

INSPECTION REPORT

**ST JOHN'S C OF E (VA) JUNIOR AND
INFANT SCHOOL**

Golcar

LEA area: Kirklees

Unique reference number: 107739

Headteacher: Mrs P Cross

Reporting inspector: Dr B Blundell
23868

Dates of inspection: 5th – 7th April 2000

Inspection number: 190062

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Fieldhead Off Leymoor Lane Golcar Huddersfield West Yorkshire
Postcode:	HD7 4QQ
Telephone number:	(01484) 222212
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr P McGunnigle
Date of previous inspection:	8 th October 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
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Mrs W Sheehan	Lay inspector
Mrs T Edwards	Team inspector

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	8 - 10
Standards in English, mathematics and science are well above the national averages by the end of Key Stage 2; standards in the foundation subjects of design and technology and history, in particular, and in swimming, are above average. The leadership and management of the school are excellent; the school reflects the calm dedication of the headteacher in all areas. The overall quality of teaching is very good; teachers' planning is excellent. The attitudes and behaviour of pupils are very good; pupils' initiative and personal responsibility are excellent. Partnership with parents is very good and has a big impact on pupils' learning.	
WHAT COULD BE IMPROVED	10 - 11
Information and communications technology, whilst improving, could improve further.	
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	11
PART C: SCHOOL DATA AND INDICATORS	12 - 15

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St John's Church of England School is a voluntary aided Junior and Infant School, situated in Golcar, West Yorkshire. There are 234 pupils on roll. The proportion of pupils speaking English as an additional language is higher than most schools nationally. The percentage of pupils known to be eligible for free school meals is below the national average. Whilst the proportion of pupils identified as having special educational needs is below the national average, the percentage of pupils with statements of special educational needs is above the national average. Pupils' attainment on entry is broadly average.

HOW GOOD THE SCHOOL IS

This school is now extremely effective. Standards in English, mathematics and science are well above average by the end of Key Stage 2. The overall quality of teaching is very good. The leadership and management by the headteacher, senior management team and governing body are excellent. The school is providing very good value for money.

What the school does well

- Standards in English, mathematics and science are well above the national averages by the end of Key Stage 2; standards in the foundation subjects of design and technology and history, in particular, and in swimming, are above average.
- The leadership and management of the school are excellent; the school reflects the calm dedication of the headteacher in all areas.
- The overall quality of teaching is very good; teachers' planning is excellent.
- The attitudes and behaviour of pupils are very good; pupils' initiative and personal responsibility are excellent.
- Partnership with parents is very good and has a big impact on pupils' learning.

What could be improved

- Information and communications technology, whilst improving, could improve further.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in October 1996. The school has improved substantially since the time of the last inspection. The key issues, to ensure that pupils concentrate, to monitor mathematics teaching and to make the outcomes of development more explicit, have all been fully met. Pupils' attainment by the end of Key Stage 2 in English, mathematics and science has improved significantly.

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Very good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching in English and mathematics is very good. Strengths in teaching include teachers' planning, which is excellent. Teachers' management of pupils is very good across the school. Expectations of what pupils are capable of achieving are good for the early years and Key Stage 1 and very good, overall, in Key Stage 2. A positive feature of all lessons is that they start by the teacher clearly explaining what the learning objectives are; at the end of the lesson, the learning objectives are looked at again, to see how far they have been met. The skills of literacy and numeracy are very well taught, with good contributions to these from subjects across the curriculum. The school meets the needs of all pupils very well.

The percentage of satisfactory or better teaching seen was 100 per cent, very good or better teaching was 43 per cent and unsatisfactory or worse teaching was zero per cent. All the teaching was at least good. Particular strengths in pupils' learning are their pace of working, which is very good; their interest, concentration and independence, which are very good; and pupils' knowledge of their own learning, which is very good across the whole school. There are no particular weaknesses.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum are very good and are enhanced by extra-curricular activities.
Provision for pupils with special educational needs	The provision for special educational needs is good.
Provision for pupils with English as an additional language	The provision for those pupils with English as an additional language is good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This provision is very good, overall. It is good for their spiritual and cultural development and very good for their moral and social development.
How well the school cares for its pupils	The school cares well for its pupils. Child protection procedures are good; procedures for promoting good attendance and good behaviour are very effective.

The effectiveness of the school's links with parents is very good and has a positive impact on pupils' learning. All areas of the curriculum meet statutory requirements.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management by the headteacher, senior management team and subject co-ordinators are excellent.
How well the governors fulfil their responsibilities	The governors' fulfilment of their responsibilities is excellent.
The school's evaluation of its performance	The school's evaluation of its performance is excellent.
The strategic use of resources	The strategic use of resources is very good.

The headteacher is dedicated and committed to continually raising standards. This commitment is fully shared by the senior management team and the curriculum co-ordinators. The school appropriately applies the principles of best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like school.• Children make good progress.• Behaviour is good.• Teaching is good.• The school is well managed and led.• The school sets high expectations.	<ul style="list-style-type: none">• A greater range of activities outside lessons to be provided.

The inspection team fully supports parents' views on the positive features of the school. Inspectors' findings are that the school does provide a sufficiently broad range of extra-curricular activities.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in English, mathematics and science are well above the national averages by the end of Key Stage 2; standards in the foundation subjects of design and technology and history in particular and in swimming, are above average.

1. Inspection findings are that standards in English, mathematics and science are well above the national averages in English, mathematics and science by the end of Key Stage 2 and in line with national standards at the end of Key Stage 1. In the 1999, National Curriculum tests, attainment in English was very high in comparison with the national average, in terms of the average National Curriculum point scores. In mathematics and science, the average point scores were above the national average. Over the last four years averaged together, pupils' attainment at the end of Key Stage 2 in English was well above the national average; in science, it was above the national average; and, in mathematics, it was just above the national average. Again, over the last four years taken together, pupils' attainment in English was approximately one and a half terms ahead of pupils nationally, one term ahead in science and half a term ahead in mathematics.
2. By the end of Key Stage 1, pupils write short stories and produce accounts of what they have learned in other subjects such as history. By the end of Key stage 2, pupils' reading skills are well above average. Pupils of all ages enjoy reading and the oldest pupils read an appropriate range of fiction and non-fiction. They carry out their own research, using the library and CD-Roms. Pupils' speaking and listening skills are well developed. They listen attentively and communicate clearly when speaking. When writing, pupils produce stories of a good length that they re-draft and improve and sometimes make into books. Pupils understand the importance of punctuation marks in making meaning clear and usually punctuate their work correctly.
3. In mathematics at Key Stage 1, pupils are particularly adept at work on shape and length; at Key Stage 2, a strength is in interpreting charts. At both key stages, pupils' instant recall of their multiplication tables is continuing to be developed. Pupils' knowledge and understanding of key mathematical vocabulary is very good throughout the school.
4. Pupils' investigational skills in science are above average. They organise results of their experiments into tables appropriately, for example, when studying the rate of flow of liquids with different viscosities down a ramp. Pupils make sensible predictions and they have a very good scientific vocabulary.
5. Pupils' attainment in design and technology is above average by the end of Key Stage 2. Throughout Key stage 1, they develop their measuring, designing and making skills appropriately. The firm foundations laid down in Key stage 1 are then built on as pupils go further up the school, where they become proficient in working with levers, pulleys and construction kits. Their work in pneumatics is particularly good.
6. Pupils have a good knowledge of different historical periods and understand the reasons why some events happened. Year 6 pupils have recently studied the Second World War, have been in a U-boat and tried out wartime recipes.
7. Standards in swimming are above average, with over half the pupils in the current Year 4 and Year 5, for example, able to swim over 25 metres. In the current Year 6, some of the pupils are included in the local authority's swimming squad.

The leadership and management of the school are excellent; the school reflects the calm dedication of the headteacher in all areas.

8. The leadership and management of the school by the headteacher, senior management team, curriculum coordinators and the governing body are excellent.
9. The school reflects the calm dedication by the headteacher in all areas. The headteacher ensures excellent educational direction for the school and the reflection of the school's aims in its work is excellent. The headteacher is ever present and ever visible around school. The least likely place to find this headteacher is in her office; she has a very busy role providing in class support throughout the school and carrying out appropriate monitoring at the same time. The atmosphere is most conducive to learning and she has built up a particularly strong senior management team that comprises an effective deputy headteacher, the systems development manager and the staff development manager. The management team are exemplars of good practice and work very hard indeed.
10. A particular strength of this school is in the role of the subject coordinators. They take their responsibilities very seriously and are given appropriate time to carry out monitoring. The coordinators for English, mathematics and science carry out most detailed error analysis of the performance of pupils in National Curriculum tests. The results of these analyses are given to all teachers and the curriculum is appropriately modified to take account of strengths and weaknesses in the analyses. This is having a most positive effect on pupils' attainment. There is a shared commitment to improve and a capacity to succeed amongst all staff. Complacency does not exist in the school; there is a continual drive forwards.
11. The governors' role in shaping the direction of the school is excellent. They take their roles very seriously, work hard on behalf of the school and have very good understanding of the strengths and weaknesses of the school. A significant number of governors are very knowledgeable about educational matters and all governors fulfil their statutory responsibilities appropriately.

The overall quality of teaching is very good; teachers' planning is excellent.

12. The overall quality of teaching in the lessons seen was very good. It was good for the under-fives, good in Key Stage 1 and very good in Key Stage 2. Overall, every lesson seen in every class in the school was at least good. There were no lessons that were merely satisfactory. Overall, 57 per cent of lessons seen were good, 35 per cent were very good and eight per cent were excellent.
13. A most positive feature of teaching at St John's is teachers' planning, which is excellent throughout the school. Lesson plans are detailed and contain appropriate learning objectives. In every subject area and in all classes, the learning objectives are written on the board at the start of the lesson and discussed with pupils. At the end of lessons, they are re-visited to see the extent that they have been met. This means that pupils are most aware of their own learning. When they walk out through the classroom door at the end of a lesson, they are aware of what they have learned since they walked in. Using this system to its fullest extent means that the majority of teachers now plan on a daily basis to take account of this, particularly in mathematics. In the lessons observed during the inspection, teachers' planning had an excellent impact on pupils' learning.
14. Teachers' management of pupils is very good throughout the school. They have clear strategies for ensuring that pupils concentrate and this is a major improvement since the last inspection.
15. Teachers' expectations are good for the early years and Key Stage 1 and very good for Key stage 2. For example, in a Year 3 science lesson, the teacher had very high expectations coupled with a brisk pace. Pupils were given ten minutes only to plan their investigation in an appropriate scientific manner. Similarly, in a Year 4 geography lesson on village settlers, expectations of what pupils were capable of achieving were high. Classroom assistants are particularly effective throughout the school.

The attitudes and behaviour of pupils are very good; pupils' initiative and personal responsibility are excellent.

16. The attitudes, behaviour and personal development of pupils are very good. Pupils' ability to be personally responsible for their own learning and to take initiative are excellent.
17. In the playground, older pupils spontaneously help younger pupils, for example, when they fall over. Boys and girls play and work alongside each other, for example, when skipping together in the playground. Year 6 pupils demonstrate their initiative and maturity appropriately when using training manuals and assessment sheets, to train new staff for the school's daily fruit stall.
18. Seventeen pupils in Year 5 have been trained appropriately as befrienders for other pupils. They are proud of their role and take it seriously.
19. The positive attitudes and behaviour of pupils are not confined to out of class activities. During the inspection, in every lesson these were at least good, except in one lesson where they were satisfactory. Overall, in nearly half of the lessons seen, pupils' attitudes and behaviour were very good and in two lessons they were excellent. Pupils in a Year 2 lesson on personal and social education showed a maturity of thinking, when discussing jealousy and friendship. Throughout the school, pupils are most eager to answer questions and are not averse to asking them. Pupils' concentration in lessons is very good throughout the school and this is an improvement since the last inspection which is having a positive impact on their learning.

Partnership with parents is very good and has a big impact on pupils' learning.

20. The effectiveness of the school's links with parents is very good. Newsletters are extremely comprehensive, are well written and give advance dates, up to seven months ahead. They include an appropriate 'governor of the month' section and show a very good range of visits and visitors to the school.
21. The school is a centre for National Vocational Qualifications on courses for 'Parents who help in schools' and 'Living and working with under-eights'. Many parents have taken up these courses and now help in the school; in total, around twenty parents regularly help in school and are assisted by the detailed parent helper planning files in each class. The home-school coordinator has designed a specific action plan that includes after-school clubs, helpers and the standardising and monitoring of homework. She is very enthusiastic and committed to strong links.
22. Links with parents include suggestion and concern slips, a vibrant Home School Association, a very informative school prospectus and class topic information sheets to inform parents in advance of what will be happening in their child's class. The school holds a weekly 'family assembly' in which pupils from each class show the work that they have undertaken that week. Additionally, parents are involved in the pupils' targets for literacy and numeracy in Key Stages 1 and 2 and in the 'next steps' targets for the early years.
23. In summary, the school is extremely dedicated to ensuring that parents are involved in their children's education and this leads to the very positive views that parents have of the school.

WHAT COULD BE IMPROVED

Information and communications technology, whilst improving, could improve further.

24. Whilst standards in information and communications technology have improved since the last inspection, they are still below national expectations in some areas, particularly modelling.
25. The coordinator is keen and eager and has worked hard with the aid of a most competent support assistant, to raise standards. In word processing, standards have risen and pupils are adept at using standard word processing packages appropriately. They can retrieve their work, print it and save it on their individual pupil discs.

26. Opportunities for control are limited and those for modelling are unsatisfactory. Pupils make appropriate use of sensor kits for monitoring temperature, sound and light.
27. Facilities for information and communications technology have improved with a small suite of computers in the library, although these are currently not linked to the computers in the classrooms.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

28. In order to further improve the school, the headteacher, senior management team and governing body should:
 - improve the overall provision for information and communications technology further by ensuring that the full range of the programmes of study, including modelling and control, is fully covered (paragraphs 24 – 27).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	25
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
8	35	57	0	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR-Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	234
Number of full-time pupils eligible for free school meals	N/A	13

FTE means full-time equivalent.

Special educational needs	Nursery	YR-Y6
Number of pupils with statements of special educational needs	N/A	7
Number of pupils on the school's special educational needs register	N/A	23

English as an additional language	No of pupils
Number of pupils with English as an additional language	7

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	3.0
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	16	17	33

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	15	16
	Girls	17	17	17
	Total	33	32	33
Percentage of pupils at NC level 2 or above	School	100 (77)	97 (85)	100 (85)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	16	16
	Girls	17	17	17
	Total	33	33	33
Percentage of pupils at NC level 2 or above	School	100 (85)	100 (86)	100 (88)
	National	82 (81)	86 (85)	87 (86)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	15	17	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	14	15
	Girls	14	12	14
	Total	29	26	29
Percentage of pupils at NC level 4 or above	School	91 (79)	81 (90)	91 (96)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	15
	Girls	12	12	12
	Total	27	27	27
Percentage of pupils at NC level 4 or above	School	84 (76)	84 (83)	84 (90)
	National	68 (63)	69 (65)	75 (72)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	4
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	4
Bangladeshi	0
Chinese	0
White	224
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR-Y6

Total number of qualified teachers (FTE)	9.5
Number of pupils per qualified teacher	24.6
Average class size	29.3

Education support staff: YR-Y6

Total number of education support staff	12
Total aggregate hours worked per week	244

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A

Total number of education support staff	N/A
Total aggregate hours worked per week	N/A

Number of pupils per FTE adult	N/A
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FTE means full-time equivalent.

Financial information

Financial year	1998-99
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	£
Total income	313729
Total expenditure	317132
Expenditure per pupil	1373
Balance brought forward from previous year	14608
Balance carried forward to next year	11205

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	230
Number of questionnaires returned	82

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72	27	0	1	0
My child is making good progress in school.	76	23	1	0	0
Behaviour in the school is good.	55	45	0	0	0
My child gets the right amount of work to do at home.	48	49	1	0	1
The teaching is good.	83	17	0	0	0
I am kept well informed about how my child is getting on.	77	22	1	0	0
I would feel comfortable about approaching the school with questions or a problem.	89	11	0	0	0
The school expects my child to work hard and achieve his or her best.	80	20	0	0	0
The school works closely with parents.	73	27	0	0	0
The school is well led and managed.	77	20	0	0	1
The school is helping my child become mature and responsible.	68	32	0	0	0
The school provides an interesting range of activities outside lessons.	37	52	10	0	1