

Alexandra House
33 Kingsway
London
WC2B 6SE

T 08456 404040
F 020 7421 6855
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



10 October 2008

Mrs S Drake
Lindley C of E (VA) Infant School
East Street
Huddersfield
West Yorkshire
HD3 3NE

Dear Mrs Drake

Ofsted subject survey: good practice in promoting equality

Thank you for your hospitality and co-operation, and that of your staff at Lindley Church of England Voluntary Aided Infant School, during my visit on the 10 October 2008 to look at work in promoting equality.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions, but individual institutions will not be identified in the main text without their consent.

The evidence used to inform the judgements made included: interviews with staff and pupils, interviews with governors, interview with a parent, interview with a social worker, scrutiny of relevant documentation, and observations of four lessons or parts of lessons.

The quality of provision to promote equalities is outstanding.

Features of good practice observed

The needs of vulnerable children are well met, because the needs of all the children in the school are fully taken into account when planning provision. The school strives to make sure all the children on its roll make best use of its provision. All children who attend Lindley Infant School including those from vulnerable groups are given the best of opportunities to succeed.

A wide range of data, carefully analysed and then acted on via a provision map, ensures children make consistently good or better progress through the school. For example language support is quickly provided once the need is identified for children whose first language is not English. As a result of active use of data all children, including those with disabilities or with additional needs, have equal access to what the school has to offer.

The school anticipates issues for children who might experience difficulty, such as children in social care, which ensures a consistently safe and supportive environment for all pupils including those who may be at risk of falling behind. As a result relationships between children, and between children and staff, are excellent as the school works hard to ensure an exemplary level of care, guidance, and support for pupils and their families.

Work is carefully matched to pupils and resources are used effectively to produce imaginatively presented lessons where the children clearly enjoy learning. Lessons are characterised by a calm yet purposeful atmosphere with high expectations where children can thrive. Teaching Assistants are well deployed to work with children with a variety of needs including language support, withdrawal for letter and sound intervention work, or specific support for pupils with cerebral palsy.

Pupils are carefully and thoroughly assessed on a regular basis, and as a result the school has a clear idea of progress for the whole school, for representative groups within the school, and for individuals. The school is active in using its assessment data to provide a focus for driving forward children's progress, and as a result progress across the school is consistently good or better. This has had a particular impact on vulnerable pupils by raising expectations for all pupils. Sharply focussed resource allocation to provide targeted support, for example for children who are not making expected progress, has been a key factor in the school's success.

Careful monitoring of the curriculum means it is regularly reviewed to ensure it matches with what the children need. As a result, pupils with learning difficulties or with additional needs progress well because the curriculum is tailored to meet their changing needs.

Areas for development

- Pupils, particularly those in vulnerable groups, would benefit from development of their mathematical language so it enhances the impact on problem solving, reasoning, and thinking skills.

I hope these observations are useful as you continue to develop promoting equalities in Lindley Church of England Voluntary Aided Infant School.

As I explained previously, a copy of this letter will be sent to your local authority and will be published on Ofsted's website. It will also be available to the team for your next institutional inspection.

Yours sincerely

David McMahon
Additional Inspector