

Meltham Moor Primary School

Inspection report

Unique Reference Number	107681
Local Authority	Kirklees
Inspection number	287887
Inspection dates	18–19 June 2007
Reporting inspector	Julie Price Grimshaw

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	228
Appropriate authority	The governing body
Chair	Dr J Roberts
Headteacher	Mr Michael Whitfield
Date of previous school inspection	15 April 2002
School address	Birmingham Lane Meltham Holmfirth West Yorkshire HD9 5LH
Telephone number	01484 222614
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is an average sized primary school in a semi-rural area close to the village of Meltham, approximately six miles from Huddersfield. Most pupils come from the immediate area, although the intake is mixed in terms of socio-economic background. Children's attainment on entry to the Nursery varies significantly from year to year. The proportion of pupils entitled to free school meals is broadly in line with the national average and the number of pupils with learning difficulties and/or disabilities is slightly below average. Almost all pupils are of White British origin, and none are at an early stage of learning English. The school holds the Healthy Schools Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This outstanding school is a thriving learning community where all adults and pupils work exceptionally well together. Pupils are proud to attend the school and genuinely appreciate the exceptional care and dedication shown by all staff. Parents are delighted with the work of the school; 'we cannot praise the school highly enough', is a typical viewpoint. They are especially pleased with the work of the school within the local community; for example, the Christmas entertainment provided by pupils for the elderly. Parents are also very happy to attend the regular 'special mention' assemblies, where pupils are congratulated on their achievements.

Provision in the Foundation Stage is good with some outstanding features. Well trained staff ensure that children are cared for and safe, and enjoy their learning. Resources for outdoor play are excellent and there is a good balance between teacher-led activities and child-initiated play. Much emphasis is placed upon the personal development of these young children and they are carefully guided in forming friendships and working well together.

Pupils in Years 1 to 6 make outstanding progress and their achievement has been consistently high for several years. Standards by the end of Year 6 are often well above average in mathematics and science. Pupils make good progress in English and test results in 2006 showed an improvement on the previous year but standards in this subject do not yet match the exceptional achievement evident in mathematics and science.

Great importance is placed upon pupils' personal development, and consequently, they have a very good awareness of issues related to healthy lifestyles and staying safe, including internet safety. Pupils remark that, 'all the teachers are very caring towards us', and the excellent contribution of support staff is a major strength of the school's work. The quality of teaching and learning is excellent. Teachers are skilled practitioners who work hard to ensure that pupils are constantly provided with exciting and challenging opportunities for learning. Positive relationships are a strength and pupils are enthusiastic, happy and motivated learners. This is an inclusive school, where each individual is supported, cared for and encouraged to achieve as well as possible. The rich and varied curriculum provides an outstanding context for pupils' development of a very wide range of skills and all of the high quality extra-curricular activities are very well attended.

The school is exceptionally well led and managed. All staff show very high levels of commitment and dedication to their work and carry out their delegated responsibilities very effectively. Through rigorous monitoring, the headteacher and assistant headteacher maintain a very accurate overview of the quality of provision. Although the school's self-evaluation identifies the main strengths and priorities for development, the school has been too modest in judging the effectiveness of some aspects of its work. Resources are deployed very effectively to achieve excellent value for money. The school has made very good progress since the previous inspection and the capacity for further improvement is excellent.

What the school should do to improve further

- By the end of Year 6, further improve standards in English so attainment in this subject is in line with mathematics and science.

Achievement and standards

Grade: 1

Pupils' achievement is outstanding. Children's attainment on entry to the Nursery varies from year to year, but is broadly average. They make at least good progress from their individual starting points in the Foundation Stage because of well targeted and caring teaching and support. Progress accelerates through Key Stage 1, so that by the end of Year 2, pupils reach standards in reading, writing and mathematics that are above those expected for their ages. Pupils make excellent progress during Key Stage 2 attaining standards that are at least above, and in some cases well above the national average. Pupils with learning difficulties and/or disabilities also, make outstanding progress.

Because of their rigorous tracking and monitoring systems, the school identified that attainment and progress in writing were not as good as in reading and strategies have been put in place to address this difference. Consequently, a dip in English test results in 2005 was remedied in 2006, when challenging school targets were exceeded.

Personal development and well-being

Grade: 1

Pupils' spiritual, moral, social and cultural development is outstanding, with the development of social skills being a major strength of the school. Relationships in school are excellent and behaviour is exemplary. Pupils show great enjoyment of school and are very keen learners. 'It's all brilliant', and 'I love learning', are two comments from pupils that sum up their feelings about the school and their enjoyment is reflected in above average figures for attendance.

The school places a high priority on its provision for sport and outdoor activity and almost all pupils take part in and enjoy active lunchtimes and playtimes; these are very popular, promoting excellent attitudes towards physical fitness. Pupils make many positive contributions to the school and to the wider community. The school council and Eco group are working on projects to save energy and are actively promoting recycling. Pupils really enjoy and take on responsibilities willingly, such as playleaders, organising and supervising activities and challenges for younger pupils. Others help out in the school office over the lunchtime period.

Above average standards in literacy and numeracy, good skills in information and communications technology (ICT) and outstanding social skills mean pupils are very well prepared for the world of work.

Quality of provision

Teaching and learning

Grade: 1

Teachers have very high expectations of their pupils in terms of both achievement and behaviour. Pupils respond very well to this and their fervour and motivation are evident in all lessons. Teachers deliver lively lessons that typically include a variety of interesting and imaginative activities. All pupils are constantly encouraged and praised for their efforts; as a result, they show tremendous enthusiasm and are keen to share their work with each other and their teachers. Lessons are well planned and include carefully designed tasks to ensure that the needs of all pupils are fully met; the first-rate contribution of support staff is a major factor in securing the outstanding progress made by all, including those with learning difficulties. ICT

is used very effectively to enhance the quality of teaching and learning; staff are skilled in the use of interactive whiteboards. The whole-school focus on assessment has resulted in a consistent approach to providing high-quality feedback to pupils. Consequently, they are fully aware of how well they are doing and what they need to do in order to improve further.

Curriculum and other activities

Grade: 1

The curriculum is first-rate and includes many opportunities for pupils to practise the key skills of numeracy and literacy across a wide range of subjects. Provision for the development of pupils' ICT skills is a significant strength, and as a result, they are confident and competent in their use of technology. Arts subjects have a high profile throughout the school; the contribution of visiting artists results in some very high quality artwork from pupils. The quality of pupils' musical performance is extremely impressive because of the excellent provision for music, both in terms of curricular and extra-curricular work. Enrichment opportunities are both extensive and varied. They make a significant contribution to pupils' personal, social and wider skills. The successful introduction of French for pupils in Key Stage 2 has been well thought out, with all staff involved in teaching the language and careful consideration of appropriate resources. Extra-curricular provision is outstanding. Such activities are very popular; several pupils commented that, 'there's so much to do, it's hard to choose!'

Care, guidance and support

Grade: 1

The school cares exceptionally well for its pupils, both in promoting their academic skills and in supporting their personal and social development. All statutory requirements for safeguarding pupils are in place and arrangements for health and safety are robust, ensuring pupils learn in a safe and secure environment. Support for vulnerable pupils including those with learning difficulties, is outstanding; as a result, the achievement of these pupils is in line with that made by other groups. Early intervention is a key aspect of provision so that where children are identified as having additional needs, these are addressed in good time. The school works well with outside agencies in order to provide support where necessary. Academic guidance is very good; the school uses data on pupils' progress extremely effectively in order to set challenging yet realistic targets.

Leadership and management

Grade: 1

The headteacher has been extremely successful in establishing a strong culture of shared responsibility amongst all staff, based on developing and maximising the skills and expertise of individuals. Staff are keen to take on responsibilities as subject leaders and carry out their roles with diligence. Much importance is placed on the professional development of staff and teachers are happy to share good practice and provide mutual support wherever appropriate. A particular strength of the school's management is the way in which support staff are encouraged to develop their skills and subsequently take an active role in directing pupils' learning which contributes much to the excellent progress they make.

There is a very effective and firmly established cycle of action planning, monitoring and review, which involves all staff; as a consequence, there is a strong sense of teamwork, shared

responsibility and pride amongst all adults working in the school. High quality improvement planning outlines the main priorities for whole-school development and extremely effective procedures for self-evaluation ensure that senior managers have an accurate overview of what needs to be done to take the school forward.

The contribution of governors is particularly valuable. All show very high levels of commitment and take their responsibilities seriously. Governors know the school extremely well; they visit classrooms on a regular basis and work closely with staff. They are well trained and have a clear understanding of their roles. They assist school staff by exploring issues related to school development in much detail.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

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

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Inspection of Meltham Moor Primary School, Holmfirth, HD9 5LH

Thank you very much for making us feel so welcome in your school. We really enjoyed talking to you, hearing your views and watching you learn.

We think that your school is outstanding. There are so many things that we liked; we thought that the lessons were fun and interesting and we agree with what you told us about all of your teachers being very caring. In fact, all the staff at your school enjoy working with you and they are very committed to helping you to do your very best in all subjects. You told us that you really enjoy your ICT lessons and we can certainly see why; we were very impressed with your computer skills. You do lots of musical activities, too, and we thought that your singing was excellent.

We must congratulate you on your excellent behaviour. In class, you listened carefully and worked very hard. You also helped each other and were very polite to the adults that work with you. It was great to see that some of you take on responsibilities, such as the play leaders, and we were told that your concerts are wonderful and much appreciated by everyone in the community who is fortunate enough to attend. We are very pleased that you are given the opportunity to study a wide variety of subjects and you are clearly enjoying your French! The sporting and musical activities at lunchtime are very popular and we were delighted to see so many of you taking part.

Pupils at Meltham Moor make excellent progress in their work because of the outstanding quality of teaching and learning. Test results from your school have been above average over several years. You do particularly well in mathematics and science. Although test results in English show that you make good progress and produce high quality work, we have asked the staff to think about how they can help you to make the same excellent progress in English as you make in mathematics and science. Of course, you have an important part to play here, by always trying as hard as you can to produce your very best written work.

We know that you and the staff are proud to be at Meltham Moor and we can see why. We wish you all the very best for the future and hope that you will keep up this excellent work.