

Lindale Church of England Controlled School
Lindale, Grange-over-sands, Cumbria LA116LE

Local authority: Cumbria
Dates of inspection: 20th November 2007
Date of last inspection: 15th January 2004
School's unique reference number: 112286

Headteacher: Mrs. A. Leonard
Inspector's name and number: Mr. W.J. Holliday NS48

**Diocese of
Carlisle**
Board of Education

Every Child Matters To God

School context

Lindale Church of England Primary School is a small village school in Lindale near Grange-over-sands in south Cumbria. There are 65 pupils on roll taught in four classes. In addition nursery children join the foundation stage class in the afternoon. The school serves the village of Lindale and the surrounding rural area.

The distinctiveness and effectiveness of Lindale C.E. school as a Church of England school are good.

It provides a very friendly and welcoming environment where Christian values underpin all aspects of school life and everyone is made to feel valued and special. The moral and social development of pupils is outstanding and the children are extremely considerate and supportive of one other.

Established strengths

- The very caring and supportive ethos which has been established based upon Christian values.
- The excellent relationships which are evident throughout the whole school community.
- The very strong and mutually beneficial links with the parish church and the local community.

Focus for development

- Include the governors in self-evaluation of the school as a church school.
- Develop clearly focused times of reflection during collective worship.

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

There is an extremely happy atmosphere in school and the pupils speak appreciatively of the high level of care and support they receive from staff. Everyone is made to feel special and valued whatever their gifts or abilities. The school mission statement 'growing through caring, sharing, learning and enjoying' is central to the school ethos and Christian values underpin the life of the school. Pupils make good progress across the curriculum including in RE. They enjoy their work and the range of opportunities the school provides, including a good range of extra-curricular activities and trips. They work extremely well collaboratively and enjoy times of working together. The school has an extremely successful personal, social and health education programme, making use of materials from the SEAL (Social and Emotional Aspects of Learning) project. This has a very positive impact upon the moral development of the pupils and is further enhanced by links to themes in collective worship. Relationships throughout the whole school community are excellent and the pupils behave very well. There is an excellent 'problem buster' scheme where older children act as peer mediators to help solve any problems which arise between pupils. The children are very confident in

taking up a range of responsibilities in school, including acting as monitors at lunch time, being members of the school council or as peer mediators. There are very valuable links between older and younger pupils, such as being partners for collective worship and at lunch time. The pupils are enabled to develop a sense of awe and wonder through a range of activities provided as part of the curriculum and the children demonstrate good creativity in their work linked to religious education including art and poetry. Very good use is made of the outdoors, including residential trips, and the pupils are given good opportunities for reflection which impacts well upon their spiritual development. There are bright and interesting displays throughout the school including work in RE. An excellent focus is provided in the room used for whole school worship which includes crosses from other parts of the world. The school has established extremely good links with schools in Tanzania and the pupils enjoy exchanging letters and learning about a culture other than their own. The pupils also benefit from other activities the school provides to develop their experience of other cultures, including African drumming and Indian dance. RE makes a very positive impact on the Christian ethos of the school and is linked well with other subjects, reflected in displays of pupil work. There are clearly identified areas for further development of RE in the school improvement plan. Parents value the effect the school ethos has upon their children and they are very supportive of the school. There are extremely positive and mutually beneficial links with the church and community. The clergy team regularly lead collective worship, provide very good pastoral support, and a member of the church organises weekly clubs, at lunch time and after school. The church is used for collective worship at major festivals and also for aspects of the RE curriculum. Pupils contribute to church services such as Mothering Sunday and the community are invited to other celebrations in school during the year. Good links have been made with Diocesan events such as 'Walk Cumbria.' The community values the contribution the school makes through its activities, and in making school facilities available. The children serve the community well in activities such as joining with an Act of Remembrance at the war memorial, singing to a 'patients group' and also join in with sporting activities in the village such as bowling. A good range of charities are supported and the pupils show good understanding of environmental concerns and the need to be good stewards through their work in being an 'eco school.'

The impact of collective worship on the school community is good.

The pupils enjoy worship and value their special times together; including how it is led by different teachers and members of the clergy team. The participation by the children is an extremely good feature of collective worship. The children take responsibility for planning a significant part of the worship on one day a week, contributing songs they have chosen and prayers they have written. On occasions they also provide Powerpoint presentations, such as for the harvest celebration. At other times they enjoy supporting the person leading, by acting out role play, answering questions, or singing. The pupils particularly enjoy selecting songs to be used in worship and are confident in expressing thoughtful reasons for their choices. Older children show a high level of confidence in organising music and projecting words for singing. There is a good balance of collective worship including whole school, class or phase worship, celebration of achievements, and worship in church for the main Christian festivals. Worship is well planned and uses themes generated from the SEAL programme adapted to include Bible stories, as was observed in an act of worship linking bullying to the story of David and Goliath. The material used to supplement the SEAL programme is, however, sometimes weak and needs further development. The themes used for collective worship contribute extremely well to the pupil's moral development and support spiritual development. Time is set aside for reflection but ideas suggested are too broadly focused, making it difficult for pupils to make links with their own experience, or to Christian belief and understanding. The pupils enjoy taking turns in saying grace before lunch and choosing prayers. These include some thoughtful prayers they have written themselves. The Lord's Prayer and some short responses from Anglican liturgy are occasionally used by clergy when they lead worship and the main festivals of the church year are celebrated. Good arrangements are in place for evaluating worship to inform future planning and pupils are beginning to be involved in this.

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

There is a clear Christian vision for the school and a distinctive ethos has been developed based upon Christian values. This is well understood and supported by the whole school community. It is not, however, expressed clearly in the school prospectus and this should be

addressed. The staff are very effective in putting the school ethos into practice and provide excellent role models for the pupils. The church contributes well to the development of the Christian ethos through the team clergy who are actively involved in the school. The governors work well with the headteacher, are very supportive, and fulfil their role as critical friends. They are developing their work in monitoring and evaluating subjects within the curriculum including RE. The head and staff have made good use of the materials provided by the diocesan board of education in order to complete a structured self-evaluation of the school as a church school but this has not included the governing body. The school is very good at seeking the views of parents and pupils about aspects of the school, including some of the values central to the distinctive Christian ethos. Good use is made of questionnaires and the school has evaluated these and acted upon some of the suggestions made, such as ideas for extra-curricular clubs and development of the outside play area and grounds. The need to develop specific questions to aid self-evaluation of the school as a church school has been identified as an area for development. The school council contributes helpful ideas for developments in school and helps to plan events such as the forthcoming Christmas Fayre. Leadership by the coordinators for religious education and collective worship is good.

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