

Kehelland Village School

Kehelland, Camborne, Cornwall, TR14 0DA

Inspection dates

21–22 January 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher and other leaders successfully sustain the good quality of teaching. Thorough checks on how well pupils are doing lead to further improvements in pupils' achievement.
- Governors know their school well and take effective actions to maintain the school's strengths. They challenge school leaders to ensure pupils' achievement and the quality of teaching continue to improve.
- The behaviour of pupils is good. Pupils enjoy coming to school, as seen in their high attendance. The school's work to keep pupils safe is good.
- The quality of teaching is good. Teachers successfully build on pupils' previous learning to extend their knowledge and understanding.
- Pupils make good progress as they move through the school. By the end of Year 6, pupils achieve well, particularly in reading and writing.
- Disabled pupils and those who have special educational needs are successful in their learning because of the additional support they receive.
- Children in the early years provision make good progress because of effective leadership and teaching that develops children's basic skills.
- Pupils' spiritual, moral, social and cultural development is extended thoroughly through the school's focus on personal virtues.

It is not yet an outstanding school because

- Pupils do not achieve as well as they should in mathematics because they do not have sufficient opportunities to apply their mathematical skills to solve problems.
- Teachers do not sufficiently check pupils' accurate use of spelling across subjects and this hinders them from achieving higher standards.

Information about this inspection

- The inspector observed learning in five lessons of which three were jointly seen with the headteacher. The inspector listened to pupils read and looked at pupils' work.
- The inspector met with pupils and talked with them about their learning. Meetings took place with governors, the headteacher and subject leaders. A telephone conversation took place with a representative of the local authority.
- The inspector reviewed documentation relating to safeguarding, how the performance of staff is managed, behaviour and safety, attendance and checks on pupils' attainment and progress.
- The inspector took account of the 35 responses by parents to the online questionnaire (Parent View) and eight returned staff questionnaires.

Inspection team

Howard Jones, Lead inspector

Additional inspector

Full report

Information about this school

- The school is much smaller than the average-sized primary school.
- In the Early Years Foundation Stage, there is one full-time class in Reception, which is also grouped with pupils from Year 1.
- Pupils in Key Stages 1 and 2 are taught in mixed-age classes.
- Most pupils are of White British heritage.
- When compared with national figures, the proportion of disabled pupils and those who have special educational needs is much lower than in other schools.
- Very few pupils in the school are eligible for support from the pupil premium funding. The proportion is well below average. The pupil premium is additional government funding to support those who are known to be eligible for free school meals or those who are in care.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

What does the school need to do to improve further?

- Improve teaching so that it is typically outstanding and further promotes pupils' achievement by:
 - providing more chances for pupils to master use of their mathematical skills through problem solving so they make even better progress toward higher standards
 - teachers routinely checking pupils' spelling in all their subjects to improve their accuracy when writing.

Inspection judgements

The leadership and management are good

- Leadership and management are good. The headteacher is ensuring that pupils' achievement and the quality of teaching are being maintained since the previous inspection. Checks on how well pupils are doing are effectively bringing consistently strong progress across year groups. All staff work closely together to promote pupils' well-being.
- Regular observation of teachers' classroom practice is used well to provide appropriate training and development. Consequently, good teaching continues to bring about good progress for pupils. Teachers' targets are linked to how their teaching is improving pupils' progress and this informs decisions by managers about career and pay progression.
- Subject leaders routinely monitor how well teaching of their respective subjects is bringing gains in pupils' learning and understanding. They take actions which support teachers in enhancing their classroom practice to further improve pupils' learning.
- The local authority's supportive role is minimal because it recognises the strengths of the school and that of the headteacher, who supports colleagues locally in their work.
- This is an inclusive school which promotes positive relationships. Great attention is given to ensure pupils have equal opportunity to do well. Discrimination of any kind is not tolerated. Leaders take effective actions to use the spending from additional funding to provide a range of resources and activities which ensure disadvantaged pupils are making strong gains in their learning.
- Support for disabled pupils and those who have special educational needs is well planned. Because of the high quality care for their individual needs, these pupils successfully engage in all aspects of school life and do well.
- The primary additional sports funding serves to promote pupils' physical well-being. Pupils share in a range of competitive events in which their sportsmanship is recognised. Pupils are increasingly participating in healthy activities such as cross-country running and staff are extending their expertise in delivering physical education.
- Pupils' spiritual, moral, social and cultural experiences are successfully promoted. Attention is given to a range of virtues which serve to develop character, respect of others and a sense of fairness. Pupils reflect on their experiences through music and art, and other work in groups enhances their sense of community. Pupils are active locally through the performances of the choir and have participated in a film award in London to support cancer research. They explore Cornish heritage and British history which enables them to understand their culture and the role of democracy in modern Britain.
- Subject work is planned around topic themes which enthuse pupils' in their learning. Mathematics and literacy are taught as discrete subjects which is effective because planning ensures pupils build on their previous understanding. However, pupils' mastery of mathematical skills through problem solving is not developed well enough across different subjects. Pupils enjoy a range of activities which include technology and gardening. Music is a strength in the school and pupils participate in drumming, guitar and playing the ukulele.
- The school's work for safeguarding pupils meets requirements. Risk assessments appropriately cover educational visits and other aspects of the school's provision.
- **The governance of the school:**
 - Governors take effective actions to challenge school leaders. They use their training to ensure they have an accurate view of their school when comparing its performance with that of other schools nationally. As a result, they focus on aspects which will bring further improvements in the quality of provision for pupils' learning. Governors do not tolerate discrimination in any form and check that the additional funding for disadvantaged pupils is closing gaps in their attainment. The performance of the headteacher is appropriately checked against key aspects of the school's work and and governors make sure teachers' promotion up the salary scale reflects how well pupils are progressing. Governors oversee the primary sports funding and deploy sports coaches to extend teachers' competence in teaching physical education. Governors are working with school leaders as they develop new ways to assess pupils' progress. Governors are providing good use of resources to support pupils' learning and consistently seek to improve this throughout their school.

The behaviour and safety of pupils**are good****Behaviour**

- The behaviour of pupils is good. Pupils work well together and are happy to talk about their learning. They value the school's focus on virtues and character and this is evident in the positive relationships they have with one another and with staff. Pupils enjoy coming to school, as is seen in their high attendance.
- Pupils assume a range of responsibilities within their school. These include acting as both 'play buddies' and learning partners for younger children. Pupils work in the school garden and use the vegetables to make soup. They are involved in work for charity and participate in local music festivals.
- During break and lunchtimes, movement in and around the school is orderly. Pupils are invariably respectful of one another. They take care of their school facilities and the atmosphere within the school dining hall is relaxed and calm as pupils talk and eat together.
- Pupils' behaviour is not outstanding as it has yet to have greater impact on their progress over time.

Safety

- The school's work to keep pupils safe and secure is good. Pupils spoken to say they feel safe in school and do not have concerns about their welfare. They know adults will always listen to them and act on any concerns they may have.
- Pupils understand how to keep themselves safe using the internet because of the school's work in this regard. Pupils say that cyber-bullying of any type is rare.
- Pupils do not tolerate discrimination in any form. They say there is no racism or name-calling of any kind. Bullying is said to be very rare. School records confirm this positive view is typically so over time.
- The vast majority of parents are positive about their child's experiences in school and of the school's work to ensure their child is both happy and safe.

The quality of teaching**is good**

- Since the previous inspection, the headteacher is successfully maintaining the good quality of teaching across subjects, including literacy and mathematics. As a result, pupils are making good progress in each year group.
- Pupils' understanding is deepened through teachers' use of questioning. Pupils respond well, for example as seen in a Year 6 literacy session when pupils talked about how they might use 'compound connectives' when comparing protagonists in a story. They went on to successfully apply their understanding in their writing.
- Teachers are adept at building upon what pupils already know and understand and plan tasks to enhance their learning further. An example of this was seen in an effective Year 2 and 3 numeracy session where pupils' use of key numerical ideas enabled them to apply their understanding to successfully tackle tasks on subtraction.
- Teachers' marking of pupils' work enables pupils to reflect on their learning. Pupils act upon this written guidance and have opportunities to respond so that they can make good progress with their work.
- Adults working with pupils are resourceful in providing appropriate levels of support. They competently engage with pupils to extend their learning through both guidance and discussion so that disabled pupils and those who have special educational needs make progress similar to that of their peers. Their close partnership with teachers means those pupils aided by additional government funding receive effective support too.
- The teaching of reading is good. Pupils gain from opportunities to read books to extend their learning. Teachers skilfully demonstrate good reading techniques. As a result, pupils appreciate and competently analyse the differing approaches used by authors to convey characters and themes in their stories.
- Teachers' expectations of what pupils achieve are consistently appropriate so that pupils' learning is usually successful. For example, pupils engage in writing longer pieces of work and apply their literacy skills in other subjects to become more competent in expressing their knowledge and understanding. However, teachers do not routinely check pupils' accurate use of spelling across subjects and this hinders them from achieving higher standards.

The achievement of pupils**is good**

- The achievement of pupils is good. Pupils are particularly successful in reading and writing. Achievement in mathematics has not been as strong but inspection evidence shows this has improved. Numbers of pupils within year groups vary between successive years, leading to some variation in the pattern of pupils' attainment over time. Nonetheless, the progress of current pupils across the school is good.
- Pupils take pleasure in reading and demonstrate a love of books. In the 2014 Year 1 phonics (letters and the sounds they make) screening check, pupils achieved above the national average. Pupils enjoy reading a range of texts, including non-fiction. They talk enthusiastically about the characters in stories and the information they are acquiring about the world around them.
- The number of disadvantaged pupils in Year 6 in 2014 was too low to report their achievement compared to that of other pupils both within the school and nationally. Validated school evidence shows that pupils eligible for the pupil premium within year groups are making good progress and gaps in attainment between them and other pupils are closing.
- Disabled pupils and those who have special educational needs make good progress because of the support they receive. Appropriate levels of care and guidance serve to enhance their well-being to enable them to engage in their learning and become as successful as their peers.
- The most able pupils achieve well over time. These pupils are making good progress in their reading, writing and mathematics as they move through the school.
- Pupils' progress in mathematics has not been as strong as in other subjects. There are not enough occasions for pupils to practise their mathematical skills in solving problems and this hinders them from making better progress towards the higher standards.

The early years provision**is good**

- Leadership in the early years provision is good. Because of effective links with parents, children settle in quickly and good learning routines are established. Staff regularly check how children are developing their full range of basic skills. Tasks are adjusted appropriately to further support children's development.
- There is a wide variety of activities planned by adults. These include work based around woodland visits, handprints of birds and patchwork counting. As a result, children's basic literacy and numeracy skills are effectively developed through their creative work. Children's phonics skills are being enhanced too, through speaking and reading tasks that are carefully chosen to match their needs.
- Work to ensure children's safety is securely good. Behaviour too is good and children work well together within settings which serve to develop their social skills. Children are developing listening skills which are serving to further extend their understanding.
- Records of children's learning provide valuable information for parents about how well their child is developing. Very effective use is made of home-based tasks to enable children to explore their ideas. These and other 'wow' moments are celebrated when children are back in school to promote their self-esteem and confidence.
- The range of children entering Reception varies from year to year but over time, a majority of children enter Reception with skills below those expected for their age. Children reach a good level of development typical for their age by the end of their time in Reception and this represents good progress overall.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	111836
Local authority	Cornwall
Inspection number	449579

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	80
Appropriate authority	Cornwall
Chair	Christine William
Headteacher	Geoff Smith
Date of previous school inspection	14–15 October 2009
Telephone number	01209 713928
Fax number	01209 713928
Email address	head@kehelland.cornwall.sch.uk

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