

Lindridge St Lawrence's CofE Primary

Lindridge, Tenbury Wells, WR15 8JQ

Inspection dates 11–12 September 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Leaders have an accurate view of school strengths and areas for improvement because of their regular and rigorous monitoring and assessment of progress. They have used this to ensure good teaching and achievement.
- The work of leaders and managers, including governors, has effectively ensured that standards remain above average and have steadily improved year-on-year.
- Achievement is good for pupils from all groups, including the most able, because of the consistently good quality of teaching.
- A new and exciting curriculum has been put into place. Teachers' various individual skills have been utilised efficiently to support and improve learning across the school and to enhance staff training.
- Support for disadvantaged pupils is effective and enables them to take a full part in all school activities.
- Provision for pupils' moral and social development is reflected in their good behaviour. Provision for spiritual and cultural development is extremely effective in developing pupils' confidence, respect for others and in promoting positive values.
- Provision in the Reception class is good and children quickly and happily settle into school routines.
- Links with the local and wider community, parents and partner agencies are strong and have a positive impact on the life of the school.
- Systems to ensure pupils' safety are good and appreciated by parents.

It is not yet an outstanding school because

- A minority of pupils in Key Stage 2 have not developed full confidence in the links between letters and the sounds they represent, as the programme for the teaching of this has not automatically continued for all groups beyond Year 2.
- While the school has the facility to deliver the requirements of the new National Curriculum for computing, it is unable to do this efficiently because of the lack of enough reliable resources to go round in larger groups.

Information about this inspection

- The inspector observed pupils at work in six lessons, four of which were joint observations with the headteacher.
- Teachers' planning and assessments of pupils' work were scrutinised. In addition, pupils' workbooks were examined and pupils spoken to about their work.
- The inspector took account of 35 responses to the on-line questionnaire (Parent View) and 15 staff questionnaire responses. Discussions were held with pupils, and some parents were spoken to informally.
- Senior staff were interviewed.
- Governors were spoken to, as well as a local authority representative.
- The inspector scrutinised a number of documents including the school's self-evaluation and development plan, data on the progress of pupils, safeguarding policies and procedures and records of exclusions (none), incidents of behaviour and attendance.

Inspection team

Sheelagh Barnes, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is much smaller than average for a primary school. Because of the very small size of some year groups, results of tests and assessments at the end of Year 2 and Year 6 are sometimes withheld from the public domain.
- The great majority of the pupils come from White British backgrounds, with very few from minority ethnic groups.
- The proportion of disabled pupils and those with special educational needs requiring school action is below average. The proportion who have a statement of special educational needs or who have education, health and care plans is also below average. These pupils have mainly physical needs.
- The proportion of disadvantaged pupils supported by the pupil premium is below average. The pupil premium is additional government funding for pupils known to be eligible for free school meals and children who are (or have been) looked after by the local authority.
- There have been significant changes to staffing, since the previous inspection. The headteacher has been in post since the start of term, having previously taught at the school. One teacher is new to the school this term. Three other teachers have very recently returned from a year's maternity leave.
- The school meets the current floor standards set by government, which determine the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

What does the school need to do to improve further?

- Improve the spelling skills and confidence in writing of older pupils by building on their knowledge of the links between letters and the sounds that they represent (phonics) into Key Stage 2, for all who need it.
- Ensure that there are sufficient reliable resources to teach groups of pupils the requirements of computing in the new National Curriculum.

Inspection judgements

The leadership and management are good

- The headteacher has a clear vision for the school and has already put in place some simple changes to routines, which are appreciated by staff and pupils alike as they have already made movement around the school more orderly.
- A strength in the leadership is in enabling staff to share their skills with each other and so maximise the learning opportunities for pupils. Training of staff is given high priority and linked to effective performance management. As a result, the high quality of teaching and learning provided by the school has been effectively maintained.
- Assessment is rigorous and regular. Information gathered is used to make sure that pupils are working at the appropriate level and to provide extra help if they need to catch up. School leaders have ensured that the school is making good progress towards implementing new assessment procedures, following the removal of the previous National Curriculum levels.
- Safeguarding systems are fully in place and policies applied well in the day-to-day running of the school. All those parents who responded to the survey said that they believed that their children were safe in school.
- Links with parents are very strong and the vast majority of parents would recommend the school to others.
- Links with the local and wider community have developed extremely well. These links, together with a good contribution from the curriculum, make a strong impact on pupils' spiritual, moral, social and cultural development. The positive values promoted prepare them well for life in modern Britain.
- The curriculum has been reviewed and provides a broad and exciting programme of learning for all pupils. There is a strong emphasis on developing the creative and wider curriculum, which prepares pupils well for life in a wider society. For example, as part of a topic on a book about the Hebrides, pupils organised their own ceilidh for the village, learnt to dance and invited the author of the book to come to take part. This had a very beneficial impact on pupils' cultural and spiritual development.
- The senior management has accurately identified that resources for computing are insufficient to make the teaching efficient, for example by enabling small groups to be taught at the same time. Current resources are few in number and frequently unreliable.
- The local authority provides a good level of support for the school, particularly in training, and evaluation.
- **The governance of the school:**
 - Governors have a good understanding of the strengths of the school and the areas for improvement, and support staff well in promoting tolerance and other positive values.
 - They ensure that teachers' performance is managed effectively and suitably linked to pay and promotion.
 - They are confident in interpreting and monitoring data and provide the school with valuable support and realistic challenge.
 - Statutory duties are carried out well, including ensuring that safeguarding meets requirements.
 - Financial management is good and governors are prudent in their spending, as even small fluctuations in pupils' numbers have a sharp impact on finances, because of the small size of the school.
 - Pupil premium funding has been used well to enable pupils to take part in the whole range of school activities and, as a result, there has been a measurable acceleration in the progress made by disadvantaged pupils, who now make progress in line with their peers nationally.
 - Governors have worked with staff to ensure that the extra funding for sport and physical education has

been used to positive effect for a wide range of developments. These include dance and rugby, which also utilises links with a local rugby club and the community police team.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. During playtimes, boys and girls play together well. Lunchtime rules mean that this time is a pleasant experience as pupils chat amicably with each other.
- In lessons, behaviour is good; pupils concentrate well and remain on task, showing good attitudes to learning. This contributes significantly to their good progress and strong spiritual, moral, social and cultural development.
- During assembly, behaviour is often excellent because pupils are fascinated by what they see and hear. For example, when the headteacher told of 'giving all you can and then a bit more' and exemplified it by pouring water repeatedly from an apparently empty pot, pupils and adults alike gasped in awe. When a puppet crow 'flew around the hall at the speed of light' pupils were entranced.
- Pupils say that they think behaviour is good, and they assert that there is no bullying. 'We sometimes have silly arguments with each other, but we sort them out quickly'. They know about the different types of bullying and how to avoid it. They say that they feel safe in school, because there is 'always someone to talk to'.
- The school's work to keep pupils safe and secure is good. Procedures to check staff and visitors to the school are rigorous. Prompt action is taken to address any risks.
- Pupils enjoy school and are keen to come. As a result, attendance and punctuality are good. Lessons start on time and pupils are keen to start learning.
- Parents and staff have very positive views of behaviour and safety in the school. Governors are proud of the way the school's values enable pupils to become confident and take part with enthusiasm in public speaking and dramatic performances. In this way, pupils are very well prepared for the next stage of their education.

The quality of teaching is good

- Relationships are good. Teachers have high expectations of pupils' response and clearly set out what is and what is not acceptable. As a result, lessons run smoothly and pupils stay on task.
- Teachers make equally clear what is expected in learning. Pupils learn to evaluate the quality of their work to see if it meets the objectives set. They make corrections, such as spellings using a dictionary and redraft work to make it as good as possible. This improves their progress over time.
- Teachers regularly assess pupils' work and use questioning effectively in lessons to elicit pupils' understanding. They then rephrase explanations or alter tasks slightly and this speeds pupils' learning more effectively.
- The marking of pupils' work is of consistent quality and follows the school's marking policy well. Any areas that require extra attention are tackled systematically and pupils are given time to learn from previous mistakes. As a result, pupils of all levels of attainment, including the most able and those who find work harder, make good progress.
- Teachers make learning exciting and interesting. Pupils are given plentiful opportunities to practise skills of literacy and numeracy in other subjects using a wide range of resources. Pupils in Year 1 and Year 2 enjoy researching information on subjects that interest them, such as the human eye, and learning technical vocabulary to describe parts of the eye.

- Teaching of disadvantaged pupils, disabled pupils and those with special educational needs is tailored well to their needs and enables them to make good progress in line with their peers. Teaching assistants play a very positive role in supporting these pupils in their learning.
- Teaching of the links between sounds and the letters that represent them (phonics) for younger pupils is good. This has stopped at the end of Year 2 for most pupils in the past, apart from disabled pupils and those with special educational needs. However, the school has recently identified the need to continue with a minority of older pupils, in order to improve their spelling and their confidence in writing.

The achievement of pupils is good

- Over the past few years, the progress pupils make during their time in the school has gradually accelerated year-on-year and the standards attained are consistently above national averages by the end of Year 6.
- Pupils make good progress and achieve well in reading, writing and mathematics throughout the school. Speaking and listening skills are promoted well through discussion and drama, and pupils learn to speak out with confidence. As a result, they are well prepared for the next stage in their education.
- Disabled pupils and those with special educational needs make good progress, because of the carefully tailored support they are given. Classmates are especially considerate in supporting their friends.
- Disadvantaged pupils make equally good progress, so that the gap between their achievement and that of others has been effectively closed. There were too few such pupils in Year 6 last year to compare their results with those of their classmates without the risk of identifying individuals. Across the school, the emotional well-being of these pupils is supported effectively, including through mentoring when this is required. As a result, they take part fully in all aspects of school life with developing confidence.
- Those pupils who are most able are set aspirational and challenging targets in English and in mathematics. They rise to these challenges with enthusiasm and so make the progress they are capable of. Their achievement is good.
- Pupils have very good attitudes to their learning. They concentrate well and ask pertinent questions about matters that interest them. Teachers support this enquiring attitude and use it to teach research skills, such as looking up facts, alternative words and spellings in books. As a result, pupils carry on with their learning outside formal lessons.
- Parents are positive about the attainment and progress of their children. Most of those parents who responded to the on line questionnaire said that they agreed that their children made good progress in school. Other parents commented informally that Lindridge St Lawrence is a 'wonderful school'.

The early years provision is good

- Transition from pre-school settings and home into the Reception class is managed effectively so that children swiftly become confident and comfortable in their new environment. Routines and expectations are quickly established so that children know what is expected of them. As a result, they settle happily into school, remain on task and enjoy their learning.
- Teaching in the Reception class is good and lessons are made interesting and exciting. Children are given a wide range of different resources, for example when practicing counting. Because of this they reinforce their knowledge of number and the digits that represent them in a variety of ways, remaining fully engrossed while handling the many different materials. They are enthused by the tasks, taking turns appropriately. The contribution to their spiritual, moral, social and cultural development is good.
- Early reading and writing is developed well and children swiftly learn the relationships between sounds and the letters that represent them. Because of this, reading is developed well by the start of Year 1 and

children make good progress in learning to sound out words and blend letters together when reading. This has a very positive effect on their developing confidence and self-esteem.

- Children from all groups, including disabled children and those with special educational needs, as well as disadvantaged children, are supported in ways that enable them to make the same good progress as their classmates. More-able children are provided with challenges that extends their learning, for example ordering two digit numbers; so that they too make good progress and achieve well.
- Because of the good leadership and management of the Early Years Foundation Stage, the proportion of children attaining a good level of development by the end of the Reception year has steadily increased and is currently above the national average.
- Safety and welfare are given good emphasis. Children learn to take responsibility during times such as snack and breaktime.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	116895
Local authority	Worcestershire
Inspection number	448486

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	84
Appropriate authority	The governing body
Chair	Bill Andrewes
Headteacher	Julie Page
Date of previous school inspection	19 January 2010
Telephone number	01584 881466
Fax number	No Fax available
Email address	office@lindridge.worcs.sch.uk

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