

Golcar Junior Infant and Nursery School

Inspection report

Unique Reference Number	107696
Local authority	Kirklees
Inspection number	377628
Inspection dates	22–23 February 2012
Lead inspector	Marie Cordey

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 of pupils on the school roll	426
Appropriate authority	The governing body
Chair	Alan Kaye
Headteacher	Karen Taylor
Date of previous school inspection	20 October 2008
School address	Manor Road Golcar Huddersfield HD7 4QE
Telephone number	01484 222220
Fax number	01484 222220
Email address	office.golcar@edukirklees.net



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk

You may copy all or parts of this document for non-commercial purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store Street
Manchester M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



Introduction

Inspection team

Marie Cordey
Chanan Tomlin
Yvonne Mills-Clare

Additional inspector
Additional inspector
Additional inspector

This inspection was carried out with two days' notice. The inspectors observed twenty-six teachers and visited twenty-three lessons, one of which was a joint observation with an assistant headteacher. In addition the inspectors made other more brief visits to lessons and also heard pupils reading. Meetings were held with representatives from the governing body, staff and groups of pupils. The inspectors observed the school's work, and looked at the school's self-evaluation evidence, the school improvement plan, safeguarding documentation, and records of internal and external monitoring of the school. The inspectors also analysed questionnaires completed by 258 parents and carers and those completed by pupils and staff. The inspectors looked at the on-line questionnaire (Parent View) and followed up comments made by parents and carers.

Information about the school

Golcar is larger than the average-sized primary school. The proportion of pupils known to be eligible for free school meals is well below average. The proportion of disabled pupils and those with special educational needs is well below average. The vast majority of pupils is from White British backgrounds. The school meets the government's current floor standard. The school has gained the Activemark for its sport provision.

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

Overall Effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key Findings

- This is a good school. It is not yet outstanding because of some inconsistency in teaching. Pupils, including disabled pupils and those who have special educational needs, make good progress in their learning and achieve well. Attainment is above average by the time pupils leave school at the end of Year 6. They enjoy school life and their attendance is above average. Children settle down happily in the Nursery classes and make good progress in their play and learning.
- The school is led well. Senior leaders and the governing body are very clear about how they want the school to improve further. Consequently, all staff have high expectations of pupils' personal and academic development.
- The vast majority of parents and carers believe that the school provides a good education for their children. Links with the local community are celebrated and harmonious. Pupils show respect for different cultures and beliefs although their first-hand experience of cultures that are different from their own is limited.
- The quality of teaching is good and pupils thrive in the best lessons where they acquire knowledge, develop their learning techniques and enjoy the challenge of achieving as well as they can. Consequently, the overall attainment of more-able pupils is rising. Occasionally in some lessons, there is insufficient challenge to ensure that these pupils raise their standards still further. Pupils' work is marked regularly and most pupils are clear about what they need to do in order to take the next steps in their learning. This is not consistent and a small number of pupils are not sure how well they are doing in their work or what, precisely, they need to do in order to improve its quality.
- Pupils are welcoming and polite. Their behaviour is good and the vast majority of parents and carers agree that pupils' behaviour is positive.

What does the school need to do to improve further?

- Raise attainment further by July 2013 through:
 - ensuring that teaching is consistently good and better and provides sufficient challenge for the more-able pupils
 - improving assessment so that all pupils are aware of how they are performing in their work as well as, precisely, what they need to do in order to improve its quality.
- Extend the positive work done in the local community to increase pupils' first-hand experience of cultures that are different from their own.

Main Report

Achievement of pupils

Children are well-prepared for school life in the Early Years Foundation Stage. Children flourish because of the broad range of activities provided for them to play and learn and they make good progress from their typically below average starting points. They are also encouraged to develop their interests at home. In themed work about Egypt, for example, some pupils brought in artefacts to extend their learning. Their parents and carers consider that they are progressing well and many take up the opportunity to attend workshops and open-door sessions. The teaching of reading and emerging writing is well-planned to engage children whether indoors or out. As a result, children develop their number skills while playing board games in vibrant classrooms or when playing counting games outdoors.

Parents and carers are very positive about the progress made by their children. Inspectors agree that pupils achieve well throughout the school. Pupils' attainment in reading is above average by the end of Year 6. It is also above average by the end of Year 2 because of a successful school focus on improving pupils' reading skills. Pupils are proud to read aloud and appreciate a broad range of fiction, non-fiction and information and communication technology (ICT) resources. In a good lesson in Key Stage 2, for example, pupils chose to read to adults in the room because they enjoyed their chosen text so much. Others researched information on computers, tested each other on spelling and carefully sounded out words if they were unsure. Pupils' writing skills are fast improving but are slightly weaker than their reading ability because extended writing, paragraphing and punctuation are not as strong as their handwriting or creative writing. Pupils thoroughly enjoy the scheme used by the school to improve their mathematical skills. Games, practical activities and linking mathematical problems to 'real-life' situations bring learning to life. Pupils relish the challenges to reflect and work independently and their attainment in mathematics is above average. Pupils look forward to their lessons in music and sport. They enjoy singing and many pupils play a musical instrument. Pupils are proud of their sporting achievement, both in school and in the county.

Speedy identification of disabled pupils and those who have special educational needs leads to challenging and sensitive support. Pupils achieve well and become more confident and assured as a result.

Quality of teaching

Good teaching in the Nursery and Reception classes develops children's zest for learning, particularly in the attractive indoor spaces. Children look forward to outdoor learning and are not put off if the weather is inclement. They enjoy developing their physical skills and their independence through role-play, sporting activities and in reading, writing and number activities. Outdoor provision is not quite as well-resourced as that indoors and, recognising this, the school is purchasing further outdoor resources.

Good quality teaching is reflected in pupils' positive attitudes to learning. They make good progress because subjects are made interesting through the planned curriculum and work is usually carefully targeted to help pupils to achieve their potential. In an outstanding Key Stage 2 lesson, for instance, pupils were given imaginative and challenging tasks to develop their mathematical skills and knowledge. They worked furiously and productively because the work captured their interest and imagination and was closely matched to their abilities. Pupils' behaviour, their sense of fair play and their empathy with characters in literature and non-fiction, for example, help to develop their spiritual, social, cultural and moral development. Support staff are used well to support disabled pupils and those with special educational needs. Pupils are challenged and guided well whether in the classroom or in small group and individual sessions. Occasionally, teaching is less challenging and does not take account of the wide range of abilities sufficiently. The best assessment of pupils' work is frequent and helpful for pupils in making improvements. This is not consistent because some pupils are not aware of their individual targets or guided precisely enough about how best to improve the quality of their work. The vast majority of parents and carers believe that the quality of teaching is good and inspection evidence confirms this.

Behaviour and safety of pupils

Assemblies are celebratory and spiritual, whether applauding pupils' achievements, for example, or singing together harmoniously. These are appreciated by pupils who are keen to sing, play musical instruments and celebrate each other's successes. Very good partnerships with 'Golcar village schools' and pupils' involvement in the school and local community deepen their moral, social and cultural development. There are comparatively few opportunities for pupils to understand and appreciate people from backgrounds other than their own and this is a school priority. Pupils have positive attitudes to learning. Typically their behaviour around school is very good and pupils welcome visitors sociably and politely. They are proud to take on positions of responsibility such as serving on the school council or eco council and say that their views are listened to by the school. Most pupils say that behaviour is typically good. Parents and carers believe that behaviour is good on the whole although a small number had some concerns. The inspection found that behaviour is good and pupils are polite and considerate. It is not quite as good in the playground at lunch time because there are few resources or activities to occupy pupils. As a result they become a little boisterous. They say they know how to keep themselves safe and are confident that all types of bullying, should they occur, will be dealt with effectively. There have been no records of racist incidents in the last three years. Children in the Early Years Foundation Stage learn happily together and are kept safe in a secure and reassuring setting.

Leadership and management

Senior leaders and the governing body know their school well and are determined to improve further. To become outstanding the school needs to ensure that more teaching is of outstanding quality to raise attainment further, especially for more-able pupils. Leaders know their school and this is reflected in robust and accurate self-evaluation. Rigorous monitoring and support for professional development helps to improve the quality of teaching and to raise pupils' attainment. Nevertheless, assessment does not always inform pupils clearly enough about how well they are doing in their work or what they need to do in order to improve its quality. Leadership in the Early Years Foundation Stage is good because of careful and appropriate planning, effective team-work and clear expectations.

The governing body is committed to its role of safeguarding pupils and arrangements to keep pupils safe are thorough and effective. Governors are very involved in school life and now have a determination to challenge the school's performance. All leaders and the governing body are committed to tackling discrimination and ensuring equality of opportunity. Gaps in the performance in writing and for more-able pupils have been consistently narrowed. The curriculum is mostly challenging and it is well-planned to develop pupils' spiritual, moral, social and cultural development although the promotion of pupils' understanding of people from different walks of life is not well-embedded at this stage.

The school's capacity to improve further is good. This is because leaders have acted effectively on areas identified for improvement in the previous inspection. Consequently, pupils' attainment has risen, especially in writing and mathematics. Pupils' above average attendance reflects the school's commitment to increase engagement with parents and carers who comment favourably overall about their involvement in school life. The school's contribution to cohesion in the community is welcomed in school and in the local area, especially when the school choir is performing.

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).

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 up 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.



24 February 2012

Dear Pupils

Inspection of Golcar Junior Infant and Nursery School, Huddersfield, HD7 4QE

Thank you for making us so welcome when we inspected your school recently. We would especially like to thank the pupils who met with inspectors and those who gave us such an interesting tour of the school. You were all very thoughtful and you have left us with many happy memories of our time with you. Well done! You feel very safe in school and you are well-behaved. Your attendance is good because you enjoy coming to school. Children in the Nursery and Reception classes are welcomed into school and make good progress. They enjoy learning and playing because there are lots of interesting activities for them to take part in.

Yours is a good school and you make good progress in your work. You do your best work in reading and mathematics and we would like the more-able pupils to improve their work even more. Teaching at your school is good and we have asked your school to make your lessons even better. We want each one of you to be challenged to achieve the best you can and to know exactly how well you are doing in your work. We also want you all to know exactly what you can do to make it better. We also want you to have the chance to meet lots of people from backgrounds different from your own. You can play a part in improving your school because we know how keen you are to help your school improve even more.

We wish all of you the very best for your future.

Yours sincerely,

Marie Cordey
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234**, or email enquiries@ofsted.gov.uk.