



National Society Statutory Inspection of Anglican and Methodist Schools Report

Burley and Woodhead Church of England Voluntary Controlled Primary School

Sandholme Drive
Burley in Wharfedale
Illkley
LS29 7RQ

Diocese: Bradford

Local authority: Bradford
Date of inspection: 27th June 2013
Date of last inspection: 19th June 2008
School's unique reference number: 107313
Headteacher: Mrs Julie Speight
Inspector's name and number: Mrs Linda Hodson (314)

School context

Located within Burley in Wharfedale, the school serves the local village community. It is a popular school and is currently oversubscribed (215 pupils). The majority of its pupils are of White British heritage. The number of pupils attracting pupil premium funding is low and the proportion with special educational needs is below the national average. There has been no significant change in the school's leadership since the last inspection.

The distinctiveness and effectiveness of Burley and Woodhead as a Church of England school are outstanding.

Burley and Woodhead has an excellent track record as a high performing school and is well regarded and valued by the local community. Under the guidance and skilful leadership of the headteacher it has continued to grow and develop as a church school, building on the many strengths that were apparent at the last inspection. Governors ensure that the distinctive Christian character of the school is clearly communicated and that the Christian values of trust and respect underpin all actions and decision making. This results in a vibrant and happy school, which produces confident, articulate and well-rounded children who achieve well in life.

Established strengths

- Pupils flourish as confident, independent and successful learners in a stimulating and caring environment, underpinned by Christian values
- A high level of support and challenge, provided by local clergy and foundation governors, ensures the school's continued improvement as a church school.
- Well-established links with the African village of Tereli and Byron, a culturally diverse primary school in Bradford, strengthen pupils' understanding of community and citizenship.

Focus for development

- Broaden pupils' understanding of Christianity as a multi-cultural world faith.
- Involve pupils more in the planning and evaluation of worship.

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

The Christian values of trust and respect underpin all aspects of school life and are apparent in the excellent relationships between all members of the school community and in pupils' exemplary behaviour. Pupils regard the school as a "big, happy family" and speak highly of the support they receive. They recognise that here "adults are always at your side if things go wrong" and that "you are always given another chance". Pupils feel safe, happy and well cared for and so enjoy coming to school. Attendance is therefore well above average. High quality teaching within a vibrant learning environment ensures that pupils reach their full academic potential, regardless of their ability. The school's inclusive approach and the way it supports those children with special educational needs is a particular strength. The broad curriculum and particularly the provision for religious education (RE) has a very positive impact on pupils' spiritual, moral, social and cultural development. Parents appreciate the close links with the church and are clear that the impact of the school's distinctive values remains with the children when they transfer to secondary education. This is seen in their willingness to take a lead or to support others, as well as in their many and varied achievements. The school's longstanding links with the African community of Tereli and with Byron Primary, a culturally diverse school in Bradford, effectively foster respect for diversity and difference and support pupils' development as responsible citizens. Care and concern for others is demonstrated through a wide range of pupil-initiated fundraising events. There is potential to broaden pupils' understanding of Christianity as a worldwide multi-cultural faith, through further global study.

The impact of collective worship on the school community is outstanding

Worship is given a place of importance in the school day, with great care being taken to ensure that acts of worship are distinctively Christian, inclusive and of a high standard. The regular involvement of local clergy and the wider church community helps to strengthen the school's provision and supports pupils' understanding of Anglican traditions. Regular use is made of "Open the Book" which provides an introduction to the Bible. Parents confirm that pupils particularly like this approach and that they regularly talk about the content at home. In response to a high level of pupil interest lunchtime Bible clubs have been established to give older pupils the opportunity to engage with the material in more depth, particularly through activities such as hot seating. The teachings of Jesus are regularly included within the worship programme, ensuring that the school's values are regularly explored within their Christian context. Increasingly, pupils make connections between the stories they hear and their own words and actions. The celebration of major festivals effectively develops pupils' understanding of the importance of Jesus Christ within the Christian faith and supports a growing awareness of God as Father, Son and Holy Spirit. Individual acts of worship are very well planned and executed. Leaders take great care to create an appropriate atmosphere and to engage pupils in a lively and interesting way. Pupils say that worship is very interactive and they welcome the opportunities they have to dramatise stories or read prayers. They respond enthusiastically through their singing and show thoughtfulness and respect during times of prayer or personal reflection. Many are inspired to write their own prayers and make regular use of the prayer tree, evidencing a very positive impact on their spiritual development. To strengthen provision still further the school should give pupils a greater role in the planning and evaluation of worship.

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

The consistently high quality of leadership provided by the headteacher and the very strong involvement and commitment of foundation governors has ensured the continued improvement of Burley and Woodhead as a church school. The Christian character and mission of the school is more clearly communicated than at the last inspection and is understood by all. Christian values are securely embedded in all aspects of school life and underpin key policies. These are reflected in the caring approach of a strong staff team who provide an inspiring and stimulating environment where children's individual needs are well met. As a result, academic standards remain well above the national average and pupils invariably make good or better progress. The impact of the school's provision on pupil's personal and spiritual development is outstanding. Systems for monitoring and evaluation provide leaders with an accurate picture of the school's strengths and weaknesses and this drives improvement work. Governors ensure that the arrangements for collective worship and RE meet statutory requirements and that staff receive the training and development they need to maintain quality provision and support them in leadership roles. Local clergy regularly lead worship in the school and support staff in delivering quality RE. For example, in a recent lesson pupils were able to explore questions about God and creation, supported by their teacher and the curate. The school enjoys productive links with the wider church community and with other schools in the area. Parents are overwhelmingly supportive of the school and confirm that children leave as confident learners and responsible citizens.

SIAMS report June 2013 Burley and Woodhead C of E (VC) Primary School, Burley in Wharfedale, LS29 7RQ