

National Society Statutory Inspection of Anglican Schools Report

Christ Church Woodhouse Church of England Voluntary Aided Junior, Infant & Early Years School

Deighton Road

Deighton

Huddersfield

HD2 1JP

Diocese: Wakefield

Local authority: Kirklees

Dates of inspection: 19th June 2007

Date of last inspection: December 2002

School's unique reference number: 130941

Headteacher: Mrs Margaret Shaw

Inspector's name and number: Mr R D Masterton No. 483

School context

Christ Church Woodhouse CE Voluntary Aided School serves the community of Deighton near Huddersfield. The area is characterised by severe levels of social and income deprivation with 61% of pupils eligible for free school meals. The school is multi-racial and 12% of pupils use English as an additional language with up to 17 different languages spoken. The school receives pupils from families of asylum seekers. The local parish church has been without a regular priest since May 2005. From 2002 until June 2006 the school was in special measures.

The distinctiveness and effectiveness of Christ Church Woodhouse CE (A) JI & EY School as a Church of England school are satisfactory

Christ Church School provides fully inclusive education for its pupils with a Christian ethos. Learning and teaching takes place in a calm, orderly environment with good relations between pupils and staff. Pupils' progress in academic achievement and their spiritual, moral and social development is satisfactory. The school now needs to develop its distinctive character to respond further to pupils' needs and to secure the commitment of both pupils and their parents or carers to the recognised Christian nature of the education it offers.

Established strengths

- The strategic leadership that has brought the school out of special measures with improved attitudes to learning, better provision and higher achievement .
- The inclusive nature of the school that successfully integrates pupils from a very diverse, culturally mixed and socially disadvantaged community.

Focus for development

- Develop and promote the distinctive and inclusive nature of Christ Church as a Church of England school to secure a more wholehearted and joyous recognition of the way it seeks to serve its community.
- Raise standards and achievement in religious education by improving learning and teaching, particularly through strengthening assessment.
- Develop the work of Foundation Governors to ensure that the provision of collective worship and religious education continues to improve.
- Strengthen links with the parish church and its community to enrich collective worship and to nurture the contribution that a priest and lay volunteers may make to school life.

The school, through its distinctive Christian character, is satisfactory at meeting the needs of all learners

Christ Church Woodhouse is a fully inclusive school. Pupils are warmly welcomed, whatever their home circumstances. They are known individually, valued and feel safe. Relationships in the school are good. There are many staff working to meet pupils needs and to secure their learning and development. Pupils respond well. Behaviour is good and pupils work diligently. There is an evident Christian ethos underpinning the way that staff and governors provide for pupils' needs. The richly resourced learning environment provides stimulus for all aspects of pupils learning, including religious education and their participation in collective worship. Although the standards of pupils work and their level of maturity in their spiritual, moral, social and cultural development is below average, pupils make satisfactory progress in relation to their prior attainment and background. Parents' understanding of the faith-driven mission of the school is limited and many do not recognise its distinctive nature. Pupils themselves do not readily make a connection in their learning and actions. (for example the work of the school council supporting charities), to the teachings of Jesus and the beliefs of Christians.

The impact of collective worship on the school community is satisfactory

Collective worship is securely established. It has a high profile in the daily routine of the school. Worship is appropriately planned to include a good range of collective experience, music and prayer. It has positive impact on pupils, some who are able to recall memorable occasions including Christmas and Easter but they have a limited general awareness of the Anglican calendar. The school has been successful in securing participation in collective worship for all pupils from every faith background. The interregnum in the parish deprived the school over a long period of the valuable contribution of a priest. This deficiency is now rectified and additional dimensions to worship are already recognised and valued by pupils and staff. Initiatives organised by governors and staff have maintained a connection between worship in school and in the parish church but contact with parish life and worship is very weak. Parents are welcomed to join in collective worship each Friday but few attend.

The effectiveness of the religious education is satisfactory

Religious education is recognised as a very important part of each pupil's education. It is taught regularly each week using the Diocesan agreed syllabus that has been approved by governors with additional teaching ideas taken from the local authority scheme where appropriate. No pupils are withdrawn from religious education. The provision of time, staffing and resources are sound. Pupils' standards in religious education are below average but their progress is satisfactory and consistent with that made in other subjects. Teaching and learning are satisfactory but lessons do not all offer enough stimulus, pace and challenge. The immaturity of pupils personal, social, moral and cultural education is not being addressed sufficiently through their religious education. Improvement in their academic standards is not promoted through regular, moderated assessment and religious education provision does not yet light a beacon for achievement in other areas of the curriculum.

The effectiveness of the leadership and management of the school as a church school is satisfactory

The strong, visionary and pragmatic leadership of the head teacher supported by other managers, governors and school staff has successfully brought the school out of special measures. The governing body has recently been strengthened including the number of foundation and parent governors. Their growing and valued contribution is now having an impact on the achievement of pupils. Some aspects of governance are not fully in place. The Christian foundation of the school has a limited public profile and this may explain why many parents and pupils do not see the school as distinctive. Foundation governors need to be more closely involved in monitoring and reviewing the planning and quality of collective worship and religious education. The interregnum has damaged links between the school and the local worshipping parish community, links that can nourish the work of both the church and the school.