classroom, teaching a majority of the pupils for most of the week. She is well supported by the other full-time teacher and by part-time teachers and support staff, making a strong team. The school's leadership is outward-looking in its pursuit of staff development and the expansion of learning opportunities for pupils, while ensuring that pupils benefit from the ethos of a small school. There are plans to develop further the monitoring of teaching and the use of assessment information to ensure that pupils achieve their potential.

43. The governing body has developed its oversight of the school very effectively in recent years. Governors are supportive and strongly committed to the school. Policies have been put in place covering all aspects of the school's work. A named governor takes an interest in and helps to monitor each subject and area of the school's work. The school is well organised and administered and the support of the school secretary and the Chair of Governors enables the headteacher to maintain her focus on the education of pupils. The School Improvement Plan clearly identifies priorities and the actions needed in order to raise standards further.

44. The school uses up-to-date administrative systems and the secretary deals well with the day-by-day management of finances. Principles of best value are clearly understood and competitive quotations are sought for larger items of expenditure. Astute use is made of additional grant funding, for example in developing the link with Arncliffe school. The school is looking ahead in its strategic and financial planning, with the aim of building an extra classroom so that infants and junior classes no longer share the one large room. The school's high level of funding per pupils reflects the costs of a small school and it makes good use of all the resources available to it in order to achieve the best possible education for all pupils.

45. The school's leadership and management have improved significantly since the last inspection and are now very good. This is reflected in rising standards and a very positive climate for learning. The school is well placed to build on its strengths and continue to improve.



## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

46. In order to improve further the school should:

- (1) Raise standards in writing to match more closely those achieved in reading by:
  - monitoring the amount of writing which pupils currently do;
  - planning more opportunities for extended writing across the curriculum;
  - extending the critical evaluation of writing, through assessment, marking and discussion, so that pupils have goals for improvement and opportunities to re-visit their work.(paragraphs 58,59,89)
  
- (2) Ensure that sights are set high for all pupils by:
  - using assessment to set challenging targets for individuals and groups each year;
  - planning enrichment for gifted and talented pupils as they move through the school;
  - using classroom observation to monitor the match of teaching to pupils' needs and abilities.(paragraphs 6,36,42,67)
  
- (3) Make full use of time in each session by:
  - planning the allocation of time more closely in relation to the work expected;
  - structuring play activities with a view to the learning intended and the time needed to achieve it.(paragraphs 18,19)
  
- (4) Pay more attention to the teaching of religious education by:
  - extending coverage of the Agreed Syllabus for religious education;
  - giving pupils more opportunity to record what they have learned.(paragraphs 7, 88-90)

Minor points for consideration:

- The full completion of registers and the discouragement of holidays in term time.  
(paragraphs 11,35)
  
- The precision of targets on individual education plans.  
(paragraphs 15,25)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	17
Number of discussions with staff, governors, other adults and pupils	12

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	35	65				

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	30.4
Number of full-time pupils eligible for free school meals	0	0

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		11

#### 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	0
Pupils who left the school other than at the usual time of leaving	4

## Attendance

### Authorised absence

	%
School data	5.3
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.

### Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	1
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	25
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

### Exclusions in the last school year

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

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

**Teachers and classes****Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	2.2
Number of pupils per qualified teacher	13:9
Average class size	15

**Education support staff: YR – Y6**

Total number of education support staff	4
Total aggregate hours worked per week	13

**Financial information**

Financial year	1999/2000
	£
Total income	97677
Total expenditure	95305
Expenditure per pupil	3972
Balance brought forward from previous year	15934
Balance carried forward to next year	18306

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out

31

Number of questionnaires returned

27

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	33	0	0	0
My child is making good progress in school.	77	19	4	0	0
Behaviour in the school is good.	81	15	0	0	4
My child gets the right amount of work to do at home.	58	27	8	0	8
The teaching is good.	96	4	0	0	0
I am kept well informed about how my child is getting on.	74	26	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	85	7	7	0	0
The school expects my child to work hard and achieve his or her best.	89	11	0	0	0
The school works closely with parents.	81	11	4	0	4
The school is well led and managed.	96	4	0	0	0
The school is helping my child become mature and responsible.	89	7	0	0	4
The school provides an interesting range of activities outside lessons.	74	26	0	0	0

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

47. Children generally start school in September at the age of four, though two of the five in the current reception year have joined more recently. Typically, children are well advanced in their language and social skills on entry and this is reinforced by the quality of opportunities for talk and social interaction provided by the school. The five pupils in the reception year are taught within an infant class of nine pupils. Work is carefully matched to their needs. They benefit from opportunities to work as a group with the teacher or a support assistant and also from participating alongside older pupils. Almost all the children are on course to achieve the early learning goals for the Foundation Stage in all the areas of learning, and some are achieving well beyond these.

#### **Personal and social development**

48. Children have a strong sense of belonging and they know all the adults and children in the school well. They become independent and resourceful, choosing their own way of tackling activities and co-operating well with others. They enjoy learning and are keen to succeed.

#### **Communication, language and literacy**

49. The children speak and listen well. They are confident in expressing opinions, for example participating in a whole-school discussion about whether the infants should be allowed to play 'bulldog' on the playground. They enjoy stories and are beginning to read words independently. They have a good knowledge of sounds to support their reading and writing, and enjoy 'having a go' at writing, for example writing names and other words on a whiteboard in the 'writing centre'.

#### **Mathematical development**

50. The children are confident in counting and using numbers to ten and beyond. They can add and subtract practically to find different ways of making ten, and can calculate 'one more' and 'two more'. They recognise common shapes and enjoy using terms such as 'hexagon'.

#### **Knowledge and understanding of the world**

51. The children are encouraged to observe and to investigate the world around them. They showed delight in making bubbles and watching them float away. Children design and make models, as seen in the models of castles produced last term. They use computers with skill, for example to make pictures from shapes. They are interested in the past and in other places.

#### **Physical development**

52. Children use tools and equipment confidently, cutting and sticking and using scissors, paintbrushes and writing tools with control. They are physically active at playtimes, enjoying the routines of games such as hopscotch. A fenced area adjacent to the classroom allows for outdoor play with equipment including a range of wheeled toys. Indoor physical activity is more limited in the absence of a school hall, but children participate in the physical education sessions held in the village hall on a Friday.

#### **Creative development**

53. Children are given many opportunities to express their ideas, through drawing, painting and modelling. They learn to think ahead, drawing designs for a fish before making it from clay. They are taught the skills they need, for example in weaving with paper and fabric, but are encouraged to make their own choices about the materials used. The children mix paint for themselves and become absorbed

in their work. They engage enthusiastically in imaginative role play, making phone calls from a telephone kiosk and fishing from a boat in the classroom.

## ENGLISH

54. Standards of attainment in English at the end of both Key Stages 1 and 2 are above average overall. Pupils' speaking and listening skills are good and most read widely and with clear expression. The higher attaining pupils often produce lively and imaginative writing but the school still has some way to go to raise standards in writing to the level of those in reading and speaking and listening. Pupils with special educational needs are well supported in their English work and they make good progress. They contribute very well in oral activities where they are encouraged to take a full part in discussions. They respond well and work hard.

55. In Key Stage 1, most pupils achieve well. The teacher sets quite demanding tasks for pupils from an early age, posing well-judged questions. Nearly all pupils speak with confidence in whole group activities. Their command of vocabulary is better than many of their age. They speak in complex sentences, understand how to adapt their ideas after hearing others, and talk with clarity about such language features as nouns, verbs and adjectives. The teacher reinforces this understanding well, for example asking them to produce their own wordbooks based on parts of speech.

56. In Key Stage 2, oral skills continue to develop well. Teaching provides varied and frequent opportunities for pupils to talk purposefully in class. Pupils recount experiences and recall earlier learning with enthusiasm and accuracy. The teacher uses her knowledge of pupils' ability in posing relevant questions for them. As pupils get older they become more sophisticated in their speaking. They talk knowledgeably about how Tolkien uses language 'tricks' to create tension and climax in 'The Hobbit'. The teacher enabled most of this year 5 and 6 group to engage in a high level of debate about the use of specific words to make an impact on the reader.

57. Reading is strong in both key stages. Teachers ensure that the pupils read from a range of genres including poetry and non-fiction and that they become familiar with a range of authors. Younger pupils are confident users of books. They learn key words and are developing good strategies for tackling unfamiliar words in their reading. They can all use a dictionary or picture glossary. Older pupils talk with interest about their books. They recommend them to others, picking out the most interesting parts and giving simple reasons for choosing particular themes and authors. The teachers have rightly concentrated on extending pupils' understanding of what they read and not just on how they read.

58. Writing is satisfactory overall with some real strengths. Pupils in Key Stage 1 write accurately in sentences. They choose words well, as in 'the silver moon sparkles', and the more able can appreciate the needs of the reader. They all use wordprocessors effectively in their writing and enliven their poems with pictures from an art program. Higher attaining pupils in Key Stage 2 wrote very lively 'diamante' poems which drew stark contrasts between the dales and city life such as 'the huddling, caring corner shop' against 'the deafening, loud city superstore'. On occasions, pupils write clear reports of themes studied in history and geography, and of experiments conducted in science. However, they do not consistently develop their skills through writing at increasing length and for a range of purposes across the curriculum. The school has correctly identified extended writing as an area for immediate development, as shown in the May 2000 School Improvement Plan.

59. Teachers have adapted the literacy strategy to meet the needs of pupils in their mixed-age classes. The excellent relationships that exist mean that all pupils, including those with special needs, are keen to learn. Teachers have high expectations of pupils and they generate interest by imaginative and varied ways of introducing ideas. For example, in Key Stage 2, pupils were given time to prepare for reading aloud using techniques learned from choral verse speaking. Teachers' marking of work is detailed and careful and gives pupils a helpful indication of what they need to do to improve their level of attainment. There is a useful homework programme that parents and pupils are clear about. Teachers are helping pupils to understand the importance of drafting out their ideas but they do not often give them enough time to write at length during lessons. This is also the case in other subjects such as religious education and science.

60. Since the previous inspection there have been good improvements. Spelling is better than it was then reported and overall standards have been raised.



## **MATHEMATICS**

61. The results of national tests in recent years show that pupils typically reach at least the expected level at the end of each key stage but the extent of higher attainment has been more modest.

62. Standards in the work seen are above the national average at the end of each key stage. There is evidence that standards are rising as a result of effective implementation of the numeracy strategy and more challenging expectations of pupils. Many pupils currently in the school are achieving beyond the expectation for their age. The younger pupils in each key stage are achieving particularly well.

63. Pupils are very competent in working with numbers in their head. By the age of seven they recall number bonds within 20 and can order numbers to 100. They multiply and divide using the two, three and five times tables. They have a good knowledge of shape and measures. By eleven, pupils recall number facts at speed and are able to build on this in carrying out complex operations in their head, for example when finding factors. They have a good understanding of fractions and decimals. They use mathematical terms with precision and explain their methods, engaging confidently in mathematical conversation with the teacher and other pupils.

64. The teaching of mathematics is consistently good or better, and often very good in Key Stage 2. Teachers interact very effectively with pupils in numeracy sessions. They explain ideas and procedures well, helping pupils to do the same. The quality of discussion helps pupils to see to the heart of a problem and to proceed logically in tackling it. Teachers pinpoint and remedy sources of error, while helping pupils to take stock for themselves of what they do or do not understand. They challenge pupils to go further, for example inviting a pupil to test his recall of square numbers up to 20x20 and beyond. They insist on the correct use of mathematical vocabulary.

65. On two days a week, the two classes are taught in smaller groups, allowing a closer focus on the needs of each age group. Work is carefully planned to ensure continuity and progress. Pupils learn number bonds and tables at home and their success is closely monitored. Older pupils enjoy taking part in a 'tables challenge' and the termly targets which they set for themselves include aspects of mathematics which they see the need to work on.

66. Most of the pupils enjoy mathematics and the teachers' enthusiasm for the subject is infectious. Lessons are lively and well-paced and pupils learn well as a result.

67. The quality of teaching, and the standards achieved, have both improved since the last inspection. More is now expected of pupils and the tracking of pupils' progress from year to year is helping to set sights higher for able pupils throughout the school.

## **SCIENCE**

68. In national tests for eleven year olds over the last four years, almost all pupils have reached Level 4, the standard expected nationally, and half have reached Level 5. The work seen shows that these high standards are being maintained.

69. Pupils in Key Stage 1 understand the different properties of materials. They know how to carry out a simple test, for example using weights to test the strength of different materials in making a 'roof' over a box house. Pupils in Key Stage 2 can identify what is needed to make a test 'fair'. They show a wide knowledge and understanding of all aspects of the science curriculum. They research and remember factual information well and build on this in their subsequent work.

70. The teaching of science is good in both key stages. Teachers motivate pupils and aid their understanding by setting scientific principles in context. For example, older pupils worked on separating mixtures, relating this to the grading of gravel or potatoes. They were then set the challenge of filtering muddy water to clean it for drinking, as if shipwrecked on an island. Teachers use scientific terms well, constantly reinforcing pupils' understanding of their meaning. They challenge pupils' thinking through practical investigations which are very well organised and resourced.

71. Links are well made with other subjects, as when pupils in Year 2 measured in millilitres the amount of water which had melted from blocks of ice left for a given time in different places. They constructed a graph of results and then presented this using a computer. The school encourages pupils to be curious and to take an interest in the world around them. This underpins their success in science.

72. Standards have risen since the last inspection and pupils now have more opportunity to learn through practical investigation and enquiry.

## **ART AND DESIGN AND TECHNOLOGY**

73. Pupils achieve good standards in relation to the expectations for the end of each key stage in both subjects. Art and technology are timetabled together in each class and are strongly linked by the element of design. From the start, pupils design before making, for example drawing a fish pattern before following it in their weaving. Older pupils drew a free-standing object such as a photo frame from many different angles before planning and making their own.

74. Pupils learn to make choices about the use of materials, to solve problems and to evaluate their work. Box models of castles made by younger pupils last term showed skill and application in achieving a good end product. Older pupils enjoy the challenge of construction and achieve a good standard in their work.

75. Teaching is good and sometimes very good. Teachers share their enthusiasm and guide pupils' practical work with skill. Pupils work with a wide range of materials, including paint, pastels, clay and fabric. They learn the skills needed to handle these materials successfully, though key skills such as drawing are not sufficiently developed through the school and across the range of pupils' illustrative work.

76. Pupils become knowledgeable about the work of different artists and their sources of inspiration, as a result of good teaching. Work by older pupils involved taking photographs of the local landscape and re-interpreting these in the style of David Hockney. Pupils' interest, application and critical evaluation of their efforts led to work of a good standard.

77. Pupils achieve well in art and in design and technology, learning visual appreciation and a good range of practical techniques in the process. Pupils in Years 5 and 6 are able to take part in an art club after school and this extends their interest, skill and awareness of art.

## **HISTORY AND GEOGRAPHY**

78. Though few lessons were seen during the inspection, the evidence of work and discussion indicates that pupils have a good level of knowledge and understanding in both subjects.

79. In history, pupils' work on castles in Key Stage 1 shows a good understanding of life at the time and the use of correct terminology. They can make comparisons between ways of life in different periods. In Key Stage 2, pupils have produced an imaginative representation of life in the time of the Ancient Greeks. They understand how the voting system operated then and they can locate key events on a timeline. Their reports about the ancient and modern Olympic Games, though fairly brief, are lively and interesting.

80. In geography, standards are good in both key stages. The teacher in Key Stage 1 is using a topic on 'water' to introduce pupils to river studies and relating this to their own environment. Pupils are aware of the effects of different weather conditions and use correct terms to describe weather features in their poems. Their understanding of world geography is quite detailed and they know about holiday destinations such as Sri Lanka, South Africa and Florida. They are also studying aspects of life in Australia and some of the higher attaining pupils were able to explain how to get to Australia from England.

81. In Key Stage 2, pupils have a good knowledge of the British Isles. They can locate capital cities, major rivers and mountain ranges. More able pupils have an understanding of the political significance of

land borders. Local field studies extend pupils' learning and their knowledge of world geography is good, as was reported at the time of the last inspection. Pupils confidently use atlases and show an awareness of the importance of land conservation and other major ecological issues.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

82. The school has an impressive array of information and communication technology equipment and resources which is starting to be fully used by the pupils. At the time of the last inspection, the school had not incorporated monitoring and control into its information technology programme. The planning of the subject is now very good and includes all the elements required in the National Curriculum.

83. Standards have improved since the last inspection. Overall, pupils' attainment is higher than expectations for their age at the end of both key stages. In Key Stage 1, the teacher provides good opportunities for pupils to use computers regularly for a range of work. Even the youngest can operate the mouse and the keyboard for spelling programs. All pupils can use the computer to draw simple pictures, such as a fish in the style of Paul Klee, and to arrange shapes to reinforce their learning in mathematics. They have had the opportunity to see how a programmable robot operates and many can describe the process clearly and understand what happens. Higher attaining pupils have recorded a survey in the form of a coloured graph which they can explain when asked.

84. Pupils in Key Stage 2 benefit from the expertise of the teacher who has introduced a range of new challenges for them. Pupils with special educational needs, and others, use computers to help them to improve their reading and follow the guidance they receive after attempting a passage. In discussion, all pupils show a wide range of knowledge about how computers are used across the world. They talk knowledgeably about satellite connections, e-mails to Australia and the advantages and disadvantages of fax machines. Many of their own stories are enlivened by pictures imported from art programs. They use digital cameras to scan images in their art and geography work. They have programmed floor robots and they are aware how to set up programs to operate model traffic lights and lighthouses.

85. Teaching is good. The school is gradually introducing pupils in Key Stage 2 to the skills of touch-typing and pupils are appreciative of this, understanding how it will help them in the future. The planning of work in both key stages includes regular assessment of pupils' progress. There are good opportunities for pupils to apply their skills across a range of subjects, through word-processing, art programs and the use of CD Roms for research. Pupils enjoy their work and feel secure in their teachers' knowledge. This adds to their confidence and as a result most achieve well.

## **MUSIC**

86. Music is taught on one afternoon by a specialist teacher and planning broadly covers the programmes of study of the National Curriculum. No lessons were seen during the inspection. However, pupils sing with enthusiasm in assembly. They also listen to music and comment on it with interest. Instrumental tuition is available for violin and guitar and pupils have regular opportunities to perform to others. All pupils take part in termly performances which include music and drama.

## **PHYSICAL EDUCATION**

87. Physical education lessons are organised on Friday using the village hall so none were seen during the inspection. Planning for the subject shows a balanced programme of activities. All pupils swim weekly at a local pool for one term each year and the school reports that all pupils can swim the required distance by the time they leave. The school provides a good range of extra-curricular sporting opportunities, including competitive activities with other local schools.

## **RELIGIOUS EDUCATION**

88. Lessons are timetabled on Fridays, so were not seen during the period of the inspection. Discussions with pupils about the subject indicate rather patchy knowledge in both key stages. Younger pupils know some of the key features of Diwali and understand that the world has many different religions. A visit to the local church remains in the memory of some. They can talk, for example, about the significance of candles, and the Christmas Story. However, they show little recall of other important aspects of religion.

89. In Key Stage 2, pupils have a strong understanding of the multicultural nature of the world they live in. They do not record much of what they learn and as a result they are vague about the significance of the themes and topics they have studied.

90. There is a much better programme of work to guide teaching than was reported in the last inspection but the teaching and learning is largely based on discussions. Pupils like talking about different aspects of faith and religion but little is written down apart from brief captions for posters. Personal and social education lessons contribute to pupils' understanding of many of the issues involved in religious education. However, the school's overall provision for the subject is not sufficient to cover the requirements of the Agreed Syllabus.