



CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION



The **Methodist Church** 

## National Society Statutory Inspection of Anglican and Methodist Schools Report

### Elland Church of England Voluntary Aided Junior, Infant and Nursery School

Westgate  
Elland  
HX5 0BB

**Previous SIAMS grade: Satisfactory**

**Current inspection grade: Outstanding**

**Diocese: West Yorkshire and the Dales**

Local authority: Calderdale

Dates of inspection: 16 January 2015

Date of last inspection: 8 November 2010

School's unique reference number: 107550

Headteacher: Wendy Holdsworth

Inspector's name and number: Geraldine Cooper (696)

#### School context

Elland Church of England school is a smaller than average school of 223pupils. The majority of pupils are White British with very few pupils from minority ethnic groups. The school serves one of the most deprived wards in Calderdale and eligibility for pupil premium is significantly above national average. The proportion of pupils with special educational needs is slightly above average. The school provides a Nurture Unit for Key Stage 1 pupils in the cluster. There has been a significant change in staffing since the previous inspection.

#### The distinctiveness and effectiveness of Elland CE VA school as a Church of England school are outstanding.

- Christian values are clearly understood and deeply embedded in the life of the school.
- Leaders are well informed and have a strong understanding of, and commitment to, promoting a Christian ethos across all aspects of school life.
- The school has a strong commitment to the spiritual, moral, social and cultural development of pupils.
- Relationships within the school are very positive and promote a nurturing environment in which pupils enjoy learning and are able to flourish.

#### Areas to improve

- Articulate a shared understanding of spiritual development in order that pupils can maximise the opportunities given to them.
- Enhance pupils understanding of diversity within Christianity through structured learning opportunities.

**The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners**

The school's Christian values have a very high profile across all aspects of learning. Imaginative displays linking values to Biblical stories are accessible to all pupils. Every classroom has a well cared for 'values' display in which the current value takes prominence. A well developed reward system encourages all pupils to engage with these values in an active and effective way which is evidenced by the good behaviour within the school. Christian principles inform sensitive behaviour management which minimises negative behaviour. There are many opportunities for spiritual development and pupils particularly enjoy the opportunity to experience the 'Awe and Wonder Room' which both stimulates conversation and also offers a much appreciated time to "just be quiet". The curriculum incorporates a wide range of skilfully planned enrichment activities which provide pupils with opportunities for spiritual, moral, social and cultural development and gives them the opportunity to experience diversity. Koinonia is exemplified by the sense of welcome and inclusion which enables children attending the Nurture Unit to feel that they are part of a caring community.

**The impact of collective worship on the school community is outstanding.**

Collective worship is well planned and thoroughly evaluated by all stakeholders. Pupils of all ages are represented on the 'Ethos Committee' which contributes to the planning and monitoring of collective worship and to the promotion of the school's values. The church is very supportive of collective worship. Reflection and prayer are a regular feature of school life and pupils of all ages talk about Jesus being the light of the world and being a presence with them, this being seen by pupils as affecting behaviour; "If God's with you, you can't be naughty." All teachers have been trained to lead collective worship and have deployed a range of strategies to add to the impact of worship which is seen to have increased pupil engagement. Pupils make a strong connection between what they learn in collective worship and how they choose to behave.

**The effectiveness of the religious education is outstanding.**

RE is seen as central to the school's identity. Strong leadership deploys meticulous monitoring of pupil progress against national standards. Formative assessment informs planning and pupils make consistent progress. A wide range of strategies are employed to effectively engage children in learning which enables pupils to develop higher order thinking skills. Discussion is encouraged and pupils develop a strong RE vocabulary, e.g. Year 2 children spoke confidently and with understanding about empathy. There is consistent use of reflection in RE which enables pupils to relate learning to behaviour through the school's values. Pupils' sound understanding of Christianity enables them to talk confidently about the basis for the values which are promoted in the school and also to relate these to their learning about other faiths.

**The effectiveness of the leadership and management of the school as a church school is outstanding**

The school benefits from the strong leadership of a headteacher and governing body who share a clear understanding of the Christian values that are consistently evident in the school. An ethos group ensures that foundation governors are well informed and effectively involved in the development of the school. Critical self-evaluation has enabled the school to thoroughly overhaul policy and practice which has led to a substantial improvement in behaviour and learning. Although Key Stage 1 attainment is below national norms, the impact of a consistent emphasis on values, particularly on resilience and endurance, coupled with high quality teaching ensures that the gap is rectified by the end of Key Stage 2. Positive links with parents and the wider community are evidenced through high levels of parental attendance at 'celebration worship' and also through the strengthening of links with the PCC who now have a greater understanding of the mutually beneficial relationship between church and school. There is a prevalent view that the school is the "church in the community".