

Inspection of a good school: Kennall Vale School

Park Crescent, Ponsanooth, Truro, Cornwall TR3 7HY

Inspection date: 11 December 2019

Outcome

Kennall Vale School continues to be a good school.

What is it like to attend this school?

Pupils come willingly to school and attend regularly. They engage well with any new learning and take pride in their work. Pupils are kind and considerate to one another. Older pupils show support in the playground to younger children. Leaders ensure that pupils are safe and have made the school a secure site.

The head of school is ambitious for the pupils. He models his high expectations in every aspect of school life. His enthusiasm and compassion have motivated staff and parents alike. Parents want to share their high regard for his leadership at every opportunity. The school is the hub of the village community and valued greatly. Staff respect each other and work together well. They are keen to develop the curriculum offered so that pupils gain new and important knowledge.

There is a continual focus on physical activity as a support for emotional well-being. Consequently, pupils take part in a range of sports, such as football, netball and basketball in their well-designed school grounds. Pupils behave well and there is no disruption to their learning. Bullying is very rare and not tolerated.

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

Trust leaders know the strengths and weaknesses of the school well. They visit regularly and have ensured that the leadership, including governors, focuses on the things that matter. Because of this, there was extensive support for the teaching of mathematics last year following a dip in pupils' understanding. Pupils work eagerly, with a range of equipment, to make their mathematics learning better. Their skills are developing well, and they can apply mathematical knowledge effectively in order to solve problems. Similarly, in computing, there has been financial investment in suitable equipment to help pupils learn. The curriculum leader is planning carefully to ensure that pupils are up to date in their skills and knowledge. This is challenging for some pupils but vital for keeping them abreast of life in the 21st century.

Leaders value every pupil as an individual. Teachers understand this message and make sure they meet pupils' needs, including those pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils.

The strong relationships with the local Nursery mean that children are ready for school from day one. From the moment children start Reception, they learn phonics so that they get a good start to reading and writing. Children learn how to hold their pencils properly and are given frequent opportunities to write independently. Younger pupils are successful in their phonics screening checks as a result. Staff support those who are weaker so that they catch up quickly.

Leaders are investing in more reading books for older pupils so that this early momentum is not lost. The library is well stocked but older pupils are not provided with sufficient guidance to read more challenging texts regularly. The English leader has provided a list of suitable texts to read, but it is not organised according to age and staff are not using it in a structured way. Teachers have not considered the richness of language within its various written forms deeply enough yet.

Pupils, from Years 1 to 6, learn about a wide range subjects in the curriculum. Teachers consider the specific aims of subjects when planning learning for pupils and the best order in which to do things. This careful consideration of the curriculum applies to every subject. Leaders are continuing to check what pupils should learn and when, and they make changes accordingly.

Pupils have many opportunities to excel in school. The school has links with a neighbouring college and a local football club, so that sports activities flourish. A music teacher from the college has supported the school's music curriculum and produced performances in which pupils star.

The school's positive ethos permeates the school. Pupils know right from wrong and model their behaviour accordingly. The school council has made a difference and works hard to ensure the school uses sustainable products and recycles effectively. Pupils support several charities.

Leaders have worked hard to make sure every pupil attends regularly. Last year, there were some pupils whose attendance was sporadic. This year, the number has reduced significantly.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have done much to make sure that the school site is secure. A new fence and security settings are in place so that visitor access is possible only under supervision. The personal safety and well-being of pupils are secure. Well-managed processes are in place for monitoring and recording any safeguarding concerns.

Suitable checks are undertaken on staff, visitors and recruitment. Leaders train staff in

how to keep pupils safe from abuse, sexual exploitation, and the influences of radicalisation and extremism. Staff work sensitively with parents and external agencies to monitor and support the more vulnerable pupils.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Although older pupils read regularly, there has not been enough consideration of how to enrich older pupils' vocabulary and cultural knowledge through reading. Leaders must ensure that within pupils' academic studies, a wider offer of reading for purpose happens and that individual pupils are guided on what to read more carefully.
- Leaders have considered the curriculum offer for foundation subjects carefully and have planned what pupils need to learn and when. Leaders need to maintain their evaluation of what pupils are learning so that pupils' knowledge builds and grows efficiently. In this way, they can remember more over time.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the predecessor school, Kennall Vale School, to be good in February 2012.

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 Ofsted Parent View information 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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	143873
Local authority	Cornwall
Inspection number	10111594
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	133
Appropriate authority	Board of trustees
Chair of trust	Ellen Winser
Headteacher	Rob Chirgwin
Website	www.kennall-vale.ik.org
Date of previous inspection	Not previously inspected

Information about this school

- The executive headteacher and the head of school were appointed in September 2018 by the multi-academy trust, Truro and Penwith Academy Trust (TPAT).
- The school joined TPAT in September 2017.
- The school does not use any alternative provision.

Information about this inspection

- Inspectors visited lessons with the head of school and members of the senior leadership team.
- Inspectors scrutinised samples of pupils' work.
- Inspectors talked with groups of pupils from Years 5 and 6, as well as with other pupils informally across the site.
- Meetings were held with the head of school and curriculum leaders, teachers, members of the governing body and trustees.
- Documentary and other types of information were evaluated, including evidence relating to safeguarding.
- Inspectors took account of the 53 responses and comments on the online Parent View

survey and the 31 responses to the online pupils' survey and 12 responses to the online survey for staff.

- We did deep dives in these subjects: early reading, mathematics and computing.

Inspection team

Kathy Maddocks, lead inspector

Her Majesty's Inspector

Sarah Mascall

Ofsted Inspector

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