

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

Headlands Road, Liversedge, West Yorkshire, WF15 6PR

**Inspection dates** 22–23 May 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- The rate of progress pupils make is uneven in some classes in reading, writing and mathematics.
- Not enough pupils reach the higher levels of which they are capable by the end of Key Stage 1 because their progress is not as fast as it should be in Years 1 and 2.
- The quality of teaching is inconsistent. Teachers do not always effectively check pupils' learning in lessons or set work to meet pupils' different needs well.
- Teachers do not always give useful advice when marking pupils' work. As a result pupils are unsure of what they need to do to improve, particularly in mathematics.
- Points for development from the regular checks that leaders make on the quality of teaching are not always acted upon quickly enough to ensure that teaching improves quickly.
- Leaders' written plans to improve the school are insufficiently focused on the progress pupils make. Actions are not planned within clear enough timescales and this contributes to the uneven rate of improvement in the school.

### The school has the following strengths

- Pupils behave well. They say they like school, feel safe and their above-average attendance reflects this.
- Teaching is good in most classes in Key Stage 2 and it is sometimes outstanding. Pupils make accelerated progress in these classes and learn well.
- The curriculum provides pupils with a good range of experiences. The use of information and communication technology enhances learning in many subjects.
- Strategies introduced by the dedicated headteacher, interim senior leaders and governors are quickly improving pupils' learning and the progress they make.

## Information about this inspection

- Inspectors observed 22 lessons or part-lessons, taught by 17 teachers. In addition, they conducted visits to classes to check the quality of the curriculum and to observe small groups of pupils being taught by teaching assistants. One lesson was jointly observed with the headteacher.
- The inspectors held meetings with the headteacher, other senior and subject leaders, and the coordinator of provision for pupils with autistic spectrum disorder and those with special educational needs including disabled pupils. They also met with the coordinator of the Early Years Foundation Stage, three members of the governing body and an independent school improvement professional who is working with the leadership team and governors. A representative of the local authority and an officer responsible for the reorganisation of the resourced provision were interviewed in two separate telephone conversations.
- Inspectors took account of 86 responses to the online questionnaire (Parent View), conversations with parents and the school's own records of parents' views.
- Inspectors observed the school's work and looked at a wide range of documentation, including safeguarding policies, school development plans, the school's records of checks on the quality of teaching and samples of pupils' work.

## Inspection team

Liam Trippier, Lead inspector	Additional Inspector
Yvonne Mills-Clare	Additional Inspector
Pauline Pitman	Additional Inspector
John Ashley	Additional Inspector

## Full report

### Information about this school

- This is a larger-than-average-sized primary school
- The school hosts a specially resourced provision for pupils with autistic spectrum disorder for up to six pupils aged from 5 to 11 years. Currently five pupils, from across the local authority area, attend the provision in Key Stage 2. The provision is organised into a small-class group where pupils are taught, and they also work in classes throughout the school supported by trained staff. The provision is currently being reorganised to provide outreach support to other schools across the local authority.
- The deputy headteacher is on secondment to another school. As a result the headteacher is currently supported by an interim deputy headteacher and two interim keystage managers.
- A very large majority of pupils are from White British backgrounds and other pupils come from a range of minority ethnic backgrounds.
- The proportion of pupils speaking English as an additional language is low.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average.
- The proportion of pupils with a statement of special educational needs and those supported at school action plus is below average.
- A below-average proportion of pupils are known to be eligible for the pupil premium. (The pupil premium is additional funding for children who are known to be eligible for free school meals, children from service families and children who are looked after.)
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

### What does the school need to do to improve further?

- Improve the quality of teaching throughout the school but particularly in Key Stage 1, so that pupils make at least good progress in every year group in reading, writing and mathematics by:
  - ensuring teachers use information about pupils' learning and progress when planning lessons so that work set matches pupils' needs well, particularly to make the more-able pupils think hard
  - checking pupils' learning and progress more effectively during lessons and adapting teaching to meet pupils' needs precisely
  - using marking more effectively to provide clear guidance for pupils in all subjects and giving them time to respond to comments made by teachers.
- Improve leadership and management at all levels by:
  - following up more rigorously on issues raised from checks on teaching so that good teaching in every year group is achieved sooner
  - improving the quality and effectiveness of all leaders' plans to develop the school, focusing precisely on quickly improving pupils' achievement and checking more regularly whether actions taken have been successful in improving teaching and accelerating pupils' progress.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Achievement requires improvement because pupils, including those who speak English as an additional language, make uneven but expected progress over time from their typical individual starting points in the Nursery. They reach broadly average standards in English and mathematics at the end of Key Stage 2.
- In the Early Years Foundation Stage some teaching and play activities are not always planned for or resourced well with high quality equipment to promote a strong development of reading and writing skills. However, children make slightly better-than-expected progress over time because some teaching is good and children often learn well in a suitable range of activities chosen by themselves and led by the adults.
- In Key Stage 1, too few pupils reach the higher levels they are capable of, particularly in writing at the end of Year 2 although they make expected progress overall. Pupils in Years 1 and 2 use their knowledge of letters and the sounds they make (phonics) to read unfamiliar words and pupils read regularly enough.
- Pupils make good progress through Key Stage 2 in reading, writing and mathematics because most of the teaching is good. Pupils in Key Stage 2 read well and confidently. They have a good knowledge of a range of authors and types of books.
- The school ensures pupils have equal opportunity to learn. The school uses appropriately the additional funding to support pupils known to be eligible for free school meals, ensuring the gap in attainment in English and mathematics is just over two terms behind other pupils in the school. Disabled pupils and those with special educational needs, including those in the resourced provision, make uneven but expected progress over time. These pupils usually learn well in small teaching groups but do not always make good progress when learning in classes.

### The quality of teaching

### requires improvement

- The quality of teaching is inconsistent across the school and within subjects. As a result pupils make expected but uneven progress as they move through the school in reading, writing and mathematics. Although there are some examples of good and outstanding teaching throughout the school, particularly in Key Stage 2, too much teaching requires improvement.
- When teaching requires improvement, pupils make only expected progress at best. In these lessons, pupils have insufficient time to practise their skills because they are sitting listening to the teacher for too long. Teachers do not plan tasks well enough, using information from previous learning, and some pupils find the lessons too easy or too hard.
- Teaching in the resourced provision ensures pupils' behaviour and social skills improve well. However, teachers do not always make the best use of a broader range of specialist communication approaches to enable pupils to express their wishes clearly and thereby enhance their learning.
- Teachers' checks on the learning and progress of pupils during lessons are limited. This affects the rate of progress pupils make, particularly when mistakes are not addressed early enough in a lesson or when work that is completed with ease is not modified suitably to make pupils think things out for themselves.
- The quality of presentation of pupils' work and teachers' marking in workbooks is inconsistent and varies from class to class and in different subjects. Marking in English is better than in mathematics and is good in some classes because pupils are provided with clear next steps to improve their work. However, much marking does not give clear enough guidance to pupils and they do not routinely respond to their teachers' comments because they are not given the time to do this.
- The teaching of mathematics also varies in quality throughout the school. In the best

mathematics lessons, pupils learn new skills through challenging activities planned with the appropriate practical equipment and images to aid their understanding. This approach is not used in all classes and some pupils complete too many worksheets that are sometimes not checked well by teachers and are therefore of limited use in developing good mathematical skills.

- In the best lessons, pupils learn well and are fully involved in activities. For example, in a literacy lesson in Year 6, pupils were able to improve their own and each other's writing because the teacher provided a clear structure for pupils to use to check their work. Pupils successfully produced high quality pieces of writing using similes and personification. The teacher checked the pupils' work regularly in the lesson, identifying the best ideas for pupils to share with others to use in their work.
- When teaching is good, pupils learn at a quick rate and teachers ask questions to make pupils think carefully about their answers to deepen their understanding. Good teaching is further enhanced when teaching assistants support pupils' learning and behaviour well and teachers make sure activities meet pupils' different needs and abilities.

### **The behaviour and safety of pupils are good**

- Pupils, parents and staff say that pupils' behaviour in and around school is good and inspectors agree. Pupils are polite and friendly and follow the school's code of conduct well. They get along harmoniously and even the youngest pupils help their friends without prompting from adults. Pupils appreciate the rewards and incentives for good behaviour.
- Behaviour at playtimes is good. Pupils are supervised well and they chat calmly and sociably to each other, whether eating healthy snacks or playing more actively. Pupils enjoy the games and activities provided at dinner time.
- Pupils say they feel safe in school. Most pupils have a good awareness of how to stay safe when accessing the internet. They say that bullying is not a serious issue in the school. If they have a concern or are worried they are confident that there is an adult in school to turn to for help. They say there is little name calling.
- The school council plays an active role in promoting pupils' safety. For example, they have worked with a road safety officer and delivered assemblies to all pupils to successfully raise awareness of the importance of road safety outside school.
- Attendance is above average. This reflects the school's effective promotion of attendance at regular times in the school year, as well as pupils' enjoyment of school and their families' commitment to their children's education. Pupils have a good understanding of the importance of good attendance and punctuality in school and the world of work.
- In lessons, pupils usually conduct themselves well but occasionally, when the pace of teaching slows or when tasks are not sufficiently interesting, pupils' behaviour can fall below its typically good standard.

### **The leadership and management requires improvement**

- Leadership and management require improvement because recent initiatives, which have focussed on improving the quality of teaching, are not yet leading to even improvements in the rate of progress pupils make throughout the school. However, the school's leadership has ensured that pupils' behaviour is good and that teaching is improving.
- The procedures to monitor and improve teaching lack rigour because the clear advice that senior leaders give to teachers is not always acted upon. Consequently, some teaching has shown only limited improvement. However, senior leaders regularly observe lessons and check workbooks, and ensure that the best practice is shared through the school.
- Leaders' plans to improve the school are not linked closely enough to targets for improving the progress pupils make. Actions are not set in a tight enough timescale so that their impact can be

precisely checked. This contributes to the inconsistencies in teaching and the uneven progress made by pupils through the school. Nonetheless, the improvement plans provide a suitable set of actions for staff to follow.

- The quality of middle leadership is improving but is variable. Some leaders do not have good quality plans or a clear enough understanding of pupils' achievement throughout the school to identify weaknesses and improve their subjects or areas of responsibility. Some leaders have not had enough time to observe learning in their areas of responsibility until recently.
- Performance-management arrangements are robust with appropriate targets set for staff that link to teachers' salary progression. Leaders ensure teachers are trained appropriately. Senior leaders hold teachers to account for the progress pupils make in their classes, in part through the recently introduced termly pupil-progress meetings. These are having a positive impact on pupils' achievement as they provide a useful opportunity for leaders to discuss with teachers the next steps to take to improve pupils' learning.
- The curriculum provides a broad and balanced range of themes and topics that pupils enjoy and appreciate, which promotes improving achievement, particularly in Key Stage 2 and the Early Years Foundation Stage. Pupils benefit from a good range of educational visits including residential trips in both key stages. Staff have worked hard and effectively to ensure information and communication technology is used in a range of subjects, which was an area for improvement identified at the last inspection.
- Pupils' spiritual, moral, social and cultural development is promoted effectively throughout the school. Pupils behave well, have good manners and enjoy joining in well with activities that require cooperation. Through the curriculum, they have many opportunities to appreciate the work of a range of artists and writers.
- The school has a useful partnership with the Spenborough Trust to strengthen leadership further. A good range of other partnerships enhance the curriculum and provide effective support for pupils.
- Parents are happy with the quality of education provided by the school. The vast majority of parents would recommend the school to another parent.
- The school's arrangements for safeguarding meet statutory requirements in full.
- The local authority provides light touch support for this school. Senior leaders and governors have taken appropriate action to supplement this with additional support and increased challenge through the work of an independent consultant.
- **The governance of the school:**
  - Governors know the school's strengths and weaknesses well. They have a good understanding of the quality of teaching and the progress pupils are making including those known to be eligible for the pupil premium because they receive useful information from the headteacher and then check it for themselves. They have taken decisive action to make sure the school improves further by providing suitable challenge and support to senior leaders.
  - Governors appreciate the hard work of the headteacher and are able to recognise the improvements made, particularly in the past year. They ensure that the performance-management arrangements for all staff are appropriately focused on improving teaching and the rate of progress pupils make.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	107723
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	413123

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	415
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ian Stone
<b>Headteacher</b>	Peta Cocker
<b>Date of previous school inspection</b>	14 July 2010
<b>Telephone number</b>	01924 325707
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