



## National Society Statutory Inspection of Anglican and Methodist Schools Report

### **Lyne and Longcross Church of England Aided Infant School**

Lyne Lane,  
Lyne  
Chertsey  
KT16 0AJ

**Previous SIAMS grade: Outstanding**

**Current inspection grade: Outstanding**

**Diocese: Guildford**

Local authority: Surrey

Dates of inspection: 12 March 2015

Date of last inspection: 1st July 2010

School's unique reference number: 125137

Headteacher: Rachel Bradley

Inspector's name and number: Glyn Willoughby 637

#### **School context**

Lyne and Longcross is a smaller than average semi-rural infant school. A large majority of children are of white British heritage and the proportion speaking English as an additional language is well below the national average. A number are from a Gypsy Roma Traveller background. The proportion of children who trigger additional government funding or with different levels of special needs are both lower than the national average. The headteacher has been appointed since the last inspection. The school will become a primary school from September 2015 and is currently undergoing major building work to accommodate the increase in numbers on roll.

#### **The distinctiveness and effectiveness of Lyne and Longcross as a Church of England school are outstanding**

- The vision and leadership of the headteacher, ably supported by parish priest and other governors, in embedding distinctive Christian values at the heart of the school.
- Trusting relationships informed by Christian values that ensure a high level of pastoral support for all members of the school community and evident impact upon childrens' achievement and well-being.
- The significant contribution of collective worship and religious education in promoting the distinctive Christian values and developing childrens' spirituality.
- The strength of the partnership between school and church that places both at the centre of the community and enhances the Christian family ethos that develops respect and understanding for different cultures and faiths.

#### **Areas to improve**

- Refine current systems for evaluating Christian values in order to form a detailed picture of their impact over time.

- Build on current practice to develop further ways to enable children to use creativity and originality to apply their knowledge and skills in religious education to their own personal reflections on questions of meaning and purpose.
- Refine the method for recording the school's self-evaluation as a church school in order to set clear procedures for future leaders.

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

This is a welcoming and inclusive school in which the nurturing Christian ethos creates a happy, family environment that has a positive impact upon children who feel safe and enjoy coming to school. They are able to explain how Christian values such as courage help their learning and relationships with others. Being able to accurately recall the Easter story of Jesus having courage demonstrated how children develop an understanding of the value's meaning as well as a growing vocabulary to discuss thoughts and personal feelings.

Since the last inspection the school community has collaboratively reviewed the Christian values and developed clear links with the school 'promises', a focus arising from the last inspection. Children are now able to explain their meaning and personal impact upon them. The school plans to refine current systems for evaluating Christian values in order to form a detailed picture of their impact over time.

Parents recognise how distinctive Christian values are rooted in the life of the school and have a clear understanding of the benefits gained from the close partnership with the local church. The parish priest describes how 'Christian values are based on God's relationship with us' as shown in the 'goodwill and quality of relationships' evident throughout the school. Staff live out the Christian values as they model appropriate relationships and inspire children to adopt a similar approach by caring for each other and the community. The establishment of a trusting and secure environment, in which as the chair of governors says: 'Everyone is valued for who they are', results in children of all abilities and need making at least good progress and achieving well.

Trust in the school is strong because time is taken to develop a respect for, and understanding of, all cultures and faiths, including an appreciation of Christianity as a multi-cultural worldwide religion. Everything the school does in worship, religious education and the curriculum has a clear purpose for children's spiritual, moral, social and cultural development.

### **The impact of collective worship on the school community is outstanding**

Worship is a special time in the week and plays a central role in the daily life of the school. The partnership with the local parish church promotes children's spiritual growth and their understanding of how Christian values have a personal message for them. A key factor is the skill of the headteacher, parish priest and curriculum co-ordinator for religious education, who work closely together to plan and, with regular feedback, review the programme. Through a creative approach, the well planned programme, with key messages highlighted, has a focus on Christian festivals and beliefs and underpins the Christian ethos of the school. This is because worship enables children to explore the meaning of the Christian values, allowing them to increase their understanding as each value is explored through stories, many from the Bible. Ensuring greater clarity to the messages being shared in collective worship was a focus arising from the previous inspection that has been effectively addressed.

In the worship observed children were clearly inspired as the parish priest shared ideas for celebrating 'Mothering Sunday'. Their outstanding behaviour and responses as they listened carefully and responded enthusiastically demonstrated the importance of the occasion for them. The setting among the flowering daffodils of a neighbour's woodland garden further enriched the spiritual experience of the occasion. The importance of prayer and its place as a

natural part of the school day was evident during the period of quiet reflection.

The parish priest leads worship regularly and children frequently attend and take part in worship at the local church. These occasions help build a familiarity with church traditions and practice as well as a growing understanding of God as Father, Son and Holy Spirit. Services such as the nativity performance and Christingle held at the church are community events and give positive messages to children about the strong sense of trust and goodwill between school and church and also about the role of the church within the local community. There are good procedures in place to evaluate worship and the school is planning to further incorporate childrens' comments into the process.

### **The effectiveness of the religious education is good**

Standards of attainment for the large majority of children are at least in line with national expectations and compare favourably with other core subjects. Children of all abilities, including those with additional educational needs, make good progress and achieve well throughout the school. In response to the last inspection an effective system to monitor and track assessment data to inform planning and monitor progress has been effectively developed. The system gives equal emphasis to learning from religion as well as learning about religion. Childrens' thinking skills are deepened through the introduction of a developmental marking policy with next steps of learning identified to encourage further thought and reflection. As a result of good use being made of a range of monitoring and evaluation procedures, the experienced subject co-ordinator has a clear understanding of standards being achieved and also plans for bringing about further improvement.

In lessons observed staff demonstrated strong subject knowledge by providing activities which stimulate creative thinking and spiritual development in a calm, supportive environment that promotes co-operation and trust. In a Year 1 lesson to investigate the emotions of different characters within the Easter story, skilled questioning by staff enabled children to articulate their thoughts and ideas with confidence. Creative exploration, including through drama, resulted in them making progress as they gained a growing understanding of the personal feelings and emotions felt by those involved in the story. Children listened respectfully to each other and demonstrated a growing sensitivity towards the views and beliefs of others.

The creative religious education (RE) curriculum enables children to explore ideas in stimulating ways including outdoor education and visits to the local church that link with distinctive Christian values and underpin spiritual, moral, social and cultural development. The school plans to build on current practice by developing further ways to enable children to use creativity and originality to apply their knowledge and skills in RE to their own personal reflection on questions of meaning and purpose.

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

The strong leadership of the headteacher, together with the parish priest and governors, contributes significantly to the success of this outstanding church school. Together with staff they clearly articulate how Christian values impact upon the lives of children and on the whole life of the school. Staff provide inspiration for expectations in behaviour and care. The parish priest describes how the support provided by staff for those affected by the tragic death of a former pupil revealed a 'really deep pastoral heart'.

Governors carefully monitor the impact of the Christian ethos on each child's well-being, personal development and academic achievement. The same concern is mirrored in the support given to the well-being and professional development of staff. Care taken by governors when appointing staff to establish a commitment to the Christian character indicates their resolve to sustain the school's distinctive Christian values. They have a clear view of the strengths of the school and ensure formal as well as informal self-evaluation informs

development planning. The leadership team now plan to refine the method for recording the results from the self-evaluation process as a church school in order to set clear procedures for future leaders.

Parents recognise the positive impact of the Christian ethos upon their children and speak of how inclusive staff model the 'nurturing environment' that supports children and their families. Others described how the 'embedded' relationship between church and school has placed the school and church 'at the heart of the village community' with a wide range of local and global links including with the Diocese, local schools and charities. The partnership between the school and local clergy has further strengthened and grown since the last inspection and the school leadership is strong because it is rooted in the partnership with the church and fully supported by an enthusiastic staff team. There is a reflective culture and the commitment of the headteacher and governors will ensure the school is well placed to continue to build upon its considerable strengths.

The school meets the statutory requirements for collective worship and religious education.

SIAMS report, March 2015. Lyne and Longcross Church of England Infant, Lyne Lane, Lyne, Chertsey, KT16 0AV.