

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

## Inspection report

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<b>Unique Reference Number</b>	107739
<b>Local Authority</b>	Kirklees
<b>Inspection number</b>	324640
<b>Inspection date</b>	12 November 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>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	226
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>	Revd Crompton
<b>Headteacher</b>	Mrs K Benford
<b>Date of previous school inspection</b>	19 September 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>	Fieldhead (off Leymoor Road) Golcar Huddersfield West Yorkshire HD7 4QQ
<b>Telephone number</b>	01484 222212

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<b>Age group</b>	4–11
<b>Inspection date</b>	12 November 2008
<b>Inspection number</b>	324640

**Fax number**

01484 222237

**Age group** 4-11

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**Inspection date** 12 November 2008

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**Inspection number** 324640

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## Introduction

The inspection was carried out by two Additional Inspectors. The inspectors evaluated the overall effectiveness of the school and investigated the following issues: achievement and standards, pupils' personal development, teaching and learning, leadership and management and provision in the Early Years Foundation Stage (EYFS). Evidence was gathered from lesson observations, the scrutiny of pupils' work, assessment data and school documentation. In addition, interviews were held with pupils, parents, members of the governing body and the headteacher. Other aspects of the school's work were not investigated in detail, but no evidence was found to suggest that the school's self-evaluation was not accurate and these judgements have been included where appropriate in this report.

## Description of the school

This is an average-sized school which has provision for EYFS in the Reception class. Most pupils are White British. A small minority is of Asian or of mixed White and Black background. The proportion of pupils entitled to a free school meal is below average as is the number of pupils with learning difficulties and/or disabilities. The school is an Investor in Pupils and has attained the Healthy Schools Gold Award, the Active Sportsmark, the Artsmark Silver Award and the Basic Skills Quality Mark.

On site, there is a playgroup, which is privately managed and not the subject 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 is a good school and it gives good value for money. Parents are pleased with the school's very positive impact on children's all-round development, including the progress they make in their academic work. Characteristic of the many positive comments was, 'I believe my children are progressing in every way and I'm delighted in how the school is run.' Pupils, including those from minority ethnic backgrounds, achieve well throughout the school. There are variations year on year, but typically children's skills are below average on entry. Pupils make good progress and by the end of Year 2 the majority attain above average standards other than in writing. Pupils maintain their good progress through Key Stage 2 and by the time they leave Year 6, standards are above average in English, mathematics and science, with a greater proportion of pupils attaining the higher levels. Standards in reading are exceptionally high and pupils revel in their enjoyment of reading. However, standards in writing are much lower and broadly average, with particular weaknesses in the way pupils plan and structure their extended writing. Pupils with learning difficulties and/or disabilities make good progress because their individual learning needs are supported well by teachers, teaching assistants and the excellent links established with outside agencies.

Pupils achieve well because they enjoy the good curriculum and are stimulated by the good teaching they receive. A group of Year 5 pupils enthused about their practical work in science. They described making a rocket where, 'There was a real chemical reaction when water was allowed to mix with a pill and it took off!' The work undertaken to ensure that pupils understand global issues and their responsibilities as citizens is very effective. It successfully promotes their understanding and tolerance of other faiths and cultures in order to promote harmonious relationships. Pupils' learning is also supported well through extra activities, for example in sport, art and music, and by a good number of educational visits and visitors to the school. Similarly the introduction of French gives added breadth and interest. The number and variety of awards the school has attracted reflect the good curriculum provided.

Pupils' personal development, including their spiritual, moral, social and cultural development, is outstanding. They have a clear sense of right and wrong and their behaviour is excellent. Pupils have very positive attitudes, reflected in their very good attendance and their good achievement. Pupils' knowledge of how to look after themselves is excellent, including how to live healthily and stay safe. They enjoy making valuable contributions in school and to the wider community and they make the school council operate very effectively. Older pupils take very seriously the responsibilities they are given, for example in their trained roles as play leaders helping younger pupils to play purposefully and as members of the befrienders team' that ensures all pupils have someone they can talk to.

Good quality teaching, stimulating work and very positive relationships lead to pupils valuing and enjoying their learning and relishing their achievement. Year 4 pupils made great strides and enjoyed their work as they used computers, paint and paper to explore different effects in presenting angled lines and curves. Displays in classrooms are of a high quality and helpful to pupils' learning. Teachers plan their work in great detail and most conscientiously. Assessment is used well to inform pupils about the standard of their work and their next steps. Teaching assistants make a very positive contribution, particularly in helping the lower attainers to fulfil their potential.

Pupils receive excellent pastoral care, guidance and support and good academic guidance. The outstanding care shown by staff helps to ensure that pupils are safe and feel secure in and around school. Arrangements to safeguard pupils meet requirements. Systems to check and chart pupils' progress are very thorough. Tracking of pupils' progress is used very effectively to help pupils know whether they are meeting their challenging targets in basic skills. It also ensures that teachers know whether any pupils need further help. Support mechanisms are very effective. However, leaders of subjects outside the school's core curriculum have not developed assessment systems that inform them sufficiently about the progress pupils make and the next steps pupils need to take to improve.

The headteacher gives an excellent lead in establishing a clear direction for the school's development. The overall good quality of leadership and management stems from this. Governors give good support and challenge effectively. They are able to do so because they have very good first-hand knowledge of the strengths and weaknesses of the school. The school's self-evaluation is accurate; staff and governors know what they need to do to improve further and are keen to do so. The monitoring of standards and of the quality of teaching and learning is regular and mostly rigorous, but does not place enough importance on the progress made by pupils when judging the quality of lessons. The good quality whole-school planning documents are appropriate to guide developments and ensure that raising standards and achievement have their place at the centre of the school's work. The school's success in maintaining above average standards and its very positive response to its previous inspection demonstrate the school's good capacity to improve further.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

The quality of provision in the EYFS is good. It is well led. Generally children enter the EYFS with levels of knowledge, skills and understanding just below expectations for their age. In particular, attainment is mostly below expected levels in communication, language and literacy and in problem solving, reasoning and numeracy. Good links with the pre-school Nursery are in place, and children generally settle in very well because of the great efforts undertaken to ensure an untroubled transition into school. They make good progress and attain levels in line with national expectations for their age by the time they enter Year 1. Teaching is of good quality and teachers and their assistants work well together. However, there are not enough opportunities for parents to be closely involved in their children's learning journey.

Children enjoy their play and learning because their personal, social and emotional development is advanced. The school ensures children's excellent personal development and well-being. As a result, they have the skills to enjoy their play and their learning. Children quickly develop independence and confidence in their learning and are able to negotiate and share. This is because children are given many opportunities to learn through play both outside and inside in an exciting and stimulating environment. For example, one child waited with good humour, patience and determination for his turn to wear a dressing-up outfit, demonstrating good levels of cooperation of his own volition. A strength of the provision is the way children are taught and encouraged to initiate their own play as well as learn through the play generated by adults. Adults regularly assess children's progress across all six areas of development. These assessments are used effectively to track children's progress and lead to effective action plans to tackle any areas of underachievement.

### **What the school should do to improve further**

- Improve pupils' extended writing, particularly in the planning and structuring of their work.
- Develop the leadership skills of those with responsibility for subjects outside the core areas, including the use of lesson observations.

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**Annex A**

## Inspection judgements

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

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	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?	1
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

<b>How effective is the provision in meeting the needs of children in the EYFS?</b>	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?	1
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

<b>How well do learners achieve?</b>	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

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<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>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
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?	2
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	2
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

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**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 colleague when we inspected your school. Please thank your parents and carers for all their letters and for taking the time to talk to us.

Yours is a good school. You say you like your teachers and the way they take excellent care of you and teach you to be safe and healthy. We enjoyed joining you during your lessons, talking to you and looking at your work. We found that you help to make your school very attractive and well cared for. The displays in your classrooms are of a high quality and helpful to your learning. They also make your classrooms a pleasure to be in. You are outstanding in the way you take responsibility. This can be seen in your strong contribution to the work of the school council and the way the playground leaders and befrienders help other pupils. Your school helps you to develop into very mature young people, who get on well with each other and consider other people. You make good progress, in part because your behaviour is excellent. Also, you receive good teaching, have very interesting work to do and the school leaders ensure that you can attain your targets.

It is usual after an inspection to ask schools to improve some things. To make things even better, I have asked your school to help you to improve your writing, most particularly in the way pupils plan and structure their extended writing. You can help by continuing to work hard and by improving your writing. I have also asked teachers to make sure that they can assess the progress you make in all the subjects you study, so that you know what to do to improve further.