

# Golcar Junior Infant and Nursery School

## Inspection report

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<b>Unique Reference Number</b>	107696
<b>Local Authority</b>	Kirklees
<b>Inspection number</b>	324628
<b>Inspection dates</b>	20–21 October 2008
<b>Reporting inspector</b>	Bernard Jones

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	393
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Stephen Garside
<b>Headteacher</b>	Mrs Karen Woods
<b>Date of previous school inspection</b>	19 October 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Manor Road Golcar Huddersfield West Yorkshire HD7 4QE

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<b>Age group</b>	3–11
<b>Inspection dates</b>	20–21 October 2008
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**Age group** 3-11

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a larger than average primary school. Nearly all pupils come from White British backgrounds, with a small proportion of pupils from other ethnic heritages. The number of pupils entitled to a free school meal is well below average. The percentage of pupils with learning difficulties and/or disabilities is also well below average. Nursery and Reception age children are provided for in the Early Years Foundation Stage (EYFS). The current headteacher was appointed after the previous inspection. The school has gained the Activemark and the Healthy Schools Award and is currently working towards the Investor in Pupils Award and Eco Council Green Flag status.

There is a privately run playscheme on-site, but it did not form part of this inspection.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This effective school provides good value for money. Parents appreciate the time and care taken to ensure good personal development, which is reflected in pupils' positive attitudes, their good behaviour and their eagerness to go to school. These responses reflect the emphasis the school places on developing pupils' sense of responsibility towards themselves and others. Pupils make informed choices about living healthily and by Year 6 are mature and ready to move on to secondary education.

Standards are above average by the end of Year 6 and this reflects good progress made when account is taken of these pupils' starting points. There have been marked improvements in reading throughout the school and writing standards have improved significantly up to Year 4 as a result of successful changes to teaching approaches. Pupils in Years 5 and 6 are still disadvantaged by earlier underachievement in writing, and standards here are lower. This is particularly the case among higher attainers because teachers do not plan precisely enough what they expect these pupils to achieve in lessons. Achievement is good overall, including the achievement of pupils with learning difficulties and/or disabilities.

A strength of the school is the good quality pastoral care that all pupils receive, particularly the more vulnerable. This results in the above average attendance and the enthusiasm of pupils to attend the many activities on offer before and after school. Pupils are made aware of how to lead healthy lifestyles and how to avoid the potential hazards of everyday life without becoming fearful. Parents are pleased with the support offered to their children and praise the school's approach that results in their children enjoying coming to school. A few have expressed some concerns, which has led to governors and staff working to improve communications with parents. Good academic support and guidance is in place, based on careful tracking of progress. Where pupils' progress slows, positive interventions are made that help to bring them back on track to meet their challenging targets.

The quality of teaching is good. Parents and pupils relate how teachers are very friendly and approachable. Teachers use assessment very effectively and encourage pupils to judge their own efforts in order to improve their work. Teachers manage their classes very efficiently so that there is a good atmosphere for learning. Teachers' lesson preparation is generally detailed and appropriate. However, planning is not precise enough in terms of what teachers expect different groups to achieve in their lessons. Different tasks are usually set and lower attainers are supported well by other adults. However, the lack of clarity about what higher attainers or middle attainers are expected to achieve in a lesson does reduce challenge and pace, resulting in good rather than outstanding progress being made.

The curriculum is good and is extended and enhanced by a variety of extra-curricular activities. This is reflected in the achievement of external awards. Good links with local schools and the community further enrich the curriculum.

Leadership and management are effective and have ensured good provision and good achievement. The headteacher has a clear vision for the school's development, based on raising achievement. Staff and governors know what they need to do to improve further and are keen to do so. Senior staff and class teachers have the necessary attitudes and skills to take the school forward.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Children in the EYFS, including those with learning difficulties and/or disabilities, achieve well because they receive good quality care, support and teaching. Attainment on entry is broadly average, but this varies each year. While it is currently above average, knowledge and skills on entry are below the expected levels in language and literacy skills. Children make good progress to reach nationally expected levels for their age because the EYFS is led and managed well. Furthermore, teachers' good use of letters and sounds has made a significant impact on children's reading and writing. However, while they enjoy a rich environment indoors, their access to outdoor play is restricted during inclement weather because there is no covered area. This relative weakness, which the school is actively working to correct, detracts from much that is excellent in the EYFS provision. Staff work well as a team and in partnership with parents. Children in the Nursery benefit in their personal, social and emotional development through their daily contact with older children in the Reception class. They play well, are sociable with each other and readily adapt to routines that help them to learn. For example, children respond well to adults' directions, tidying up and preparing themselves for the next session. Good opportunities are provided for child-initiated learning as well as adult-led learning. For example, Nursery children who were choosing which sequinned dresses to select, explained, 'We're getting sparkly for Divali.' Children's good progress is helped by the carefully planned curriculum that matches their needs well and by good use of assessment that charts their progress accurately.

### What the school should do to improve further

- Improve writing in Years 5 and 6, particularly relating to accurate spelling and extended writing.
- Improve teachers' planning so that the needs of all pupils are fully met.

## Achievement and standards

### Grade: 2

Pupils achieve well throughout the school. Good progress in Key Stage 1 results in pupils currently attaining above average standards. Previously, standards have varied according to the make-up of the year group, but have generally been average or above. This good progress is consolidated and built upon through Key Stage 2. Year 6 pupils reach the challenging targets set in English, mathematics and science because of the school's good teaching. In doing so they reach above average standards, which represent good achievement in relation to their earlier attainment. Standards are well above average in reading due to the impact of a well structured approach to guided reading. However, writing standards lag behind in Years 5 and 6, particularly in extended writing and accurate spelling. In earlier years, right through to Year 4, the impact made by the introduction of teaching letters and sounds has resulted in a significant improvement in writing. The impact is lessened among older pupils because of their earlier underachievement in this area and because teachers do not clearly plan what they expect in their lessons from different ability groups. Careful tracking of progress and positive interventions to help where necessary ensure the overall good achievement of pupils with learning difficulties and/or disabilities. They make good progress because their individual learning needs are supported very well by senior teachers, teaching assistants and outside agencies.

## **Personal development and well-being**

### **Grade: 2**

Pupils have very positive attitudes, shown in their good behaviour in classes and around the school and their above average attendance. Pupils know well how to keep safe and live healthy lives. They work well together and play exuberantly and cooperatively; there is very little bullying, racism or other aggressive behaviour. Pupils and parents know who they can approach for help and are confident that any incidents will be dealt with effectively. Members of the school council are proud of the work they do to improve the school environment, and readily take on responsibilities to this end. Other pupils also relish the responsibilities they are given, for example when helping younger children to settle into school. Their spiritual, moral, social and cultural development is good overall. Pupils show a good understanding of the needs of others who are less fortunate in their own and other societies. This leads to them making a positive contribution to the wider community, for example through their support for local and national charities. However, their knowledge and understanding of life in other cultures is too limited. Pupils' have a good foundation for their next steps in life, based on their positive approach to learning and their good rates of progress in areas that help them to prepare for the future.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Pupils like their teachers and respond by working hard in lessons. The mutual respect between all staff and pupils supports learning very well. Good quality teaching and a stimulating curriculum mean that pupils value and enjoy learning. This leads to good behaviour and their enjoying their achievement. Teachers vary the ways of introducing new work, which engages pupils and holds their interest. Homework is used effectively, particularly to develop pupils' basic literacy and numeracy skills. Teachers use assessment effectively to keep pupils on target. Their own assessments are accurate and they encourage pupils to evaluate their own work and that of others. This brings home to pupils how well they are doing and what they need to do to improve further. Classrooms are very well organised and excellent routines help lessons proceed smoothly. Teachers prepare their work in great detail, but their written plans do not show clearly what they expect different groups in their classes to achieve. Teaching assistants make a very positive contribution, particularly in helping lower attainers to fulfil their potential.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum ensures that activities are meaningful, which helps pupils to make good progress. It makes a very positive contribution to pupils' personal development so that pupils enjoy and value their learning; they show great enthusiasm to get things right and earn their teachers' praise. Links are established very effectively between different subjects to give pupils many opportunities to use their skills in literacy and numeracy. Educational visits and visitors to the school enrich and extend the curriculum effectively. However, pupils do not study enough about the implications of being citizens in a global sense, which means they do not acquire good knowledge and understanding of the wider society in which they live. This makes education about community cohesion satisfactory rather than good. A very good and popular range of

additional activities before and after school in sport and music adds significantly to pupils' learning and enjoyment.

## **Care, guidance and support**

### **Grade: 2**

Very good pastoral support ensures that each pupil experiences a safe and secure environment in which to learn. Staff and governors are rigorous in ensuring the health, safety, welfare and protection of all pupils. Child protection and risk assessment procedures are in place. The school has good links with different agencies, which have a strong impact on the quality of support for pupils, especially those with learning, language or social needs. Academic support and guidance are effective. Pupils and parents receive accurate information in terms of progress being made. Teachers mark work assiduously and always encourage pupils by acknowledging their good efforts. In the best practice, marking points pupils to the next steps they must take and helps them progress further and to improve their work. However, this is not consistently the case throughout the school and detracts from some outstanding provision in this aspect of the school's work. The systems for assessing and carefully tracking pupils' achievement allow staff to intervene swiftly and effectively if progress slows.

## **Leadership and management**

### **Grade: 2**

The headteacher gives an excellent lead in establishing a clear direction for the school's development. She receives good support from senior colleagues, other staff and governors. Planning is good and priorities are appropriate to guide further improvement. Governors have a good knowledge of the strengths and weaknesses of the school and use this effectively to support the school, but they do not challenge the senior team sufficiently in order to improve standards and achievement even further. The school's self-evaluation is mainly accurate. It is based on a realistic, if rather modest, appraisal of its strengths and areas for further development. For example, work has started to help pupils understand better the school's place in the wider community, but this is at an early stage. It is also modifying the curriculum to actively teach pupils the importance of tolerance and understanding between different ethnic groups, cultures and religions. There is a clear impact here, seen in the harmonious relationships between pupils. The monitoring of standards and the quality of teaching and learning is regular and rigorous and ensures a common purpose among staff to raise standards further by sharing strengths and tackling weaknesses. The impact has been seen in the recent significant improvement in reading and mathematics. The school's success in maintaining above average standards and its positive response to its previous inspection demonstrate its good capacity to improve further.



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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

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

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

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Thank you all for the welcome you extended to me and to my colleagues when we inspected your school. Please thank your parents and carers for all their letters and for taking the time to talk to us. We found that you are looked after carefully and helped to develop into well behaved and mature young people who get on well together. You make good progress as you go through the school because you are presented with interesting work to do and you receive good teaching. You say you like your teachers and the way they take good care of you and teach you in an interesting way; you told us that you are never bored in lessons. Your school is well led and managed by your teachers and governors and we judge your school to be good.

You are taught to be proud of your school and you learn to care for the environment. I would like to compliment you on the way you respond by looking after your school. You help to make it very attractive and well cared for so that your classrooms are a pleasure to be in. I enjoyed coming to your lessons, talking to you and reading your work. I also enjoyed your singing and the enthusiasm you show for staying healthy and fit. I was impressed by the way you take responsibility, for example in your contribution to the work of the school council and the way older pupils help with younger children. Most of all, I appreciated the way you were all so helpful and friendly.

It is usual after an inspection to ask schools to improve some things. To make things even better, I have asked your headteacher and teachers to develop further the writing skills of pupils in Years 5 and 6. I also would like your teachers to plan lessons more carefully so that everyone in your classes makes the best progress possible.