

# Meltham CofE (VC) Primary School

## Inspection report

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<b>Unique Reference Number</b>	107718
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	377632
<b>Inspection dates</b>	15–16 March 2012
<b>Lead inspector</b>	Jim Alexander

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	367
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Paul White
<b>Headteacher</b>	Alex Beaumont
<b>Date of previous school inspection</b>	1 October 2008
<b>School address</b>	Holmfirth Road Meltham Holmfirth HD9 4DA
<b>Telephone number</b>	01484 222610
<b>Fax number</b>	Not applicable
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## Introduction

### Inspection team

Jim Alexander  
Jane Alexander  
Janet Keefe

Additional inspector  
Additional inspector  
Additional inspector

This inspection was carried out with two days' notice. The inspection team observed 21 lessons taught by 16 teachers and listened to individual pupils read. Inspectors held meetings with members of the governing body, staff and groups of pupils. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, looked at the documents relating to safeguarding, pupils' attainment and progress and the way in which the school evaluates its own performance. The inspectors analysed the views of staff and pupils and the 151 questionnaires from parents and carers.

## Information about the school

This is a larger-than-average-sized primary school. A large proportion of pupils are from a White British heritage and a smaller than average number are from minority-ethnic groups; very few speak English as an additional language. The proportion of pupils who are disabled or who have special educational needs is below average. The number of pupils who are known to be eligible for free school meals is under half the national average. The school meets the current floor standard. Since the time of the last inspection a new Chair of the Governing Body has been elected. The school has been awarded Healthy School status, Food for Life (Bronze), and Activemark.

A privately run before- and after-school club operates on the school site. This provision is subject to a separate inspection and a report about its quality can be found on the Ofsted website.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate**  
Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

<b>Overall Effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key Findings

- This is a good school. It is not outstanding because, while achievement is good, attainment is not as high in mathematics as it is in English. Also, while teaching is good overall and a small amount is outstanding, there remains some which is no better than satisfactory.
- Typically, most children start school with skills that are below those expected for their age, although this can vary from year-to-year. Whatever their starting point, children make good progress in the Early Years Foundation Stage and their language development is much closer to expectations as they start Year 1. This good progress continues through Key Stage 1 and 2, so pupils leave Year 6 with attainment which is above average in English and broadly average in mathematics.
- The quality of teaching is typically good. The large majority of lessons observed were good or better and pupils enjoy positive relationships with their teachers. Work seen in pupils’ books and school data confirm that pupils make good progress as they move through school. However, in a small minority of satisfactory lessons, the best practice in the school is not evident.
- From an early age, children develop good social skills and positive attitudes to their learning. Pupils are happy to come to school and, as a result, attendance has been consistently above average for many years. Pupils behave well and demonstrate maturity in quickly resolving the few incidents that occur. Pupils also enjoy the many ways they are actively involved in school life, for example acting as Playground Champions.
- Leaders, including the governing body, know the school’s strengths and weaknesses well. They use evidence from a wide range of monitoring activities to identify accurately the priorities for further development. They have also effectively used performance-management processes to improve the quality of teaching over recent years.

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

- Raise attainment in mathematics so it is at least in line with that in English by:
  - accelerating the rate of progress all pupils make in their lessons, particularly the more able in some year groups
  - ensuring pupils are better informed about how to improve the quality of their work and then providing opportunities to practise the skills learned
  - enhancing opportunities across the curriculum to consolidate and extend mathematical skills.
  
- Share best practice to ensure all teaching is as good as the best, so that all teachers:
  - deploy teaching assistants to best effect so that all their time is used to accelerate pupils' learning
  - provide a range of activities to meet the needs of all pupils within every class
  - ensure pupils do not spend too much time listening to lengthy introductions or engage in extended question and answer sessions, but quickly settle to independent work.

## Main Report

### Achievement of pupils

An overwhelming majority of parents and carers who responded to the questionnaire consider their children are helped to make good progress during their time at school and inspection findings agree. Pupils are motivated and keen to learn. An example of this was seen in a Year 6 literacy lesson, where pupils were using the poems of Rudyard Kipling to stimulate their own writing. High expectations and strong relationships ensured the lesson moved on at a brisk pace so that pupils achieved well in the time available; the teacher understandably described some of their work as 'jaw dropping'. This good progress was not found in a number of mathematics lessons observed, where challenge for the more-able pupils was not so high. Children in the Early Years Foundation Stage are provided with a variety of carefully considered activities to extend well all areas of their learning.

Attainment is above average in English by the end of Year 6. The school's cohesive approach to improve pupils' writing in recent years has ensured gaps in performance are closing. Pupils make particularly good progress in their reading, owing to the well-structured support they receive. As a result attainment in reading by the end of Year 2 and Year 6 is above average. Attainment in mathematics is broadly average by the end of Key Stage 2. Across the school the achievement of pupils who are disabled or who have special educational needs is good, owing to the effective support they receive. The small proportions of pupils who are from minority-ethnic groups are helped to make equally good progress as others in the school. The very small numbers of pupils who are known to be eligible for free school meals are supported to make satisfactory progress, so that any gaps in their performance are starting to close.

## Quality of teaching

The overwhelming majority of parents and carers consider teaching to be good; inspection evidence confirms this view to be accurate. A wide variety of evidence demonstrates that the vast majority of teaching is good or better. In the best lessons teachers pitch the work so that pupils of all abilities have tasks which challenge and engage them. Sessions are well paced so pupils do not spend too long on any particular activity, rather developing their skills in a range of independent tasks. Experienced teaching assistants are well deployed and effectively use a range of questions to consolidate and extend understanding. The teaching of reading, and increasingly of writing, is a key strength of the school. While some teaching remains satisfactory, none is inadequate. In satisfactory lessons, work can occasionally be pitched too generally and, as a result, some of the more-able pupils can find work too easy, finish quickly and then wait for others to catch up. Pupils can also spend too long listening to lengthy introductions or extended question and answer sessions; this limits the time available for them to work independently. During these times some pupils become restless or mischievous and teaching assistants' attention is taken up managing behaviour rather than focusing on accelerating learning.

The well-planned curriculum ensures pupils have plenty of practical opportunities to learn in fun and engaging ways, making good use of the splendid grounds. They have many occasions to reinforce effectively their writing skills across a range of subjects. The planning of mathematics is not so well refined. Opportunities to use mathematical skills in other subjects are more limited. In some classes, pupils can jump from one area to another without time to consolidate their understanding before they move on. The quality of marking is also varied. In some classes it provides pupils with clear guidance about how to improve the quality of their work; in the best examples teachers then provide opportunities for pupils to practise these skills. However, in other classes while marking is congratulatory it offers little in the way of effective guidance, so pupils are not so clear about the steps they need to take to improve their work.

Throughout the school the impact of teaching on pupils' spiritual, moral, social and cultural development is evident. For example, teachers use paired talk regularly to support pupils' speaking and listening skills effectively, developing their social skills through negotiating ideas and sharing opinions.

## Behaviour and safety of pupils

The overwhelming majority of parents and carers reflect the pupils' positive views about behaviour, and all say their children are kept safe in school. Children in the Early Years Foundation Stage are helped to settle quickly and soon make good friends; they play and learn well together. Pupils across the school say they get on well together and have a good understanding of how to keep themselves safe, for example, through sensible use of the internet. Incidents of bullying, mainly name-calling, have reduced and are now rare. Fixed-term exclusions have also been successfully eliminated. Pupils who have been appointed to act as Playground Champions have been well trained and help to keep break times happy and enjoyable occasions. The school has recently introduced the opportunity for pupils to have regular access to a mentor each week; they can discuss any concerns regarding lessons, homework or particular friendships issues. In discussion with an inspector, one pupil said of the mentoring, 'Oh, it is really helpful and makes me feel so much better about myself and what I am able to do.' Other pupils quickly agreed. There is a strong emphasis

on enriching pupils' spiritual, moral, social and cultural development and this also helps to improve pupils' self-esteem and confidence. Pupils are well prepared for the next stage of their education.

## **Leadership and management**

Good leadership and a focus on the correct priorities have resulted in improvements in recent years. For example, the quality of pupils' writing has improved and there are plenty of opportunities for pupils to use their skills well in other subjects. There are now greater opportunities for parents and carers to be involved in their children's learning. The Year 1 Twitter-feed is a good example of the how the school is not only helping pupils write for a specific audience, but also keeping parents and carers informed. The effective professional development of staff continues to be a high priority and, as a result, the vast majority of teaching is at least good. Sharing best practice to improve the quality of satisfactory teaching is yet to be undertaken. The whole-school commitment to do the best for pupils is clearly evident in all that leaders seek to do. The school gathers a range of data to monitor pupils' progress and measure their attainment. The headteacher and governing body have recently introduced a new leadership strategy in school. This is enabling staff to work together to monitor the progress in all areas of learning. The governing body brings a wide range of skills and meets all its statutory requirements. It challenges and its members ask pertinent questions. The recently elected Chair leads the governing body well and through fortnightly meetings with the headteacher has a good knowledge of the school's strengths and areas for development.

The curriculum is well planned, with an accurate focus on developing key areas of learning. There is also a good range of well-attended extra-curricular clubs. The school provides many opportunities for pupils to learn from visitors to school or by enjoying many trips. Leaders ensure that all pupils have equal opportunities so that no one is disadvantaged. There are good systems in place to ensure there is no discrimination. The enrichment of pupils' spiritual, moral, social and cultural development is also well provided for through the curriculum and strong links with the local church support this aspect well. The school is aware of the need to further broaden pupils' understanding of other faith groups and cultures. The school ensures a safe, secure and happy environment for the pupils; safeguarding arrangements meet requirements. School self-evaluation is robust, provides accurate information for the development plans and rightly focuses on raising standards even further. The high attendance and good achievement, which have been consolidated since the time of the last inspection, demonstrate the school has a good capacity to improve.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.



## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



19 March 2012

Dear Pupils

**Inspection of Meltham CofE (VC) Primary School, Holmfirth HD9 4DA**

Thank you for the welcome we received when we came to inspect your school recently. This letter explains what we found out.

Meltham CofE Primary is a good school. You obviously enjoy coming, which explains why your attendance is so good. From when you start school you make good progress and, as a result, your attainment is above average in English and broadly average in mathematics by the time you leave Year 6. This means you are well prepared for life at secondary school. However, as you make better progress and reach higher standards in your reading and writing than you do in your mathematics, we have asked the school to ensure the standard you reach in mathematics improves.

We were impressed with your attitudes in lessons and your behaviour around school. You explain how any minor upsets are quickly resolved. Many of you say what a difference the Playground Champions have made, ensuring your break times are happy and fun occasions.

Teaching is good overall and some is outstanding. However, a small number of lessons are only satisfactory. We have therefore asked leaders to make sure all teachers learn from the best, to ensure the progress you make in mathematics improves still further.

I hope you keep on working hard and playing well together, as you also play a big part in making your school even better.

Yours sincerely

Jim Alexander  
Lead inspector

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