

Kinlet Primary School

School Lane, Bewdley DY12 3BG

Inspection dates

3–4 December 2015

Overall effectiveness

Requires improvement

Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Require improvement
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- Too few pupils in a number of different year groups made more than expected progress from their starting points in reading, writing and mathematics during the last academic year.
- Evidence from pupils' books indicates that the most-able older pupils in Key Stage 2 are not making accelerated progress because teaching over time is insufficiently challenging.
- Leaders do not know how well pupils have progressed since the start of the autumn term. Current progress of classes and pupil groups is not monitored in a timely enough manner.
- Marking and written feedback to pupils is inconsistent. Too often pupils are not given extended tasks, and when they are they do not always respond to them. Where pupils do respond to extensions, teachers do not always mark their answers.
- The school's behaviour logs show that last year, and this term, there have been a high number of recorded behaviour incidents for such a small school. There are too many occurrences of repeated misbehaviour by individual pupils.
- Leaders' analysis of behaviour incidents is not rigorous or timely enough to identify trends or to demonstrate the impact of strategies to promote improved behaviour.

The school has the following strengths

- Detailed tracking of the small number of disabled pupils and those with special educational needs informs the support they receive to help them make as much progress as all pupils nationally.
- Pupils in early years make good progress from their varied starting points so that by the time they start Year 1 most are well equipped for the next stage in their learning.
- Provision for pupils' spiritual, moral, social and cultural development is good.
- The caring ethos of the school ensures pupils are looked after well.
- The curriculum provides pupils with a wide range of subjects and experiences, especially in music, languages and sport.

Full report

What does the school need to do to improve further?

- Ensure that pupils make as much progress as they can from their starting points, especially in writing and mathematics, by checking that:
 - work set by teachers is at the appropriate level of challenge for pupils, especially for the most able
 - marking and feedback to pupils provide regular additional challenges and extension work so that they can move more quickly to the next stage in their learning
 - teachers regularly ensure that extension tasks have been completed by pupils
 - tracking information on pupil progress and attainment is reviewed more frequently so that trends can be identified more quickly to provide additional intervention and support where needed.

- Reduce the number of recorded behaviour incidents by:
 - making sure that behaviour logs contain more detailed information on pupils and incidents
 - analysing behaviour logs more frequently to identify trends and patterns
 - reviewing whether current sanctions are leading to a measurable improvement in behaviour
 - identifying which strategies are working and why, and which are less successful in leading to improved behaviour.

Inspection judgements

Effectiveness of leadership and management

requires improvement

- Leaders do not track the current progress of pupils frequently enough, which means they do not yet know how well pupils are doing this year. There is an over-generous view of the quality of teaching over time which is not sufficiently linked to the progress pupils have made.
- Leaders have not ensured that the most-able pupils do as well as they can. There is high pupil mobility which means few pupils by Year 6 have been in the school continuously since Reception. However, not enough of those who have been in the school throughout make accelerated progress. The variable quality of teaching over time in Key Stage 2 has led to not enough pupils making more than expected progress.
- The current system of tracking behaviour incidents does not enable leaders to analyse trends and patterns quickly enough and to evaluate the impact of strategies for repeat offenders. Records are analysed termly rather than monthly. Information includes the name of the pupil, class, number of incidents, type of offence and sanction. However, there is no detail regarding the time of incident, characteristics of the pupil, location, which adult was involved or, if in class, during which lesson. This lack of information hampers leaders from effective evaluation of behaviour. While there is evidence that the number of recorded incidents has fallen during the autumn term the number is still too high for such a small school.
- Leaders have established a welcoming, caring ethos which has attracted a high number of mid-term admissions from families where children have struggled to settle in other larger schools. New parents the inspector spoke to have valued this highly. Staff and pupils spoken to or surveyed were very positive about the direction and leadership of the school.
- Leaders promote pupils' spiritual, moral, social and cultural development well. Pupils have a good understanding of other faiths and beliefs and show they understand British values of democracy through the mock elections and school council elections that have been held. They particularly enjoyed the recent residential experiences in Wales and London, where they experienced examples of culturally diverse Britain. They have also studied a wide range of contrasting locations overseas including in Mexico and Lesotho, and they are linked with a school in Tanzania.
- Leadership capacity is limited. The headteacher has a heavy teaching commitment and there is limited time allocated for leadership of special educational needs and early years. These roles are carried out effectively by dedicated and well-trained teachers who give willingly of their time and energy. Consequently, outcomes have improved for children in early years, and the small number of disabled pupils and those with special educational needs are progressing in line with all pupils nationally.
- The curriculum is broad and balanced. Pupils experience a wide range of weekly subjects including musical instruments and French for older pupils. The curriculum is enhanced by clubs such as craft, film making and cooking. Pupils also participate in forest schools making full use of the school's rural location.
- The very small numbers of pupils eligible for pupil premium make it difficult to evaluate whether gaps are closing for disadvantaged pupils. The school has evaluated the impact the funding has had on specific individual pupils.
- The sport premium has been used well to promote sport in school. All pupils have two hours on the timetable per week. In addition, pupils have been taught skills by sports coaches and have use of the gymnasium facilities of a local school. Pupils are highly positive about the wide range of sporting opportunities available including basketball, hockey and netball. There are good facilities available outside, although the indoor hall is small, which limits sporting activities here. The small size of the school means team games are difficult to organise.
- The large majority of parents surveyed or spoken to said they thought the school was well led.
- The school has received regular support and challenge from the local authority. As there has been no meeting this term they are not fully up to date with the school's current position.
- **The governance of the school**
 - Governors have an over-generous view of the school. Minutes of meetings do not indicate a sufficient level of challenge given the fall in results in Year 6 in 2015 and the low rate of pupil progress. They are not fully up to date with the impact of pupil premium.
 - Governors are, however, highly experienced and knowledgeable and carry out their statutory duties conscientiously and with due rigour, particularly concerning safeguarding. They are taking steps to ensure they are as well trained on 'Prevent' and radicalisation as staff in school. They know where

strengths and weaknesses are in previous outcomes for pupils in different cohorts but have not received any information on current progress for this term.

- The governing body recognises the need to increase the leadership capacity of the school.
- The arrangements for safeguarding are effective. Leaders have ensured that all staff are well trained and have kept up to date with the latest safeguarding guidance. Rigorous checks are made and risk assessments are detailed.

Quality of teaching, learning and assessment

requires improvement

- Teaching over time has not been consistently good enough in Key Stage 2 to enable pupils to make more than expected progress. Teachers already face the challenge of teaching mixed year groups but the level of challenge within year groups is not sufficient to ensure that the most-able pupils are fully stretched.
- Pupils are not consistently challenged by marking and written feedback. Too often corrections are made by the teacher without an expectation that pupils will correct work themselves or that they will have further opportunities to practise the concepts they are struggling with.
- Where teachers set additional tasks work is not consistently completed by pupils, or where it is done, it is not always marked by teachers. Elsewhere, there are good examples of marking where pupils know how to improve to reach the next stage in their learning.
- In some classes pupils get down to their work quickly with little time wasted but elsewhere too much time is wasted between activities, and at times when pupils have finished a task they have to wait to be told what to do next. This can lead sometimes to minor incidents of low-level disruption.
- The school has a high number of additional adults deployed well in each class. This enables smaller group work, focused activities and tasks for disabled pupils and pupils with special educational needs.
- Most teachers and adults use good questioning skills to pick up where pupils have misconceptions in their learning.
- In lessons seen, teachers and other adults managed pupils' behaviour well, including those pupils who find behaving well challenging. Additional adults are effective in supporting children with phonics and in guided reading.
- Pupils enjoy their lessons and the rich variety of activities planned by teachers. They have opportunities to read widely and value the library as an additional learning resource.
- Most parents who responded to Parent View thought their children were taught well at school but a small minority were concerned about a lack of challenge for the older, most-able pupils.

Personal development, behaviour and welfare

requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. The ethos of the school ensures that pupils are cared for and looked after well. Those who have specific individual needs are supported well and this was confirmed by most parents spoken to.
- Leaders ensure that all statutory responsibilities for safeguarding, including staff checks and training, are carried out regularly and thoroughly.
- The large majority of pupils spoken to said they felt safe in school and in the playground. None of them felt threatened. All said there were no incidents of bullying, just occasional teasing. Pupils, including younger ones, knew about different types of bullying including cyber, physical and verbal and what to do if they witnessed or experienced it. Almost all said they would report incidents to an adult and were sure they would be dealt with.
- Pupils talked confidently about what the school has done to ensure they are kept safe, including special assemblies, lessons in personal, social, health and economic (PSHE) education and elsewhere in the curriculum.
- There is a very high level of adult supervision on the playground. The separate fenced-off play area for younger children ensures that they are protected from the ball games of the older pupils on the main playground. Pupils play safely and the assault course (known as the trim trail) is particularly closely supervised.

- Parents who spoke to the inspector or responded to the survey were overwhelmingly positive about how well looked after their children are at Kinlet. They said their children were safe and happy and pupils confirmed this. Parents were invited to attend a recent e-safety day for pupils to help keep their children safe when using the computer.
- Pupils respond enthusiastically in assembly through singing and by exploring links with Christianity and their current topic on the Romans.
- A minority of parents did not agree that the school deals well with bullying incidents. This was not supported by pupils or by any incidents of bullying recorded in the behaviour logs.

Behaviour

- The behaviour of pupils requires improvement. The termly behaviour logs indicate a high level of recorded incidents involving a significant number of different children. For some individuals the level of repeat offending is very high. The termly analysis does not clearly indicate whether behaviour is improving over time, although there were fewer incidents recorded in November compared with September during the autumn term 2015.
- Attendance has been below average for the last two years. Indications for this term so far suggest it has improved rapidly since this time last year.
- During the two days of the inspection no incidents of misbehaviour were seen either in the classroom or in the playground. There were occasional incidents of individuals switching off in lessons if they became disengaged but pupils were quickly brought back on track by adults.
- Pupils spoke positively about the rewards systems introduced but not all were keen on the sanctions.
- Pupils get on well with each other during lessons, sharing their ideas and listening respectfully to each other. They listen well to adults although very occasionally there were incidents of pupils talking to each other when the teacher was addressing the class.
- Pupils move around the school well in an orderly fashion and are courteous and polite to visitors.
- Pupils respond enthusiastically to additional responsibilities they are given whether on the school council, in the library or looking after the school's hens.
- The school has recently admitted some pupils who find behaving well a challenge. After many years with no fixed-term exclusions the school has carried out some exclusions this year.
- According to pupils spoken to, behaviour of older pupils is not good. Although this was not seen during the inspection it is supported by the high number of incidents recorded in the older pupils' class behaviour log.
- According to the large majority of parents spoken to or surveyed, pupils behave well in school, although this was not supported by pupils spoken to or behaviour logs.

Outcomes for pupils

require improvement

- The very small numbers of pupils in each cohort means results can vary considerably from one year to another. In the most recent tests in Year 6 last year the attainment of the 11 pupils was below the national average in mathematics, writing and spelling, punctuation and grammar and above average in reading. The proportion achieving the highest possible levels was very low in mathematics and low in other subjects. The percentage making more than expected progress was below average in writing and mathematics and broadly average for reading.
- The numbers of disadvantaged pupils, disabled pupils, and those with special educational needs in Year 6 last year were too small to be statistically significant.
- The school could not provide enough up-to-date information on the current progress of pupils since September 2015. The school is moving to a new tracking system and has yet to report on outcomes for this term. Analysis up to summer 2015 from other year groups still in the school shows that progress made last year was very patchy from one year group to another, especially for older pupils. Too many pupils did not make the rate of progress expected and fewer still made more than expected progress.
- Work seen in pupils' books confirms that there is not enough challenge for the most-able pupils. There is some flexibility to enable pupils to work with an older or younger year group, depending on their need, but too often the level of challenge is not high enough. In one instance pupils in the older class were doing literacy work at a lower level of challenge than that seen in the middle class.
- In the school as a whole, disabled pupils and those with special educational needs are making progress

similar to all pupils nationally but numbers are too small to be statistically significant.

- Generally, disadvantaged pupils are making more rapid progress in the early years and Key Stage 1 than in Key Stage 2, but the numbers are small.
- Over time, outcomes have continued to improve for pupils by the end of Year 2 in reading, writing and mathematics as a result of consistently good teaching and focused support.
- The proportion of pupils who reached the expected standard in phonics in Years 1 and 2 in 2015 was too small to be statistically significant.
- A large majority of parents who expressed an opinion said they thought their children were making good progress in school. Evidence from inspection showed that rates of pupil progress were very varied.

Early years provision

is good

- Provision for children in the early years has improved. In the most recent assessments the proportion of children reaching a good level of development rose significantly from 2014 to 2015 and was above the national average. This represented good progress from their broadly typical starting points and meant that most children were well prepared to start Year 1 in September 2015. The quality of teaching over time is good.
- The school has carried out a baseline assessment for this year's cohort in Reception which shows that their starting points are below what is typical for their age.
- Children gain good experience in early years from a wide range of suitable free-flow activities both inside and outside the classroom. There are good links with numeracy, for example children sequencing snowflakes by their number. Equipment is modern and bright and full use is made of the space available, including the local rural environment. Learning journals enable adults to track and record children's progress and home-school books involve parents fully in the progress and development of their children.
- Behaviour logs indicate there are few incidents recorded in early years. Children quickly settle into their routines and develop behaviour patterns that prepare them for learning. In activities they share and take turns well.

School details

Unique reference number	123480
Local authority	Shropshire
Inspection number	10000912

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

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	64
Appropriate authority	The governing body
Chair	Philip Engleheart
Headteacher	Anita Raymond
Telephone number	01299 841210
Website	www.kinlet.shropshire.sch.uk
Email address	admin@kinlet.shropshire.sch.uk
Date of previous inspection	3–4 July 2012

Information about this school

- Kinlet is much smaller than the average-sized primary school with just three classes: Reception and Year 1, Years 2 and 3, and Years 4 to 6.
- The proportion of disabled pupils and those who have special educational needs (SEN) is about one in seven, slightly above the national average. The proportion with an SEN statement or education, health and care plan is well above average
- The percentage of pupils from minority ethnic groups is lower than the average nationally. There are no pupils identified whose first language is not English.
- The proportion of pupils supported by pupil premium funding (additional funding for pupils known to be eligible for free school meals and those looked after by the local authority) is lower than average.
- The proportion of pupils who join or leave the school midway through a key stage is much higher than the national average.
- The headteacher and Chair of the Governing Body were both in post during the last inspection. There was a change to teaching personnel in the Year 4 to 6 class midway through the last academic year. A new full-time teacher has been appointed from September 2015. The headteacher is the only member of staff with a leadership allowance.
- The school has federated with Farlow Primary School since the last inspection. The governing body is joint for the two schools, but there are separate headteachers.
- The school is supported by a school improvement adviser who is part of the local authority.
- Based on their unvalidated 2015 results, the school meets the government's 2014 floor standards. These are the minimum standards expected for pupils' learning and progress in reading, writing and mathematics.

Information about this inspection

- The inspector observed four lessons or parts of lessons, all of which were jointly observed with senior leaders. In addition, the inspector made a number of other short visits to lessons and other activities, for example to look at pupils' books, read and observe phonics sessions.
- The inspector heard pupils read during lessons and also observed guided-reading sessions.
- Meetings were held with the headteacher, the coordinator for early years and special educational needs, other members of staff, a group of pupils, three members of the governing body including the Chair, and a representative from the local authority who is the school's improvement adviser.
- The inspector spoke to nine parents and carers at the school gate as well as members of staff. There were 10 responses for inspectors to take account of through the online questionnaire, Parent View, and five Parent View free text responses
- The inspector reviewed a staff questionnaire completed by eight members of staff and a pupil questionnaire with 10 responses.
- The inspector observed the school's work and scrutinised a number of documents, including the school's own self-evaluation, improvement plan, school information on pupils' recent attainment and progress, behaviour and attendance logs, policies and procedures including pupil premium, sport premium safeguarding, child protection and behaviour.
- The inspector reviewed the minutes of the recent governing body meetings.

Inspection team

Mark Sims, lead inspector

Her Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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