

Kinlet CofE Primary School

Inspection report

Unique reference number	123480
Local authority	Shropshire
Inspection number	380663
Inspection dates	3–4 July 2012
Lead inspector	Gerald Griffin

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	46
Appropriate authority	The governing body
Chair	Philip Engleheart
Headteacher	Anita Raymond
Date of previous school inspection	21 February 2007
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Age group	4–11
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Introduction

Inspection team

Gerald Griffin

Additional Inspector

This inspection was carried out with two days' notice. The inspector observed the teaching in 10 lessons to evaluate pupils' progress and the quality of marking. A total of three teachers were observed teaching, as well as a number of teaching assistants. The inspector held meetings with groups of pupils, a member of the governing body and staff. The inspector observed the school's work and looked at records of pupils' progress and heard them read. He evaluated safeguarding documentation, records of exclusions and the results of the school's checks on the quality of teaching. The inspector took account of the views of the 25 parents and carers and 11 staff who responded to the inspection questionnaire.

Information about the school

Kinlet is a very small primary school. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils who are supported at 'school action plus' or have a statement of special educational needs is above average. All pupils come from a White British background. The school does not meet the government's current floor standards, which set minimum expectations for pupils' attainment and progress at the end of Year 6. The school holds a number of awards and has Healthy Schools status. It is currently consulting on a proposal to federate with Farlow Primary in November 2012. Kinlet Family Playgroup shares the school site, but is privately managed and inspected separately.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school in which pupils achieve well. Despite many strengths, the school is not outstanding because the quality of teaching is not high consistently enough to ensure that pupils make consistently outstanding progress in all subjects.
- Children achieve well in the Early Years Foundation Stage, and their good progress continues in reading, writing and mathematics in Years 1 to 6. All groups, in all phases, achieve equally well, including disabled pupils and those who have special educational needs.
- Teaching is good. Teachers provide pupils with a wide range of interesting and engaging experiences. Relationships in lessons are positive and pupils enjoy the wide variety of work they are given. Occasionally, the typically rapid pace of learning is not sustained when introductions last too long or when some members of the class are not fully engaged.
- Pupils' behaviour is good and they make a strong contribution to the well-ordered school and the smooth flow of lessons. Pupils' attitudes to learning are positive. They can manage their own learning from an early age and they show initiative and perseverance. They feel extremely safe in school and have a good understanding of how to keep themselves safe and secure. Attendance is above average.
- The headteacher's ongoing drive to improve the school is enthusiastically shared by staff. Leaders successfully use performance management and professional development to improve the quality of teaching. Since the last inspection leaders have strongly improved pupils' purposeful writing in subjects other than English. The school now sets challenging targets for pupils to achieve, and their progress towards them is regularly and robustly checked by school leaders including the governing body. This means that the school has a strong capacity to improve further.

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What does the school need to do to improve further?

- By July 2013, improve teaching and progress to outstanding by ensuring that teachers consistently secure a rapid pace of learning throughout lessons by:
 - ensuring introductions do not last too long
 - planning work that keeps pupils fully engaged.

Main report

Achievement of pupils

Attainment varies considerably from year to year because each year group is very small. This year children started school with knowledge, skills and understanding that were below those expected for their age, particularly in reading. Children have made good progress in all areas of learning and outstanding progress in reading to reach average attainment at the end of their Reception year. When reading, children make very skilful use of phonics (linking letters to the sound they make) to accurately read words and sentences. Leaders check carefully that their assessments of children's levels and progress are accurate.

This good start is built upon in later years and progress is good in Years 1 to 6 in reading, writing and mathematics. Attainment in reading is currently average at the end of Year 2, and it is above average in all three subject areas at the end of Year 6. The 2010/11 year group was even smaller than usual, and all of the pupils had special educational needs. In such exceptional circumstances, judgements against floor standards are not necessarily helpful as one pupil's performance can have a significant impact on results. The school's accurate progress tracking data are much more meaningful in this context. They show that the 2011 Year 6 results were not typical, and that pupils currently in Years 3 to 5 are achieving consistently well. Progress in mathematics was slower than in English in the past, but the school has ensured that it has accelerated by successfully developing pupils' mental calculation skills. Good achievement and good attitudes to learning prepare pupils well for secondary school.

Much good and some outstanding learning was seen during lesson observations. In the Reception class, children are curious and are keen to investigate and experiment. As a result, they gain a good level of independence in managing their own learning. In a Reception lesson children were making outstanding progress in reading words and putting them into the correct order to make a short poem about spiders. In a mixed-age mathematics lesson older pupils made good progress in their use of statistics to analyse and report on medal tables in the Olympic Games. They discussed their ideas in groups, worked with a good level of independence and were able to plan their investigation with minimal help from the teacher. Pupils are developing their basic skills of reading, writing, communication and mathematics

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effectively in all subjects. For example, pupils use their mathematics skills competently to accurately measure and record the results of science experiments. Nearly all pupils listen attentively, speak confidently and articulate their ideas clearly.

Disabled pupils and those who have special educational needs concentrate well in lessons. Their good progress is secured by effective teaching, which enables them to achieve small but challenging next steps in learning. Adults skilfully manage the behaviour of the few pupils with special educational needs in this area. This support helps these pupils make good progress in managing their own behaviour and ensures that lessons proceed without interruption. Pupils who are known to be eligible for free school meals make similar progress to their peers. Parents and carers say that their children achieve well.

Quality of teaching

Teachers convey high expectations about what pupils must achieve. Teachers' questions are probing and make pupils think deeply. They use resources such as computers and educational games effectively to develop understanding. Learning is often best when pupils are actively engaged in interesting practical tasks, such as discussing ideas and planning work in pairs. Occasionally learning slows when pupils spend too long passively listening to teachers' instructions and explanations, or when they find the work not especially appealing.

In the Early Years Foundation Stage classes, teachers plan an appropriate balance of adult-led and child-chosen activities. Occasionally children's progress slows when they are not clear enough about what they need to achieve in the work they have chosen. Learning takes place inside and outdoors, and provision effectively develops children's understanding of the world at large and promotes their physical and creative development effectively, especially in the well-used and well-resourced 'forest' area.

Teachers' frequent checks on pupils' knowledge and understanding during lessons are used skilfully to plan the next steps in their learning. Tasks set for groups match closely the needs of pupils. Teachers plan many opportunities to promote pupils' spiritual, moral, social and cultural development. For example, pupils are encouraged to reflect maturely on the moral issues raised in stories, and this further extends the good teaching of reading.

Teaching assistants provide valuable support, especially for disabled pupils and those who have special educational needs. For example, they keep notes on individuals' progress which are shared with the teacher to help with future planning. Marking and feedback provide pupils with a clear understanding of how they can improve their work. All parents and carers said that their children were taught well.

Behaviour and safety of pupils

School records and discussions with pupils confirm that good behaviour is the norm.

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Pupils are enthusiastic and have positive attitudes towards school and learning. They cooperate and collaborate well in groups. They have good levels of perseverance, show initiative and can think and learn for themselves. Pupils mostly manage their own behaviour well, which allows lessons to flow freely.

Pupils have a very good understanding of what constitutes bullying. For example, they understand cyber-bullying, how to avoid it and what to do if they encounter it. They say that bullying is unheard of, and this is supported by school records. Pupils are highly confident that any bullying would be quickly resolved by the school. They feel very safe and know precisely how to keep themselves safe, for example on the internet. Pupils take care to keep those around them safe. For example, older pupils took responsibility for looking after younger pupils during the recent sports morning. Parents and carers, pupils and staff say that behaviour and safety are good.

Pupils are punctual and the very large majority of pupils attend school every day. Attendance is above average.

Leadership and management

Key leaders, including the governing body, set challenging targets for school improvement. Their drive has provided many opportunities for pupils to practise writing in all subjects of the curriculum, which was an area for improvement at the time of the previous inspection. Leaders use the outcomes of robust checks on teaching and the quality of learning well to plan successful actions to overcome weaknesses and improve and develop teachers' skills. For example, they have successfully sharpened teachers' planning to improve pupils' mental calculation skills. The outstanding progress made in reading by Reception children is the result of successful phonics training for staff. Additionally, strong links with local schools enable teachers to share and adopt best practice from elsewhere.

Leaders have also strongly improved the effectiveness of their regular checks on the progress of each pupil. The resulting interventions help to ensure that pupils catch up on missed work. Accurate assessments of the needs of disabled pupils and those who have special educational needs are used to provide them with appropriate learning programmes. The targeted support for pupils whose circumstances may make them vulnerable is very effective. The governing body uses its good understanding of data to challenge the school robustly over its performance. As a result of all these strengths, the school is well placed to continue to get better.

All parents and carers are happy with the effective way in which the school advises them on helping their children to learn at home. The school is appropriately planning to provide more opportunities for parents and carers to join their children in Reception lessons so that they are better placed to support their child's learning at home. The classes provided on how to support learning in mathematics at home are well attended and have contributed markedly to the good progress pupils make in this subject.

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The curriculum widens pupils' horizons and raises their level of ambition. It strongly promotes pupils' spiritual, moral, social and cultural development. For example, it provides many opportunities for pupils to reflect on their feelings and those of others. Pupils talk enthusiastically about the many clubs and visits that are organised for them.

The school has an effective safeguarding policy that is implemented robustly. It ensures that the government's safeguarding requirements are met. Leaders have a clear commitment to combating discrimination and to equal opportunities, as shown in the good progress made by all groups of pupils, from all backgrounds. They are effective in promoting a tolerant and harmonious school community.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



5 July 2012

Dear Pupils

Inspection of Kinlet CofE Primary School, Bewdley, DY12 3BG

Thank you for being so polite and friendly, and for the help you gave me, when I inspected your school recently. I enjoyed my visit and the opportunity to talk with some of you and to see you in lessons and at play. Thank you also to those who completed questionnaires. I especially enjoyed joining you for assembly. You are rightly proud of your school's happy atmosphere and you especially like the way you all get on so well together. Kinlet is a good school.

You told me that you enjoy school and feel extremely safe and secure. You try hard in lessons and your progress is good. Your behaviour is good in class and around the school. You have very good relationships with your teachers. You attend school very regularly and are punctual. The curriculum provides plenty of exciting clubs and visits, which you enjoy. It also provides you with plenty of opportunities to think about your feelings and about right and wrong, and to work together and appreciate your own and different cultures.

The headteacher, staff and members of the governing body are working together to make the school even better, and I have asked them to help you improve your learning so you always make rapid progress by keeping lesson introductions short, and by making sure the work set for you appeals to all of you.

All of you can help the school by continuing to try your best in lessons and attending every day. I wish you all the best in the future.

Yours sincerely

Gerald Griffin
Lead inspector

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