

# Inspection of a good school: Kirkby in Malhamdale United Voluntary Aided Primary School

Chapel Gate, Kirkby Malham, Skipton BD23 4BY

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Inspection date:

25 June 2024

## **Outcome**

Kirkby in Malhamdale United Voluntary Aided Primary School continues to be a good school.

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

Pupils love attending Kirkby in Malhamdale Primary School. This is because they have strong friendships, are treated fairly by all staff and feel safe wherever they are in school. Consequently, pupils attend well. Pupils realise the importance of reading. They talk about 'reading for will' and 'reading for skill'. As a result of their positive attitudes towards attendance and their enjoyment of the curriculum, pupils achieve well and are well equipped to succeed in secondary school.

The behaviour of pupils, both during lessons and at breaktimes, is positive. Pupils say that learning in classrooms is rarely interrupted and that bullying never happens. If it did, pupils know that adults would help them as their emotional and mental well-being is a priority. Parents are very happy with the school. They say that their children are well looked after.

The school provides opportunities for pupils to develop their leadership skills. Pupils understand about how there are different ways to get these roles, such as manifestos, interviews and democratic elections. The members of the school council are passionate about their school. They talk proudly about the awards they have won recognising their commitment to mindfulness and the environment.

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

Due to the small number of pupils, classes contain pupils who are a mix of age groups. The school has worked hard to create a curriculum that meets the widely varying needs of all pupils within these classes, including those with special educational needs and/or disabilities (SEND). Most subjects are clearly mapped out, starting in early years. Learning is enhanced with experiences that bring the curriculum to life. For example, pupils talk

excitedly about travelling to London, where they visit the Houses of Parliament and meet their MP.

Teachers' subject knowledge is strong. They use their assessments well to identify any gaps in pupils' knowledge. Small-group sessions help to provide the additional support needed to successfully address them.

Pupils are passionate about reading. They can talk at length about their favourite authors. They routinely recommend books to their teachers and friends based on what they like. Pupils are able to do this because of the wide range of books they have read. Phonics teaching ensures that pupils get off to a strong start. Books match the sounds that they are being taught, so they are able to practise reading. This helps to develop their fluency and confidence in reading.

In some subjects, leaders have benefited from working alongside specialists who have helped them to construct a curriculum that is suitable for the different academic year groups in each mixed-age class. In these subjects, what pupils need to know by the end of each year has been clearly set out and teachers follow this closely. This helps pupils to achieve well. However, in some other subjects, what pupils are intended to learn by the end of each academic year is not yet clearly mapped out. This means that, in these subjects, sometimes, pupils do not effectively build their knowledge over time.

The school is tenacious in its work to support pupils with SEND. The special educational needs coordinator has worked alongside parents and other agencies to ensure pupils' needs are well met and they get the support they need.

Pupils benefit from a wide range of opportunities that help them to develop their understanding of the world around them. The school's work with agencies, such as the police and fire brigade, provide pupils with advice on keeping safe in their local area. Pupils take part in sessions on water safety, drug safety and county lines. The school's 'curriculum for life' ensures that pupils are taught life skills, such as basic first aid and conflict management, while developing resilience and problem-solving skills.

The school is at the heart of the local community and pupils know what it means to be a good citizen. They know they need to look after the environment and be helpful towards other people. Pupils are aware of the context of their school. They enjoy learning about different faiths and cultures and why this is important. Pupils say that activities, such as visiting other places of worship, are important to them because it 'broadens their views of the world'.

Parents, staff, pupils and governors could not speak more highly of the school. The school's reputation in the locality is strong. Governors are knowledgeable about the school and understand their statutory responsibilities. They provide an appropriate level of support and challenge.

Staff say that workload is always considered and leaders work to minimise the pressures that they face. Leaders are alert to the fact that the school's small size means more is

expected of fewer members of staff. They consider this when making decisions about the curriculum and assessment. Bullying and harassment of staff is not tolerated.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- In some subjects, the end-of-year expectations for pupils in the different academic year groups in each class have not been appropriately considered. As a result, sometimes, pupils do not effectively build on their prior knowledge over time. The school needs to ensure that curriculum plans take into account the different end-of-year expectations for the mixed ages of pupils in each class and that teachers adapt lessons so that all pupils can achieve their full potential in all subjects.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in February 2019.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## **Further information**

You can search for [published performance information](#) about the school.

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

## School details

<b>Unique reference number</b>	121629
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10323001
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	59
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Rachael Caton
<b>Headteacher</b>	Richard Wright (Executive Headteacher)
<b>Website</b>	<a href="http://www.kirkbymalhamprimary.org.uk">www.kirkbymalhamprimary.org.uk</a>
<b>Dates of previous inspection</b>	5 and 6 February 2019, under section 5 of the Education Act 2005

## Information about this school

- This is a much smaller-than-average sized primary school.
- Pupils are taught in three mixed-age classes. Class 1 includes children in early years and pupils in Year 1. Class 2 consists of pupils in Years 2, 3 and 4 and Class 3 is made up of pupils from Years 5 and 6.

## Information about this inspection

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- During the inspection, inspectors carried out deep dives into these subjects: reading, mathematics and art. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to some pupils about their learning, looked at samples of pupils' work and spoke to teachers about their teaching.

- The lead inspector listened to pupils read to a familiar adult.
- Inspectors held meetings with the executive headteacher, assistant headteacher and other leaders.
- The lead inspector held meetings with the chair, and representatives, of the governing body and a representative from the local authority.
- Inspectors observed pupils' behaviour during lessons, around the school and at lunchtime. Inspectors spoke to pupils about pupils' behaviour.
- To evaluate the effectiveness of safeguarding, inspectors met with the designated safeguarding lead, looked at the single central record of recruitment checks, looked at safeguarding records and talked to governors, pupils and staff. They considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered responses to Ofsted's survey for parents, Ofsted Parent View, including free-text responses. Inspectors also took account of responses to Ofsted's staff and pupil surveys.

### **Inspection team**

Simon McCarthy, lead inspector

Ofsted Inspector

John Davie

Ofsted Inspector

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