



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

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

Headlands Road
Liversedge
WF15 6PR

Previous SIAMS grade: good

Current inspection grade: outstanding

Diocese: West Yorkshire and the Dales

Local authority: Kirklees

Dates of inspection: 9 November 2015

Date of last inspection: 10 September 2010

School's unique reference number: 107723

Headteacher: Peta Cocker

Inspector's name and number: Lorraine Hanson 769

School context

Headlands is a large primary school. Most pupils are White British with a small percentage of pupils from minority ethnic backgrounds. The proportion of pupils supported by pupil premium is below average. The proportion of disabled pupils and those with special needs is broadly in line with national average. The specially funded unit caters for up to six pupils with autistic spectrum conditions. It is a fifteen minute walk to the parish church of Christ Church, which is in interregnum at present, since the vicar moved to another post in August 2015.

The distinctiveness and effectiveness of Headlands CE (VC) J, I & N as a Church of England school are outstanding

- School life is permeated by Christian values which impact extremely positively on children, enabling them to thrive in their personal and academic development
- The outstanding leadership of the headteacher and school leaders give exceptional focus to the development of Headlands school as a church school
- Spirituality is developed extremely well through opportunities for reflection both in and outside collective worship

Areas to improve

- Provide focus in collective worship on God as Father, Son and Holy Spirit to heighten children's awareness and develop their understanding of the Trinity

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

Distinctive Christian values are deeply embedded in school life and impact extremely positively on children, enabling them to thrive in their personal development, behaviour and attitudes, which are outstanding. A different Christian value is focused on each half term and is developed through collective worship, religious education (RE), the curriculum, displays around school and through challenge activities to complete at home. The school's Christian values include perseverance, forgiveness, hope, thankfulness, courage and the current focus is on generosity. All members of the school community understand the distinctive nature of the Christian values. Parents governors and staff express the positive impact the Christian values have on the attainment and progress of the children, which have improved significantly over the last three years. One parent commented, 'The Christian values make such a positive difference to children'. All groups of pupils now achieve well. Attainment in reading and maths is above national averages, as also is progress in writing and maths. Many children attain higher levels especially in maths. Children enjoy coming to school and their attendance is above national average. Relationships between all members of the school community are excellent and are rooted in Christian values. Children can nominate other children (and sometimes staff) for demonstrating the current Christian value, with public recognition and praise for those chosen. This motivates children to put Christian values into action and significantly impacts on the spiritual, moral, social and cultural development of all the children. There is a highly developed understanding of spirituality across the school. Personal spirituality is developed extremely well through reflection time in collective worship, the prayer board, reflection areas in each classroom, visits to church and Key Stage 2 children's involvement in prayer space days. 'Godly Play' is regularly used in RE to tell a Bible story with emphasis on reflection. The school also participates in the 'Spirited Arts' project, which promotes reflection and a creative response to profound questions. A development point from the last inspection was to, 'Make the school's Christian character more explicit through displays and symbols,' this has now been fully met. The school population is diverse and extremely inclusive, with the children from the unit fully accepted and supported by other children. Parents appreciate the way older children care for younger ones. Children show compassion towards each other, for example a child spontaneously met the needs of a child with a disability, who wasn't able to get what he needed for himself. Children have a high degree of understanding and respect for difference in the school community, including for other faith communities. For instance, a Muslim child spoke confidently about his personal experience of the Hajj in front of other children, who showed interest and appreciation. Children show they are motivated to help others in their community and beyond through charitable giving. Children understand Christianity as a multi-cultural world faith, which has been fostered, for example, through learning about and raising funds to buy goats for people in the link diocese of Mara in Tanzania. Children recognize the importance of RE in their lives, and it makes a very positive contribution to their spiritual, moral, social and cultural development, as well as to the Christian values and the Christian ethos of the school. Year 2 children are confident and able to make comparisons between Christianity and Islam regarding symbols and how each faith offers prayer. Biblical material is regularly used in RE lessons and children demonstrate a high level of learning from religions. For example Year 6 children reflected on the parable of the Lost Son through 'hot seating' and showed excellent understanding of the feelings of the characters and how the father in the story can be likened to God.

The impact of collective worship on the school community is outstanding

Collective worship is inspirational and inclusive and makes a profound impact on children and adults and is greatly valued by the school community. It is well planned and extends children's understanding of the Christian values and promotes spiritual development. All children are engaged during worship and are keen to participate. Collective worship takes a variety of forms which includes whole school, key stage and class. The vicar, prior to the interregnum, led collective worship in school fortnightly and met with the collective worship leader and the

collective worship committee to plan themes and church services. Themes for collective worship are based on the school's Christian values, with a half-termly focus on each one. Space for reflection and prayer during worship and in the school day promotes children's spiritual development. Children recognise the value of personal prayer and opportunity for prayer is provided through the class reflection areas and prayer board. One child commented, 'When I pray it makes me feel calm, reassured and special'. Children are regularly given opportunity to read out the prayers they have written in collective worship. The current theme of generosity runs through the school day, contributing to children's understanding and spiritual, moral, social and cultural development. The current value is revisited in RE and other lessons and through displays in class reflective areas, which include linked Bible quotations and prompts to reflect on how generosity might be demonstrated. A variety of staff, clergy and visitors lead collective worship, as well as children themselves. Children sing with great joy and enthusiasm in worship and enjoy a wide repertoire of modern and traditional worship songs. A focus for development from the last inspection was to, 'Strengthen the role of pupils in planning, leading and evaluating collective worship'. The collective worship committee, which is made up of elected children, have been instrumental, with the support of staff, in achieving this extremely well. Every half term children from a Key Stage 1 and a Key Stage 2 class jointly plan and present collective worship for the whole school, showing what they have learnt about the current Christian value. Drama, readings, prayers and music are incorporated into worship. The collective worship committee is involved in planning school services, which are held in church at the key Christian festivals of Harvest, Christmas, Easter and for the Year 6 Leavers' Service. The collective worship committee evaluates worship through collecting the views of their class. This has led to improvements such as the choir singing in services, more participation of children and children choosing the hymns to be used. Parents' feedback is valued and taken into account. Governors monitor and evaluate collective worship, which adds to the detailed monitoring and evaluation carried out by the collective worship leader. Collective worship is extremely well led and managed.

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

The leadership of the headteacher is inspirational and her vision for the school is ably and whole heartedly supported by school leaders, staff and governors. Together they promote a shared Christian vision which permeates all areas of school life. A development point from the last inspection was to, 'Develop the governing body's strategic role in monitoring and evaluating the school's Christian character' and this has been achieved. Governors have a thorough understanding of the school's performance and distinctiveness based on their own monitoring and through reports provided by staff. Evaluation by school leaders, staff and governors has led to effective strategies for improvement for the benefit of all children in the school. Children's suggestions regarding improvements of school worship and services are highly valued and taken into account. Parents are very happy with the school and strongly appreciate the values of the school with its distinctive Christian, caring character. One parent commented, 'The care the school gives is absolutely lovely'. The Christian foundation of the school is well supported through the close links between the school, Christ Church, St Andrew's Methodist Church and the local community. The vicar contributed extremely well to the school's Christian ethos, he was a very regular visitor to school prior to the interregnum. The strong links with Christ Church continue through the involvement of foundation governors who know the school well. The school engages positively with the diocese through staff and governors participating in courses regarding church school aspects and through visits to school by Bishop Tony and the Diocesan Director of Education. There are well established and supportive links with other schools through the Spensborough Trust. Collective worship, RE and the curriculum are informed by the school's distinctive Christian values, which promote outstanding behaviour and attitudes as well as the spiritual, moral, social and cultural development of children.