

National Society Statutory Inspection of Anglican Schools Report

Headlands Church of England Voluntary Controlled Junior, Infant and Nursery School

Headlands Road

Liversedge

West Yorkshire

WF15 6PR

Diocese: Wakefield

Local authority: Kirklees

Dates of inspection: 13 July 2007

Date of last inspection: 26 – 27 February 2003

School's unique reference number: 107723

Headteacher: Mrs J Womersley

Inspector's name and number: Jeffery Plumb 248

School context

This larger than average school serves an area of broadly average social and economic circumstances. The proportion of pupils eligible for free school meals is below average. Nearly all pupils are of white British heritage. The number of pupils with learning difficulties and/or disabilities is below average. However, the number of pupils with statements of special educational needs is above the average because the school has resource provision for up to six pupils with autism. An acting headteacher has been in post since January 2007.

The distinctiveness and effectiveness of Headlands Junior, Infant and Nursery as a Church of England school are good.

Headlands C of E (VC) Junior, Infant and Nursery School is a good church school. Careful and detailed attention is given to collective worship. Links with the parish church are significantly better than at the time of the last inspection, and improving. It embraces children from other faiths, and no faith background; yet successfully nurtures children from Christian families in their faith. However, the foundation governors are not sufficiently challenging the headteacher about the school's distinctiveness as a Church of England school.

Established strengths

- Pupils of all abilities achieve well.
- Acts of worship are enjoyed by the pupils and make them think deeply about spiritual matters.
- Links with the parish church are good.

Focus for development

- Develop and implement an evaluation system for collective worship which gathers and uses the views of the pupils to inform planning to improve its quality.
- Ensure that the foundation governors become more active through their review procedures in supporting and challenging the senior management team about what it means to be a distinctive church school.

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

An all embracing love, typical of the Anglican tradition, pervades every aspect of life in this school. Pupils' from faith backgrounds other than Christianity and from non-faith backgrounds are treated with the same dignity and respect as those from Christian families. Consequently all pupils feel valued, behave very well, and have a positive attitude to learning. They thoroughly enjoy school, which keeps them fit, healthy and safe. The outstanding care shown by all staff typifies the Christian character of the school. It has a positive influence on the pupils who demonstrate care and love for children throughout the world who are less fortunate than themselves. This is a fully inclusive school. It meets the needs of pupils very well. All pupils, including those with learning difficulties and/or

disabilities, achieve well. Pupils with autism do particularly well in communicating their needs effectively and confidently. Gifted and talented pupils are given opportunities to excel in their particular areas of strength. The successes of all pupils are celebrated well and this contributes to their good self-esteem and confidence as young people. The rich and relevant curriculum gives pupils opportunities to reflect on deep issues and contributes well to their spiritual growth. Circle time makes a valuable contribution to Key Stage 1 pupils' exploration of profound life issues in a suitable age appropriate forum, but it is not so well developed or used in Key Stage 2.

The impact of collective worship on the school community is good

Worship is integral to the life of the school and makes a valuable contribution to pupils' spiritual development. It meets statutory requirements. Themes are well planned around the liturgical calendar. The local vicar is actively involved in the planning of the programme of worship. Effective use is made of the parish church to support the provision for worship; pupils greatly enjoy participating in Christian festivals in the church at Christmas and Easter. Pupils' appreciate the fact that school acts of worship make them think deeply about profound issues, such as the ills of racism. Their participation in worship through role play adds to their enjoyment of the experience. As they take on characters in Bible stories they reflect deeply on the life of Christ. In the spirit of true Christian love key events in other world faiths are celebrated, thus showing dignity and respect to pupils in the school from faith backgrounds other than Christianity. Pupils speak warmly of the stories told by the vicar when he leads acts of worship. They love singing, particularly as they say, 'When our teachers' add words to the songs to make them more interesting and fun to sing'. Pupils' involvement in planning parent assemblies develops their sense of responsibility and provides them with much fun. Such occasions are greatly appreciated by their parents.

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

Recent decisive action on the part of the acting headteacher has resulted in a significant improvement in the quality of worship. The strategic plan to ensure that acts of worship are more child friendly has had a positive impact; pupils enjoy worship and are happy to attend. The step taken by the acting headteacher to more directly involve the vicar in planning for worship has paid dividends. The relationship between the parish church and the school is significantly better than at the time of the last inspection. However, some weaknesses remain in the effectiveness of the leadership and management of the school as a church school. The foundation governors do not sufficiently review the success or otherwise of the school as a distinctive church school. Consequently they are not robust enough in challenging or supporting the senior management team in respect of what this distinctiveness means in the way the school is run. In addition there is not a formal system for checking what the pupils think about the acts of worship, so their views cannot be used to plan to improve worship.

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Headlands Road, Liversedge, West Yorkshire WF15 6PR July 2007