

Inspection of a good school: Headfield Church of England Voluntary Controlled Junior School

Vicarage Road, Thornhill Lees, Dewsbury, West Yorkshire WF12 9PD

Inspection dates: 9 to 10 July 2024

Outcome

Headfield Church of England Voluntary Controlled Junior School continues to be a good school.

What is it like to attend this school?

Pupils enjoy attending Headfield Church of England Junior School. There are high expectations for their learning and behaviour. The environment is impressive. Displays showcase the pride that pupils take in their work. Pupils behave well. This is evident in classrooms and the way pupils move around the school calmly and sensibly.

Pupils are respectful of people's differences. They recognise that it is alright to have different views. One pupil, typical of many, said, 'Our values of achieving and believing together means that we respect everyone's beliefs.' Pupils feel safe in school. Bullying is rare. Pupils know a trusted adult will help them if they have any concerns.

The school is aspirational for pupils. Pupils respond well to the school's high expectations. All pupils, including pupils with special educational needs and/or disabilities (SEND), achieve well. Pupils have positive attitudes to learning. They listen carefully to teachers' instructions and concentrate in lessons. Pupils enjoy experiences that enrich the curriculum. The curriculum is brought to life through opportunities to visit places of interest such as local places of worship.

What does the school do well and what does it need to do better?

The school ensures that learning to read is a priority. The school checks the sounds pupils know as soon as they enter Year 3. Pupils follow a well-planned reading curriculum. If they fall behind, pupils receive extra support to help them catch up. The books that pupils read are well matched to the sounds they know. This helps them to build their confidence when reading. The school promotes a love of reading well. Pupils enjoy visiting the well-stocked library to choose books and enjoy reading in a quiet, relaxing area. As a result, by

the end of Year 6, pupils are well prepared for the next stage in their education.

In mathematics, pupils' knowledge and skills build logically on what they learn each year. Pupils spend time each day practising skills they have learned. Pupils have frequent opportunities to develop their problem-solving abilities and apply their knowledge and skills. They remember important mathematical knowledge well. For example, pupils can talk confidently about how they use their knowledge of perimeter to create different equations.

The school checks what pupils know and can remember in English and mathematics. They use this information well to plan pupils' next steps. However, the school's checks on pupils' learning in some other subjects are not as effective. The school has not yet introduced a system to check how well pupils are learning the curriculum in foundation subjects. Therefore, some leaders do not know how well pupils are doing in their subject.

Pupils with SEND receive effective support. There are clear systems in place to identify pupils who may need extra help. The special educational needs coordinator provides staff with further advice where needed. Staff work well with outside agencies to provide pupils with the help they need. As a result, pupils with SEND achieve well.

Behaviour in classrooms and around the school is good. Relationships between pupils and adults are positive. Pupils know that adults care about them and go out of their way to help them. There are lots of opportunities for pupils to make a difference in school. For example, the sports leaders help to run a club for other pupils. Pupils in Year 3 visit local infant schools to speak to younger pupils about life in junior school. Pupils are respectful of people who have different backgrounds or beliefs.

Governors have a clear understanding of the school's priorities. They support and challenge leaders well. Leaders are determined to ensure that pupils are well prepared for life in secondary school. Staff are highly appreciative of the support they receive. Leaders are careful to make sure that they consider staff workload. Staff are supportive of one another and work together well. They are focused on making improvements to pupils' learning.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Systems to check what pupils know and can remember are not embedded in all subjects. The school does not have a comprehensive understanding of how well pupils are learning the intended curriculum in some subjects. The school should ensure that effective systems are in place to check what pupils know, remember and can do in each subject of the curriculum.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in July 2019.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	107707
Local authority	Kirklees
Inspection number	10346195
Type of school	Junior
School category	Maintained
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	547
Appropriate authority	The governing body
Chair of governing body	Debra Allen
Headteacher	Louise Brown
Website	www.headfieldschool.org.uk/
Date of previous inspection	4 July 2019, under section 8 of the Education Act 2005

Information about this school

- This is a much larger-than-average-size junior school.
- The school does not use any alternative provision for pupils.

The school has a Christian character. The most recent section 48 inspection took place in December 2019.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector met with senior leaders, groups of staff, groups of pupils and representatives of Kirklees Local Authority.
- The inspector carried out deep dives in these subjects: reading, mathematics and art. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, looked at samples of pupils' work and spoke to

pupils about their learning.

- The inspector listened to some pupils reading to an adult.
- To evaluate the effectiveness of safeguarding, the inspector reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector observed pupils' behaviour in lessons and around the school site.
- The inspector considered the responses to Ofsted Parent View, as well as the responses to staff and pupil surveys.
- The inspector reviewed a range of documentation, including safeguarding records and minutes of governing body meetings.

Inspection team

Jaimie Holbrook, lead inspector

Ofsted Inspector

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