

Lindridge St Lawrence's CofE Primary

Inspection report

Unique Reference Number	116895
Local Authority	Worcestershire
Inspection number	338918
Inspection dates	19–20 January 2010
Reporting inspector	Carol Worthington

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	84
Appropriate authority	The governing body
Chair	Mr Bill Andrewes
Headteacher	Mrs Susan Warner
Date of previous school inspection	6 November 2006
School address	Lindridge Tenbury Wells Worcestershire
Telephone number	01584 881466
Fax number	01584 881466
Email address	office@lindridge.worcs.sch.uk

Age group	4–11
Inspection dates	19–20 January 2010
Inspection number	338918

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by two additional inspectors. The inspectors spent 4 hours looking at learning and visited 7 lessons. All teachers were observed teaching at least once. Inspectors held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at school policies and procedures, including those for safeguarding and child protection, how the school tracks pupils' progress, and the returned questionnaires from staff, pupils and 50 parents.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how effectively teachers use assessment and tracking of progress to make sure all children, whatever their gender or ability, are effectively challenged to achieve as well as they can
- how good progress is between entry to Reception and the end of Year 2
- whether improvements in attainment in mathematics has been sustained
- how well literacy and numeracy are developed in the whole curriculum
- pupils' personal development, identified as a strength by the school
- how well the school promotes community cohesion and prepares its pupils for life in multicultural Britain.

Information about the school

This is a small school in an isolated rural setting. Virtually all pupils are of White British heritage, with none from ethnic minority groups. All speak English as their first language. Most children come into the Reception class in the Early Years Foundation Stage from the private on-site Pre-school. The proportion of children with special educational needs and/or disabilities is similar to that in most schools, but there is a greater proportion in some years than others. There is also an uneven gender split in most years. Currently, there are 4 classes: Reception, Years 1 and 2, Years 3 and 4, Years 5 and 6.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Pupils' good progress reflects the school's success in developing them as confident, caring and thoughtful learners. The school has improved considerably since the current headteacher took up the post. Pupils achieve well in the core subjects of English, mathematics and science and in all aspects of their personal development. The headteacher leads the school well and conveys high expectations of pupils' achievement to staff, children and their parents. Challenging attainment targets are set for the end of Key Stage 2 and, in recent years, most pupils have met or exceeded them in reading, mathematics and science. A smaller percentage has met or exceeded writing targets. The school has the capacity to sustain its good rate of improvement.

After a dip in standards reached by eleven year-olds in 2007 in the core subjects of English, mathematics and science, these have rapidly risen back to their previously above average levels. Pupils' achievements are particularly good in reading and science. Achievement in mathematics has improved since the previous inspection. The standard of writing has recently been lower than that of reading and mathematics. The school's focus on boys' writing has brought about some improvement, but writing standards do not yet match those of reading and mathematics throughout the school.

During their Reception year, pupils make good progress in most areas, but early writing skills are not consistently developed. In Key Stage 1 progress is slower, particularly for higher ability pupils, who sometimes do not attain the higher levels of reading, writing and mathematics that would be expected given their attainment at the end of Reception. In Key Stage 2, progress picks up again, and some pupils make excellent progress by the end of Year 6, exceeding very challenging targets in reading and mathematics in particular. Fewer do so in writing.

Pupils clearly enjoy their lessons and their attendance is above average. Their behaviour is good and often excellent in Years 5 and 6, where their mature attitudes to learning make a marked contribution to their progress. Pupils report there is no bullying. Their understanding and adoption of healthy lifestyles is excellent. Older pupils act as role models by running playtime clubs such as 'jumping jaxx'. A sports week last summer motivated some children to take up new sports in an effort to lose weight and improve their fitness. The school council voted for healthy food in school and improvements in sports facilities which have been carried out.

Pupils' spiritual, moral and cultural development is good. Their social awareness extends beyond school, for example presenting ideas for aid in world disasters. The school's isolated position makes it hard for its pupils to be prepared for life in multicultural Britain, but they have welcomed a few visitors from minority ethnic groups. The school

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

is a cohesive community where all share Christian values promoted by school leaders. Its current outreach to a school in Africa helps pupils to understand about life in a very different community overseas, but it has not yet made links with communities in this country which have a different ethnic mix to its own.

Underpinning pupils' good progress is good teaching and learning. Assessment is very thorough and used well by teachers to plan appropriate work for the mix of age and ability in their classes. This is particularly well done in Years 5 and 6, but lower down the school higher ability and quicker pupils sometimes mark time while waiting for slower ones to catch up in whole-class sessions. Pupils with special educational needs and/or disabilities are effectively supported in class and make good progress. Since the previous inspection, the headteacher has introduced and refined an effective system for tracking pupils' progress as they move through the school. She and class teachers rigorously monitor individual pupils' performance and take measures to support those who fall behind.

The care and guidance given to vulnerable pupils is very good and enables them to make good progress. All pupils receive good quality guidance before they go to their secondary schools. They are also well prepared by their good academic standards. The good curriculum contributes well to pupils' learning. Pupils say they enjoy their lessons because they are fun and learn a lot. Inspectors observed good examples of the way literacy, numeracy and information and communications technology (ICT) are developed through the curriculum.

What does the school need to do to improve further?

- Improve attainment in English and mathematics in Key Stage 1 by making sure that pupils are set, and achieve, targets that reflect their achievements in the Early Years Foundation Stage, and that higher ability pupils are adequately challenged in lessons.
- Improve the standard of writing throughout the school by embedding recently introduced strategies, ensuring that pupils learn the correct spellings of words they use, and making sure all Reception children take up more opportunities to develop their emergent writing.
- Develop the school's work in promoting community cohesion by making plans that promote engagement with a wider range of community groups beyond the school.

Outcomes for individuals and groups of pupils

2

The small number of pupils in Year 6 attained above-average standards in 2009 from their average starting points and so made good progress. The majority met ambitious targets and over half exceeded them. Writing standards were noticeably lower than reading and mathematics. Current assessment records show a similar picture to that obtained at this time last year. Pupils in Year 6 were observed making very good progress in solving mathematical problems and excellent progress in a very well structured guided reading session. Examples of science and ICT work were also of a

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

high standard. Written work was neat and demonstrated many pupils' wide vocabularies. Lower down the school, spelling was an issue in some classes, but punctuation generally correct.

In Key Stage 1, progress has for some time been lower than that in Key Stage 2 and this is still the case. There have been changes in the make-up of the two classes containing Reception and Year 1 and 2 children and a lack of continuity of teaching. There are now permanent teachers who are using the school's progress tracker, but there is ground to be made up in reading, writing and mathematics. Current attainment shows that progress is satisfactory but needs to be better to raise attainment to the level indicated by children's performance at the end of the Reception year. Pupils with special educational needs and/or disabilities make good progress because of effective provision of support by adults and appropriate work in class.

The impact of the school's good care and support is evident in pupils' good behaviour and attitudes to learning. The school's Christian ethos and the good curriculum provision for personal and social education make strong contributions to pupils' good spiritual, moral and social skills. Because of the school's isolated setting, there is little natural opportunity for pupils to prepare for life in multicultural Britain, although they have good knowledge of native British culture through the school's good provision in the performing arts and music, including works by Shakespeare. They learn about other cultures from their study of religions. Their understanding of healthy lifestyle is outstanding. They gain a good grounding in community responsibilities through their membership of the school and eco-councils. All have opportunities to be class monitors, and older ones run several activities such as running, skipping and parachute games.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance ¹	2
	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers' planning is very detailed and takes into account the wide range of age and ability in every class. Teachers explain work well and use the interactive white-boards to good effect. This motivates pupils, for example, by revealing hidden patterns in mathematics, or producing a film clip to help the imagination when writing a poem. As a result, pupils' learning and progress are good. A particular strength lies in the way that teachers keep a track of pupils' attainment by regular assessment and use it to plan the next steps for individuals and groups in their classes. Soft toys are also used to engage younger pupils, for example the great pet sale in mathematics. Occasionally, whole-class sessions go on too long and more able and quicker pupils lose concentration while waiting for slower ones to catch up.

The theme-based curriculum is carefully planned to avoid repetition in the mixed-age classes. Literacy is developing through all subjects, for instance, when writing in a literacy session about the life cycle of a butterfly. The academic guidance provided for pupils is good. Pupils agree that marking helps them to improve their work and helps older pupils set their own targets, so they know them very well and what they need to do to improve.

These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	2
	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The head teacher has improved many aspects of the school's work since the previous inspection, most notably the system for tracking pupils' progress which has led to improvements in standards in Key Stage 2. She has distributed leadership more widely, so that all members of staff have a role to play in improving the school further. The capacity for sustained improvement is good. Teaching and learning have improved through rigorous monitoring and evaluation and teachers are starting to monitor each other.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

The head has re-organised the governing body into more workable committees, and the governors now play an effective role in holding the school to account. They have a good grasp of the school's strengths and weaknesses. They ensure the school meets the national standards for financial management. The school gives good value for money. Most parents are strongly supportive of the school and think it does a good job in educating their children. They appreciate the Parents' Forum, set up by the headteacher, and the way they are consulted about changes in the school. The school is small, but engages well with the local secondary and other primary schools. Sporting links are particularly important. Links with local care agencies are valuable for supporting vulnerable families.

The school staff do their best ensure equality of opportunity for all pupils by providing a curriculum matched to their needs and support in class for those who need it. The school has adequate policies to tackle racial discrimination, should it occur, but there is none. Older pupils remember the very few pupils from ethnic minorities with affection and recall 'they were just the same as us'. The effectiveness of safeguarding is good. The school community is highly cohesive and there are strong links with the church and local schools, but there is only limited evidence of the school's success in promoting community cohesion beyond the school. Pupils gain an insight into life in an African community through links with a school in Ghana, but have no links with communities further afield in this country.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children start in Reception with skills that are broadly typical for their age, but there is

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

often a wide variation in ability from year to year because of the small numbers involved. The ratio of boys to girls also fluctuates. Children soon settle to the routine of the Reception class and are able to take part in whole-school activities such as assemblies. Their attainment on entry is assessed after half a term and then their progress is tracked in a similar way to that of the rest of the school. Daily observations of progress are recorded by staff to help complete the Early Years Foundation Stage profile.

Children make good progress in their acquisition of social and early academic skills as they become accustomed to the daily routine of adult-led and child-initiated activities. By the end of Reception most have achieved the early learning goals for children of this age. They particularly enjoy practical activities, happily working together to build a wall as they play outside in Bob the Builder's construction company. The Forest School activities are much enjoyed and make a good contribution to the children's personal and social development in particular.

The Reception class has good resources and provides well for all aspects of the curriculum appropriate for this age group. There is good emphasis on practical activities and learning through play. Early literacy and numeracy skills are developed through short, focused whole-class sessions, but emergent writing skills are not sufficiently reinforced by enough opportunities to 'make marks' at activity tables. Boys in particular often miss out this important introduction to making written records. Leadership and management are good, since the headteacher is the leader. Very good attention is paid to children's safety and welfare by all adults.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The majority of parents expressed positive views about the school, for example 'a lovely, caring and welcoming school'. They appreciated the efforts made to settle children in school and were very appreciative of the Parents' Forum. A small minority expressed negative views, particularly about behaviour and some bullying in Key Stage 1.

Inspectors investigated this and found that, like most young children, there were some who were more easily distracted than others, but this was no different from the behaviour seen in many schools. Small lapses in behaviour were dealt with well and did not disrupt learning. Pupils themselves reported no examples of bullying and inspectors agree with this.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Some parents felt that their children were making slow progress. Inspectors found that overall progress is good, but agree it is slower in Key Stage 1 than Key Stage 2 and this is referred to in the areas for improvement resulting from the inspection.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lindridge St Lawrence's CofE Primary to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 50 completed questionnaires by the end of the on-site inspection. In total, there are 84 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	66	15	30	2	4	0	0
The school keeps my child safe	32	64	16	32	2	4	0	0
The school informs me about my child's progress	20	40	27	54	2	4	0	0
My child is making enough progress at this school	21	42	22	44	7	14	0	0
The teaching is good at this school	26	52	21	42	2	4	0	0
The school helps me to support my child's learning	23	46	25	50	2	4	0	0
The school helps my child to have a healthy lifestyle	34	68	15	30	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	23	46	18	36	0	0	8	16
The school meets my child's particular needs	20	40	26	52	0	0	1	2
The school deals effectively with unacceptable behaviour	14	28	25	50	1	2	0	0
The school takes account of my suggestions and concerns	18	36	28	56	0	0	2	4
The school is led and managed effectively	21	42	24	48	1	2	0	0
Overall, I am happy with my child's experience at this school	28	56	19	38	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



21 January 2010

Dear Pupils

Inspection of Lindridge St Lawrence's CofE Primary School, Worcestershire, WR15 8JQ

Thank you for being so friendly, well mannered and helpful when we visited your school recently. We very much enjoyed the time we spent with you, seeing you in your lessons, working hard and enjoying your playtimes. We agree with you and your parents that yours is a good school.

These are some of the things we found to be good in your school.

Your headteacher and other leaders do a good job.

All the adults take good care of you, you are well looked after and you always have somebody to talk to if you are troubled.

You enjoy your lessons and do well.

Your behaviour is good and you all get on well with each other.

- you do your very best to live a healthy lifestyle, you enjoy lots of sport, run active playground activities like 'jumping jaxx' and eat healthy food.

You take on lots of responsibility in the school and the school and eco-councils are very active.

You have a good community spirit and look after each other.

You care a lot about other people and are always keen to help others such as the recent earthquake victims.

All the adults in your school want it to be even better. To make this happen I have asked them to:

- help you to make consistently good progress from Reception to Year 6 and raise the standard of your work by the end of Year 2
- improve your writing
- make links with a wider range of different communities so that you learn more about how people from different cultures live in Britain.

I am sure you want to be better too, so please make sure you work hard and do your best all the time. I wish you all the best in the future.

Yours sincerely

Carol Worthington

Lead Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.