

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

Headlands Road, Liversedge, West Yorkshire, WF15 6PR

Inspection dates 6–7 May 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Leaders, including governors, have brought about good improvement in the school since the previous inspection. Teaching and leadership have improved, standards have risen and pupils achieve well.
- Provision in the early years is effective because it is led and managed well. Children get off to a good start and achieve well by the end of Reception.
- Governors challenge the school strongly and hold it to account.
- Pupils behave well in school and feel safe. They contribute well to the everyday life and ethos of the school. Their punctuality is good and attendance is above average.
- Teaching is good and, at times, it is outstanding. Assessments are used well to plan challenging work for pupils. Teaching assistants make a valuable contribution to pupils' learning
- Pupils in the specially funded unit are provided for well. They make good progress overall and they achieve well from their starting points.
- Standards at the end of Years 2 and 6 are improving. More pupils are working at higher levels than previously. In 2014, standards rose to average at the end of Year 2 and to above average at the end of Year 6. Pupils make good progress and achieve well.
- The school works productively with the local authority and other schools.
- Parents are very supportive of the school.

It is not yet an outstanding school because

- Work provided for a small number of pupils in the special provision does not always match their needs precisely.
- Leaders of subjects, other than those for English and mathematics, are not fully accountable for checking standards in their subjects and bringing about improvements.

Information about this inspection

- Learning was observed in a range of lessons.
- Meetings took place with members of staff, pupils, parents, a representative from the local authority, an external consultant and members of the governing body.
- Inspectors considered the views of 111 parents who responded to Ofsted’s online survey, Parent View, as well as questionnaires completed by staff members.
- Inspectors observed the school’s work and examined a wide range of documentation including: national assessment data and the school’s assessments, external reports and the school’s own view of its work; safeguarding documents; minutes of governors’ meetings and samples of pupils’ work

Inspection team

Kevin Johnson, Lead inspector

Additional Inspector

Marilyn Massey

Additional Inspector

David Willis

Additional Inspector

Full report

Information about this school

- This is a larger than average-sized primary school in which most of the pupils are White British.
- The proportion of pupils supported by pupil premium funding is below the national average. The pupil premium is additional funding for pupils known to be eligible for free school meals and those who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is broadly in line with the national average.
- A specially funded unit provides for up to six pupils with autistic spectrum conditions.
- The school meets current floor standards, which are the government's minimum expectations for pupils' attainment and progress in English and mathematics at the end of Year 6.
- Provision for children in the early years is part-time in Nursery and full-time in Reception classes.
- The school is part of the Spenborough Cooperative Trust and as such works closely with other schools. In addition, support is being provided to the school by the headteacher of Greetland Primary Academy, which is an outstanding school. The headteacher is a national leader of education (NLE).
- The school provides a breakfast club for pupils during term-time.

What does the school need to do to improve further?

- Improve leadership and management further by making all subject leaders fully accountable for checking the quality of learning and improving standards.
- In the specially funded provision, increase the variety of approaches used to support pupils' learning and ensure that these meet all their needs precisely.

Inspection judgements

The leadership and management are good

- Following the previous inspection, school leaders took swift and decisive action to tackle areas for improvement. As a result of their determined leadership, teaching is now securely good, the rate of pupils' progress has increased and standards have risen. Systems whereby senior leaders check the school's work and maintain good improvement leave no stone unturned.
- The headteacher, very ably supported by the deputy headteacher and a strong leadership team, has established a thriving school where a culture of good teaching and learning, good behaviour and personal values thrive. Equality of opportunity for all pupils is foremost in everyone's mind and is promoted very effectively.
- Senior leaders are excellent role models of good practice and professional relationships. They very effectively create a climate in which all forms of discrimination are vigorously opposed.
- The management of teaching has been a particular strength of the leadership since the previous inspection. Less effective teaching is not acceptable to leaders and no longer exists. A programme of classroom visits by senior leaders, external advisers and advisers from the local authority has successfully raised expectations and established good teaching as the norm. Support for teachers to improve their knowledge and classroom skills is planned well to reflect the school's needs
- The local authority provides well-focused support and acknowledges school leaders' good capacity to manage further improvements themselves.
- Work with other schools has played a strong part, especially in helping staff to improve their skills in assessing pupils' work. Teachers accept full accountability for the progress pupils make. Senior staff ensure that assessments and progress are checked regularly and hold teachers to account.
- Good leadership in the early years has benefited from the school's productive link with its partner outstanding school. There too, assessment is a strength of provision and is now a model for other schools.
- The specially funded provision is led and managed well. Staff are well trained and, on the whole, ensure that their planning matches pupils' particular needs. Occasionally, for a small number of pupils in the unit, there is too little variety in the type of work planned for them. Sometimes, the challenges are too difficult for them to manage so their pace of learning slows down.
- Following the good practice by leaders of English and mathematics, middle leaders responsible for other subjects have thoughtfully adapted the new primary curriculum to pupils' needs and interests. There is good breadth in the topics covered and pupils enjoy their learning. Horizons are broadened well by residential visits and day visits to places of interest to support learning in school. A good range of after-school clubs provides more opportunities for pupils to nurture their skills and interests. Nevertheless, many of the middle leaders are new to their positions and their work is not fully effective. This is because they are not fully accountable for checking learning in their subjects and improving standards
- Pupils' spiritual, moral, social and cultural development is promoted well through the curriculum. The appointment of the special leader of this aspect emphasises the importance which the school attaches to maintaining its strong Christian ethos. British values and cultural diversity are celebrated through the topics taught in school and the positive input that pupils have in the school's everyday life and ethos. Themes such as tolerance, thankfulness, courage and forgiveness are frequently visited. Pupils reflect on their behaviour and learn to respect the views of all others. They understand the meaning of democracy and the importance of maintaining a strong sense of right and wrong.
- Leaders manage the primary school sports funding well to improve the curriculum for physical education and promote pupils' well-being. The school links with others in the Cooperative Trust to engage outside sports providers who lead lessons and work with staff to improve their subject knowledge and teaching skills. Pupils comment positively on the increased range of sports activity in lessons and after school.
- The impact of the pupil premium funding on pupils' achievement is checked carefully. The bulk of the funding goes to providing additional teaching for disadvantaged pupils. Assessments indicate that gaps in attainment between groups of pupils are closing quickly as a result. Leaders ensure that the additional funding is used effectively to secure quality of opportunity for pupils.
- Safeguarding measures meet statutory requirements and are effective. Procedures to ensure the well-being of pupils and staff are good. Written guidance and advice regarding what action to take is clear. Training for staff is up to date. Attendance is checked robustly to make sure that it remains at its current above average level.
- **The governance of the school:**
 - Governors have a good knowledge of the school. Their wide range of expertise equips them well to

provide strong challenge and support in equal measure. An example of the benefits of governors' expertise has been the investment in technology, which pupils now use routinely as a tool for learning. Importantly, governors' expertise enables them to check the impact of their spending more rigorously. They know the school's strengths and what it needs to do to make further progress.

- Governors are skilled at analysing national assessment data. They use the information it provides effectively to question pupils' achievements and challenge the school. They have a clear overview of teaching quality, and have been very influential in tackling weaker aspects and securing improvements since the previous inspection. Governors understand the principles behind teachers' performance management. They conscientiously consider their achievements and success in meeting their targets when making financial awards. Finances are managed efficiently, including the uses of additional funding for sports and disadvantaged pupils in the school.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good.
- Pupils arrive punctually at the start of the day, ready to learn. They enjoy school and their positive attitudes are reflected in their consistently above average attendance. Nevertheless, there is still some work to be done to tackle a small number of unauthorised absences.
- In lessons, pupils listen well and work hard. They take pride in their work and always do their best to keep it neat and tidy. Pupils work well with each other to test their ideas and solve problems. They are always keen to answer questions and share what they know.
- Pupils behave well around the school. They are well mannered in the dining room, behave respectfully during assemblies and enjoy each other's company in the playground. Pupils are always polite and behave courteously towards adults. They continually demonstrate the strong values they are taught in the way they show respect for others, and strive to live up to codes of behaviour which they help to write.
- Pupils contribute well to the everyday life of the school. They all contribute their views via the active school council. Older pupils act as buddies to younger ones to help them to settle in and feel safe. A collective worship council ensures that British values are given proper reflection time. Day-to-day tasks are carried out effectively and this means that pupils help in the smooth running of the school and in keeping it tidy.

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils say that they feel safe in school because the adults take good care of them. Their view is shared very strongly by almost all parents who also appreciate the additional care and safe environment provided by the breakfast club.
- Pupils have a good understanding of issues linked to bullying. They know the different forms it can take. They are fully informed about how to use the internet safely because the school runs internet safety workshops, to which parents are also invited.
- Pupils say that name calling is rare and they state firmly that there is no bullying in school.
- Pupils work closely with the local authority road safety officer in order to combat road dangers outside the school and to encourage safe walking and cycling.
- Pastoral care is very good, especially for those pupils who are potentially the most vulnerable. Those who are taught under the special provision are very well cared for. They integrate well with others, and develop their good behaviour and social skills while working alongside others in classrooms and when joining in playground, and other, activities.

The quality of teaching is good

- New appointments to the teaching team, as well as those who are longer serving, have responded positively to the school's rigorous approaches to developing and improving teaching since the previous inspection.
- Work with Greetland Academy has also proven beneficial and has provided a model for the good teaching now seen in Headlands.

- Expectations of pupils are high, and training provided in English and mathematics is showing good results in standards and pupils' progress
- Pupils' good learning is underpinned by the very good quality of feedback they receive. Written comments, focusing on what pupils should do next, are clear. Pupils are shown how to correct their work and they do so systematically; they are always clear about what they have achieved and they improve at a good pace.
- Use of assessment is a very good feature of teaching in the early years. All staff members take responsibility for observing children at work, recording their achievements and planning the next steps in learning for their designated group of children. Planning is followed up through further observations to make sure that individual children make the progress they should.
- Teaching in the special unit is good. Teachers understand pupils' particular needs well and give good support. Pupils have their own work places in the unit so they can concentrate well on their learning. There is clear visual support to help them to understand what to do. Pupils usually have enough of the right equipment to enable them to complete their work independently. However, occasionally work is not matched precisely to pupils' needs because it does not always engage them in a practical way that makes it easier for them to understand.
- Teaching assistants throughout the school provide crucial support for pupils' good learning. They are skilled at managing their groups and individual pupils. Their work gives a valuable boost to pupils who may need additional help with their learning.
- Pupils' reading is given a good start because phonics (letters and the sounds that they make) is taught well. This aspect of teaching has undergone significant development so there is a well-structured programme and teachers' subject knowledge and skills are good.
- These skills have a good impact on pupils' early reading and writing, which teachers built upon well as pupils move through the school. Teachers provide interesting tasks that sustain pupils' interest. In Year 2, for example, there are some impressive accounts of the Fire of London based on pupils' research of that event. There is also some good writing from pupils' reflections about Remembrance Day. Teachers promote writing well across the curriculum. This is exemplified by Year 3 work in science, religious studies and geography, for example, as well as some exciting stories and poems in their English books.
- Mathematics is taught successfully. Pupils are challenged well in lessons, and sharply focused questioning between teacher and pupil, and pupil-to-pupil, keeps everyone on their toes. Progress was especially rapid in one lesson where every pupil was sure of about ratio and proportion by the end. Resources for learning are well matched to pupils' abilities and the tasks they are doing. Pupils gain a very good grasp of number and how number systems work. There are good opportunities for pupils to use their skills in problem solving.
- Good subject knowledge enables teachers to plan thoroughly and there is good evidence of new learning over time in pupils' books. Electronic whiteboards provide effective visual support for science, for example, and keep pupils' attention focused on their learning. Pupils have good access to other technology, which provides a useful prop for them in lessons.

The achievement of pupils is good

- There has been significant improvement in pupils' achievement since the previous inspection. From below typical starting points, pupils achieve well by the time they leave the school.
- In Key Stage 1, pupils build quickly on the good start they make in the early years. They reach standards in phonics in Year 1 which are in line with the national expectation. Pupils continue to make good progress in Year 2 where standards in reading writing and mathematics are showing rising trends. Standards rose to average in 2014 in all subjects. Current pupils' work and school assessments in writing and mathematics show good improvement on previous standards.
- Reading in Year 2 is improving at a good pace. Pupils show their sound grasp of phonics by tackling unfamiliar words confidently. They have awareness of punctuation and use expression well to show that they understand what they read. They enjoy stories and like to talk about their favourite characters from the books they have read.
- Good progress is now established throughout Years 3 to 6 because of improved teaching and more rigorous checking by leaders of pupils' work.
- Standards in reading, writing and mathematics overall rose to above average in 2014, with some pupils achieving the highest possible Level 6 in mathematics and reading. Standards in mathematics were significantly above the national average. Current pupils' work, which is compared with work in other schools to ensure accuracy of assessments, shows some significantly higher achievement than previously.

Virtually all pupils are working at the expected level for their age, with many working at the higher levels.

- Year 6 pupils also achieve well in reading. They develop into capable readers who read aloud confidently and acquire a good understanding of books.
- Many pupils are confident mathematicians and use their skills well across the curriculum to solve problems. Writing in Year 6 is wide ranging and imaginative, with good use of interesting vocabulary and accurate punctuation and grammar.
- The most-able pupils achieve well. All who achieve Level 3 at Key Stage 1 go on to reach Level 5 or higher at the end of Key Stage 2. The school is quick to spot the potential of those pupils and make extra provision for them. As well as targeted teaching in school, pupils have opportunities to work with teachers from local high schools to improve their skills in English and mathematics further. In 2014, some pupils who reached the expected levels at Key Stage 1 did better than expected at Key Stage 2 because of strong challenge and high expectations. Currently, good proportions of pupils in the school are working at the highest level in reading, writing and mathematics.
- Disabled pupils and those who have special educational needs, including those receiving specially funded provision, achieve well. Effective planning and support makes sure that they make good progress from their individual starting points. The school works well with outside agencies to ensure that pupils' particular needs are met. Pupils' progress is checked closely by their teachers to make sure that targets remain challenging. Good links with secondary schools ensure that transition at the end of Year 6 is as smooth as possible for pupils.
- National data for 2014 show disadvantaged pupils did not attain as well as all other pupils nationally. Data indicate they were two to three terms behind in writing, although their attainment in reading and mathematics was similar. When compared with other pupils in the school, disadvantaged pupils' attainment was lower in all subjects. The gaps in mathematics, reading and writing suggest that disadvantaged pupils were up to three terms behind others in the school. Action has been taken to close the gaps in the current year. School assessment shows that current attainment is more even. Disadvantaged pupils are making good progress from their different starting points and are catching up quickly with others in the school.

The early years provision

is good

- When children enter the Nursery, their abilities are generally below those typical expected for their age. Their development in communication skills and their personal, social and emotional development, particularly, are at early stages. Good provision and good teaching helps them to make good progress and achieve well. By the end of Reception, the proportion of children who reach a good level of development is in line with the national average. Overall, children are prepared well for Year 1.
- Leadership of the early years is good. It has strengthened since the previous inspection. New systems for checking children's progress and planning their next steps in learning have been introduced. These have increased staff accountability for progress and raised expectations.
- Teaching is good. Staff provide a challenging range of activities for children to choose from. Good use is made of the outdoor learning area in all weathers for children to explore their surroundings, solve problems together through play and develop physically.
- Learning led by adults is well focused. Phonics is taught well and high priority is given to learning and using early reading writing and mathematics skills. Children in Nursery, for example, practised writing shopping lists during their role-play while Reception children wrote letters of congratulation to the Duke and Duchess of Cambridge on the recent birth of Princess Charlotte. Children used the 'doubling monster' they had built very purposefully when they practised doubling numbers.
- Staff manage children's behaviour and personal development well. Children behave well; they quickly learn routines and to live up to teachers' expectations of them. They are kept safe, and quickly acquire the independence and confidence they need to make choices and learn alongside others.
- Good links with parents are firmly established. Parents have many opportunities to work as partners with the school in their children's learning. They contribute to assessments by sharing valuable information about their children's achievements. They appreciate the consistently warm welcome they are given.

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

Unique reference number	107723
Local authority	Kirklees
Inspection number	462247

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	442
Appropriate authority	The governing body
Chair	Ian Stone
Headteacher	Peta Cocker
Date of previous school inspection	22 May 2013
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