



Kinlet CofE Primary School

Inspection Report

Unique Reference Number 123480
Local Authority Shropshire
Inspection number 292681
Inspection date 21 February 2007
Reporting inspector Mike Capper

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

Type of school	Primary	School address	School Lane
School category	Voluntary controlled		Bewdley
Age range of pupils	4-11		DY12 3BG
Gender of pupils	Mixed	Telephone number	01299 841210
Number on roll (school)	35	Fax number	01299 841025
Appropriate authority	The governing body	Chair	Phillip Engleheart
		Headteacher	Jane Brown
Date of previous school inspection	1 March 2003		

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This rural primary school takes pupils from the local community as well as surrounding areas. The proportion of pupils eligible for free school meals is below average. The proportion of pupils identified as having learning difficulties or disabilities is above average. Children's attainment when they start school varies from year to year but is broadly average overall. The headteacher was appointed in May 2006 after a period as acting headteacher.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Parents and pupils are justifiably proud of this good school. Pupils achieve well and are taught the skills and values to help them succeed in later life. Pupils learn quickly because teaching is good. There is a calm working atmosphere in lessons, and teachers plan carefully in order to ensure that differing needs are usually being met well. Pupils with learning difficulties or disabilities are given good support by skilled teaching assistants, helping them make good progress.

Provision in the Foundation Stage (Reception Year) is good and, by the start of Year 1, most children are working at or beyond the expected levels for their age. In the Reception Year, teachers and teaching assistants give sensitive help, ensuring that children settle quickly. By the end of Year 6, standards are well above average overall in English, mathematics and science. Standards in writing have not been quite as high as in reading in recent years. The school is working hard to deal with this. There have been some useful initiatives that are helping pupils understand how they can improve their work. This is beginning to have a positive effect but, at present, there are not enough opportunities for pupils to practise and improve their writing skills in subjects such as history and geography. The curriculum is satisfactory. It is enriched by an exciting range of visits and visits which significantly enhance pupils' experiences, especially in the arts and in sport.

The school is well led and managed. Members of staff work well as a team and share the headteacher's commitment to ensuring that pupils fulfil their potential. This is reflected in every aspect of school life. There is a good understanding of what still needs to be done. The school has begun to collect a great deal of information about pupils' attainment. Senior managers and governors have rightly identified that this information now needs to be used more sharply to set targets for pupils to reach from year to year and to check that all are doing well enough.

Parents are very supportive of the school and they are right in their fulsome praise of the good quality care, guidance and support given to pupils. One parent summed up their views, 'Every adult knows every child and they all have our children's best interests at heart.' This results in pupils' personal development being good. Pupils become eager and happy learners. They are at ease when talking to adults and behave exceptionally well. By the time they leave school, pupils are independent, self-motivated and confident. Levels of enjoyment are very high. As one pupil said, 'It's good coming to a small school because we do exciting things and get lots of help.'

What the school should do to improve further

- Improve the quality of writing by giving pupils more opportunities to write purposefully across the curriculum.
- Use the newly collected information about pupils' progress to set challenging targets and to help senior managers and governors check that all pupils are doing well enough.

Achievement and standards

Grade: 2

Pupils' achievement is good. Children get a good start in the Reception Year. Individual needs are met well, and by the end of the year most children have reached or exceeded the expected levels for their age. Pupils make especially good progress in personal, social and emotional development. They quickly learn to become independent and self-sufficient.

Pupils continue to make good progress in Years 1 to 6. Standards are consistently at least above average by the end of Year 2 and rise to well above average overall by the end of Year 6. In English, pupils do slightly better in reading than in writing. Pupils read frequently at school, but they do not always get enough opportunities to practise and improve their writing skills. This slows progress.

Good quality support means that pupils with learning difficulties or disabilities make good progress, with many reaching nationally expected levels by the time they leave school at the end of Year 6.

Personal development and well-being

Grade: 2

Pupils' positive attitudes and their outstanding behaviour are key factors in the success of the school. Pupils want to do well because they enjoy school life so much. They become confident, sociable and articulate. They support each other well, with pupils of differing ages playing together very happily at playtime. Rates of attendance are satisfactory and are adversely affected by the number of parents who take their children away on holiday during term-time.

Pupils' spiritual, moral and social development is good. Pupils are keen to take responsibility and they make a good contribution to the community. For example, play leaders sensitively help younger pupils at playtime. There is an active school council that is currently working on a very worthwhile project to raise funds to buy more equipment from a 'wish list'. These activities and their good basic skills prepare pupils well for the next stage of their education. Pupils know how important it is to adopt healthy lifestyles. They grow their own produce in the school garden and explain that eating fruit at playtime will help them to 'keep fit and healthy'. Pupils are very appreciative of the many

opportunities that they get to learn different sports. A display of the pupils' work about road safety demonstrates their good understanding of the need to be safe and responsible at all times.

Quality of provision

Teaching and learning

Grade: 2

Teachers are aware of the need to provide challenge for the wide range of ages and abilities in each of the two classes and differing needs are generally met well. This is especially so in whole-class sessions at the start of lessons when good quality questioning involves all pupils. Teachers plan suitable work that successfully builds on what pupils already know, although there are occasions when they do not make clear enough to pupils the different things that they expect them to have learnt by the end of the lesson.

Throughout the school, teachers have good relationships with pupils. Pupils are encouraged to work at pace, reflecting the good expectations of teachers, although more-able pupils are sometimes kept sitting for too long whilst activities are explained to the rest of the class. Teachers make good use of resources such as interactive whiteboards to make work interesting. Skilled teaching assistants have a good effect on learning, especially when supporting pupils with learning difficulties or disabilities.

Curriculum and other activities

Grade: 3

The curriculum provides every child with a wide range of experiences, helping to ensure that they enjoy school. Visits and visitors support learning well and help pupils to learn new skills. For example, older pupils spoke very positively about a recent visiting artist who worked with them on building the 'Kinlet totem pole' that is now proudly on display at the school entrance. Pupils are encouraged to maintain their health and fitness through a good range of sporting activities.

Throughout the school, there is a clear focus on developing basic skills, but there are insufficient opportunities for pupils to write purposefully in subjects such as history and geography. In the last year, teachers have started to make closer links between different subjects. At the moment, this is more firmly established in the infants than in the juniors. Children in the Reception Year are given a wide range of interesting activities but the lack of easy access to an outdoor area sometimes limits their choices.

Care, guidance and support

Grade: 2

In this small school, its size is its strength. Adults know every pupil and treat them all as part of the 'school family'. Pupils say that they feel safe and secure and they know what to do if they have a worry. When necessary, the school works well with outside agencies and parents to safeguard the well-being of pupils. Pupils with learning difficulties or disabilities are identified quickly and supported well, enabling them to do well.

Academic support is good. Teachers have started to give targets to pupils so that they understand how to improve. This has had a good effect, especially in writing, with pupils saying that 'it gives us something to aim at'. Thorough systems for tracking pupils' progress were introduced last year, although they do not yet show the levels that pupils are expected to reach by the end of each year, making it difficult to see whether they have done as well as they should.

Leadership and management

Grade: 2

The new headteacher has brought fresh ideas to the school and there is a strong drive for further improvement. There have been many helpful recent initiatives that are having a good impact and demonstrate the school's good capacity for further improvement. Recent investment in new computers has improved provision, and the headteacher has established good systems for finding out how well the school is doing. The monitoring of teaching by the headteacher is rigorous and the school has started to analyse test data at the end of each year so that they can identify what needs to be improved. Senior managers have rightly identified that they now need to make even more use of their systems for tracking progress to set challenging targets and to check that all pupils are fulfilling their potential.

Governance is satisfactory. Governors successfully managed a period of instability during the long-term absence of the last headteacher. They are kept well informed and they have begun to do more to check on the school's work for themselves, although they know that this needs further development.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming me to your school and for showing me your work. You were very polite and friendly and I enjoyed having lunch with you. I am pleased that you come to such a good school.

What your school does best:

- good teaching helps you to learn well and make good progress
- your behaviour is excellent and you thoroughly enjoy school and all the activities that adults provide for you
- all adults in school are very kind and caring and they give you good help with your work
- you have a well-organised school council. I especially like the way that the school council thinks about others and is raising funds to buy more equipment for the younger children
- your headteacher is leading the school well and all the staff and governors are working hard to make the school even better
- your parents and carers are very pleased that you come to this school.

What we have asked your school to do now:

- help you to learn even more quickly in writing by giving you more opportunities to write in different subjects
- use information about how well you are learning to set challenging targets and to check that you are all doing well enough from term to term.

I thoroughly enjoyed talking to you about your work and watching you learn. I hope your used-book sale was successful! I wish you all well for the future and hope you continue to help your teachers by working hard and trying your best.