

Kinnerley Church of England Controlled Primary School

School Road, Kinnerley, Oswestry, Shropshire SY10 8DF

Inspection dates

11–12 December 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	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- The headteacher provides clear and effective leadership. She is ably supported by a united staff team and knowledgeable governing body.
- Leaders have responded well to the areas for improvement identified at the last inspection. Improvement is evident in all areas, including behaviour, early years and safeguarding.
- The school works in close partnership with three other schools in the federation. Joint training and sharing good practice have helped improve teaching and outcomes.
- Leaders' evaluation skills are accurate. They have identified appropriate priorities and have developed effective plans to address areas of weakness.
- The headteacher and executive headteacher carry out regular and effective checks on teaching and learning. However, the mathematics leader is not involved sufficiently in this process. This limits the impact of middle leadership.
- Teaching, learning and assessment are good. Teachers use their detailed knowledge of pupils to plan interesting activities that pupils enjoy.
- Pupils make strong progress in phonics. This is because it is taught well from the outset.
- Sometimes, teachers do not challenge or move pupils on in mathematics swiftly enough, especially the most able. This hinders their progress.
- Pupils' problem-solving and reasoning skills in mathematics are in the early stages of development. As a result, too few reach the higher standards at the end of key stage 2.
- Some pupils in key stage 2 lack strategies to help them spell correctly. Occasionally, work is not presented well as teachers accept untidy work too readily.
- Pupils behave well in class and around school. They readily take on additional responsibilities and actively fundraise for different charities.
- Leadership of the curriculum is good. Pupils enjoy and benefit from the wide range of subjects taught, as well as experiences.
- Pupils make good progress in reading and writing. Attainment has risen at the end of each key stage for the last three years. Progress in mathematics is less consistent.
- Children in the early years make a good start to school life. The needs of mixed-aged groups are catered for particularly well. All staff provide high-quality care and support.

Full report

What does the school need to do to improve further?

- Continue to improve pupils' progress in mathematics, especially for the most able, by:
 - developing the subject leader's role in monitoring and improving the quality of teaching
 - challenging pupils and moving them on when they show they are ready
 - further developing pupils' problem-solving and reasoning skills so that a greater proportion reach the higher standards.
- Improve pupils' spelling strategies in key stage 2 and raise teachers' expectations so that they only accept work which is well presented.
- Improve the early years outdoor learning environment to enable all areas of learning to be taught.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher and staff have created a caring and nurturing school where pupils thrive socially, academically and physically. Pupils are happy, feel safe and achieve well in most subjects. As one parent put it, 'My child feels extremely happy and well cared for at Kinnerley. He talks with immense pride about his work.'
- The headteacher has a clear and accurate view of the school's strengths and weaknesses. Together with the staff team and governing body, the headteacher acted swiftly to tackle the areas for improvement identified at the inspection, which was carried out in March 2018. Most areas have now been successfully addressed, but more time is needed to embed and ensure consistency of practice in mathematics. A detailed action plan is in place, and reviews are carried out regularly to ensure that all pupils make good progress in mathematics. Early impact is evident.
- The school joined the Westcliffe Federation in June 2017, a federation of four small local schools. A strong, effective partnership exists between these schools. All staff work in close collaboration. Other benefits include sharing of resources and training, regular checks of teacher assessments and opportunities for staff to observe good practice. This has led to improvements in teaching, learning and assessment.
- The headteacher and executive headteacher carry out regular checks on the quality of teaching. Incisive feedback is used to help teachers improve their practice. Checks by subject leaders are, however, less systematic. Although keen to do so, the mathematics leader has not been able to observe teaching this year and detect which staff and pupils need additional support. This limits the opportunity for those with subject leadership responsibilities to carry out their roles effectively and make a positive contribution to school improvement.
- The headteacher has designed an effective assessment system to monitor and evaluate pupils' progress as they move through the school. Standardised tests in reading and mathematics, together with effective moderation of pupils' attainment and progress across the federation, are used to support and validate that teacher assessments are fair and accurate. Inspection findings show that teacher assessments are secure.
- The local authority adviser has an accurate view of the quality of education provided and has provided good support to drive further improvement. Advice, guidance and training have helped to improve the early years learning environment and teaching in mathematics. Teachers and teaching assistants have improved their knowledge and understanding of mathematics mastery through attendance at local authority hub training.
- The pupil premium funding and funding received for pupils with special educational needs and/or disabilities (SEND) are used effectively. The school only has a very small number of pupils who are eligible to receive such funding, but teaching assistants provide additional support to meet individuals' specific needs and ensure that they make good progress.

- The primary physical education and sport funding is used well. Pupils enjoy and take part in a wide range of competitions and sporting activities, both during and after school. Sports coaches provide specialised teaching, which teachers observe. This ensures that their knowledge and practice remain up to date.
- Leadership of the curriculum is effective. Provision is broad, balanced, exciting and creative. English and mathematics are carefully interwoven into other subject areas to strengthen and apply skills taught. For example, pupils measured the length of shadows at different times of the day as part of a science experiment. This helped consolidate and extend their knowledge of measurement. Events, visits, visitors and extra-curricular provision all enrich pupils' experiences and enable them to deepen their knowledge and understanding.
- Pupils' spiritual, moral, social and cultural development is excellent. Assemblies, led by local clergy, and regular religious education lessons, provide a good grounding for pupils' spiritual development. While the school is predominantly a White British Christian school, leaders go out of their way to ensure that pupils have suitable opportunities to learn about different faiths and cultures. For example, pupils have visited a mosque and carried out independent research projects about other ethnicities. Theatre visits, music lessons and artist workshops contribute significantly to pupils' cultural development.

Governance of the school

- Governance is effective. Due to difficulties in recruiting and retaining governors, a single governing body is responsible for the Westcliffe Federation. However, due attention is given to each school during meetings. Governors are very well informed about how well the school is doing and have a secure understanding of different types of school information. They know what the quality of teaching is like and have given their full support to implementing new initiatives to raise pupils' outcomes.
- Governors use their wide range of knowledge and professional expertise to provide a good balance of support and challenge to the headteacher and staff. Regular meetings are held and minutes of meetings show that there are high levels of accountability. They have a clear understanding of the strengths and weaknesses of the school. They are well informed through the scrutiny of reports presented, together with visits to the school.
- Governors monitor the school's finances carefully and ensure that resources are matched to school priorities. Governors are well trained and meet all their responsibilities very well, including national requirements to safeguard pupils.

Safeguarding

- The arrangements for safeguarding are effective.
- The school's arrangements meet all statutory requirements. The headteacher has updated the school's policies and staff are entirely familiar with school procedures and how to identify pupils at risk. Safeguarding is discussed regularly at each staff meeting.
- Staff keep meticulous records, work well with parents and react quickly to help pupils

who may be at risk. The headteacher judiciously seeks advice from other agencies when concerns are raised and duly follows the guidance provided. All records are stored securely.

- Regular events and visiting speakers teach pupils how to keep themselves safe. For example, 'speak out, stay safe' and visits from the NSPCC, fire service, police and others all contribute to pupils' knowledge and understanding to keep them safe from harm.

Quality of teaching, learning and assessment

Good

- Teachers cater well for the different ages and abilities of pupils in each class. They plan stimulating lessons which enthuse and engage pupils. For example, to deepen pupils' understanding of the circulation and function of cells in science, pupils made 'blood smoothies' from strawberries, pineapple juice and marshmallows. Displayed written work shows that pupils have a secure grasp of this aspect of science as a result of this well-planned and creative activity.
- Teachers have good subject knowledge and use appropriate subject-specific vocabulary. Staff question pupils well to check their levels of understanding and to probe their thinking further, for example by asking, 'How do you know?' Teachers check pupils' progress regularly throughout the lesson. They provide effective support to those who are struggling but are less proficient at moving pupils on when they show they are ready, especially in mathematics. This reduces their progress.
- Phonics is taught well from the outset. Children in the early years quickly learn to write the letters which correspond to the sounds alongside learning to read. Year 1 pupils are able to use their phonics knowledge to sound out any unfamiliar words. Pupils continue to make strong gains in their reading as they move through the school. This is because daily reading is encouraged and books are closely matched to pupils' abilities. Consequently, pupils develop good reading habits. The new library contains a wealth of different and attractive books which inspire pupils to read.
- Teachers plan creative writing activities, with exciting stimuli, to motivate pupils and cover the various genres of writing. For example, 'Letters to Santa' were used to develop Year 1 pupils' letter writing skills. Standards of writing in this year group are above average and pupils produce high-quality writing with good attention to age-related grammar, punctuation and spelling. Their handwriting skills also show the early formation of a neat and cursive style. However, writing presentation in key stage 2 varies greatly and pupils lack spelling strategies to help them write unfamiliar words. This reduces the quality of their finished work.
- Effective professional development for staff has helped improve the quality of teaching in mathematics. Staff knowledge of mastery concepts is increasingly secure and teachers use a good range of practical equipment to reinforce pupils' understanding. Pupils collaborate well during lessons and help each other. Pupils' mental agility in mathematics is good, and they have positive attitudes to their work.
- The needs of disadvantaged pupils and those who have SEND are met well through work in class and additional one-to-one adult support. However, greater challenge is needed in mathematics to ensure that the most able pupils make the progress of which

they capable. Books show that they repeat work which they have already mastered earlier in the term, for example number bonds to 10. Pupils' problem-solving and reasoning skills are also in the early stages of development. This prevents some pupils from achieving the higher standards in mathematics at the end of key stage 2.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils enjoy school and feel safe. They have a good understanding of e-safety and of the dangers of adding personal information to online sites. Pupils are confident that they can talk to a 'trusted' adult if they are worried about anything. Those spoken to could also recite the ChildLine number following a visit from the NSPCC.
- Pupils know what bullying is and the different forms it can take. They say that incidents of bullying are rare but that adults deal with unacceptable behaviour quickly.
- Pupils have an excellent understanding of the importance of healthy living. This is because it is taught well across the school. They know that a healthy diet, sleep, and regular exercise all contribute to good health. Experiments and investigations help reinforce their knowledge. For example, pupils placed hard boiled eggs in different daily drinks, such as fruit juice, milk, water and carbonated drinks, to see which egg shell would decay the most rapidly. This was then discussed in relation to their teeth.
- Pupils readily take on additional roles and responsibilities, such as house captains, buddies and school councillors. They carry out their duties sensibly and maturely. The school council canvass pupils' views and contribute their ideas to school improvement, for example designing the forest theme for the school library. Occasionally, pupils do not take sufficient care in their work and their presentation can be untidy.
- Pupils have a strong sense of care and support for others. They take responsibility for organising charitable and community events, such as Macmillan coffee morning, Children in Need and sales to raise funds for Syrian refugees. This contributes significantly to their social, moral and citizenship development.
- Pupils have a strong understanding about British values, especially democracy and the rule of law. They are aware of current political events in relation to Brexit. School values are also promoted strongly with pupils appreciating the importance of values such as 'respect, reverence and honesty'. Pupils are tolerant of others with different beliefs and from different backgrounds. As a result, they are well prepared for life in modern Britain.

Behaviour

- The behaviour of pupils is good.
- Pupils behave well in and around school. They know and adhere to the behaviour policy. They are polite and respectful to adults and to each other. They take turns and share equipment sensibly.

- The headteacher has introduced a different system of rewards and sanctions, together with pupils running a daily mile at the start of the school day. School records show that this is having a positive impact on pupils' behaviour. The number of incidents of unacceptable behaviour has reduced this term.
- Leaders monitor behaviour carefully. The new recording system introduced enables leaders to track the type and number of incidents and to detect trends and patterns.
- The school environment is bright and tidy. Pupils' attitudes to learning are very good and there is no disruption to learning. On rare occasions, when the pace of the lesson slows, some pupils lose concentration. This affects the amount of work they complete.
- Pupils enjoy school and this is reflected in their good attendance. Attendance of all groups is above the national average.

Outcomes for pupils

Good

- Current progress across the school is good in all subjects, as seen in pupils' books. However, there is limited evidence that staff challenge the most able pupils sufficiently in mathematics. Published results show that too few pupils reach the highest mathematics standards at the end of key stage 2.
- Pupils demonstrate very strong skills when reading. The proportion of pupils achieving the required standard in the Year 1 phonics screening check is above the national average. Every pupil reached the required standard in 2018. Pupils use their decoding and blending skills well and the most able readers read with fluency and expression.
- Over the last three years, attainment at the end of key stage 1 and key stage 2 has risen in reading and writing at both the expected level and higher standards. It is now above the national average. Attainment in mathematics at the end of key stage 1 has also risen, but dipped in key stage 2 this year. This was due to individual pupil circumstances, including some pupils missing the expected standard by one mark. With very small cohort numbers, each pupil represents a significant data weighting and can therefore have a disproportionate impact on results.
- The school's own information and work in pupils' books shows that most pupils are working at age-related expectations and some are exceeding the expected standard. However, proportions are slightly lower in mathematics compared to reading and writing. Good teaching is now addressing this. A good number of pupils are working above age-related expectations, especially in Years 1, 2 and 5 and workbooks demonstrate that pupils are making better progress.
- The very small number of disadvantaged pupils and pupils with SEND in the school make good progress in all subjects from their starting points. This is because they benefit from good-quality individual support and tailored work programmes.

Early years provision

Good

- Most children join school with skills and knowledge which are typical for those expected for their age in all areas of learning. Carefully planned activities, with lots of adult modelling and skilled questioning, ensure that children quickly develop their

communication and language skills. Children make good progress from their starting points because of good-quality teaching. All children achieved a good level of development in 2016 and 2017, and the large majority did so in 2018.

- The school caters exceptionally well for a small number of two-year-olds. These children make strong progress as they work in close liaison with nursery, reception and Year 1 children at different points during the school day. At other times, activities are tailored specifically to their needs. Opportunities to ride bicycles and toy tractors are provided to develop their gross motor development outdoors, while colouring and play dough activities are supported by key workers indoors to help develop children's fine motor skills. As a result, children make very good gains in their physical and social development when they join school.
- Teaching is good. Well-planned activities stimulate and retain children's interests. Staff skilfully question individuals to check their understanding and assess their ability. Adults model language well so that children develop good speaking and listening skills. Good levels of independence are promoted with children encouraged to peel their own fruit at snack time. Different age groups are integrated well. This has a very positive impact on their emotional and social development.
- Support staff make a significant contribution to the nurture, support and teaching that children receive. Key workers lead groups for reading, writing and mathematics. They are highly skilled and have excellent relationships with the children. Staff are attentive and meet children's social, emotional and academic needs well.
- Since the previous inspection, the local authority has provided good support to improve the indoor learning environment. Better use of space and an improved layout of the classroom ensures that children now benefit from a stimulating environment with discrete areas to promote different areas of learning. However, the outdoor area is run down and unappealing. It is not equipped or conducive to developing children's academic skills, such literacy and numeracy.
- Adults manage children's behaviour well. They act as positive role models and promote good manners. Children's behaviour shows that they feel safe in school. This is because adults ensure that all welfare requirements are met and provide high levels of care and support. Excellent relationships exist between staff and children.
- The early years leader manages the early years unit very effectively. The needs of all children, including two-year-olds, are fully met. Skilled planning, good deployment of staff and high levels of care, ensure that children get off to a strong start to school life. The headteacher and early years leader have an accurate view of the provision and are determined to make the outdoor area as stimulating as the indoor classroom. Plans have already been drawn up and it is hoped that parents will be involved in the project.
- Staff carry out regular assessments of children's learning. They use the information gathered to plan activities which build carefully on children's early abilities. 'Learning journeys' contain a good range of photographic evidence and observations by adults about what children can and cannot do. This informs their early assessments of children's starting points and their abilities.
- Leaders plan the transfer of children with great care. Children have taster visits and stay for lunch prior to starting school full-time. The early years leader visits local nursery settings to gather information about children who join in Reception Year. This

ensures that staff build on children's early entry skills from the start. Children settle quickly and adapt well to routines. All children are taught to be responsible for equipment by helping to tidy up at the end of an activity.

- Effective working relationships are established with parents from the outset. Staff encourage parents to be involved in their child's education through daily reading and contributing to children's assessment records. Parents spoken to are pleased with how well their children settle into the early years.
- Arrangements for safeguarding are effective and all of the statutory requirements for the early years are met.

School details

Unique reference number	123481
Local authority	Shropshire
Inspection number	10054394

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	73
Appropriate authority	The governing body
Chair	Colin Jenno
Headteacher	Marilyn Hunt
Telephone number	01691 682 289
Website	www.kinnerley.shropshire.sch.uk
Email address	office@kinnerley.shropshire.sch.uk
Date of previous inspection	27 March 2018

Information about this school

- The school joined the Westcliffe Federation in June 2017. This comprises of four local schools who share the same governing body. The schools work in close collaboration to improve the quality of education provided.
- This school is smaller than the average-sized primary school. There are three classes and pupils work in mixed-age groups, including in the early years.
- Almost all pupils are White British. No pupils speak English as an additional language.
- The proportion of disadvantaged pupils is below the national average.
- The proportion of pupils who have SEND is below average.
- As a church school, the school received a Statutory Inspection of Anglican and Methodist Schools inspection in February 2016. This inspection judged the school as good.

Information about this inspection

- The inspector observed teaching and learning in all classes. She visited all classes and saw six parts of lessons, all of which were jointly observed with the headteacher.
- The inspector held meetings with pupils, the headteacher, other staff with leadership responsibilities and members of the governing body. She also spoke to a representative of the local authority.
- The inspector took account of the 10 responses to Parent View, Ofsted's online questionnaire for 2018/19 and parent text comments. Views were also collected from parents as they collected their children from school and through a letter sent to Ofsted during the inspection.
- The inspector spoke to pupils both formally and informally during the school day to gather their opinions. She considered the seven responses submitted on the Ofsted pupil survey.
- The views of 11 staff were taken into account via the online inspection questionnaire.
- The inspector listened to pupils read, talked to them about their learning and reviewed the work in their books.
- A number of documents were reviewed by the inspector, including the school's own self-evaluation, the school action plan, subject leader plans, data on current attainment, external reports about the school, minutes of governors' meetings and records relating to behaviour, attendance and safeguarding.

Inspection team

Heather Simpson, lead inspector

Her Majesty's Inspector

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