

Inspection of a good school: Meltham CofE (VC) Primary School

Holmfirth Road, Meltham, Holmfirth, West Yorkshire HD9 4DA

Inspection dates:

21 and 22 June 2022

Outcome

Meltham CofE (VC) Primary School continues to be a good school.

What is it like to attend this school?

Meltham is a school that strives equally to develop pupils academically and personally. All pupils study a curriculum that is rich and rewarding. There is a strong commitment to the arts. Pupils enjoy the opportunities to perform in school productions and develop their artistic skills through lessons in a dedicated, well equipped arts studio.

Pupils are confident in sharing their views while being respectful of others who may have different views, or experiences, to them. They enjoy learning about different cultures, and taking part in a range of extra-curricular clubs and groups.

Pupils know what bullying is and why it is wrong. Bullying is rare but, when it does occur, pupils say they know who to report it to, and that it is dealt with well.

Pupils behave well in lessons. There are clear expectations that are understood by pupils. Teachers use low-key approaches, where appropriate, to ensure that pupils meet these expectations. A small number of pupils do not behave appropriately at break and lunch times. Some pupils say they do not enjoy these parts of the school day as a result. Most pupils say they enjoy coming to school, and that they feel safe.

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

Subject leaders spend time in Reception classes and work closely with the early years leader to ensure that pupils' learning in Year 1 builds carefully on what pupils have learned in Reception. This joined-up thinking and planning helps pupils learn effectively across the full range of subjects.

Pupils begin learning phonics as soon as they start school. Leaders know that reading is a gateway to learning in other subjects. Staff are clear about the sounds that pupils should be able to read at each stage, and they teach them in a logical order. There are some inconsistencies in how staff teach phonics. Leaders identified these inconsistencies and made the decision to move to a new, more detailed phonics programme. All staff have

received training in the new programme, although COVID-19-related staff absence has meant that some have completed it quite recently. Some parts of the new programme have already been introduced, such as agreed approaches to use when adults at school listen to pupils read. Other parts of the new programme, including what pupils are expected to read at home, will start in September.

Older pupils enjoy the chance to read books of their own choosing. They talk excitedly about books they are reading and the favourite books they have read. Leaders have developed strong links with the local library and bookshop. These links have provided pupils with multiple opportunities to hear authors and illustrators talk about their books. Pupils have a tendency to 'go for what they already know' when selecting books to read from the class library. Some teachers are trying approaches to broaden the range of books that pupils read, for example through 'the Monopoly challenge'.

Leaders have ensured that, in each subject, teachers are clear what to teach and when. Subject leaders have been given time to think carefully about the learning that pupils may have missed, or be less secure with, as a result of COVID-19. They have identified key learning that may not be secure, and have made adjustments to what pupils will learn to ensure that the most important pieces of learning are revisited.

To address the challenges of accessing the right wider support for pupils with special educational needs and/or disabilities (SEND), leaders have increased their SEND team. The SEND leader ensures that teachers receive training on how to best support individual pupils with specific needs.

A small number of pupils have not always received the support they require at social times. This concerns some parents and pupils. Leaders, including governors, are aware of the issue and have taken steps to improve the support offered. They have introduced individualised 'social time' support plans. The use of these plans has seen the number of incidents reduce.

Pupils are taught how to respect others and celebrate differences. There is a coherent personal, social and health education (PSHE) curriculum that builds pupils' knowledge and understanding from the very start of Reception. Leaders have carefully identified the crucial knowledge and understanding that pupils may not have learned during the period where schools were closed to most pupils. They developed a 'recovery curriculum' that prioritised the teaching of these key areas.

Leaders are mindful of staff workload. They have tried to remove tasks that do not add value to pupils' learning. Where staff require additional time to undertake their work effectively, leaders strive to provide it.

Safeguarding

The arrangements for safeguarding are effective.

Staff in school know their pupils and families well. Leaders have ensured that all staff in school know the risks that pupils may face and the signs that something might not be

right in a pupil's life. They have ensured there are secure systems in place for staff to report any concerns. The designated safeguarding leader and deputy work effectively, including with other schools and outside agencies, to keep pupils safe.

Pupils learn about the risks they may face growing up, including online. They know how to keep themselves safe and the steps they should take if they are anxious about something.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not ensured that all pupils who need it receive support at social times. This means that some pupils do not enjoy these parts of the school day as they are anxious about what might happen. This has a negative impact on their overall enjoyment of school. Leaders should ensure that all pupils who need it receive the support they need at lunch and breaktimes.
- Teaching of phonics is not consistent. As a result, the progress some pupils make in developing their phonics decoding is slowed. Leaders should ensure that all those teaching phonics using the new programme are fully trained and confident in the approaches used.

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 a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in March 2012.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

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

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	107718
Local authority	Kirklees
Inspection number	10226862
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	415
Appropriate authority	The governing body
Chair of governing body	Mr Paul White
Headteacher	Mr Philip Gibbins
Website	http://www.melthamceschool.co.uk
Date of previous inspection	2 March 2017, under section 8 of the Education Act 2005

Information about this school

- The school is above average in size for a primary school.
- The proportion of pupils eligible for free school meals is below the national average.
- The proportion of pupils receiving SEND support is below the national average.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector held discussions with: the headteacher and the deputy headteacher; the special educational needs coordinator; the leaders in charge of the PSHE curriculum; the designated safeguarding leaders and a group of governors.
- The inspector checked the single central record.
- The inspector met the early years leader, visited Reception classes, and spoke with children.

- The inspector took account of a wide range of documentary information, including school policies, school self-evaluation, records of behaviour, pupil behaviour plans, minutes from governing body meetings and information regarding safeguarding processes.
- The inspector carried out deep dives into reading, mathematics and art. In each deep dive, the inspector reviewed curriculum documentation online, discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work. The inspector listened to pupils reading.
- The inspector observed pupils at break, lunchtime and when moving around school.
- The inspector spoke to a range of staff over the course of the inspection and considered 32 responses to the staff survey.
- The inspector spoke to parents at the end of the school day and reviewed the 78 responses to the Ofsted Parent View survey.
- The inspector met formally with groups of pupils and spoke to others informally throughout the inspection.
- The inspector spoke with the local authority school improvement adviser and a diocesan representative.
- The inspector met with the school arts council.

Inspection team

Steve Wren, lead inspector

Her Majesty's Inspector

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