

Inspection of Lindridge St Lawrence CE Primary School

Lindridge, Tenbury Wells, Worcestershire WR15 8JQ

Inspection dates: 4 and 5 October 2022

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Lindridge St Lawrence is a happy and welcoming school. It has a strong focus on nurturing the whole child. All staff promote the school's inclusive values of 'Hesed, Hamdah, Honesty and Horizons'. These are carefully woven through all aspects of school life.

Overall, pupils achieve well. Staff have high expectations of pupils and expect them to work hard and achieve their best. They want all pupils, including those with special educational needs and/or disabilities (SEND), to become well-rounded learners. Pupils respond with positivity and enjoy the work that their teachers prepare for them.

Staff know the pupils very well. Relationships between staff and pupils are positive. Pupils are respectful and polite in lessons and at play. They respond maturely to the routines in place to support positive behaviour.

Bullying is rare but if it happens, adults sort it out quickly. Pupils feel safe and appreciate how much the adults at school care about them.

Pupils enjoy the variety of trips and visits that the school has on offer. They talk enthusiastically about the clubs, including mechanics, art, sewing and multisport. There are also many opportunities for pupils to take on additional responsibilities.

What does the school do well and what does it need to do better?

Leaders are clear in their ambition for the school. This ambition has been instrumental in bringing about the improvements seen since the last inspection. Leaders want the very best for every pupil. They have established a broad and exciting curriculum that is ambitious for all pupils, including those with SEND. Overall, pupils achieve well across a wide range of subjects. However, some aspects of the curriculum are new. Leaders have therefore not had time to check if the planned curriculums in some subjects enable pupils to make progress and achieve well in the subject.

True to the school's motto of 'Discovering life in all its fullness,' pupils become inquisitive and confident learners. Teachers explain new information well and clearly. They ensure that pupils understand the important knowledge required so they can be successful in their learning. Teachers carefully check what pupils know and what they do not. In some subjects, teachers regularly go back over what pupils have learned before. This helps pupils to remember and use knowledge in new learning well. However, this is not consistent in all subjects. Pupils sometimes do not recall knowledge or demonstrate their understanding as well as they might.

Leaders ensure the teaching of reading is prioritised throughout the school. Teachers encourage pupils to develop a love of reading from the start. Teachers ensure that there is consistency in how pupils learn and practise their phonics. They make sure

that pupils read books that match the sounds they know. Pupils know how to use their phonics to help them read unfamiliar words. Anyone who is falling behind is provided with extra support to help them catch up. Teachers make sure that pupils read frequently to an adult. They ensure that pupils read a range of high-quality texts. Pupils use these texts to help develop their reading skills. Pupils enjoy hearing adults reading their favourite stories. Pupils develop as confident, fluent readers who enjoy a varied range of fiction and non-fiction.

In mathematics, leaders and teachers know what they want pupils to learn and have set ambitious goals. Children develop their knowledge of number in the early years through effective teaching and practical activities. Teachers make sure that knowledge and skills are taught step by step and that they build on previous learning. Pupils practise their arithmetic and times tables regularly. Pupils enjoy learning mathematics and are confident in what they know.

Pupils with SEND are identified at an early stage. They receive carefully planned and adapted support. They achieve well, in an environment where they can fully take part in school life.

Opportunities in the curriculum to promote pupils' personal development are plentiful. Pupils in all year groups go on at least one visit a year, such as visits to a steam railway and cathedral. Pupils have many leadership opportunities, such as being prefects and members of the 'assembly crew'. The school has good links with the local high school to make use of their facilities to enhance pupils' learning.

Governors have a clear understanding of their role. They are highly involved with the school and are well informed. They actively help leaders to improve the school.

Staff say they feel valued at work. Leaders manage workload and well-being in supportive ways. Parents are overwhelmingly positive about the school. They praise the inclusive culture and the way staff care for pupils.

Safeguarding

The arrangements for safeguarding are effective.

Leaders take their safeguarding responsibilities very seriously. Staff receive regular training and updates to keep their knowledge up to date. They know the importance of reporting concerns quickly and accurately. Leaders act promptly on the information they receive, so that pupils and families get the support they need.

Leaders carry out vetting checks when employing staff. The record of these checks is maintained well. Leaders seek out effective ways to support pupils. Pupils are taught how to keep themselves safe, both online and in the local community. They are confident to speak to school staff about any worries they may have.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not yet reviewed and evaluated the recently introduced aspects of the curriculum. This means that leaders do not know if the new curriculums are enabling pupils to achieve well. Leaders should ensure that they monitor the implementation of the curriculum carefully, to assure themselves that all pupils are achieving well.
- In some subjects, pupils do not have enough opportunities to practise and demonstrate what they have previously learned. This means that, in these subjects, pupils struggle to remember what they have been taught. Leaders should ensure that pupils have regular opportunities to revisit learning so that they know and remember more long term.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	116895
Local authority	Worcestershire
Inspection number	10241255
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	78
Appropriate authority	The governing body
Chair of governing body	Bill Andrewes
Headteacher	Amanda Greenow-Langford
Website	www.lindridgeschool.com
Dates of previous inspection	18 and 19 December 2018, under section 5 of the Education Act 2005

Information about this school

- The school does not make any use of alternative provision.
- The school is a Church of England primary school. The last Statutory Inspection of Anglican and Methodist Schools under section 48 of the Education Act 2005 took place in February 2020.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors carried out deep dives in these subjects: early reading, mathematics and history. Inspection activities in these subjects included lesson visits, discussions with staff and pupils, meeting with subject leaders and looking at pupils' work.

- The inspectors met with the headteacher and members of the governing body. Meetings were also held with the director for education from the diocese and the school improvement adviser.
- The inspectors met with the leader for early years and observed children within the setting.
- The inspectors listened to pupils read and talked to them about their reading.
- The inspectors observed pupils' behaviour in lessons and around school, including at lunchtime. The inspectors also met with groups of pupils to discuss their views of the school and personal development opportunities.
- The inspectors reviewed a range of documentation provided by the school. This included leaders' own self-evaluation and the school development plan. Minutes of governors' meetings, together with governor visit reports, were also examined.
- To judge the effectiveness of safeguarding, the inspector scrutinised the records for the safer recruitment of staff and held a meeting with the designated safeguarding lead. The inspector met with staff to check their understanding of safeguarding and the impact of any training received.
- The inspectors spoke with staff and considered the responses from staff to the online inspection questionnaire.
- The inspectors spoke with parents and considered the responses, including written responses, to Ofsted Parent View, the online questionnaire.
- The views of pupils were also considered.

Inspection team

Lynda Townsend, lead inspector	Ofsted Inspector
Sarah Steer	Ofsted Inspector

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