

INSPECTION REPORT

**GOLCAR JUNIOR, INFANT and NURSERY
SCHOOL**

Golcar

LEA area: Kirklees

Unique reference number: 107696

Headteacher: Mr. N. Miller

Reporting inspector: Dr. B. Blundell
23868

Dates of inspection: 11-12 January 2001

Inspection number: 197476

Short inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Junior, infant and nursery school

School category: Community

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Manor Road
Golcar
Huddersfield
West Yorkshire

Postcode: HD7 4QR

Telephone number: 01484 222220

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Appropriate authority: The Governing Body

Name of chair of governors: Mr. J. Crossland

Date of previous inspection: September 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Golcar Junior, Infant and Nursery School is a school for girls and boys situated in Golcar, West Yorkshire. There are currently 424 pupils on roll and this is larger than most primary schools. The percentage of pupils known to be eligible for free school meals is broadly in line with the national average. There are no pupils for whom English is a second language. Whilst the proportion of pupils identified as having special educational needs is below the national average, the percentage of pupils with statements of special needs is broadly average. The nature of pupils' special educational needs includes both moderate and severe learning problems, together with those having emotional and behavioural difficulties. The ethnic background of nearly all the pupils is white. Pupils' attainment on entry is broadly average.

HOW GOOD THE SCHOOL IS

The overall effectiveness of the school is very good. Standards in national tests for pupils aged eleven over the last three years have been nearly half a year ahead of pupils nationally in English and mathematics and over two terms ahead in science. In the work seen during the inspection, standards in English and mathematics for pupils aged eleven were above average and in science they were well above average. The overall quality of teaching is good. Leadership and management by the headteacher and deputy headteacher are very good. The school provides very good value for money.

What the school does well

- Standards for pupils aged eleven in English, mathematics and science have been, and continue to be, above average.
- The leadership and management by the headteacher and deputy headteacher body are very good. The very good assessment procedures that have been introduced ensure that the school has very clear educational direction.
- The overall quality of teaching is good, with a significant proportion of it being very good.
- Pupils' attitudes and behaviour are very good. Relationships throughout the school are excellent.
- Provision for pupils with special educational needs is good.
- Provision for children in the foundation stage is good.

What could be improved

- The information in pupils' reports on the foundation subjects could be greater.

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 September 1997. Standards in English and science for pupils aged eleven have improved; in mathematics they have remained above average. The key issue relating to standards in information and communication technology has been fully addressed. The challenge to increase subject co-ordinators' expertise and enlarge their role has been satisfactorily addressed. Lessons now begin promptly and they have efficient routines. The school has made good improvement since the last inspection.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	D	B	A	A
mathematics	C	A	A	A
science	B	A	A*	A*

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Taking the three years from 1998 to 2000 averaged together, pupils aged eleven have left this school nearly one and a half terms ahead of pupils nationally in English and mathematics, and over two terms ahead in science. Results in 2000 for pupils aged eleven were well above the national average in English and mathematics, and in the top five per cent of schools nationally in science. When compared to schools having a similar proportion of pupils known to be eligible for free school meals, results in 2000 were well above average in English and mathematics, and again in the top five per cent of similar schools in science.

Over the period from 1998 to 2000, standards for pupils aged seven have been nearly one term behind pupils nationally in reading, approximately the same as pupils nationally in writing and nearly half a term ahead of pupils nationally in mathematics. The school's targets are suitably ambitious and on course to be met.

Particular strengths in the standards of work seen during the inspection for pupils aged eleven, include pupils' attainment in English and mathematics, which is above average, and their attainment in science, which is well above average. Standards in other subjects for this age group are in line with national expectations and in religious education they are in line with the requirements of the Local Agreed Syllabus. Standards for pupils aged seven are above average in reading, writing, science and mathematics. They are in line with national expectations in other subjects and meet the requirements of the local agreed syllabus in religious education.

Pupils achieve appropriately taking into account their prior attainment.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to the school are very good. Pupils are most enthusiastic. They are cheerful, polite and friendly.
Behaviour, in and out of classrooms	Pupils' behaviour is very good. The absence of oppressive behaviour, including bullying, is excellent. No sexist or racist behaviour was observed.
Personal development and relationships	Personal development and relationships are excellent.
Attendance	Attendance is well above the national average. Rates of unauthorised absence are broadly in line with the national average.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	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 overall quality of teaching is good. Overall, 9 per cent of teaching seen was excellent, 25 per cent was very good, 41 per cent was good and 25 per cent was satisfactory. In every lesson seen during the inspection, the teaching was at least satisfactory. The quality of teaching in English and mathematics is good throughout the school, and literacy and numeracy are well taught.

Strengths in teaching include the way in which teachers explain the learning objectives to pupils, so that pupils know exactly why they are in the lesson. These learning objectives are then carefully looked at again at the end of lessons, to see how far they have been met.

The school meets the needs of all pupils whatever their ethnicity. The needs of pupils with special educational needs and of those who are gifted and talented are appropriately met. Particular strengths in pupils' learning include their interest, concentration and independence.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum are good.
Provision for pupils with special educational needs	The school's provision for pupils with special educational needs is good.
Provision for pupils with English as an additional language	Not applicable.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development is good. Provision for pupils' spiritual development is satisfactory, but for their moral and social development it is very good. Provision for the pupils' cultural development is good.
How well the school cares for its pupils	The school cares for its pupils well. Assessment and its use are very good. Tracking of pupils' academic progress is very good.

There are no weaknesses in the curricular and other opportunities offered to pupils; 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	Leadership and management by the headteacher, deputy headteacher and other key staff are very good.
How well the governors fulfil their responsibilities	The governing body's fulfilment of its statutory responsibilities is very good.
The school's evaluation of its performance	The school's evaluation of its performance is very good.
The strategic use of resources	The strategic use of resources is very good.

Strengths in leadership and management include the way in which the headteacher and deputy headteacher provide clear educational direction. The school applies the principles of best value very well. The efficient running of the school and its excellent relationships are fostered throughout, by the competent administration officer, classroom support assistants, clerical staff, caretaker, cleaners and dinner ladies.

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. • They would feel comfortable approaching the school with any problems they may have. • Their children are making good progress. • The teaching is good. • The school expects their children to work hard. • The school is well led and managed. 	<ul style="list-style-type: none"> • Some parents would like to see a greater range of extra-curricular activities. • Some parents would like the school to work more closely with them. • Some parents would like more information as to how their children are getting on.

The inspection team agrees with parents' positive views; inspectors judge that the range of extra-curricular activities is satisfactory and that, overall, the school works well with parents. The information in reports about how their children are getting on in foundation subjects, however, could be greater.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards for pupils aged eleven, in English, mathematics and science, have been, and continue to be, above average.

1. In the national tests for eleven year olds, between 1998 and 2000, pupils left Golcar Junior Infant and Nursery school nearly half a year ahead of pupils nationally in English and mathematics and over two terms ahead in science. Standards in 2000 were particularly good, with pupils' attainment in English and mathematics being well above the national average and the science results being in the top five per cent of schools nationally. When compared with the performance of pupils in schools having a similar proportion known to be eligible for free school meals, standards were again well above average in English and mathematics and very high in science.
2. In the work seen during the inspection for pupils aged eleven, standards in English and mathematics were found to be above average and in science they were well above average. This is despite the fact that pupils enter the school with only average levels of attainment.
3. Pupils make good progress throughout the school in these subjects due to their own interest and enthusiasm and due to the good quality of the teaching.
4. By the end of Year 6 in English, pupils are able to interpret poems appropriately, analysing messages, moods and feelings. They have good understanding of style and composition. Pupils are able to suggest alternative approaches in writing in order to create more interest for the person reading the poetry. They read confidently and expressively. Many are articulate, presenting good arguments, for example, when discussing gender roles in history.
5. In mathematics, pupils in Year 6 competently work out equivalent fractions, decimals and percentages. They understand the importance of brackets in equations. For example, they realise that there is a difference between $(9+5) \times 8$ and $9 + (5 \times 8)$ and can work both of these out in their heads. They are good at mental mathematics and sometimes very good. Many know their times tables up to 15×15 . Pupils enjoy mathematics challenges and have no fear whatsoever of large numbers. The bigger the better!
6. In their science work, attainment is well above average by the end of Key Stage 2. Pupils use a variety of appropriate methods to record their findings. This makes a significant contribution to the development of literacy in the school. Year 6 pupils have a very good knowledge of key scientific vocabulary. Standards in information and communication technology have improved since the last inspection. Standards in other subjects for pupils aged eleven are in line with national expectations and in the case of religious education, they meet the needs of the Local Agreed Syllabus.

7. Standards in the work seen during the inspection for pupils aged seven are above national averages in reading, writing, mathematics and science and this represents an improvement. National test results for previous year groups have not always reflected this. Over the years from 1998 to 2000, reading has been just over one term behind pupils nationally, writing has been approximately in line with national standards and mathematics has been above average. The school has identified reading at Key Stage 1 as being an area for improvement and has set about tackling this vigorously.

The leadership and management by the headteacher and deputy headteacher are very good. The very good assessment procedures that they have introduced ensure that the school has very clear educational direction.

8. The headteacher and deputy headteacher ensure that this school has a very clear educational direction. They work hard on behalf of the staff and pupils and try, wherever possible, to have a democratic approach to what they expect staff to do. They value all staff, whatever their role, and lead by example. The leadership has embraced the spirit of inclusion within the existing positive ethos of the school. The school's aims and values are very well reflected in its work.
9. The governing body is very effective in fulfilling its statutory responsibilities and brings a range of expertise to the running of this school. Its understanding of the strengths and areas of development is good overall.
10. The school has introduced very effective assessment procedures and track pupils' progress very well. From the time of their assessment in the Reception class, pupils' progress is tracked using spreadsheets and appropriate targets are set for improvement. Class targets recognise that different pupils may make different progress. Nonetheless, pupils are expected to improve their attainment by an average of two points per year. This is greater than the improvement expected nationally. Pupils' individual record sheets contain their levels of attainment in English, mathematics and science. Older pupils are well aware of their levels of attainment and know what level they should be reaching by the time they leave the school.

The overall quality of teaching is good with a significant proportion being very good.

11. The overall quality of teaching is good throughout the school. In the lessons seen during the inspection, approximately one lesson in every ten was excellent, a quarter of lessons were very good, two fifths were good and a quarter were satisfactory. No unsatisfactory lessons were observed in any class in the school.
12. One of the very best features of lessons in this school is that teachers make certain that pupils know just why they are in the lesson. They do this by explaining the learning objectives for lessons, often writing these up on the board. Teachers follow this up at the end of lessons, by checking what their pupils have learned. Often, this takes the form of a question and answer session, in which pupils willingly take part. Teachers' expectations are very high throughout. They expect pupils to work hard and behave well. The way in which teachers manage their pupils is very good. In one Year 2 lesson in which there was the merest sign of unacceptable behaviour, the teacher held up a yellow card in front of the pupil concerned. The lesson then continued without any further interruption and without a word of chastisement needing to be said.

13. In an excellent Year 6 mathematics lesson, the teacher's planning was meticulous. Learning objectives were shared with pupils and written on the board. The lesson started with a brisk question and answer session in which the teacher held up a card, which read, for example, 40% or 1/100 or 0.25. Pupils had to volunteer equivalent values. The teacher made effective use of "Today's Target Board". Key mathematics vocabulary was displayed and used effectively. The teacher had very high expectations. She expected all the pupils to face her and pay attention. The pupils loved it! The effective teaching ensured that pupils made excellent progress.
14. The teaching was also excellent in a Year 5 mathematics lesson. Again, expectations were very high and appropriate. For example, the teacher said, "Multiply 154 by 4 in your heads". Pupils tackled this willingly by doubling to give 308 and then doubling again to give 616. In a very good Year 2 literacy lesson, there was a purposeful learning atmosphere, created by well-established and good relationships. Learning objectives were clear, questioning was clear and there were very clear reading strategies. Children in a Reception literacy class were taught very well. The teacher made use of a very good range of attractive resources. All areas of learning were very well represented and the lesson was very well planned.
15. Throughout the school, the quality of support from the teaching assistants is good. They work well with the classroom teachers.

Pupils' attitudes and behaviour are very good. Relationships throughout the school are excellent.

16. Pupils are very welcoming to visitors. They went out of their way to be helpful to the inspectors, whether giving directions to classrooms or holding doors open for others. Apart from one lesson, in which pupils' attitudes were satisfactory, they were at least good and generally very good or excellent. They are cheerful, polite and friendly.
17. Pupils behave very well both in and out of the classrooms. During the inspection, there was an absence of racism, sexism and bullying. Relationships are excellent, both between pupils and with adults. Older pupils look after younger ones and there is a well-established "Buddy System".

Provision for pupils with special educational needs is good.

18. Pupils with special educational needs make good progress throughout the school. Pupils' individual education plans have clearly identified targets, which are measurable and up-dated every half term. Parents are kept fully informed and the special educational needs co-ordinator holds a "drop-in" session every week for parents who have any concerns.

Provision for children in the foundation stage is good.

19. The co-ordinator for the foundation stage is a knowledgeable and enthusiastic teacher with experience of teaching both Nursery and Reception age children. Planning procedures are very good with appropriate features as "stepping stones". The Early Learning Goals are well covered. (The Early Learning Goals are the nationally laid down requirements for children in the foundation stage.)

20. There are very good assessment procedures that track children's progress. These are used well by both the class teachers and the learning assistants. The learning environment is very stimulating, organised and clean. (The last is a feature of the whole school, which is kept immaculately clean.)

WHAT COULD BE IMPROVED

The information about foundation subjects in pupils' reports could be greater.

21. Pupils' reports contain detailed information on their performance in the core subjects of English, mathematics and science. Little information is provided, however, about how pupils are performing in other subjects.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

22. In order to improve the school further, the headteacher, senior management team and governing body should improve the quality of information for parents about what their children can do in subjects other than English, mathematics and science.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	32
Number of discussions with staff, governors, other adults and pupils	14

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
9	25	41	25	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)	34	357
Number of full-time pupils known to be eligible for free school meals	0	42

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	6
Number of pupils on the school's special educational needs register	0	44

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	22
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence	%
School data	3.6
National comparative data	5.2

Unauthorised absence	%
School data	0.3
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
		2000	25	20

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	22	22
	Girls	17	19	18
	Total	37	41	40
Percentage of pupils at NC level 2 or above	School	82(81)	91(87)	89(83)
	National	84(82)	88(86)	88(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	22	23
	Girls	17	17	17
	Total	37	39	40
Percentage of pupils at NC level 2 or above	School	82(81)	87(81)	89(88)
	National	84(82)	88(86)	88(87)

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
		2000	28	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	23	28
	Girls	25	20	28
	Total	51	43	56
Percentage of pupils at NC level 4 or above	School	89(84)	75(86)	98(96)
	National	75(70)	72(69)	85(78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	22	26
	Girls	22	23	26
	Total	40	45	52
Percentage of pupils at NC level 4 or above	School	70(70)	79(77)	91(89)
	National	70(66)	72(69)	80(75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	324
Any other minority ethnic group	5

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)	15.6
Number of pupils per qualified teacher	34
Average class size	34

Education support staff: YR – Y6

Total number of education support staff	13
Total aggregate hours worked per week	219

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	31

Total number of education support staff	2
Total aggregate hours worked per week	40

Number of pupils per FTE adult	31
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FTE means full-time equivalent.

Financial information

Financial year	1999-2000
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	£
Total income	642802
Total expenditure	644395
Expenditure per pupil	1538
Balance brought forward from previous year	-6788
Balance carried forward to next year	-8381

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	340
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.	57	37	5	1	0
My child is making good progress in school.	50	43	6	0	1
Behaviour in the school is good.	34	50	4	2	10
My child gets the right amount of work to do at home.	24	37	30	1	7
The teaching is good.	48	48	1	1	2
I am kept well informed about how my child is getting on.	22	30	39	6	3
I would feel comfortable about approaching the school with questions or a problem.	55	39	4	1	1
The school expects my child to work hard and achieve his or her best.	54	44	1	0	1
The school works closely with parents.	24	49	21	4	2
The school is well led and managed.	40	50	5	0	5
The school is helping my child become mature and responsible.	35	55	5	0	5
The school provides an interesting range of activities outside lessons.	26	34	21	4	25