



Midgley School

Inspection Report

Unique Reference Number 107517
LEA Calderdale
Inspection number 277766
Inspection dates 5 July 2006 to 6 July 2006
Reporting inspector Mrs Rosemary Rodger CfBT Lead Inspector

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

Type of school	Primary	School address	Lane Ends
School category	Community		Midgley
Age range of pupils	4 to 11		Halifax, West Yorkshire HX2 6TX
Gender of pupils	Mixed	Telephone number	01422 882356
Number on roll	111	Fax number	01422 881192
Appropriate authority	The governing body	Chair of governors	Mr David Abrams
Date of previous inspection	22 May 2000	Headteacher	Mrs Diane Cure

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This is a very small primary school situated in a small rural village. The surrounding area is socially and economically advantaged, reflected in the small number of pupils eligible for a free school meal. Few pupils have learning difficulties and/or disabilities but the number of pupils with a statement of special educational need is above average. Pupils are mostly of White British heritage. The school now faces substantial staffing changes as the headteacher is retiring at the end of term and another teacher has secured a promotion to another school. There is an after school club on site that is not managed by the school and also a weekly parent and toddler group.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

This outstandingly successful school meets the needs of its pupils in all aspects of its work. In particular, high quality teaching and learning ensure pupils' extremely good overall progress. The needs of the most and least able pupils, for example, are exceptionally well met. Pupils quickly settle to their very successful education in the Foundation Stage class. Standards are high throughout the school but teachers are not complacent and continue to take action to improve. For example, Year 2 pupils are now attaining even higher in reading and writing and the 2006 Year 6 national tests have improved further in all tested subjects. Assessment information gives a very clear view of pupils' progress. Teachers mostly use the information with great precision to plan work that challenges at the right levels for each pupil. Within this strong picture, however, fewer steps have been taken to support some Years 3 and 4 pupils making less effective progress. A wide range of out-of-school activities, educational visits and tuition for pupils with particular talents very effectively supplement the rich curriculum. The excellent care, guidance and support provided for pupils contribute substantially to their outstanding personal development and well-being. Pupils develop independence and confidence; their exemplary behaviour and attitudes contribute significantly to their learning. Rigorous monitoring ensures outstanding leadership and management and the school's accurate evaluation of its work. Excellent improvements have been made under the very capable leadership of the headteacher and there is strong capacity to improve further. Governors are well informed and supportive, ensuring the school provides the best value for money. Parents greatly appreciate the school's work and the steps taken to help them support their children's learning, for example, through informative mathematics sessions after school. However, a small number of parents would appreciate better communication and consultation with the school.

What the school should do to improve further

- Make more consistent use of assessment data to identify and support those pupils making less than the expected progress in Years 3 and 4.
- Improve the effectiveness of communication and consultation with parents.

Achievement and standards

Grade: 1

When children start school in the Reception class, their attainment is generally above average in all areas of learning, although the very small numbers lead to some variations. These standards are effectively built upon and, by the time pupils reach Year 2, standards are exceptionally high in reading, writing and mathematics. More able pupils achieve particularly well in Year 2 and overall standards are rising. Pupils continue to achieve extremely well through Key Stage 2. In 2005, Year 6 pupils reached well above average standards in English, mathematics and science from average levels in Year 2. Standards here also continue to rise; the current Year 6 pupils have exceeded the

English and mathematics targets in the recently completed national tests. Achievement is outstanding throughout the school and reflects the generally excellent teaching.

All pupils, apart from a few in the Year 3 and 4 class, make exceptional progress irrespective of their gender, ability or learning difficulty. Pupils with learning difficulties and/or disabilities are very well supported by well-briefed teaching assistants and specialist support staff. Progress in information and communication technology (ICT) is excellent. Pupils in Year 2, for example, demonstrated high level skills as they learned to control animated characters.

Personal development and well-being

Grade: 1

Pupils have plenty to say about the excellent impact of this aspect of the school's work on their enjoyment of school. They like the small number of pupils because they know everyone's name and regard the school as their own, friendly community. They are confident, as one pupil said, 'Because I did the booster club'. They know about healthy eating and their own efforts at growing potatoes in the school garden contribute to their understanding of the world of work as well as promoting a healthy lifestyle. The friendliness of everyone is highly valued, to such an extent that they regard their teachers, as one pupil said, 'Like your second mum or dad because they are really kind, nice and understand'. Bullying, in their eyes, is never an issue. They have a worry box, but do not need to use it because they feel so safe and secure in school. The school council representatives in all classes take their responsibilities seriously by canvassing the views of others and discussing ideas posted in the suggestion box. The pupils' enjoyment of school is well reflected in the above average attendance figures. Their spiritual, moral, social and cultural development is outstanding. Behaviour is exemplary in classrooms and around the school.

Quality of provision

Teaching and learning

Grade: 1

The quality of teaching and learning is outstanding overall with consistently very strong teaching in the Foundation Stage and Key Stage 1. There is an excellent balance between indoor and outdoor learning that compensates for a small classroom for the youngest children. Excellent teaching contributes exceptionally well to challenging and enjoyable learning. Year 2 pupils, for example, showed exemplary levels of independence and responsibility as they enthusiastically researched the meanings of symbols on Mayan artefacts and a map of Mexico. Questioning in such lessons is probing and contributes very effectively to the inquiring minds the pupils have. Teaching in Key Stage 2 is always good or better. Pupils are encouraged to reflect on their learning and assess their progress towards targets in literacy. What pupils are expected to learn is generally well displayed but opportunities to review what they have learned in lessons are not always provided. Assessment procedures are

comprehensive and provide an excellent basis on which to track individual pupils' progress. Information is used very well to identify those needing support through booster classes in the older class, but less so in the class of Year 3 and 4 pupils.

Curriculum and other activities

Grade: 1

Basic skills of literacy, numeracy and ICT are excellently promoted for all pupils. The range of activities and experiences to broaden pupils' awareness of other countries and cultures is outstanding. The needs of more able pupils and those with learning difficulties and/or disabilities are exceptionally well met. Involvement of the local community in school events is outstanding. For example, pupils wrote to various firms and shops to request contributions to the 'Big Breakfast' to raise money for one of many charities the school supports. The range of lunchtime and after-school clubs is excellent. Baking, cross-country, drama and a comprehensive number of sports facilities and competitions all contribute well to pupils' healthy living. The personal, social and health education and citizenship (PSHCE) programme ensures pupils are fully aware of health matters, including the dangers of smoking and substance abuse. A recent healthy school award is an excellent reflection of the priority given to PSHCE.

Care, guidance and support

Grade: 1

The school gives a very high priority to this aspect of its work. Child protection and first aid procedures are fully up to date and appropriate staff are fully trained. This means that pupils feel very safe and secure in school. Risk assessments and procedures to vet staff working in school are robust. Playtimes are risk free and pupils enjoy a full range of activities every day. Pupils are very well cared for. The individual progress of pupils is tracked and pupils are encouraged to reflect on their learning. The support for pupils with learning difficulties and/or disabilities is excellent. They are supported very well in lessons by well trained support staff.

Leadership and management

Grade: 1

Leadership and management are outstanding overall and contribute to creating a very effective climate for learning. The school's self-evaluation gives an accurate picture of its many strengths and reflects the findings of the inspection. Continuing school improvement is given a very high priority and the success of the process is well reflected in the recent improvements to standards in writing. A rigorous programme of monitoring teaching and learning has had an excellent impact on improving the quality of teaching and learning. The assistant headteacher very ably supports and deputises for the headteacher. All staff are encouraged to attend courses to assist their professional development. Consequently, they provide pupils with a rich and innovative curriculum underpinned by a high priority given to promoting excellence and enjoyment in all the pupils do. Governors are well informed and support the school effectively, seeking to

achieve best value in all school decisions. However, some parents say they are not always consulted about decisions that affect their children and feel that their views are not always heeded. Outstanding improvements since the last inspection have been very capably led by the headteacher and the school shows great capacity to continue to improve.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	1	NA
The standards ¹ reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for making my visit to your school such an enjoyable time. It was a pleasure to join you in lessons and talk to you about your time at Midgley school. I am writing to let you know what I liked about your school and my suggestions for making it even better.

- You all work very hard and are very successful in the tests you take.
- You learn many interesting things, especially those of you who were finding out about Mexico and Australia.
- You all have an excellent understanding of the need to live healthily; some of you work hard to keep everyone supplied with produce from the school garden.
- You are all brilliant at ICT. Your animations were fantastic.
- You enjoy all the sporting activities and opportunities to take part in competitions.

There is very little that needs to be done to make your school a better place.

- Teachers should make sure that the progress you make is checked so that extra help can be given if it is needed.
- Some of your parents would like more account taken of their views and to be consulted more on some decisions taken by the school.

Good luck to you all. I hope you continue to be very happy in your school.