



Meltham CofE (C) Primary School

Inspection Report

Unique Reference Number 107718
LEA Kirklees
Inspection number 277820
Inspection dates 27 September 2005 to 28 September 2005
Reporting inspector Mrs Dee Brigstock CfBT Lead Inspector

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

Type of school	Primary	School address	Holmfirth Road Meltham Holmfirth, West Yorkshire HD9 4DA
School category	Voluntary controlled	Telephone number	01484 222610
Age range of pupils	5 to 11	Fax number	01484 222613
Gender of pupils	Mixed	Chair of governors	Ms A Fisher
Number on roll	423	Headteacher	Ms M McLean
Appropriate authority	The governing body		
Date of previous inspection	29 November 1999		

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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

Meltham is a large voluntary controlled Church of England school in Holmfirth. Most of the pupils are white British, with few from minority ethnic backgrounds, and none of these are at an early stage of learning English. Fifteen per cent of pupils have learning difficulties or disabilities, and 1 per cent have statements of special educational need. When pupils start school their skills and knowledge are broadly average. A below average proportion of pupils receive free school meals, and few pupils leave or join the school between the reception year and Year 6. The school works in partnership with several other educational establishments to provide placements for trainee teachers, nursery nurses, and work experience students. It is designated as a 'Healthy School', an 'Investor in People', and has been awarded 'Activemark'.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school where every child really does matter. Most pupils make good progress throughout the school. Those with learning difficulties make very good progress because they have a lot of extra, practical help. Standards are well above average in English and science. The school knows that some of the more capable pupils do not do as well as they could in mathematics. Pupils really enjoy coming to school. They are very well behaved and flourish in the school's supportive, safe and creative atmosphere. Pupils enjoy the healthy meals prepared by the school's award winning cook.

Teaching is good. Relationships between pupils and their teachers are very good and pupils learn well because they are set challenging and interesting work. The curriculum is good, and there is some outstanding and innovative practice in personal development and music. However, there are not enough planned opportunities for pupils to develop their numeracy and information and communication technology (ICT) skills in other subjects. Care, guidance and support are outstanding.

The school provides good value for money because it is led and managed so well. The headteacher is far-sighted and creative. She puts the well-being of the pupils at the heart of all her plans. The school knows itself very well but is too modest about its achievements in all aspects of its evaluations. Improvement since the last inspection is good; the system for checking pupils' progress is exemplary. The school is well placed to improve even further.

What the school should do to improve further

- Raise standards in mathematics for the more capable pupils by systematically extending their use of mathematical language.
- Plan more opportunities for pupils to practise their mathematical skills in other subjects, including ICT.

Achievement and standards

Grade: 2

Children enter the reception class with broadly average skills and make very good progress from here, up to the end of Year 2, where standards are well above average.

Pupils with learning difficulties have a lot of additional support from teaching assistants and their progress is very good throughout the school, many of them reaching very challenging targets by the end of Year 6. They make very good progress because what they know and need to learn next, is identified very accurately within the school's assessment procedures, including, in English, very good, helpful marking.

By the time pupils leave school in Year 6, standards in English, science and mathematics are much better than in most schools, and this is reflected in the results from the 2005 tests. All pupils make good progress in English and science; their work is marked well

and teachers stress very good use of language, which pupils then practise and refine in other subjects. The school's focus on further raising standards in English has been very successful this year.

In mathematics, progress for most pupils is good, but satisfactory for about half of the more capable pupils. Teachers' marking is not as consistently helpful as it is in English and pupils spend too many lessons practising their computational skills, which are already very good, and not enough time in applying these skills, and using correct mathematical language, to discuss how problems and investigations can be resolved.

Personal development and well-being

Grade: 1

This aspect is outstanding, demonstrated by pupils' high levels of interest in their work and their very good example to others in work and play. This is a friendly school where instances of bullying rarely occur and, if they do, they are resolved swiftly.

Pupils' spiritual, moral, social and cultural development is very good. Spiritual development is outstanding; as seen in an electrifying assembly, when pupils reflected on the theme of helping others whilst listening to the song 'Bridge over Troubled Water'. Pupils' behaviour and the relationships between pupils, and between staff and pupils, are significant strengths of the school. They have a sound and improving understanding of their own and some other cultures.

Attendance has been consistently well above average for several years because pupils enjoy school. They feel safe and cared for by staff and other pupils. They know how to maintain a healthy lifestyle and understand the importance of a good diet. The wide range of healthy, well-cooked food, available at lunchtimes, is much appreciated. Pupils make excellent progress in developing their social skills. For example, Year 6 pupils are 'befrienders,' explaining their role as; "We listen to other children's concerns and guide them into making decisions for themselves". By the end of Year 6, pupils are very well prepared for the next stage of education because of their very good attitudes to work and acquisition of basic skills.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good. Teachers develop pupils' skills quickly through providing interesting and engaging learning activities, which are closely matched to their needs. This is particularly noticeable in English where precise and helpful teachers' marking is very well established.

There is some outstanding practice, particularly amongst senior members of staff. For example, in a superb mathematics lesson, pupils were encouraged to investigate a problem in teams, leading to impressive learning about the relationships between numbers. One commented, "This kind of maths is better than doing just number work."

It's more creative - It makes you think more." However, in several classes, teachers' planning in mathematics is not focused enough on solving problems, or embedding pupils' use of mathematical language, which is why about half of the oldest and most capable pupils make satisfactory, rather than good, progress in this subject.

Teachers collaborate well in their teams and as a result, pupils with learning difficulties are given practical and experienced support from classroom assistants who know when to intervene, and when to stand back, to encourage these pupils' independence.

An excellent assessment system accurately tracks pupils' progress every year and is used very well to set future targets for pupils. Relationships between teaching staff and pupils are very good and new or inexperienced teachers are supported very well.

Curriculum and other activities

Grade: 2

The curriculum is good. The school meets its aim to provide access for all pupils to a meaningful, challenging and enjoyable education, which is outstanding in all aspects of their personal development. Pupils have a very good knowledge of how to stay safe and healthy for their age.

An outstanding range of enjoyable enrichment activities, enhances pupils' learning and music and the performing arts pervade many aspects of school life. A lot of pupils are talented musicians and contribute to the popular, vibrant orchestra and choirs; giving many well attended concerts. A wealth of sports activities successfully reinforces the importance of having a healthy lifestyle and has led to the school attaining the Activemark for Sport.

Pupils with learning difficulties or disabilities have extra help, which is used very well to help them learn. In Reception, teachers concentrate well on children's spoken language and personal and social development, but do not make enough use of outdoor play facilities. However, their physical and learning potential, is being developed very well through an innovative movement programme.

Good plans help pupils make learning links between subjects, particularly in English, but there are missed opportunities to develop numeracy and computer skills in other curriculum areas.

Care, guidance and support

Grade: 1

The care, guidance and support for pupils are outstanding and child protection procedures are good; the headteacher leads the outstanding care of vulnerable children. All staff know the pupils very well. The school values all of its community highly. Pupils feel secure because of very good relationships with staff, which enable them to make good progress in their learning. Arrangements for monitoring pupils' personal development and academic progress are exemplary; for example, it has identified, through a pupils' questionnaire, that boys' self esteem in Years 5 and 6 is higher than that of girls and has written an action plan to tackle this matter. The system for

checking the progress of pupils is excellent. The headteacher has a full and rounded picture of every pupil and shares this effectively with other staff.

Leadership and management

Grade: 2

The headteacher provides firm and purposeful leadership. An exceptional element is the tangible focus on the pupils' personal development that underpins the teaching and learning. The headteacher has dealt well with recent long-term staff absence so that the pupils' achievement was never adversely affected. Parents, who returned their questionnaires, appreciated this very much.

Senior leaders have ensured that recent training has strengthened teamwork and enabled middle managers to lead improvements such as strengthening links between subjects. The exemplary system for monitoring pupils' progress informs leaders how well individual pupils are doing and accurately identifies what needs to be done next. This is very evident in the improved standards in English this year. Monitoring in other subjects, has not been so well addressed which is why this aspect of management is satisfactory rather than good.

Governors influence the school's work well. They visit the school very regularly to find out about the school's successes and areas to develop. The school's improvement plan is being revised to include sufficient detail to better guide the school's development. The budget links well to school improvement priorities. Very good use is made of the accommodation in particular the splendid performing arts studios, which successfully enable music and dance to be taught regularly and often by specialists. The school's finances are well managed and the value for money the school provides is good. Improvement since the last inspection has been good and the good quality of the leadership and management means that the school is well placed to improve further.

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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?	2	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	2	NA
The effectiveness of the school's self-evaluation	2	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?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	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	2	NA
The behaviour of learners	1	NA
The attendance of learners	1	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	2	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	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	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?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	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

Dear Pupils,

Thank you very much for helping us to understand and learn about your school.

We like these things the most;

- The way you behave towards each other.
- We are very pleased that you enjoy school and work hard in lessons.
- We are also pleased at how well the school teaches you to respect other people, stay safe and eat healthily.
- There are some really good teachers in school who look after you very well.
- The headteacher, other teachers and governors know what to do to make your school even better.
- Your parents are very pleased with how well you are getting on.

We have asked your school to work on these things now;

- We have asked your teachers to let you do more investigations in maths and to make sure that you use the right mathematical names for things all the time.
- We have asked the school to make sure that you practise what you learn in mathematics in some other subjects such as ICT.

With best wishes,

Mrs. Brigstock, Mr. Robinson, Mrs. Murphy

(The inspectors)