

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

<b>Headlands Church of England Junior, Infant and Nursery School</b>	
Address	Headlands Road, Liversedge, WF15 6PR
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	
Overall grade	Good
The impact of collective worship	Good

School's vision
<p>Through diverse, inspiring and memorable experiences we nurture resilient and creative learners to help them flourish within our local and global community. Our Christian values of love, joy and friendship teach us to cherish the uniqueness of each person, supporting all to live life in its fulness. Underpinned by: -'Love your neighbour as yourself' Matthew 22: 39 and</p> <p>'I have come that they may have life, and have it to the full' John 10:10</p>
Key findings
<ul style="list-style-type: none"> <li>• The committed leadership and staff are key to raising pupils' hopes and aspirations. The vision and its biblical underpinning are well-known. Reflecting and sharing Gods love are at the heart of this school. However, opportunities to reflect on God's love outside the classroom are limited.</li> <li>• The vision for enabling pupils to flourish shines through. Staff know the pupils well. This means the needs of all are met.</li> <li>• Governors have a focused and strategic programme of monitoring. Ensuring the school continues to grow and flourish.</li> <li>• Collective worship, springing from the Christian vision, is valued, biblical and affirming. influencing the lives of all enabling them to flourish. Worship is enriched by strong opportunities for leadership by the older pupils. Not all pupils have the opportunity to independently plan, lead or evaluate collective worship.</li> <li>• Pupils are engaged in a rich and effectively led religious education (RE) curriculum which supports pupils' character development and enables them to flourish. This includes a commitment to global partnerships, but equipping pupils to act as agents of change is an area for further development.</li> </ul>
Areas for development
<ul style="list-style-type: none"> <li>• Develop further the understanding of spiritual development beyond the classroom, sp that all can flourish.</li> <li>• Further extend pupils' understanding of global issues. This is to enhance character development and equip pupils to act as courageous advocates for social justice.</li> <li>• Develop ways for pupils in different age groups to independently plan, lead and evaluate collective worship.</li> </ul>

### Inspection findings

An atmosphere of warmth and welcome has been created in this school because God's love is extended to everyone. There is an openness and honesty in relationships throughout the school which is liberating. The vision, for 'children to experience life in all its fullness' (John 10:10), 'love your neighbour as yourself (Matthew 22:37-39) fills this welcoming community. Pupils and adults flourish as they are free to be themselves whilst respecting the worth of others. As a result, an environment of harmonious calm and purpose pervades in which pupils flourish. A great sense of joy and fulfilment motivates staff to go above and beyond to meet the needs of all that they serve.

Leaders are passionate about ensuring that all pupils have equal opportunities to flourish. Decisive steps, including increasing pastoral staffing have achieved this. Leaders, including governors, are ambitious to be the best that they can be to continue to develop the school. Working with the Spenborough Community Hub and establishing positive links with other local agencies has enabled leaders to widen pastoral support for families. Families really showing the 'love for your neighbour'. Parents have the opportunity to access training and receive provision to help them from the trust. Parents report 'feeling they are part of a big family network where they can always turn for help no matter what the problem'.

Pupils and adults positively embrace the school values of courage, hope, forgiveness, perseverance and thankfulness. Pupils' moral and character development are enhanced in the way they live out these values. They impact positively on relationships with each other, encouraging a sense of ambitiousness for each member of the school community. In doing so they link to the vision by 'showing love for everyone'. Alongside this, a half termly value is focused on, such as perseverance. Pupils are awarded a certificate for ethos and achievement for demonstrating this. This can be in any lesson and is selected by other pupils. The termly 'peace and service' award recognises pupils being the best they can be. Pupils are very proud of their own and others achievements. Pupils confidently recall Bible stories that exemplify these values and are determined to follow these values in all that they do.

The school offers a rich curriculum which sparks curiosity and provides meaningful experiences for all pupils. For example in their study of world war two in history, pupils encounter stories of love in action. This led to a greater understanding of love in different countries and periods of time. This linked into RE and English lessons providing rich opportunities for the individual gifts and talents of all pupils to flourish. Pupils have a real sense of worth through the ambitiousness of the school which is directly inspired by the vision. Pupils talk about the spirituality and feeling of calm and peace they experience during art lessons.

Loving your neighbour is recognised and encouraged throughout the school day and in weekly celebration worship times. Parents add that 'goodness radiates throughout the school'. In this way the love is perpetuated and strengthened, individually and collectively. Welcome and dismissal words, prayers and praise contribute to making collective worship a joyful and reflective time in each school day. Invitational, inclusive and embedded in the heart of the school pupils say that they 'love this time', making them feel that God is with them.' Pupils and staff flourish because of the opportunities to sing, pray and reflect, providing meaningful opportunities to develop spiritually. Pupils are supported by staff to lead and are involved in planning and delivering worship in the hall and in their classes. However, pupils are not independently planning, delivering and evaluating worship.

Beautiful spirituality and prayer spaces in each classroom are available for pupils to consider

life's hurts, wonders and questions. Use of the outdoor space is being developed and will add another dimension to private worship and reflection. It is the exciting first step towards using outdoor areas even more creatively in this caring Christian community.

Worship led by the staff, local worship leaders and visitors brings variety and enrichment to the life of the school. Puppets bring to life pupils' knowledge of Christianity and other faiths. Pupils are very clear about the diversity of traditions within the worldwide Christian church. Connections are also made during worship between the teachings of Jesus and current day issues around the world. As a result, pupils are inspired to challenge injustice and inequality igniting their passion to be advocates for change. Examples of this are homeless hampers, Batley food bank donations, baby clothes and toiletries for the Heckmondwike Rainbow baby bank. Big questions asked across the curriculum probe how children of God make a difference in the world. Pupils responded to the big question by Year 3's peaceful protest to raise awareness of deforestation and use of palm oil. Pupils also raised money to support the world wide fund for nature and adopted two orangutans. This valuable work supports pupils in developing compassion, does not extend to them being courageous advocates for social justice.

RE is given a high profile and is enthusiastically and skilfully led. The school's vision is evident in RE curriculum planning. The school accesses high quality staff training for RE through the Diocesan advisors. The RE curriculum, planning and resources enable teachers to deliver creative lessons which are progressively more challenging.

Pupils acquire a deepening understanding of what people of different world religions and worldviews believe and how they choose to live. Class teachers create a sense of curiosity as they teach RE, impacting positively on pupils' academic and moral development. Engaging and inclusive RE lessons ensure that all pupils develop a sincere respect and understanding for all people. Strong relationships and living well together are key characteristics of the school. Inspired by the school's vision, Headlands is a school where all are encouraged to 'live life to the full'. Pupils are confident that the school enables them to be their very best selves. Kind, unwavering love and support, created by the strong family community, makes pupils and staff feel valued and able to flourish.

This is a place where flames of aspiration, hope and possibility are ignited for every child. The school is a haven of God's love, joy and peace for the community that it serves.

Information			
School	Headlands Church of England Junior, Infant and Nursery School	Inspection date	28 February 2023
URN	107723	VC/VA/Academy	Voluntary controlled
Diocese/District	Leeds	Pupils on roll	418
Headteacher	Mrs Ashleigh Dunn		
Chair of Governors	Mrs Sue Marshall		
Inspector	Elaine Bowers	No.	960