

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

Inspection report

Unique Reference Number	107723
Local Authority	Kirklees
Inspection number	354357
Inspection dates	14–15 July 2010
Reporting inspector	David Cox

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	381
Appropriate authority	The governing body
Chair	Mr Phil Rowell
Headteacher	Mrs Peta Cocker
Date of previous school inspection	4 July 2007
School address	Headlands Road Liversedge West Yorkshire WF15 6PR
Telephone number	01924 325707
Fax number	01924 325736
Email address	office.headlands@kirklees-schools.org.uk

Age group	3–11
Inspection dates	14–15 July 2010
Inspection number	354357

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 18 lessons or parts of lessons, observing 14 teachers, and held meetings with the Chair of the Governing Body, staff, groups of pupils and the School Improvement Partner. They observed the school's work and looked at documentation including policies on safeguarding, the school development plan, teachers' planning, assessment files and records of pupils' progress, including those for pupils with special educational needs and/or disabilities. Staff and pupils completed questionnaires and 92 questionnaires returned from parents and carers were also read and analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- what leaders are doing to improve pupils' progress, particularly in science
- the progress boys make in the Early Years Foundation Stage
- how effectively information and communication technology (ICT) is used across the curriculum
- how effectively systems for monitoring the work of the school are embedded and how well they are helping to raise attainment and improve pupils' achievement.

Information about the school

In this large primary school, most pupils are White British with a very small proportion from minority ethnic backgrounds, mainly Pakistani. The proportion of pupils known to be eligible for free school meals is below the national average. The proportion of pupils with special educational needs and/or disabilities is below the national average, although the proportion who have a statement of special educational needs is high. The school operates specialist Resourced Provision for pupils with autistic spectrum disorder. Since the previous inspection, a new headteacher, a new deputy headteacher and three new assistant headteachers have been appointed. There has been a high turnover of staff in the last three years.

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

The school provides a good education for its pupils. They achieve well and reach above average standards of attainment overall by the time they leave in Year 6. Pupils make very good progress in English but perform less well in mathematics. This is because the same rigorous approach to improving pupils' attainment in English is not always applied to the development of their mathematical skills. Children make good progress in the Nursery and Reception classes because of the good provision they receive. Pupils who attend the Resourced Provision and those with special educational needs and/or disabilities are well catered for and achieve well. Adults work well as a team, with high levels of commitment to pupils' progress. The school is a calm, harmonious community where pupils of all abilities and backgrounds feel settled and happy. Pupils' good behaviour makes a significant contribution to their overall good progress and learning. They feel safe and procedures for keeping them safe are good. The needs of pupils whose circumstances have made them most vulnerable are met well through a range of good partnerships to promote well-being and this reflects the effectiveness with which the school promotes equality of opportunity.

Teaching is good overall. However, some variation in the quality of teaching still exists. The differences in effectiveness are mainly found in Key Stage 1, where more lessons tend to be satisfactory rather than good. The good curriculum is well designed to meet individual needs and support personal development. In some subjects, information and communication technology (ICT) is used well to enhance pupils' skills of research and understanding of topics but this is not consistent in all lessons or across the curriculum.

The headteacher and senior leadership team drive the school forward well through school development planning that has a rigorous focus on improving the quality of teaching and learning. Senior leaders are well supported by the governing body. Partnerships with outside agencies and schools are good and have a positive impact on the pupils' experiences. Partnerships with parents and carers are good. Self-evaluation is good. Leaders have a clear understanding of the next stages of improvement. The school improvement plan shows that their analysis is accurate and they have good capacity and determination to continue to move forward.

What does the school need to do to improve further?

- Improve the quality of teaching at Key Stage 1 by:
- - increasing the pace of learning in lessons
- - raising the teachers' expectations of pupils' achievement.
- Extending the use of information and communication technology (ICT) to boost

pupils' learning in other subjects.

- Raise pupils' attainment in mathematics by:
- - extending the good practice and rigorous approach seen in English to impact on the attainment of pupils in mathematics
- - providing opportunities within all subjects for pupils to develop and practise key mathematics skills.

Outcomes for individuals and groups of pupils

2

Pupils have good attitudes to their school work and concentrate well in most lessons. High levels of enjoyment are often evident. For example, pupils had great fun in a Year 6 lesson where they were manipulating 'nonsense' words based on the poem 'Jabberwocky' by Lewis Carroll. Pupils make satisfactory progress in Key Stage 1 because of generally satisfactory teaching. Thereafter, progress accelerates and pupils make very good progress in Year 6 where much of the teaching is outstanding. Work in pupils' books shows that they are making very good progress in English and attain standards that are above average. Pupils are encouraged to discuss their work with their 'talk partners' and the use of specific targets promotes learning and progress. The introduction of working walls and learning journeys enables pupils to understand the steps to learning through a unit of literacy and also raise their attainment in English. The few pupils from minority ethnic backgrounds frequently make good progress because of the effective support they receive. However, teaching is not as effective in supporting the development of pupils' numeracy skills and raising attainment in mathematics. Progress in mathematics is not as fast as in English because pupils do not have enough opportunities to practise and develop skills across the curriculum. Pupils are now making better progress in science because of a more investigative approach, improved science apparatus and a curriculum that provides better links between the various science topics.

Pupils have a strong social and moral awareness. They are very polite, courteous and behave well and this contributes significantly to the positive, friendly atmosphere around school. They make a valuable and positive contribution to the school community, such as being part of the active school council. Pupils care about and have a good understanding of the issues facing their local area. They demonstrate a good level of understanding about the need to eat healthily and take plenty of exercise. Older pupils show a good awareness of the possible dangers of drugs and alcohol. Levels of attendance are above average. By the time that they leave the school, pupils are confident and have high self-esteem. They are prepared well for the future.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Where teaching is of a good quality, detailed planning provides challenging work for all groups of pupils as it is based on an accurate assessment of pupils' prior learning. There is a good rapport between pupils and teachers and lessons often proceed at a brisk pace. When teaching is only satisfactory, especially in Key Stage 1, the pace of learning is sometimes slow and expectations of what pupils' can achieve are not high enough. In some mathematics lessons, work is not matched well to the needs of all pupils, which leads to slower progress for various groups of pupils. Marking has some strong features, though there are examples where opportunities to advise pupils on the next steps are missed.

The curriculum is well-planned and is adjusted effectively to meet the needs of pupils in the Resourced Provision. These pupils participate in lessons with their peers where applicable. The newly-created sensory room allows pupils linked to the Resourced Provision to interact within a calming environment. Links with local high schools have enabled the school to provide enhancement in areas such as sport, and design and technology. Residential visits and educational visits linked to the curriculum, for example, to Bridlington, and whole-school theme days for literacy, numeracy, science and art provide opportunities for enrichment. The impact of these is seen on pupils' motivation and enthusiasm to learn.

Staff know their pupils well and this underpins the good quality of their care, guidance and support. Pupils are supported and guided well because staff share the ethos and values of the school. Parents and carers are always welcomed into school to discuss aspects of their child's education and individual teachers ensure that parents and carers

are involved at the early stage of any problem. Visits to high schools for curriculum activities, sporting events and open days all support successful transition.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher and other senior leaders have steered the school successfully through a period of staff turbulence and significant change. They have a clear vision, a good and realistic understanding of the strengths and development areas of the school and a determination to drive through the priorities for improvement. The monitoring of teaching and learning is good, although senior leaders acknowledge that weaknesses in teaching have not been eliminated completely. Staff training, raised expectations and effective recruitment have resulted in a clear understanding of the responsibilities of the class teacher in securing pupils' progress. Good self-evaluation by members of the supportive governing body has resulted in the production of a secure action plan to develop further their monitoring role. They regularly seek the views of parents through surveys and discussions and are able to advise the headteacher of any concerns that need addressing.

The school's positive ethos promotes equality of opportunity for all and tackles discrimination well. There are strong links with outside agencies enabling staff to work with increased knowledge and awareness in order to support the diverse range of needs within school.

The school adopts recommended good practice across all aspects of safeguarding, including the safe recruitment of staff. The school contributes well to community cohesion through the building of relationships with key professionals and organisations such as the community support police officer, local Sure Start centre, local churches, the pyramid of schools network and through a twinning project with a local school. The school provides good value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2

The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The effectiveness of the Early Years Foundation Stage is good. It meets the needs of all children and they achieve well. On entry to the Reception Year, most children have typical skills for their age, although they are below the expected levels in writing and aspects of mathematics such as calculation. Children make good progress towards the early learning goals for their age with most working within these by the time they move into Year 1. Children make very good progress with their reading and writing. Considerable improvements have been made to the organisation, curriculum and provision in the Reception classes in order to provide a more play-based curriculum. However, outdoor equipment is not challenging enough to extend children's physical skills, particularly that of the boys. There is a good balance of activities chosen by the children and those led by adults, and children are thereby supported well in developing the skills that lead to independence. Assessments made of children's achievements are regular and staff use this information to plan the next steps in children's learning, though, at times, they overestimate children's progress. Children interact well with each other and as they grow in confidence, they are happy, secure and ready to learn. The leadership of both the Nursery and the Reception settings is good. The staff in each year group work as a team and there is a supportive atmosphere. Procedures to ensure children's welfare are very good and meet all requirements. Parents are particularly appreciative of the good induction arrangements and confirm that their children settle very quickly. They typically comment, 'My children love it and would come Saturday and Sunday if they could'.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Most parents and carers said their children are happy at school and make good progress. Inspectors support these positive views. A few parents reported that they are unhappy with communication with school and do not know enough about how their child is doing. Inspectors note that the school has increased the number of parent consultation evenings to termly as requested by parents and carers. They get good information to enable them to help their children with their work at home. Members of the governing body hold regular surgeries for parents and carers. Though most parents are positive in their views of how well the school is led and managed, a few are concerned about the numerous changes to school procedures and the high turnover of staff since the previous inspection. Inspectors found that senior leaders have steered the school successfully through a period of turbulence and that outcomes for children continue to be good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Headlands Church of England Voluntary Controlled Junior, Infant and Nursery School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 92 completed questionnaires by the end of the on-site inspection. In total, there are 381 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	56	61	32	35	4	4	0	0
The school keeps my child safe	56	61	35	38	1	1	0	0
The school informs me about my child's progress	31	34	49	53	11	12	1	1
My child is making enough progress at this school	32	35	49	53	11	12	0	0
The teaching is good at this school	35	38	45	49	11	12	0	0
The school helps me to support my child's learning	26	28	44	48	18	20	3	3
The school helps my child to have a healthy lifestyle	39	42	49	53	3	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	34	37	46	50	10	11	0	0
The school meets my child's particular needs	32	35	52	57	5	5	1	1
The school deals effectively with unacceptable behaviour	34	37	48	52	8	9	0	0
The school takes account of my suggestions and concerns	26	28	51	55	11	12	0	0
The school is led and managed effectively	26	28	46	50	12	13	4	4
Overall, I am happy with my child's experience at this school	33	36	51	55	7	8	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



18 July 2010

Dear Pupils

Inspection of Headlands Church of England Voluntary Controlled Junior, Infant and Nursery School, Liversedge, WF15 6PR

It was a great pleasure to inspect your school. You were all friendly and helpful and we enjoyed finding out from you how you are getting on. Thank you! On behalf of the inspection team I would like to share with you what we found.

Your school is providing you with a good education. The youngest children get off to a good start. Your behaviour in lessons is good and this means you learn well and pay good attention. You take responsibilities around school and look out for one another well. You make good progress in lessons and, by the time you leave at the end of Year 6, most of you reach above average standards overall. You do particularly well in English but less so in mathematics. This is because you are not always given enough opportunities to develop and practise new numeracy skills in all your subjects. The teaching you receive is good overall and best in Key Stage 2 and you work hard. You enjoy the activities out of school and visits you make to places of interest. Your headteacher, teachers and other adults take good care of you all and make sure that you all feel safe and secure. Part of my job is to identify how the school can be even better. There are two improvements for staff to make.

- Make sure that all the teaching is at least good or better.
- Help you to do better in mathematics by giving you lots more chances to develop and practise these skills in all your subjects.

Please continue to work hard. I send you all my best wishes for the future.

Yours sincerely

Mr David Cox

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.