

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Lightcliffe Church of England Primary School

Vision

Lightcliffe Church of England Primary School is a flourishing community. Rooted in God's guidance, we inspire and are inspired. We value all, are kind to all and enable each other to succeed.

Lightcliffe's Christian Vision is rooted in Psalm 1:3.

'You are like a tree, planted by streams of water that replenish you. You flourish as your fruit ripens over time and your leaves do not wither. In all you do, you prosper.'

Our vision can be summarised by the phrase: 'Inspiring and flourishing together.'

Lightcliffe Church of England Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Notable Strengths

- The curriculum is carefully designed to ensure pupils can access learning. Those with additional needs or vulnerabilities receive tailored support, enabling them to flourish.
- Pupils show a strong understanding of justice, recognising inequality and confidently challenging injustice while promoting equity within and beyond school.
- Positive, nurturing relationships are central to the school's ethos. This fosters a deep sense of belonging. As a result, pupils and adults feel supported and valued within the school community.
- Collective worship is embraced by pupils and staff. Worship leaders, including pupils, use it to promote the vision and values of the school, encouraging reflection on the wider world. This develops spiritual awareness and teaches respect for the perspectives of others.
- Motivated by the vision, the school's many partnerships are strong and mutually beneficial. These greatly enrich school life and strengthen both the curriculum and collective worship.

Development Points

- Deepen pupils' understanding of key religious ideas to support recall in religious education (RE) over time. This will enable them to build on prior learning.
- Strengthen governor monitoring and evaluation of RE. This is so they can provide effective challenge and support as pupils develop their understanding of worldviews and world religions.
- Enhance the established approach to spirituality across the curriculum, so that children can confidently express and reflect on their spiritual experiences.



Inspection Findings

Vision and Leadership

Lightcliffe Church of England Primary School's vision, rooted in Psalm 1:3, shapes its life and work. The imagery of a tree planted by streams of water reinforces the idea of nurture and growth. As a result, pupils and adults develop resilience and demonstrate increasing confidence over time. The commitment to inspiring one another ensures that pupils and adults are enabled to flourish. Close alignment with the trust's vision to educate, nurture and empower, strengthens this shared purpose. Consequently, kindness, inclusion and mutual support are consistently evident in daily interactions. Leaders use the vision effectively to guide decision-making and maintain a clear strategic direction. They prioritise professional development, which strengthens staff confidence and practice. They facilitate diocesan training in RE to deepen subject knowledge and improve teaching. As a result, teachers, including those new to the profession, feel well supported and benefit from shared expertise. Governors are committed to the school's Christian foundation and provide appropriate strategic oversight. However, their monitoring and evaluation of RE lack sufficient rigour. This limits their ability to ensure that provision in RE fully reflects the vision and secures the best outcomes for pupils.

Vision and Curriculum

The school's vision is clearly reflected in a curriculum that is intentionally designed to enable pupils to flourish. Leaders ensure learning is accessible and inclusive, with carefully tailored provision meeting a wide range of needs. The recently established 'bloom room' provides a calm, supportive space where pupils with additional needs thrive through focused and personalised support. This reflects the school's strong commitment to ensuring that pupils and families feel 'seen, known and valued'. Highly effective pastoral care is recognised and appreciated by pupils and families. Staff know pupils well and use this understanding to adapt provision, enhancing both wellbeing and outcomes. A range of extra-curricular opportunities further enriches the curriculum, enabling pupils to discover and develop their talents. Opportunities for spiritual development are evident across the curriculum. Pupils are supported to reflect on themselves, their relationships with others and their place in the world, enabling them to inspire and flourish together. However, the shared approach to spirituality is not always consistently embedded across the curriculum. As a result, pupils do not confidently express or reflect on their spiritual experiences.

Worship and Spirituality

Collective worship is a central and meaningful part of school life, planned to enable spiritual growth through inclusive and invitational formats. Rooted in biblical teaching and the school's vision, it provides regular opportunities for stillness and reflection. Consequently, pupils reflect deeply on themselves, their relationships and their place in the world. They confidently articulate how worship influences their attitudes and choices over time. Pupils speak positively, recalling key Bible stories and explaining how these shape their behaviour. Staff value the sense of unity worship brings. The involvement of clergy in worship deepens understanding of Christian belief and strengthens the school's Christian foundation. Weekly celebration worship affirms pupils' achievements and contributions, nurturing a sense of dignity, belonging and spiritual growth.

Vision, Justice and Responsibility

The school's vision inspires a strong commitment to justice, responsibility and service, rooted in Christian teaching. Partnerships enhance this by providing meaningful opportunities to serve others. Relationships with the church, and local groups deepen pupils' understanding of dignity and compassion. Pupils show a strong understanding of justice, recognising inequality and confidently challenging injustice. For example, during Refugee Week, pupils led activities to raise awareness and organised contributions for a local refugee centre. Through such actions, pupils live out values of kindness, courage and love. These experiences nurture empathy and a growing sense of moral responsibility. Opportunities to serve others strengthen pupils' compassion and respect for all people. Pupils respond thoughtfully to issues of injustice and inequality in the world. Structured



leadership roles, such as eco champions, kindness ambassadors and the school council, enable pupils to serve and lead others. As a result, pupils understand that their actions can bring hope and change. They grow in confidence, knowing they can help build a more just and caring community.

Religious Education

Religious education is given significant emphasis and is well established within the curriculum, reflecting its status as a core subject. It is taught weekly by qualified teachers and led by a knowledgeable subject leader who ensures alignment with national developments. The subject leader actively engages with professional networks to maintain high-quality provision. Monitoring by school and trust leaders is regular and effective, contributing to the continued development of RE.

Pupils speak positively about RE and recognise its importance in understanding and accepting different beliefs and cultures. Through a range of experiences, including visits and the use of artefacts, pupils develop an appreciation of Christianity as a global faith and of a diversity of worldviews. This enhances pupils' awareness of difference and fosters a culture of understanding. Pupils engage well in lessons and contribute thoughtfully to discussions. Effective questioning encourages pupils to extend their responses. Assessment is thorough and informs future teaching. However, this does not consistently support pupils in recalling prior learning over time. As a result, pupils do not always build securely on what they already know.

Vision and School Culture

A strong culture of care, dignity and respect reflects the school's vision in action. As a result, pupils and adults experience kindness and consideration. Staff wellbeing is prioritised through a range of support provided by leaders and the trust. This, alongside a strong sense of teamwork, ensures that staff feel supported and are better able to care for others. As a result, relationships across the school are strong and rooted in mutual respect. This creates a deep sense of belonging for pupils and adults. Pupils behave well and demonstrate care towards one another, reflecting the positive example set by adults. A restorative approach to behaviour encourages forgiveness and enables pupils to repair relationships. Consequently, pupils experience a culture of support and confidently seek help when needed. Difference is actively embraced, and pupils understand the importance of fairness and inclusion. Care for pupils, staff and families during times of difficulty is highly effective. As a result, the school sustains a compassionate and inclusive culture in which individuals are enabled to flourish.

Information

Address	Wakefield Road, Lightcliffe, Halifax, HX3 8SH		
Date	24 June 2026	URN	144865
Type of school	Voluntary Aided	No. of pupils	370
Diocese	Leeds		
MAT	Abbey Multi Academy Trust		
MAT CEO	Helen Pratten		
Co-Headteachers	Adelle Hustler and Kate Dunkley		
Chair of Governors	Richard Monro		
Inspector	Michelle Wiggins		