

# St John's Church of England Voluntary Aided Junior and Infant School

Fieldhead, Golcar, Huddersfield, West Yorkshire, HD7 4QQ

**Inspection dates** 11–12 December 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The school provides an extremely caring environment where pupils feel safe and are greatly valued as individuals.
- All groups of pupils achieve well. They make good progress, especially in reading and mathematics.
- The school uses additional funding effectively to raise standards. Pupils supported by the pupil premium make good progress.
- Teaching is good overall and some is outstanding. Teachers display good subject knowledge and form positive relationships with pupils.
- Good relationships mean pupils work well together and become keen learners well prepared for their future by the time they leave at the end of Year 6.
- Pupils behave well and say they feel safe and well cared for. Pupils express very positive views and say that they enjoy school.
- Attendance is consistently above average.
- The headteacher leads the school very well and is well supported by the assistant headteacher and all the staff. The headteacher accurately evaluates what the school does well and knows where it needs to improve further. Teaching and achievement are improving.
- Governance is good. Governors provide a strong challenge to the headteacher and staff, holding them firmly to account for the school's performance.
- Parents have very positive views of the school. They believe their school is a good school.

### It is not yet an outstanding school because

- Achievement in writing is not as good as in reading and mathematics and as a result, pupils' progress is slower.
- Occasionally, teaching does not meet the needs of the most-able pupils in writing. Their work sometimes lacks challenge.
- Marking occasionally fails to inform pupils of their next steps.
- The school's improvement documents do not state clearly enough the proportion of pupils who are required to make better than expected progress. This sometimes limits the rigour with which the school measures its success in bringing about improvement.
- The role of subject leaders is not fully developed. They do not yet contribute as much as they could to driving school improvement.

## Information about this inspection

- Inspectors observed 13 lessons, of which four were joint observations with the headteacher and assistant headteacher. Every class was observed at least once.
- The inspectors observed the work of the school and looked at a number of documents, including the school's own data on pupils' current progress, planning and monitoring documentation, records relating to behaviour and attendance, documents relating to safeguarding, and the minutes of various meetings including governor meetings.
- Meetings were held with two groups of Year 6 pupils, the Chair of the Governing Body and two other governors, several staff members, including senior and subject leaders, and there was a telephone conversation with a representative of the local authority.
- Inspectors took account of the 43 responses to the online questionnaire (Parent View). Other parents' views were sought through discussions at the start and end of each day.
- The school's website was looked at.
- Inspectors also took account of the 17 questionnaires completed by members of school staff.

## Inspection team

Michael Wintle, Lead inspector

Additional Inspector

Janet Keefe

Additional Inspector

## Full report

### Information about this school

- This is a smaller than average-sized primary school.
- There are more boys than girls. The proportion of boys is above the national average.
- The proportion of pupils known to be eligible for the pupil premium is well below average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families, and those children that are looked after by the local authority.
- Most pupils are White British. With very few exceptions pupils speak English as their first language.
- The school meets the government's current floor standards, which set the minimum expectations for the pupils' attainment and progress.
- The proportion of disabled pupils or those who have special educational needs supported through school action is below average. The proportion supported through school action plus or with a statement of special educational needs is also below average.

### What does the school need to do to improve further?

- Improve teaching so that it is consistently good and more is outstanding and thereby further improving pupils' achievement and especially in writing by:
  - ensuring that the most-able learners are consistently challenged to achieve their very best through matching work exactly to their needs
  - providing tasks that systematically build up pupils' writing skills and motivate them to try even harder with their work
  - making sure that teachers provide written comments in their marking that informs individual pupils exactly what to do next to improve their work and ensuring pupils always respond
  - ensuring that the outstanding practice that already exists is shared more effectively so that teachers can learn from each other.
- Strengthen the good leadership and management even further by:
  - ensuring that in all school development plans and related documents, the specific proportions of pupils required to make better than the average progress are fully clear and that leaders diligently monitor the impact of this expectation
  - developing the role of subject leaders so they are able to make a more effective contribution to self-evaluation and school improvement.

## Inspection judgements

### The achievement of pupils is good

- Most children start school in Reception Year with skills that are typical for their age. However, their skills do vary and for some children they are below those typically expected for their age. Supported by good teaching and good opportunities to choose their own activities, children make good progress in the Early Years Foundation Stage and are well prepared for learning in Year 1.
- Through Key Stage 1, pupils continue to make good progress from their starting points. Year 2 pupils in 2013 reached above average standards in reading, writing and mathematics. This good progress reflects good teaching.
- Good progress continues through Key Stage 2. In 2013, attainment at the end of Year 6 improved significantly and overall was above average in English and mathematics.
- Overall, the most-able learners achieve well, particularly in reading and mathematics and the proportion of pupils reaching the higher levels of attainment in 2013 were similar to those expected nationally in reading and writing. The proportion of pupils reaching these higher levels in writing at the end of Year 2 and Year 6, however, is below average. In some literacy lessons, teachers do not always provide tasks that fully challenge the most-able.
- Pupils supported through the pupil premium achieve well. In 2013, the small number of pupils known to be eligible for free school meals in Year 6 reached standards that were nearly two terms ahead of other pupils in school in reading, writing and mathematics combined. This is due to the very good support they receive from teachers and teaching assistants. The attainment of these pupils is a good example of the school's promotion of equality of opportunity.
- Disabled pupils and those with special educational needs make good progress from their individual starting points, especially in reading and mathematics. Teachers have a good understanding of their individual needs and pupils are well supported in lessons and in intervention groups. The gap is closing between the standards they reach and their classmates.
- Pupils achieve particularly well in reading. Reading is a priority in the school. Pupils read widely and say they enjoy a range of books. In the most recent screening check for reading at the end of Year 1 in 2013, pupils' skills in linking letters and sounds to read words were well above those expected nationally. This represents good progress from their starting points. Standards in reading at the end of Year 6 are well above average.
- Although pupils also achieve well in writing, their progress is not as good as in reading. This is because some teachers often fail to build on pupils writing skills that really motivate them to do well.

### The quality of teaching is good

- Most teaching is good and some is outstanding. Teachers plan work for the pupils that is interesting and enjoyable, and which motivates them to learn well. Pupils respond enthusiastically, for example, in a physical education lesson in Key Stage 2 where teaching was outstanding, pupils were working to explore and combine movement. Pupils made rapid progress and were totally engaged with their learning.
- There are good levels of engagement in the Early Years Foundation Stage, where children access a range of captivating learning opportunities, including a dressing up den. Whole-class drumming lessons highly motivate pupils in Key Stage 2, promoting good achievement in music.
- Teachers use probing questions and make learning interesting through discussions that help pupils to extend their ideas. Brisk pace is a feature of most lessons. However, in some lessons and especially with their writing, teachers sometimes fail to build upon pupils' previous skills so that they are able to make quicker progress in lessons.
- Teaching very effectively promotes pupils' outstanding spiritual, social, moral and cultural development, which is evident in lessons and around school. Pupils work together well, value the

opinions of others and show good awareness of their locality and other cultures. An example is the annual 'Big Sew,' where children come together with parents' grandparents and friends to sew models together relating to this year's theme of fairy stories.

- Teachers' subject knowledge is secure and resources are used well to interest and involve pupils. These features were observed in a successful Key Stage 1 lesson in which pupils were using their mathematical skills to create a way to solve division number sentences. Engagement was high and pupils worked collaboratively.
- In a small number of literacy lessons, teaching does not meet the needs of the most-able pupils in writing, resulting in variations in how much progress pupils make. Work is sometimes too easy for the most able. Some teachers do not expect enough of them and as a result, fewer pupils reach the higher levels of attainment than in reading or mathematics.
- Teachers' marking gives praise where it is due. There are examples of teachers fully supporting pupils' learning. However, marking does not always give clear pointers on how to improve their work. Pupils are sometimes unsure of their target and are not always given clear steps to success. These omissions reduce pupils' ability to make rapid progress and especially in writing.
- Knowledgeable teaching assistants support pupils well and promote good achievement. Disabled pupils and those with special needs, including those with disabilities and an educational statement benefit greatly from the variety of approaches used to help and guide them. As a result of the intervention strategies, progress for them in reading is well above average.

### **The behaviour and safety of pupils** is good

- The school's ethos is calm, friendly and orderly. Behaviour is good in lessons and around school. Pupils are polite and very eager to talk; they are proud of their work and school.
- Pupils enjoy coming to school. The headteacher, staff and governors work closely with parents to sustain attendance which has been above average for the last three years.
- Good routines and high expectations of behaviour are well established in the Reception class, where there is a very calm and friendly learning environment. The children quickly learn to share and work and play together cooperatively. Pupils carry these qualities with them as they move through the school.
- Pupils have very positive views about their school. They told inspectors that they feel safe and that there is no bullying of any kind. Pupils are aware of the different forms that bullying may take. They say that they play well together and that should there be a problem there is always an adult they can talk to, knowing that they will receive a sympathetic ear.
- Parents express positive views about the way the school cares for their children. One parent said that they 'had a number of children at the school and wouldn't want any other school.'

### **The leadership and management** is good

- The headteacher has the good support of staff and governors, promoting an extremely caring setting that reflects the school's Christian ethos and in effectively setting good standards in behaviour. Parents hold the school in high regard. Many parents travel some distance to enable their children to attend this school.
- The headteacher provides good leadership and is fully supported by the assistant headteacher. Senior leaders and governors are committed to giving pupils the best education. The most recent pupil progress tracking data confirm that pupils' overall achievement is good and standards are above average, particularly in reading and mathematics. Staff morale is high and achievement continues to improve.
- The leadership of teaching is good. There are efficient systems for checking the performance of staff. A planned programme of lesson observations and discussions with staff ensure that senior leaders know what is happening in school. Staff are aware that their challenging targets must be achieved before the governing body considers pay progression.

- The school's comprehensive and detailed development plan is accurate and clearly identifies its priorities for improvement, and as such, it provides an effective tool to help the school move forward. It shows clearly that the school expects pupils to make better than expected progress. However, it is not fully clear what proportion of pupils, or groups of pupils, are expected to do so, such as the most-able in writing. As a result, this sometimes limits the rigour with which the school measures its success in bringing about improvement.
- Although leadership is good, the role of subject leaders is still developing. Subject leaders do not yet make a full contribution to evaluating the effectiveness of teaching and achievement in their specific areas of responsibility. This is preventing pupils making even quicker progress.
- Teachers benefit from the sharing of outstanding practice across the school but this is not always consistent to support the very small amount of teaching that requires improvement.
- The curriculum enthuses pupils and a range of activities stimulates pupils' learning. Year 6 pupils spoke excitedly about their recent trip to Castleton. Their learning about history and literacy (and getting wet), blended well together and resulted in pupils producing good quality work.
- Arrangements for safeguarding meet all statutory requirements. The school is safe and the site well maintained.
- The present funding for developing pupils' sporting skills is being used effectively. The school employs a sports coach. This is helping improve the quality of teaching of physical education at the school. Staff work alongside the coach in order to improve their own knowledge and skills so that they will be better able to support pupils' learning in this subject.
- The local authority has a good relationship with the school and provides 'light-touch' support.
- **The governance of the school:**
  - Under the watchful eye of the Chair of the Governing Body, the governance of the school discharges all its statutory responsibilities well. Governors have a good understanding of what the school is good at and what it needs to do to improve still further. Governors visit the school regularly and have developed effective links with individual classes so that they have a better awareness of how well the school is performing. They give freely of their time. With the information they receive from the headteacher, they are able to provide challenge and ask probing questions. Governors have a good understanding of how the pupil premium is spent and the good impact that these actions have on pupils' learning. Governors have a good understanding of the quality of teaching. As a body, it is not afraid of making difficult decisions and is fully involved in the performance management of staff, ensuring that staff meet their targets before they are eligible for movement through the pay scale.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	107739
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	425920

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	216
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Helen Butler
<b>Headteacher</b>	Kathryn Benford
<b>Date of previous school inspection</b>	12 November 2008
<b>Telephone number</b>	01484 222212
<b>Fax number</b>	Not applicable
<b>Email address</b>	office.stjohnsji@edukirklees.net



Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://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](mailto:enquiries@ofsted.gov.uk).



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 and as part of the inspection.

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](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://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](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational 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 St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2013

