

Kinlet CofE Primary School

School Lane, Bewdley, Kinlet, Worcestershire DY12 3BG

Inspection dates

20–21 March 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Not applicable
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher and governors are highly ambitious and have a clear vision for the school. Their leadership has been successful in securing the necessary improvements.
- The staff share the headteacher’s vision and maintain the culture of high expectations. This results in pupils’ education remaining the key focus.
- Governors are effective. They carry out their roles professionally and always act in the best interest of the pupils. They know the strengths and weaknesses of the school well.
- The federation formed with another local school is proving to be very beneficial for the staff and pupils at Kinlet. It enables the team to build on the best practice and plan joint curriculum activities.
- Teaching is typically good. Teachers provide challenge and make learning fun and relevant, which captures pupils’ interests and engages them in their learning.
- Pupils currently in the school make good gains in reading, writing and mathematics. Disadvantaged pupils, most-able pupils and those who have special educational needs (SEN) and/or disabilities also make good progress.
- Pupils’ personal development, behaviour and welfare are good. Pupils are polite and courteous to each other and adults. They display positive attitudes to learning.
- Parents and carers are happy about the quality of education that the school provides.
- Staff understand how to keep pupils safe. There are clear systems in place so that staff know exactly what to do should they have a concern that a pupil may be at risk from harm. Consequently, pupils feel safe in school.
- The curriculum is stimulating and engaging. However, leaders rightly recognise that the progression of skills is not yet developed for all subjects. Pupils do not have enough opportunities to write at length across a wide range of subjects.
- Pupils enjoy writing and make good progress. However, they do not have enough opportunities to evaluate the quality of their writing and make improvements. Handwriting is not consistently of a high standard across the curriculum.
- Mathematics is taught well, and standards are improving. However, pupils do not fully develop and apply reasoning skills.

Full report

What does the school need to do to improve further?

- Improve teaching, learning and assessment so pupils make even better progress by:
 - ensuring that pupils have more opportunities to evaluate the effectiveness of their writing and suggest improvements
 - making sure that pupils write at length across a wide range of subjects
 - ensuring that the quality of handwriting is of a high standard across the curriculum
 - developing and applying their reasoning skills effectively when solving mathematical problems.
- Further improve leadership and management by ensuring that skills progression is embedded and tracked in all non-core subjects.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher provides effective and strategic leadership. She has been instrumental in driving improvements and has ensured that any weaknesses are continuously addressed. With the support and advice from the local authority and governors, she has not allowed the school to stand still. She is very proactive in seeking ways to make improvements and she monitors closely the impact of new initiatives. She motivates the staff well.
- Leaders work well in the federation to make the necessary improvements. The federation really benefits this small school and allows for the sharing of professional development and curriculum activities. This clearly has a positive impact on the quality of provision for the pupils.
- The headteacher and staff place the needs of pupils at the heart of the school's work. Parents and families value this approach and see the school as the hub of the community. Parents, staff and pupils are all proud to be part of Kinlet CofE Primary School.
- Through a programme of monitoring and school self-evaluation, the headteacher has a good grasp of the school's strengths and areas that need to improve. Improvement plans are detailed and accurate. Joint observations with the headteacher showed that her judgements are accurate, and that feedback focuses on the ways in which staff can improve their practice.
- The staff successfully embed the school's values in practice and pupils know them well. As they progress through the school, pupils learn the Kinlet values of 'kindness, inspire, nurture, learning, eco-friendly and teamwork'. These values are at the heart of the work of the school and help pupils to contribute and thrive in this inclusive community.
- Effective strategies are in place which have improved teachers' skills and expertise. Staff value the professional development and support they receive. The teaching assistants provide quality support for pupils to target their needs.
- A collaborative team spirit permeates all aspects of the school's work. Staff are highly committed to improving pupils' achievement. In the online staff questionnaire, 100% of staff agreed that the school is well led and managed, and that they are proud to be a member of Kinlet CofE Primary.
- Leaders are determined that all pupils achieve well, no matter what barriers to learning they may have. Regular meetings are held with teachers to discuss the progress of each pupil. Swift action is taken to support pupils who need it. This has meant that there has been a marked improvement in the progress of all groups of pupils.
- The leadership of pupils who have SEN and/or disabilities is effective. These pupils are supported well and are making positive progress from their individual starting points.
- The school uses its relatively small allocation of pupil premium funding well. Leaders use many solutions to provide focused interventions, including regular and timely

sessions being led by the well-qualified support staff. As a result, disadvantaged pupils are currently making at least as good progress as their peers.

- The pupils are taught in two classes. The school caters well for all ages and abilities through careful curriculum planning and delivery. The curriculum is broad, balanced and engaging.
- A good use of visits and visitors enhances the curriculum, such as a trip to the Shropshire Hills Discovery Centre, where the pupils made flat bread, enjoyed a traditional Viking breakfast and had a go at spinning wool. Visits also include trips to London and York to experience city life. The curriculum makes clear links between different subjects. However, leaders rightly recognise that the progression of skills is not yet developed and tracked for all non-core subjects.
- The curriculum is supplemented by a wide range of leadership opportunities for the pupils such as the eco-committee, the school council and the reading buddy system. Other activities include a range of sports, and all pupils in school learn to play a musical instrument, such as the ukulele, flute and clarinet.
- Pupils' spiritual, moral, social and cultural development is promoted well. Pupils develop an understanding of democracy and human values through lessons and in the election of school councillors. Opportunities for pupils to learn about different faiths are strong.
- The primary physical education (PE) and sport premium is being spent effectively. The funding is used to employ specialist sports coaches to work alongside the teachers, support pupils in undertaking competitive sports with other schools and deliver the forest school programme. There is a clear emphasis on measuring the impact of these initiatives.
- Overall, parents have a very positive view of the school. They say that their children make progress and they appreciate the support that they are given.

Governance of the school

- Governors are effective partners in school leadership. Joint governing body meetings are held with the local school in the federation and governors say that this is effective in moving the schools forward. Minutes of meetings and monitoring reports show that governors are strategic, well informed and objective. As a result, they hold the headteacher to account effectively.
- Governors use a range of information to guide them in asking insightful questions about the progress and attainment of pupils across the school. Governors follow up on the answers to these questions with school visits to see things for themselves.
- Governors have a good understanding of the strengths of the school. They spoke very positively about the staff team and the lovely, caring, family atmosphere. They feel that teaching and learning is now good.
- They are not complacent, however, and acknowledge that there is more work to be done in key areas, such as in writing and mathematical reasoning and ensuring that pupils make consistently good progress in their skills in all subjects. Governors scrutinise plans for these improvements carefully to ensure that additional funding, such as the pupil premium grant, is being well used to support this.

Safeguarding

- The arrangements for safeguarding are effective. Leaders have ensured that there is an ethos of keeping children safe in school. Staff are well trained and are aware of any dangers posed to pupils.
- Pupils feel safe, and parents also agree that their children are safe. The school gives good attention to a range of risk assessments to keep both pupils and staff safe.
- Procedures are updated regularly. Staff know the pupils well and detailed records are kept about all safeguarding issues. The school works well with parents and outside agencies, including health and other professionals, to make sure that pupils are supported effectively and kept safe.
- Appropriate checks are made on employees and visitors. There is a code of conduct in place.

Quality of teaching, learning and assessment

Good

- The quality of teaching, learning and assessment has improved since the last inspection and is now good across the school. Teaching enables pupils to make good progress in their learning.
- Teachers and teaching assistants have good subject knowledge. They have benefited from effective professional development in key areas of school development, such as developing reading comprehension. Activities are generally well planned to support learning for the different ages and abilities within the class.
- Lessons are carefully planned to excite and interest pupils. Pupils told the inspector, 'It's really fun at our school, we have lots of experiences. We learn in a fun way. That way we remember what we have learned much better.' Pupils' books and displays around the school reflect this.
- Teachers intervene at timely intervals to check on pupils' learning. They address any misconceptions that individuals might have and give the necessary guidance about what must be improved, thereby enabling pupils to make faster progress.
- Skilled teaching assistants support groups of pupils and individuals effectively, including those who have SEN and/or disabilities. Teaching assistants also use questioning highly effectively to develop understanding and assess progress. This support increases pupils' confidence.
- Pupils have regular homework. It is set according to the age and ability of the pupils. Homework usually covers mathematics, spellings, daily reading, research work and writing. Parents have a positive picture of homework and pupils say that it helps to improve learning. Teachers organise various workshops for parents, such as phonics and calculation strategies. Parents value this assistance from school.
- Reading is taught well. Younger pupils use their phonic skills to decode unknown words. Teachers successfully foster an enjoyment of reading. They introduce high-quality books to the class and provide effective ways to enthuse pupils to read widely and often. Pupils talk enthusiastically about their favourite authors, such as Michael Morpurgo and Michael Bond. 'Tips for parents' in the reading diaries list suggestions for

parents to help improve their child's reading skills.

- Writing in pupils' books has improved since the last inspection. Writing reflects pupils' understanding of the features of different types of writing and their developing vocabulary. However, pupils do not have enough opportunities to evaluate the effectiveness of their writing and suggest improvements, or to write at length across a wide range of subjects. Handwriting standards are inconsistent across the school.
- The quality of mathematics teaching has improved, and pupils now make more rapid progress. However, although pupils can apply their skills more effectively, they do not always have enough opportunities to develop and apply their reasoning skills when solving mathematical problems.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils feel well cared for and relationships with adults and other pupils are warm and friendly. Pupils show a well-embedded respect for the views of each other and they listen carefully to adults and to other pupils.
- Pupils know how to keep safe from a variety of risks to their safety, both in school and in the wider world. They show a good awareness of anti-bullying initiatives. Pupils recognise that any instances of bullying are rare, and they know what to do should there be an incident. Pupils are taught how to use the internet safely.
- Teachers ensure that the school provides a nurturing environment where the school motto, 'Love to learn, learn to love', has a high profile. As a result, pupils enjoy coming to school. They are confident and have a positive self-esteem. Pupils know how to be a successful learner and have positive attitudes to learning.
- Physical and emotional well-being are promoted very well. Pupils are encouraged to eat healthily and take regular exercise. They have frequent opportunities to take part in physical activities, often led by the sports coaches. Breaktimes and lunchtimes are lively, active and provide additional opportunities for physical activity. As a result, pupils know how to lead healthy lifestyles.

Behaviour

- The behaviour of pupils is good.
- Teachers have worked very well to improve the behaviour of pupils over the last two years or so. Recorded behavioural incidents are down significantly. There have been no fixed-term or permanent exclusions over the past year.
- Pupils show a good awareness of the expectations that teachers have of their behaviour. Pupils manage their own behaviour well and are positive about the school's behaviour management system.
- Pupils conduct themselves well in lessons and around the school. As a result, the school is an orderly environment and disruptive behaviour is relatively rare. Pupils are

polite to each other and to adults. Most pupils are developing good self-discipline, which allows them to focus on their learning.

- Attendance has improved and is now closer to national averages. This is due to a range of effective strategies. Pupils attend regularly and arrive punctually. Attendance has improved for all groups of pupils.

Outcomes for pupils

Good

- The abilities of different year groups vary in this very small school, hence data in comparison to national is not reliable. However, as a result of the good teaching they receive, current pupils are making good progress across year groups and across the curriculum, including English and mathematics.
- Historically, outcomes at the end of key stage 2 fluctuate due to the low numbers of pupils in the school and the varying needs of the pupils. Attainment and progress were above the national average in reading and below the national average in writing in 2017. Outcomes were broadly in line with the national average at age-related expectations in mathematics.
- At the end of key stage 1, outcomes vary according to the low numbers and varying needs of the pupils. Attainment in key stage 1 moved closer to national levels in 2017.
- Data of current pupils, including the very youngest children, and pupils' work in books reflects good progress in reading, writing and mathematics. Due to raised expectations in learning, their achievement has improved since the previous inspection and is now good. More pupils are now on track to achieve age-related expectations than in previous years.
- Work in books shows that most-able pupils make good progress from their starting points. This is because they are given extra challenge and work is differentiated to meet their needs.
- Phonics teaching is delivered well. Pupils are taught how to pronounce the sounds accurately. Pupils make use of phonics strategies when decoding unknown words and make use of effective use of strategies in spellings. Results of current pupils reflect a strength in phonics, phonics teaching and the application of phonics skills.
- Assessment information and pupils' work in books show that the progress of disadvantaged pupils is good. This is due to careful tracking of these pupils' progress, the support and interventions programmes and rigorous evaluation of intervention programmes.
- Lower-attaining pupils make good progress across the school in all areas. Pupil progress meetings highlight any pupils, of any ability, who are falling behind. Actions to support these pupils are identified and are evaluated for impact.
- Strong leadership of the provision for pupils who have SEN and/or disabilities means that they receive timely, good-quality support and make good progress.
- By the end of Year 6, pupils are well prepared for secondary school. Just about all parents who responded to the recent questionnaire feel that their children are making good progress.

Early years provision**Not applicable**

- There are only four children in the Reception Year. They are taught in a class alongside pupils from Years 1 and 2. There is insufficient evidence on which to base a meaningful early years report.

School details

Unique reference number	123480
Local authority	Shropshire
Inspection number	10042858

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	35
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 December 2015

Information about this school

- Kinlet CofE is very much smaller than the average-sized primary school, with only two classes: Reception, Years 1 and 2 and Years 3 to 6.
- The school is federated with a local primary school. The governing body is joint for the two schools but there are separate headteachers. The headteacher is the only member of staff with a leadership allowance.
- The headteacher and chair of governors were in post at the previous inspection. Otherwise, there have been staff changes since the previous inspection.
- The proportion of disabled pupils and those who have SEN is just below the national average. The proportion with a statement of special educational needs or an education, health and care plan is above average.
- The majority of pupils are from a White British background. There are no pupils identified whose first language is not English.
- The proportion of disadvantaged pupils, for whom the pupil premium funding provides

support, is similar to the national average.

- The school has had too few pupils in its last two Year 6 classes for them to be measured meaningfully against the current government floor standards. These are the minimum expectations for pupils' progress and attainment in English and mathematics.
- The proportion of pupils who arrive at the school or leave the school during the school year is higher than the national average.
- The school is supported by an education improvement adviser who is part of the local authority.

Information about this inspection

- The inspector observed seven lessons. Observations and shorter visits were also made with the headteacher. In addition, the inspector took a walk round the school led by two of the older pupils to look at the wider curriculum.
- A group of pupils spoke to the inspector about their views of the school. The inspector talked informally with pupils at break- and lunchtime and around the school. The inspector also heard pupils read.
- The inspector carried out a book scrutiny across a range of subjects and year groups to see how well pupils are learning and what progress they are making.
- Meetings were held with the headteacher, the governing body and a representative from the local authority who is the education improvement adviser.
- The inspector scrutinised a wide range of documents, including records of pupils' progress, attendance and behaviour, action and development plans, the school's own evaluation, minutes of governing body meetings and safeguarding records.
- The inspector talked informally with parents at the start of the school day and on the telephone about their views of the school. The inspector took account of eight Parent View free-text responses.
- The inspector considered the eight responses to the staff questionnaire and met with a cross-section of staff to discuss their views of the school.

Inspection team

Lynda Townsend, lead inspector

Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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Manchester
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