

## National Society Statutory Inspection of Anglican Schools Report

### **Luddenden Dene Church of England Voluntary Controlled Junior, Infant and Nursery School**

Dene View  
Luddendenfoot  
Halifax  
West Yorkshire  
HX2 6PB

#### **Diocese: Wakefield**

Local authority: Calderdale  
Dates of inspection: 12 June 2007  
Date of last inspection: 20 January and 20 March 2003  
School's unique reference number: 107541  
Headteacher: Mr Simon Day  
Inspector's name and number: Jeffery Plumb 248

#### **School context**

This average sized school opened in new premises in 1993 following the merger of three small schools. There are 224 pupils on roll. It is situated in a rural setting and serves a mixed community of local authority and private housing. The proportion of pupils entitled to free school meals is below average. The proportion of pupils from minority ethnic groups is well below average and none are in the early stages of learning to speak English. The number of pupils with learning difficulties and/or disabilities is below the national average. The school holds the Calderdale Healthy School Award, the Active Mark Award, and the Basic Skills Agency Quality Mark and is recognised by Investors in People.

#### **The distinctiveness and effectiveness of Luddenden Dene as a Church of England school are good**

Luddenden Dene C of E School is a good church school. The head teacher's clear Christian vision is shared by all staff. Collective worship makes a valuable contribution to pupils' spiritual development. As a distinctive Church of England School it embraces and supports families with a faith tradition alongside families who do not come from a faith tradition. This is how it demonstrates deep Christian love and care.

#### **Established strengths**

- The school successfully nurtures children from Christian families in their faith and yet fully includes and respects children from non faith families.
- Links with the parish church are good; the vicar is seen as a friend by the pupils and their parents.
- Christian care and support is good.

#### **Focus for development**

- Ensure that the system put in place to monitor and evaluate collective worship listens carefully to the views of the pupils.
- Use the views of the pupils about worship to inform planning to improve its quality.
- Consistently build opportunities to promote spiritual development into all subject planning.

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

Pupils are treated with respect and dignity, reflecting the Christian character of this school. They have a positive attitude to learning. They say, 'Our lessons are fun and challenging'. A very inclusive school it meets the needs of the most vulnerable pupils exceptionally well. Pupils with learning difficulties and /or disabilities achieve well. The curriculum is satisfactory.

It successfully promotes enjoyment in learning, but there are insufficient opportunities to promote spiritual development across subjects. The few minority ethnic pupils are fully included because their culture and beliefs are celebrated. Cultural diversity is strong. There is a good link with a school in Mara. The school successfully nurtures pupils with a Christian faith, but fully respects and includes those with no faith. This is its magical ingredient in meeting the needs of all pupils, in a true Anglican spirit. The quality of care is good. This rubs off on the pupils who care for each other. Older pupils take their roles as play leaders and 'befrienders' seriously. With maturity they ensure younger children are happy at play time and join in fun activities. Good listeners they are on the lookout to help any child who is troubled about falling out with a friend. Pupils understand that keeping their bodies fit honours God. Their involvement in a Fair Trade project further enhances their good citizenship skills. Year 5 pupils participate in work experience in the Church charity shop. This teaches them important work related skills in a Christian context. Through a vibrant school council the pupils' voice contributes to school improvement, but their involvement in improving collective worship is under developed.

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

Collective worship is central to the life of the school. Pupils value and enjoy collective worship, particularly the role play activities they engage in when acting out Bible stories. They appreciate the involvement of the vicar in their worship because as they say, 'She makes us think deeply about those in the world who are worse off than ourselves'. Through experiencing an act of Communion, pupils experience a flavour of Anglicanism. Planning for worship around the Liturgical church calendar is good. Foundation governors and the vicar participate in the planning. Worship features as a priority for development on the school improvement plan. The school has identified as a priority the need to develop a system for monitoring the quality of worship, but there is not yet an action plan to ensure that this key priority is realised. Pupils have not been formally asked about their views of worship, and so their views cannot be fed into improving planning.

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

The headteacher, deputy headteacher and foundation governors devote focussed attention to developing the distinctive Christian character of the school. Links with the parish church are strong, and the vicar is active in the life of the school. Foundation governors challenge and support the head teacher in ensuring the Christian character of the school is high on the agenda. There is a specific priority on the school's plan to improve the school as a church school. In partnership the foundation governors and school's senior leadership team have created a culture within the school where all teachers promote a philosophy that: *'we live for something beyond just the material world'*. This culture within the school results in pupils developing confidence and good self-esteem as they develop a growing awareness that there is something deeper to the meaning of life than the purely material.