

INSPECTION REPORT

**KINLET CHURCH OF ENGLAND
VOLUNTARY CONTROLLED PRIMARY
SCHOOL**

Kinlet, Near Bewdley

LEA area: Shropshire

Unique reference number: 123480

Headteacher: Mr R Skilton

Reporting inspector: Mr D Byrne
28076

Dates of inspection: 3rd – 4th March 2003

Inspection number: 248463

Short inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Voluntary Controlled

Age range of pupils: 4-11

Gender of pupils: Mixed

School address: School Lane
Kinlet
Near Bewdley

Postcode: DY12 3BG

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Appropriate authority: Governing body

Name of chair of governors: Mr P Engleheart

Date of previous inspection: 20th November 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a small school situated in a rural Shropshire community near to the border with Worcestershire. There are 35 pupils on roll with over twice as many boys as girls. The percentage of pupils with special educational needs has increased significantly in the last two years and now represents over a third of pupils. The percentage of pupils with statements of special educational need (12%) is well above the national average. No pupils have free school meals. This is very low in relation to the national average. There are no pupils with English as an additional language or pupils from a minority ethnic background. Children start school in the Reception class in the term that they are five and most pupils have pre-school experience. The attainment of children when they start school varies from year to year and is broadly in line with national expectations. The level of pupil mobility varies from year to year and can be high in terms of the percentage of pupils on the school roll.

HOW GOOD THE SCHOOL IS

This is an effective school that has significant strengths and only minor weaknesses. All pupils, regardless of gender or of whether or not they have special educational needs, are fully integrated into all aspects of school life. Pupils of all ages achieve well in relation to their age and ability and make good progress in English, mathematics and science. Pupils with special educational needs are very well catered for and make very good progress especially in terms of their personal, social and emotional development. Teaching is good overall with some examples of very good and excellent teaching. Pupils of all ages have very positive attitudes to learning, form excellent relationships with others and behave very well. The school is very well managed and effectively governed and all staff, including teaching assistants, work together very effectively as a team. The accommodation is of an excellent standard. The school gives good value for money.

What the school does well

- Pupils do well in English, mathematics and science. They make good progress and achieve good standards.
- The provision for pupils with special educational needs is very good.
- Teaching is very good in the Foundation Stage and Key Stage 1 and good in Key Stage 2. This ensures that the school achieves very high standards of care and pupils develop very good attitudes, behave very well and achieve good levels of personal development and form excellent relationships.
- Pupils receive a good curriculum that is successfully enhanced by very close links with other schools and the local community and excellent links with parents.
- The school is very well led and managed and pupils benefit from an excellent standard of accommodation and learning resources.

What could be improved

- Standards in design and technology across the school.
- Attainment and progress in information and communication technology in Key Stage 2.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1997 and the rate of improvement since that time has been good overall. Most of the issues arising from the last inspection have been rectified but weaknesses remain in aspects of design and technology. The quality of assessment has been improved and is now satisfactory overall and the curriculum has been significantly strengthened with the introduction of the national strategies for literacy and numeracy and effective planning in other subjects. Resources have been improved for the teaching of information and communication technology, and the provision for children in the Foundation Stage is much better. Many improvements have been made in the quality of the buildings. The number of teaching assistants has been significantly increased which has benefited the education of all pupils but especially those with special educational needs. Because of the strong teamwork between the teaching and support staff and the very good leadership and management provided by the head teacher and governing body, the school is well placed for further improvement in the future.

STANDARDS

The small numbers of pupils taking the end of key stage national tests means that it is unreliable and unhelpful to draw comparisons between the school's results and the national results, or to compare the school's performance with that of similar schools. The school sets targets for pupils' performance in the end of Key Stage 2 tests that are suitably challenging. The test results for both Key Stage 1 and 2 vary significantly from year to year depending on many factors but particularly the percentage of pupils with special educational needs and the level of mobility within each year group.

The attainment of children when they start school in the Reception class is broadly in line with national expectations for their age. Reception children make good progress overall and very good progress in developing their communication, language and literacy skills and mathematical knowledge and understanding.

As they move through Key Stages 1 and 2, pupils make good progress in English and literacy and in mathematics and numeracy and there are strengths in the rate of progress made in science and music. Pupils with special educational needs, especially those with statements of special educational needs, make very good progress. Higher attaining pupils are recognised and valued and make good progress as a result of being given challenging work. This is very evident in Key Stage 1 mathematics, where pupils in Year 2 work competently on work matching the national expectations for pupils in Year 3.

Attainment is not high enough in information and communication technology by the end of Key Stage 2 and in design and technology across the school. There is no significant difference between the attainment of boys and girls.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils of all ages have very positive attitudes to work and to school. They enjoy learning and try their hardest.
Behaviour, in and out of classrooms	Very good. Pupils behave very well both in and out of the classroom and are very polite, friendly and helpful.
Personal development and relationships	Very good overall. Relationships throughout the school are excellent. Pupils treat each other with respect and make every effort to make new pupils and those with special educational needs, welcome and part of their class. Pupils use their initiative well and develop a good sense of responsibility.
Attendance	It is unreliable to make a judgement about the rates of attendance given the very small numbers of pupils and the impact that one pupil makes on statistics. The attendance rate varies considerably from year to year. In the last recorded year it was very low in comparison with other schools whilst in the previous year it was well above it. The dip in last year's figures was due to pupils being taken on holiday during term-time as well as the effect of absence due to the restricted movements of some pupils because of Foot and Mouth. Inspection evidence shows that attendance is satisfactory.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1-2	Years 3-6
Quality of teaching	Very Good	Very Good	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching and learning is good overall with very good teaching in the Foundation Stage and Key Stage 1. Throughout the school, teachers work very hard to successfully involve all pupils in all parts of school life. The strengths of teaching across the school are in the way that the needs of the mixed aged classes are met and the development of excellent relationships and very good attitudes and behaviour amongst pupils. Excellent teamwork between teachers and teaching assistants ensures that the quality of provision for pupils with special educational needs is of a high quality and the recent increase of teaching assistants benefits all pupils by reducing the adult:pupil ratio. This promotes amongst pupils very positive attitudes to learning. The very small number of children in the Foundation Stage are given very good support by an excellent teaching assistant who works very closely with class teachers to ensure that the children's needs are fully met in all areas of their learning. Across Key Stages 1 and 2 the basic skills of literacy and numeracy are taught well with some very good and excellent teaching particularly in Key Stage 1. Science is taught well, particularly in Key Stage 1 where very good attention is given to developing pupils' skills of investigating for themselves.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides a good curriculum for all pupils with a good emphasis on teaching literacy and numeracy. Not enough time is given to teaching design and technology across the school and information and communication technology in Key Stage 2. Pupils' experiences are extended beyond the classrooms with a good range of educational visits and visitors.
Provision for pupils with special educational needs	Very good. Pupils with special educational needs receive very good support from skilled teaching assistants so that they make very good progress in their personal and academic development.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school makes good provision for pupils' spiritual development. The provision for pupils' moral and social development is very good and promotes very positive attitudes and values. The school is developing good strategies to raise pupils' awareness of the wider world by developing pupils' knowledge and understanding of other cultures.
How well the school cares for its pupils	Very well. Child protection procedures are well understood by all staff and provide all pupils with a safe and secure environment. The school ensures that all aspects of equality of opportunity are met and there is an effective policy in place to promote racial equality. Teachers know each pupil very well through personal knowledge and assessment data and they use this information well to guide their planning so that the individual needs of pupils are met.

Parents have very high opinions of the head teacher and all that the school does.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Very good. The school is well managed and led. There is an excellent team spirit between staff, very good levels of communication and a strong desire to find ways of giving pupils the best possible quality of education. Staff are adaptable and responsibly and effectively share all aspects of the school's management.
How well the governors fulfil their responsibilities	Good. The governing body fulfils all of its statutory duties and supports the school well.
The school's evaluation of its performance	Very good. The head teacher, staff and governing body all know the school very well and the excellent relationships between staff ensure that the school's strengths and weaknesses are identified. The school improvement plan reflects such evaluations and guides the school's developments. The school employs good procedures to ensure that the school gets the best value from its budget.
The strategic use of resources	Good. The school uses its available resources very well to provide the best possible quality of teaching, buildings and resources. Recent improvements in the number of teaching assistants have enhanced the quality of education provided for all pupils, especially those with special educational needs.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The attainment and progress of their children and the care and support of all staff. • The behaviour, attitudes and level of personal development promoted amongst pupils. • The ethos of the school and the way it is part of the local community. • The quality of communication between the school and parents and the approachability of staff. • The support given to pupils with special educational needs. • The quality of leadership and management. 	<ul style="list-style-type: none"> • A few parents feel that too much homework is given

The inspection evidence agrees with the positive comments and the level of homework is about right for pupils of this age.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils do well in English, mathematics and science. They make good progress and achieve good standards.

1. Despite the very small number of pupils in the Foundation Stage, the Reception class teachers and support staff work together extremely well to give each child an exciting and stimulating curriculum appropriate to their age. The progress made in the Reception class is very good but the time at which they start school affects the attainment that children make by the time they complete their first year of full-time education. Inspection evidence shows that all children make very good progress in the Foundation Stage from a broadly average level of attainment when children start school. Those children who have two terms or more in school exceed the Early Learning Goals expected for their age by the time they complete the Reception class. Children who start school in the third term still make very good progress but do not reach the Early Learning Goals because of the limited time they spend in school by the time they start Year 1.
2. In the Foundation Stage, children do so well because of the very good use that staff make of the excellent facilities within the school. Teaching and support staff provide a very good range of lessons. These engage pupils in exciting and stimulating activities designed to develop early reading and writing skills and mathematical knowledge. The small numbers of Reception children mean that very good attention is given to each child so that their individual needs are very well met. Constant talking and the presentation of attractive activities means that children rapidly develop confidence with recognising sounds and letters and the ability to use pencils to write sounds on paper. Excellent use of books and big books promotes amongst children a love of books and stories. Good role play activities, for example, acting out the role of a pilot using a home-made aeroplane, develop children's speaking skills and rapidly broaden their range and level of vocabulary. In mathematics, children benefit from stimulating activities, for example, painting numbers on a washing line, and develop a good knowledge and understanding of numbers up to 10 and even start to develop a knowledge and understanding of sequencing numbers and counting forwards and backwards indicating an early understanding of adding and subtracting. Children start to talk with confidence and communicate well.
3. Pupils make very good progress in English, mathematics and science in Key Stage 1 and good progress in Key Stage 2. Throughout the school, the quality of teaching and excellent teamwork between teachers, teaching assistants and other adults makes sure that pupils are given very good support. This is especially the case in Key Stage 1 where there is a very high percentage of pupils with special educational needs. Throughout the school there is a high priority given to developing pupils' spoken language and by the time pupils leave the school most speak confidently but, despite the best efforts of the school, many pupils have a limited vocabulary. Pupils of all ages and abilities have positive attitudes to reading and regularly practice both in school and at home. Pupils' love of books and reading contributes to good progress overall in writing. Pupils in Key Stage 1 develop very good habits of using neat and legible handwriting and are familiar with the process of creating stories that have a sequence of events, involving a character, a plot and a setting. Some pupils in Key Stage 1 apply sound skills of using computers to write texts on screen and to complete stories using sentences with good use of full stops and capital letters and mostly good spelling. In Key Stage 2, pupils extend their good writing skills to write for a variety of purposes and audiences. Pupils develop good techniques for planning

stories that use very good words to create vivid characters and settings as well as applying established conventions of letter writing and poetry. Some non-fiction writing is done, for example, in ordering a sequence of instructions for making a sandwich, but to a lesser extent than imaginative writing.

4. In mathematics pupils of all ages make good progress overall across the school and very good progress in Key Stage 1. Pupils develop a good knowledge and understanding of numeracy by the end of Year 2 and this sets them up well for the greater demands of work in Key Stage 2. The needs of individual pupils are well met by the judicious use of the teachers' knowledge of each pupil and excellent teamwork with teaching assistants. By the end of Key Stage 1, pupils know by heart the doubles of numbers and their halves up to 30 and beyond and pupils have developed a very good knowledge and understanding of the basic idea of multiplication using 2. The idea of odd and even is very secure in pupils' minds and pupils develop a very good understanding of the place value of numbers up to 30 and at times beyond. In Key Stage 2, pupils build on their good standards achieved in Key Stage 1 and by the end of Year 6 pupils achieve as well as they can and the majority have a good knowledge and understanding of most aspects of mathematics. As a result of good teaching, pupils confidently explain their ideas about how to solve numerical problems and there is a good acceptance that there may be more than one strategy for answering problems and mathematical sums. Good use of teaching assistants ensures that pupils who are lower attaining are given good support so that they achieve as well as they can. Throughout the school, pupils have good attitudes to mathematics and this means that they are confident to have a go and are not fearful of making mistakes.
5. In science, pupils in Key Stage 1 and Key Stage 2 make good progress overall and pupils in Key Stage 1 make very good progress in their ability to perform scientific investigations. By the time pupils leave Key Stage 1 most are working at levels above those expected for their age in each area of science. By the end of Key Stage 2, pupils achieve as well as they can in their knowledge and understanding of science and attainment in investigative science is satisfactory. Pupils in Key Stage 1 make very good progress in developing good skills of planning, performing and recording the outcomes of scientific investigations. By the end of Year 2, pupils are familiar with the importance of fair testing and the process of using information gathered through testing to support or refute their own hypotheses. When exploring which type of material was needed to make an umbrella suitable for teddy, pupils showed good skills of teamwork in planning ways of testing different fabrics. By using the same amount of water and size of fabric, pupils showed how important it is to keep all variables the same. In both key stages, science is often linked to real and meaningful experiences that pupils can relate to in their lives. As part of tests on different plastic bags, pupils demonstrated a good knowledge and understanding of how to use equipment such as Newton Meters to find the strongest bag and also a good knowledge and understanding of ideas related to forces and properties of materials.

The provision for pupils with special educational needs is very good.

6. A strong feature of the school is the very high percentage of pupils identified as having special educational needs. This has altered the make up of the school over recent years but, as a result, all pupils have directly benefited. The number of teaching assistants has increased significantly to meet the needs of the pupils with statements of educational need. In Key Stage 1, where the majority of pupils with statements of special educational need are, the additional non-teaching support benefits all pupils because it means that the adult:pupil ratio is very low resulting in very good levels of support for everyone. The quality of support for these pupils is excellent and ensures that very good progress is made towards the targets in pupils' individual education plans. Teachers make very good use of assessments of pupils' attainment and carefully monitor the pupils' progress. There are good levels of communication between teachers and parents, and parents are kept fully in the picture about how well their children are doing and how they can work together with the school to help their children.
7. The school's provision for pupils with special educational needs is very well managed and very good links with outside agencies, such as occupational therapists and speech therapists, make sure that the needs of each pupil are very well met. In Key Stage 2, pupils struggling with aspects of mathematics and English benefit from good support from teaching assistants for numeracy and literacy and this ensures that the pupils involved achieve as well as they can. Throughout the school, the very high levels of care shown by all staff and the judicious use of praise build up pupils' self confidence and, as a result, pupils with special educational needs develop good levels of self esteem and start to understand their own strengths and weaknesses. Some unconventional strategies, for example, taking two pupils riding, extends the experiences provided for the physical and personal, social and emotional development of these pupils.
8. Throughout the school, pupils with special educational needs make very good progress in their personal, social and emotional development and very good progress in the improvement of their academic development and pupils achieve as well as they can.

Teaching is very good in the Foundation Stage and Key Stage 1 and good in Key Stage 2. This ensures that the school achieves very high standards of care and pupils develop very good attitudes, behave very well and achieve good levels of personal development and form excellent relationships.

9. The quality of teaching and learning is good overall and the teaching seen during the inspection was very good in Key Stage 1 and the Foundation Stage. There are particular strengths in the teaching of English, mathematics and science and music. The quality of teaching and learning is better than it was at the time of the last inspection in Key Stage 1. The recent development of a job share in Key Stage 1 is working very well and provides pupils with access to two good teachers with differing interests and strengths and together they make an excellent team.
10. All pupils are taught in mixed age classes and a very positive feature of teaching is the way that the individual needs of pupils are carefully planned for and met. Excellent teamwork between teachers, teaching assistants and other adults from the community makes sure that teachers cater well for the range of abilities in each

class. Teaching assistants are well directed by class teachers so that the needs of both the higher attaining pupils and lower attaining pupils are fully met. Teachers make high demands of pupils where necessary. For example, in mathematics in Year 2 pupils were taught work that is normally expected for pupils in Year 3. Teachers differentiate effectively to meet the needs of the wide range of ability groups within the mixed age class. In Key Stage 2, expectations for pupils in Year 5 and 6 were higher than for those in Year 3 and 4 when learning about the way shapes can be translated from one place to another. Very good support is given to children in the Foundation Stage and excellent use is made of a wide range of resources to engage the interest of the children so that they learn rapidly and improve their attainment in each area of learning recommended for their age.

11. Excellent relationships exist between staff and between pupils. This is the cornerstone of the good progress that pupils make in the school. Pupils feel secure in the very caring attitude shown by all staff and feel valued by the teachers' good use of praise and encouragement. Pupils' self-confidence is built up by staff so that the pupils are never afraid to offer their own ideas and opinions. Teachers make very good use of discussions and questioning techniques to encourage pupils to state their ideas and to establish the pupils' levels of existing knowledge and understanding. This information is used to plan lessons. Discussions are cleverly used to extend pupils' vocabulary and to improve pupils' speaking skills. Good use is made of drama to develop pupils' speech and vocabulary in the Foundation Stage through the use of activities, such as structured play in the model aeroplane.
12. The teaching of literacy and numeracy is good overall and very good in Key Stage 1. High standards are set from the word go in terms of how pupils present their written work and the creation of some very good books of pupils' work in Key Stage 1 sets high standards for pupils to write as well as they can and to make good efforts to take time to be neat and tidy. Lessons are well planned and well paced so that pupils are never bored or restless. In mathematics, pupils are encouraged to think for themselves so that they can work out different ways of solving mathematical problems and sums. Good use of activities that involve pupils using objects, for example, money, counters, dice and scales gives meaning to learning. In literacy, big books are very well used in Key Stage 1 and for pupils in Year 1, the use of furry characters, for example, a fluffy squirrel, motivated and inspired pupils to improve the squirrel's "speech defect"! Squirrel said, for example, "shef" when it should have said "shelf" so pupils quickly responded by finding the correct spelling for a range of similar words. In Years 1 and 2, pupils make good use of the computer suite to support learning in English, especially in writing.
13. In Key Stage 2, very good use of discussion between teachers and pupils creates a range of stimulating English activities that are made relevant to pupils' experiences. During the inspection, a report into the use of water in Kinlet school from an imaginary inspector from the Severn/Trent water authority provided a good way of encouraging pupils to develop their discussion skills and to write in a non-fiction style. In mathematics, pupils are taught work that is challenging for the majority and pupils reach good standards in each area of the subject.
14. The teaching of science is very good in Key Stage 1 and good in Key Stage 2. In Key Stage 1, very high expectations are set for pupils to work independently in order to test their own ideas about what they think will happen in a range of scientific situations. Staff teach pupils very good ways of recording their science work so that pupils start to make their own plans, develop a very good awareness of things that need changing or keeping the same and what to look for in tests. In Key Stage 2, good

teaching emphasises the teaching of knowledge and this is done well. Pupils make satisfactory progress in improving their levels of independent learning in science.

15. The decision to employ a specialist music teacher is justified by the good standard achieved by pupils in music across the school. Everyone has the opportunity to participate in musical performances using both tuned and untuned instruments and everyone learns, and confidently performs, a range of popular songs.
16. Throughout the school, teachers manage pupils very well so that there are rarely any disruptions to learning and the levels of pupils' concentration and attention to learning are very good. Teachers present activities in a lively and stimulating way so that pupils enjoy learning. In almost all lessons, pupils are enthusiastic and very keen to learn. The needs of all pupils are well met by teachers. The grouping of pupils is constantly changed to meet the different expectations arising from the different parts of the curriculum and to meet the differing abilities of pupils.
17. Teachers make good use of rewards and praise to promote very good behaviour and to celebrate achievement and effort. Pupils respond well to the high levels of care and support they receive and by the time they leave school, the majority of pupils have very good levels of confidence and self-esteem. Pupils of all ages are well motivated and work very hard in lessons. The excellent teamwork between teachers and teaching assistants means that when some pupils find work difficult, they get good support and respond to expectations for them to try to work out answers for themselves, rather than just being given the answer. This approach successfully develops amongst pupils a strong sense of perseverance and determination to succeed, regardless of the level at which they are working.
18. Relationships across the school are excellent and this is a significant factor in the very positive working environment in the school and the good progress pupils make. Pupils have very high levels of understanding of those different from themselves and as a result all pupils with special educational needs are totally integrated into all aspects of school life. Pupils are constantly encouraged to evaluate how well they are doing in their own work and this means that most pupils readily and maturely accept ideas given for improvement and, at times, other pupils' views about their work. All adults provide excellent role models for the pupils and they set very high standards in their own relationships which pupils model. Positive values and attitudes are actively promoted in all that the school does and this is supported by the very high levels of care and support provided for each pupil.
19. Teachers make good use of homework to support and extend pupils' learning. Good procedures exist to help pupils to improve reading, spelling, writing and mathematics and the majority of pupils enjoy this and work hard to do well. For the majority that do this, progress and attainment in class work are improved. Teachers make good use of ongoing assessment to guide planning to meet the individual needs of pupils. Marking is of a particularly good quality, with constructive comments and targets for improvement. Individual and group targets for improvement are very well used, especially in Key Stage 1 English, to motivate pupils to do even better in their work.

Pupils receive a good curriculum that is successfully enhanced by very close links with other schools and the local community and excellent links with parents.

20. The curriculum for the children in the Foundation Stage is well planned and reflects the recommended guidelines for this age group. Although the Reception children are taught as a class within part of Years 1 and 2, the children are given very different

learning experiences from those in Key Stage 1 and the curriculum fully meet the children's needs. The curriculum for pupils in Key Stage 1 and Key Stage 2 fully meets the requirements of the National Curriculum and the Locally Agreed Syllabus for religious education. The national strategies for literacy and numeracy have been sensibly adapted to meet the particular needs of pupils in a small school with mixed aged classes. Whilst plans exist to teach each element of design and technology and information and communication technology, gaps have existed in the curriculum in each of these subjects until recently.

21. The curriculum is well planned to meet the needs of the pupils in the school. Very good links with a nearby small primary school have produced a good planning model for ensuring that each element of each National Curriculum subject is planned for across Key Stage 1 and Key Stage 2. The plans ensure that teachers' planning provides each pupil with ample opportunities to learn vital knowledge and skills in each subject.
22. The school recognises that many pupils have limited experiences of life beyond their immediate locality and that many pupils have a limited knowledge and understanding of the world in which they live. For those reasons, the school works hard to provide opportunities for pupils to visit other places and for visitors to come to school. For example, in the past year, the whole school and their parents and teachers experienced a visit to the London Eye and, in Key Stage 2, older pupils participate in a residential educational visit that involves a variety of outdoor activities that are often linked to the curriculum, for example, to geography or physical education. Good use is made of the local area to develop pupils' knowledge of geography and history as well as elements of religious education through visits to the nearby church. Older pupils regularly visit a nearby school to take part in dance sessions and regular sporting events are organised with other schools in the area so that pupils can get used to participating in larger numbers.
23. Over recent years, the school has made a conscious effort to improve the opportunities for pupils to develop an understanding of how children live in areas very different from their own. Very good contacts have been established with a large, multi-cultural school in Birmingham. Pupils from Kinlet have visited the school and have met pupils with other cultural backgrounds. Pupils were then able to discuss and record the differences in the lifestyles and living conditions of pupils and the differences between a city environment and a small rural community. A visit to a Gurdwara, the place of worship of Sikhs, was combined with the school visit and this made an excellent contribution to extending pupils' understanding of a culture and religion other than their own. This excellent initiative is soon to be extended with more regular contacts with the school and the establishment of secure e-mail links between pupils of both schools.
24. The after school Project Club is a very positive feature of the additional activities provided by the school. Almost everyone in the school attends the club that involves a cross-section of the school community, staff, parents, teaching assistants and members of the wider community. The club provides pupils with variety of very meaningful activities that would not be experienced as part of the established curriculum. During the inspection, pupils had the option of making pancakes on Shrove Tuesday, building bird boxes with a local Countryside warden, who is also a governor, and planting seeds in seed packs and planting shrubs in a new flower tub outside.

25. The school has excellent links with the local community and especially with the parents. Exceptionally high levels of satisfaction with all elements of the school were registered in the pre-inspection visit and parental questionnaire. The involvement of the parents in school life is unusually high. In addition to the project club, which involves many parents, there are many events organised through the parent-teacher association (PTA). This raises considerable amounts of money that is directed to supporting pupils' education. The voluntary contribution of money each term to the PTA by parents enables pupils to take educational visits, such as the one to the London Eye, as well as for improving the facilities for pupils' learning, for example, the creation of an outdoor area for the children in the Foundation Stage.

The school is very well led and managed and pupils benefit from an excellent standard of accommodation and learning resources.

26. The head teacher is a very popular and trusted leader who successfully manages the school so that the needs of all pupils are met. He successfully meets the challenge of combining virtually full-time class teaching responsibilities with his leadership and management duties. The school is very inclusive and successfully meets the individual needs of all pupils. The changes resulting from the recent increase in the proportion of pupils with special educational needs have been very well managed and the level of inclusion in the school is very high, with very good provision for all pupils regardless of ability. The head teacher has successfully established an excellent team spirit between teachers and teaching assistants. Everyone works with a common purpose and as a result there are excellent relationships in the school with pupils developing very positive attitudes to learning and behaving very well in all aspects of school life. The strong commitment to promoting racial equality is reflected in a good school policy.
27. The head teacher has a very good understanding of the strengths and weaknesses of a small rural school and makes very good efforts to make the best of the strengths whilst reducing the effect of the weaknesses. The head teacher knows each pupil well and knows the strengths of all staff. This knowledge is used to make sure that the skills of staff are effectively employed to meet the needs of all pupils through the best possible deployment of staff. The decision to introduce a job share in Key Stage 1 and to employ a part time teacher in music are very well founded and have benefited the education of pupils. Management responsibilities are effectively and sensibly shared amongst all staff and the school development plan is used to keep a focus on realistic and manageable priorities for development. The head teacher, staff and governing body work together very well to develop sensible priorities for the school future development and, within the existing resources, take effective steps to realise them.
28. The governing body provides good support for the head teacher and staff. A very strong chair of governors manages the governing body very well and makes sure that all statutory duties are fully met. There are good procedures in place to monitor the quality of education and the standards achieved across the school. The governors know the school very well because many governors come into school regularly and even contribute to running sessions in the Project Club. This knowledge is used to make sure that all priorities in the school development plan are devised after careful evaluation of the strengths and weaknesses of the school. Statistical evidence from end of key stage National Curriculum tests is analysed but the small numbers and large variations between the nature of year groups makes such analyses unreliable when compared to data in larger schools. Close contact with other small schools in the area enables the head teacher and governing body to make comparisons with

schools in similar circumstances to Kinlet. The school's programme of performance management is well used to highlight areas for development in staff training and staff regularly discuss how well individual pupils are doing and whether or not action needs to be taken to raise standards.

29. The school's finances are very well managed and monitored. The school secretary plays a crucial role in the day-to-day management of the finances and this reduces the pressure on the head teacher. The governing body regularly meets with the head teacher to maintain a good overview of income and expenditure. All spending decisions are based upon seeking best value for money for pupils as exemplified by the high quality of employed teaching assistants and the procedures to ensure that major spending decisions, for example, the recent new toilet block and the equipping of the information and communication technology suite, are based upon seeking tenders. Care was taken by the governing body to ensure that the recently laid hedge met their requirements to use the most ecological techniques. The school currently has a healthy surplus that is above the recommended percentage of income. This is a strategic decision by governors to cushion the impact of the volatility of pupil numbers and, given the school's circumstances, is justified as long as the situation is reviewed regularly.
30. The accommodation is excellent in terms of quality and maintenance. The fabric of the buildings is in an excellent state of repair and pupils have access to large classrooms and excellent outdoor facilities. Children in the Foundation Stage can learn in a safe, secure and very well planned outdoor area and all pupils benefit from being able to develop their sporting ability on a large, well maintained grassed area. There is a well managed and useful wildlife area that is used to support learning in science and art and design. Access for disabled people is very good and it is testament to the governing body and head teacher that great thought has been put in to make the school accessible to anyone in a wheelchair.

WHAT COULD BE IMPROVED

Attainment and progress in information and communication technology in Key Stage 2

31. Despite good investments in the development of the information and communication technology suite and the development of a satisfactory range of resources, including computers and software, standards and progress information and communication technology in Key Stage 2 are unsatisfactory. Pupils do not have enough opportunity to use the information and communication technology suite and the school's scheme is not yet implemented effectively in Years 3 to 6. There is no systematic way of assessing the attainment and progress of pupils in information and communication technology in Key Stage 2. The main reason for the low standards and progress in Key Stage 2 is the lack of knowledge and experience of teaching staff, despite recent training. The school is aware of the weakness and is taking steps to increase planned opportunities for pupils to learn each strand of the National Curriculum so that pupils reach their true potential.

Standards in design and technology across the school

32. Weaknesses in the past in the planned activities for design and technology have contributed to pupils missing out on essential skills and knowledge of the subject. Pupils have some knowledge and understanding of how to use food to make sandwiches, how to design and make food boxes and how to use card to explore how levers can be used to make moving puppets, but the range of experiences provided for pupils is currently not satisfactory. Recent initiatives to introduce national guidance for design and technology have not yet made a significant impact in standards in the subject and pupils have little or no knowledge and understanding of using textiles, mechanisms, food and structures to design and solve real problems. Pupils are very inexperienced in the process of evaluating real objects and using this to inform designs and plans of how to resolve real problems and of evaluating how they might improve what they have done.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve in the future the governing body, head teacher and staff need to raise standards in design and technology across the school and in information and communication technology in Key Stage 2 by:

- making sure that each element of each subject is taught in accordance with the school's curriculum plan;
- strengthening procedures that pupils use to record the work they do in lessons;
- improving staff knowledge and understanding of how to teach design and technology across the school and information and communication technology in Key Stage 2;
- developing a manageable way of assessing and recording pupils' attainment and progress as they move through the school.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	12
Number of discussions with staff, governors, other adults and pupils	9

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	3	6	2	0	0	0
Percentage	8	25	50	16	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than eight percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	34
Number of full-time pupils known to be eligible for free school meals	0	0

FTE means full-time equivalent.

Special educational needs	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	0	12

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	10.9
National comparative data	5.9

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

This table has been omitted as the number of pupils taking the tests in this cohort was fewer than 10

Attainment at the end of Key Stage 2 (Year 6)

This table has been omitted as the number of pupils taking the tests in this cohort was fewer than 10

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	31	0	0
White – Irish	0	0	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	2	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	2.1
Number of pupils per qualified teacher	16.19
Average class size	17

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	102

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A
Total number of education support staff	N/A
Total aggregate hours worked per week	N/A
Number of pupils per FTE adult	N/A

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
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	£
Total income	136053
Total expenditure	134269
Expenditure per pupil	3949
Balance brought forward from previous year	8286
Balance carried forward to next year	10,070

Recruitment of teachers

Number of teachers who left the school during the last two years	0.5
Number of teachers appointed to the school during the last two years	0.5

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

34

Number of questionnaires returned

20

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	90	10	0	0	0
My child is making good progress in school.	85	15	0	0	0
Behaviour in the school is good.	95	5	0	0	0
My child gets the right amount of work to do at home.	75	20	0	0	5
The teaching is good.	100	0	0	0	0
I am kept well informed about how my child is getting on.	80	20	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	85	10	0	0	5
The school expects my child to work hard and achieve his or her best.	80	20	0	0	0
The school works closely with parents.	85	15	0	0	0
The school is well led and managed.	85	15	0	0	0
The school is helping my child become mature and responsible.	75	25	0	0	0
The school provides an interesting range of activities outside lessons.	80	15	0	0	5