

Lindley Church of England Voluntary Aided Infant School

Inspection report

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| Unique Reference Number | 107731 |
| Local Authority | Kirklees |
| Inspection number | 309491 |
| Inspection dates | 3–4 December 2007 |
| Reporting inspector | David Halford |

This inspection of the school was carried out under section 5 of the Education Act 2005.

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| Type of school | Primary |
| School category | Voluntary aided |
| Age range of pupils | 5–7 |
| Gender of pupils | Mixed |
| Number on roll | |
| School | 348 |
| Appropriate authority | The governing body |
| Chair | Mr Philip Spear |
| Headteacher | Mrs Sue Drake |
| Date of previous school inspection | 10 November 2003 |
| School address | East Street Lindley Huddersfield West Yorkshire HD3 3NE |
| Telephone number | 01484 222118 |
| Fax number | 0144 222118 |

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This larger than average infant school serves an area of mixed housing in the village of Lindley on the outskirts of Huddersfield. The pupils come to school from a wide catchment area. The school shares a site with a neighbouring junior school which is under separate leadership. The number of pupils eligible for free school meals is below average. The number of pupils from minority ethnic backgrounds is broadly average and of these about one third are at an early stage of learning English. The proportion of pupils with learning difficulties and/or disabilities is broadly average. The school is an Eco School and has received a number of awards including Investors in People, Investors in Pupils, the Healthy Schools award, Artsmark Silver and Activemark Gold.

Key for inspection grades

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| Grade 1 | Outstanding |
| Grade 2 | Good |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate |

Overall effectiveness of the school

Grade: 1

Clear vision, excellent evaluation of the current position and detailed action to sustain high standards combine to make this an outstanding school. It is led by an exceptional headteacher who, with the help of her deputy headteacher and senior leaders, combines rigorous monitoring of provision with encouragement, support and effective professional development; staff know exactly what is expected of them. All staff have very high expectations of what pupils can achieve. They also have the determination and skill to ensure that pupils' enjoyment abounds within the school. Parents are overwhelmingly supportive and generous in their praise. A typical comment is, 'I don't think that children could have a better start in their education anywhere in the country, at any price.'

Children join the Reception year with broadly average skills for their age and achieve exceptionally well to reach well above average standards by the end of Year 2. Pupils' personal development is excellent and is helped greatly by the high quality of care, guidance and support which all staff offer them. Relationships are very strong at all levels. Pupils play enthusiastically and behave sensibly and safely, thoroughly enjoying all the exciting activities that the school offers them.

The school has extremely detailed and thorough monitoring arrangements for all staff. This contributes particularly well to ensuring that teaching and learning are of the highest quality. This is central to the exceptional progress made by pupils. Detailed monitoring of pupils' progress throughout the school ensures that those likely to fall behind in their work are identified readily and swift action is taken. As with all its work, these systems are regularly reviewed and adapted to ensure that they are being used to optimum effect in the best interests of pupils. Since the previous inspection, under the clarity of vision of the headteacher newly appointed members of the senior leadership team have grasped their opportunities with real purpose, ensuring that the school maintains its outstanding provision. The governing body is knowledgeable and challenging. The school has progressed very well since the last inspection. It has an excellent capacity to improve even further and provides outstanding value for money.

Effectiveness of the Foundation Stage

Grade: 1

Provision in the Foundation Stage of learning is outstanding. Children's knowledge and skills on entry to Reception are broadly typical for their age. They make very good progress in all areas of learning because of the very good teaching and support they receive. By the time they enter Year 1 the majority have reached the goals expected for them with a significant number exceeding them. Very good induction procedures ensure that children settle quickly and happily into school routines. Relationships are excellent and children are cared for very well in a secure and attractive learning environment. Praise is used very well to reward children's successes and they grow rapidly in confidence and independence. They show very good attitudes to learning because of the excellent range of activities that engage their interest and their behaviour is excellent. Planning and assessment procedures are comprehensive with work very well matched to children's individual needs. Leadership and management are outstanding. The experienced teachers and support assistants work very well as a team. Relationships with parents are excellent and parents appreciate the very good support and information they receive in order to help their children's learning at home and at school.

What the school should do to improve further

- Because of its excellent self-evaluation the school is already taking effective action to sustain high standards and to ensure that teaching and learning continue to be of high quality throughout the school. It has no significant areas for improvement which are not already included in its current development planning.

Achievement and standards

Grade: 1

The majority of pupils enter Year 1 having reached the expected goals for their age and some have exceeded them. They make excellent progress in their learning. This outstanding progress continues through Year 2 and by the end of the key stage pupils' standards are well above average. Assessment data shows that standards in reading, writing and mathematics have all been well above average for several years. Inspection evidence indicates that there is a wide range of high quality work undertaken in other subjects. Pupils with learning difficulties and/or disabilities, and those for whom English is an additional language, are catered for excellently and they are able to join their peers in all activities

Personal development and well-being

Grade: 1

Pupils' personal development and well-being are excellent and underpin pupils' very good behaviour, the strength of their relationships and their positive attitudes. They love coming to school and this leads to their consistently good attendance. The spiritual, moral, social and cultural development of the pupils is particularly impressive and these values are integrated strongly into all the school's activities. All pupils respond particularly well to this. This really is a school where 'every child matters' and its success can be seen in the wide range of initiatives in which it has been involved and in the awards which it has received. Pupils are keenly aware of how to keep themselves safe and healthy and how to care for their environment, themselves and each other. The school prepares its pupils very well for their next steps in education. It helps them to develop responsible and tolerant attitudes as they move on from this environment where they know that each individual is greatly valued.

Quality of provision

Teaching and learning

Grade: 1

The quality of teaching and learning is outstanding and contributes immensely to the above average standards which pupils reach. Staff are confident and very thorough in their work. Perceptive questioning enables pupils to think logically, gain confidence and extend their speaking and listening skills. Pupils are managed effectively in lessons and very little teaching time is lost in moving around between activities. Well informed teaching assistants support pupils' learning particularly well. Pupils respond very well to all the adults with whom they come into contact and effective use of electronic whiteboards presents high quality visual learning to pupils. The strong emphasis on the creative arts and active learning extends pupils' enthusiasm and enables them to make effective links between work undertaken in separate subjects. They use information and communication technology skilfully and produce written

work of high quality. Teachers work hard to challenge pupils of all abilities. Pupils know this and rise to the challenge extremely well.

Curriculum and other activities

Grade: 1

The school provides an excellent curriculum with a strong focus on enjoyment in learning and leading to high standards. There is a strong emphasis on the promotion of pupils' basic skills. These are taught systematically and consistently through the school and pupils have good opportunities to use those skills in well-chosen tasks which consolidate their learning. All subjects are very well represented, with a real strength in the quality of artwork. Additionally, the very large number of additional projects and activities with which the school is involved add an enormous enrichment to the curriculum. There are a wide range of extra-curricular activities, which are well supported, and lessons are enhanced by educational visits and many visitors. Clubs include Japanese, Urdu and French, ballroom dancing, gardening, the Friendship Club and many others. Besides adding to pupils' interest these clubs respond to the needs of the diverse community which the school serves, making learning enjoyable and impacting positively on the standards pupils' achieve. This was seen by the overwhelming support the school received from its community at its Christmas fundraising event which took place during the inspection.

Care, guidance and support

Grade: 1

The school provides a very caring and extremely friendly environment. Every opportunity is taken to increase pupils' confidence and self-esteem through an appreciation of high quality work. Procedures for safeguarding pupils and ensuring their health, safety and welfare are in place. Pupils indicate that teachers are caring and are always on hand to deal with difficulties when they arise. Academic guidance is excellent and is central to pupils' all-round achievement. Pupils have a good level of involvement with their work, a keen awareness of their targets, which are displayed well in classrooms and in books, and are developing a clear understanding of how to improve their work. All pupils, including those with learning difficulties and/or disabilities and those for whom English is an additional language, are supported very effectively, through a wide range of intervention strategies.

Leadership and management

Grade: 1

Outstanding leadership and management are central to the school's sustained success. The headteacher is described by parents as 'an exceptional headteacher whose genuine interest and concern for the welfare and progress of each individual is incomparable'. Her strong, purposeful leadership has successfully created and maintained a climate where everyone is constantly striving to improve pupils' academic and social development. All staff share this vision. The recently formed senior leadership team are well informed and eager to pursue further development of the whole school. Staff have an excellent knowledge of the needs of each pupil and the systems in place to track pupils' progress are very effective. This results in consistent and appropriate challenge for pupils in all their work. Staff are encouraged, through high quality professional development, to use their expertise confidently not only for the benefit of the pupils but also for themselves. Governance of the school is excellent. Governors are well informed

and strong supporters of the school but, rightly, they are equally confident to hold the leadership rigorously to account.

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Annex A

Inspection judgements

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| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | School Overall |
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Overall effectiveness

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| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 1 |
| Effective steps have been taken to promote improvement since the last inspection | Yes |
| How well does the school work in partnership with others to promote learners' well-being? | 1 |
| The effectiveness of the Foundation Stage | 1 |
| The capacity to make any necessary improvements | 1 |

Achievement and standards

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| How well do learners achieve? | 1 |
| The standards ¹ reached by learners | 1 |
| How well learners make progress, taking account of any significant variations between groups of learners | 1 |
| How well learners with learning difficulties and disabilities make progress | 1 |

Personal development and well-being

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| How good is the overall personal development and well-being of the learners? | 1 |
| The extent of learners' spiritual, moral, social and cultural development | 1 |
| The extent to which learners adopt healthy lifestyles | 1 |
| The extent to which learners adopt safe practices | 1 |
| How well learners enjoy their education | 1 |
| The attendance of learners | 2 |
| The behaviour of learners | 1 |
| The extent to which learners make a positive contribution to the community | 1 |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 1 |

The quality of provision

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| How effective are teaching and learning in meeting the full range of the learners' needs? | 1 |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 1 |
| How well are learners cared for, guided and supported? | 1 |

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

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| How effective are leadership and management in raising achievement and supporting all learners? | 1 |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 1 |
| How effectively leaders and managers use challenging targets to raise standards | 1 |
| The effectiveness of the school's self-evaluation | 1 |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can | 1 |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money | 1 |
| The extent to which governors and other supervisory boards discharge their responsibilities | 1 |
| Do procedures for safeguarding learners meet current government requirements? | Yes |
| Does this school require special measures? | No |
| Does this school require a notice to improve? | No |

Annex B**Text from letter to pupils explaining the findings of the inspection**

Inspection of Lindley Church of England Voluntary Aided Infant School, Huddersfield, HD3 3NE

My colleagues and I really enjoyed our recent visit to your school. Thank you very much for your very warm welcome and for looking after us so well. You were very helpful in lessons when we asked you to explain what you were doing and also very friendly around the school. Particular thanks should go to the members of the school council who helped us to understand why it is that you enjoy your school so much.

We do not think you will be surprised to hear that we think Lindley Church of England Infant School is an excellent school because it helps you to make really good progress in your work and you all seem to enjoy yourselves so much. We were really impressed by how you all got on so well with each other. I shall remember particularly well some of your excellent watercolour paintings on your corridors and the beautiful singing by the Friendship Club in your assembly which I observed.

Your headteacher and her senior staff know how good your school is and what they need to do next to keep it working so well for you. They know that your standards in reading, writing and mathematics are very good and they help you to link your work together to produce beautiful displays which have all kinds of interesting work in them. We have every confidence that they will make sure that your school keeps up the excellent work it is doing.

We send you all our very best wishes for the future. We do hope that you continue to enjoy learning as much as you do at the moment.