



National Society Statutory Inspection of Anglican Schools Report

Lindley Church of England (Voluntary Aided) Infant School

East Street,

Lindley,

Huddersfield,

HD3 3NE

Wakefield Diocese

Local Authority: Wakefield

S.I.A.S. Inspection: 15th January 2008

Date of last inspection: November 2003

School's unique reference number: 107731

Headteacher: Mrs S. Drake

S.I.A.S. Inspector: NS129 Mr. J.W. Bradley

School Context

Lindley Infant School currently has 358 pupils on roll and serves this suburb to the west of Huddersfield. An increasingly large number of pupils attend from neighbouring catchment areas due to the school's high reputation and its church school status. A result of this is that one third of the pupils are from backgrounds other than white British; this being within a broadly average range. 20% of the pupils are learning English as a second language, The headteacher has been in post for ten years.

The distinctiveness and effectiveness of Lindley Infant School as a Church of England School are outstanding.

First and foremost Lindley is a church school. Everything it does on behalf of every one of its pupils begins with this in mind. It is clearly stated and believed that this Christian foundation must be at the heart of all the school's work on behalf of its pupils. There are so many truly outstanding features, not least of which are the links with its own church, plus those of neighbouring parishes and other denominations. The school is highly respected by its parents and wider community for both its academic success and the caring and loving atmosphere created for pupils.

Established strengths

- The links with its church to provide so many opportunities for mutual support.
- The atmosphere of Christian love for all, leading to outstanding caring, co-operative relationships.
- The importance attached to the value and impact of worship.
- The challenging support from the governing body.

Focus for development

- Using 'Godly Play', continue the development of teacher assessment of how children learn from religion.
- To visit other faith centres, as a result of links with 'Interfaith Kirklees'.

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

There can be no doubt about the Christian character of this school. It is obvious from the many displays and artefacts, both in corridors and classrooms. However, it is how all concerned with the school speak of it that is so noticeable. The church school ethos and how it should affect every aspect of school life is paramount and is regularly discussed, monitored and evaluated. Regular 'Community Evenings' enable discussion regarding 'What makes our school special?' and 'The Distinctiveness of the Church School' and these meetings are well attended by parents, parishioners and others from the local area. The effect is clearly to confirm the school's wish to be a place of both high educational standards combined with Christian love for all. This it achieves via a totally committed staff, very ably supported by churches and governors. The atmosphere in the school is outstanding in so many ways. Pupils are polite, extremely well-behaved, hard working, very good listeners and care for each other. The enthusiastic School Council, the members of which really understand their representative role, are very clear that Lindley is a church school. They speak warmly of the links with clergy and others from the church and how theirs is a school where 'we look after each other'. Parents, of whichever faith, are highly supportive and complimentary regarding the Christian atmosphere in which their children are nurtured. So many aspects are appreciated, including regular 'Family Worship' the 'Prayer Tree', 'sound Christian and moral teaching' and the 'inclusivity of all faiths'. This level of parental support adds greatly to the impact the school has upon its pupils as all concerned understand the reasons behind this outstanding ethos and caring atmosphere.

The impact of Collective Worship on the school community is outstanding.

Collective worship is described as being 'a central focus in this Church of England Aided School' and 'an affirmation and celebration of the values and ethos of the school'. All of this is achieved as a result of thorough planning, outstanding delivery and accompanying atmosphere, plus very regular monitoring by the 'Collective Worship Monitoring Group' and pupils, visitors and parents. Monitoring includes how well children are engaged, inclusivity, impact of prayer and reflection and contributions to pupil's spiritual, moral and cultural development. The impact is to place worship at the heart of this school and to make it a dynamic activity where improvements are constantly strived for. The atmosphere during worship is that of a loving Christian community being together, where all are treated with respect. The pupils clearly enjoy the whole experience and are happy and willing to say so. Regular contributions from the 'Open the Book' group of parishioners and members of the Methodist Church are dramatisations of Bible stories and the benefits are to be seen in the response of the pupils and the enjoyment gained by those taking part. Examples of Anglican heritage are built into the planning in a variety of ways, including the cycle of the Anglican year, reflection upon Christian symbols, traditional responses and prayers and regular input from clergy. The traditions of other faiths also form a regular part of worship, and this is much appreciated by parents and pupils.

The effectiveness of religious education is outstanding.

Religious education is very well planned, recorded and monitored by a highly committed and knowledgeable co-ordinator, assisted by the headteacher. There is a 'deliberate attempt to link the concerns of Christ's gospel with the life of the school' and to 'enable children to investigate and reflect upon some of the most fundamental questions, including the meaning of life and the existence of a divine spirit'. It is clear that the teaching of the subject is a fundamental support of the prevailing church school ethos. All religious education lessons are linked to life as it is lived today, thus enabling the pupils to see the crucial relevance of the subject's teachings. The pupils are knowledgeable about their own faith and that of others and clearly enjoy the lessons. A lesson about Christ's healing of the ten lepers led to good discussion about

how others should be treated and the Five Pillars of Islam were well used to illustrate the value of prayer and charitable giving, plus knowledge of another faith. Outstanding use is increasingly being made of 'Godly Play' and a lesson on 'The Wise Men's Gifts' showed how fully engaged pupils are when this technique is used well. 'Godly Play' is also used, by analysis of responses, as a way of assessing pupils' levels of spirituality. The school's own church, the local Methodist Church and the High Street are all regularly used as Nativity and Easter 'Trails', thus making religious education an enjoyable activity, shared by all. In addition to regular monitoring by the head and co-ordinator, nominated 'RE weeks' provide governors with the opportunity to observe lessons. Staff receive regular training and thus the subject is afforded a very high profile.

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

'By encouraging staff, children, parents, governors and the parish to work together in partnership, we strengthen and enrich the life of the school'. It is according to this maxim that the leadership and management of this school conduct all their functions. Added to this, at all times, is insistence that everything is done within the context of a Church of England School. Governors regularly monitor their progress in this regard and are ably assisted by clergy. The governors are well led and as a body constitute a challenging forum for discussion regarding current initiatives and future development. The headteacher is held in very high regard as the school is a place where 'all feel valued and esteemed' and a performance management target relating to a review and development of worship is evidence of the commitment to church school aspects. Links with the church are outstanding in many ways and all the foundation governors attend regularly. 'Church=School=Church' is a description used and acted upon by governors to inform and guide progress. Parents are regularly asked for their views, including how Lindley functions as a church school and when this is added to events such as the 'Welcome Service' for new pupils and 'spiritual trails' in local churches, the level of commitment cannot be doubted. Pupils, as God's children, come first in this outstanding school and there are many people working within it, in a wide variety of ways, who do all they can to ensure that this is so.