



Kilkhampton Junior and Infant School

Inspection Report

Unique Reference Number 111930
LEA Cornwall
Inspection number 278815
Inspection dates 23 November 2005 to 23 November 2005
Reporting inspector Wilf Hudson HMI

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

Type of school	Primary	School address	Kilkhampton
School category	Community		Bude
Age range of pupils	4 to 11		Cornwall EX23 9QU
Gender of pupils	Mixed	Telephone number	01288 321259
Number on roll	80	Fax number	01288 321936
Appropriate authority	The governing body	Chair of governors	
Date of previous inspection	17 January 2000	Headteacher	Mrs Jane Adams

Age group 4 to 11	Inspection dates 23 November 2005 - 23 November 2005	Inspection number 278815
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors of schools and an additional inspector.

Description of the school

Kilkhampton Junior and Infant School is a small primary school with 80 pupils on roll, including five pupils who attend part time. All the children speak English as their first language. Social and economic indicators for the areas from which the children are drawn are generally around the national average. The proportion of pupils eligible for free school meals is about average. While the number of children identified as having special educational needs is around the national average, the percentage with statements of special educational needs is above the national average. Pupils' attainments on entry vary widely from year to year but are broadly at the level expected of children of this age.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Inspectors judge that Kilkhampton is a satisfactory school. The school evaluated itself as a good school. Despite this difference between overall judgements, the school had generally identified many of the strengths and areas for improvement observed by inspectors. Managers are capable of making further improvements. The school makes efficient use of its resources and provides satisfactory value for money.

This is a harmonious and happy school. Pupils are well cared for and feel safe. They enjoy coming to school and speak highly of the help and support they receive from all the staff. Their behaviour is good both in lessons and more generally around the school. Pupils' personal development is good. Parents hold the school in high regard.

Progress since the last inspection has been satisfactory. There has been good progress in the end of Year 6 results which have improved steadily since 2002. Pupils in Years 3 to 6 make good progress. Pupils in the Reception Year make satisfactory progress. The accommodation has been improved significantly and provides an excellent environment for learning. The school has been slow to effectively address the issue identified in the last inspection concerning provision and standards in Years 1 and 2.

Leadership and management are satisfactory. The headteacher and governors provide good direction for the school and have led it through a period of significant changes to the accommodation, which could have proved very disruptive. The school judged the quality of teaching to be good, but inspectors judge it to be satisfactory overall. There is a need to focus more clearly on the evaluation of the quality of teaching and on how well pupils' progress is tracked in Years 1 and 2.

What the school should do to improve further

- improve the quality of provision and standards at Key Stage 1, particularly in mathematics
- improve the quality of evaluation of teaching so that strengths and weaknesses are more clearly identified and effectively addressed.

Achievement and standards

Grade: 3

At the time of the last inspection standards were average in English and above average in mathematics. The key issue for action was to ensure that pupils in Years 1 and 2 made consistent progress. Since that time standards have varied markedly mainly due to the very small numbers in each year. Over the past four years overall results in Year 6 have improved steadily from average in 2002 to well above average in 2005. English results have shown a very big improvement. In contrast to this, the results in Year 2 have shown a steady decline from average in 2001 to below average in 2005.

Pupils come into the school with widely varying standards and make satisfactory progress in the Reception Year. In 2004 and 2005 standards on entry to Year 1 were broadly in line with those expected. The 2003 Year 1 entry standards were below

average in literacy and average in mathematics. These pupils made broadly satisfactory progress in literacy through Years 1 and 2 but there was some underachievement in mathematics and standards reached in 2005 were not high enough. Current standards in Year 2 are slightly below average.

Pupils make good progress through Years 3 to 6. The progress made by the pupils who took the national tests in 2005 was particularly strong. Pupils with learning difficulties and disabilities make good progress in Years 3 to 6 and satisfactory progress in other years. There is no marked difference between the progress made by boys or girls. The school exceeded its targets set in 2005 and current standards in Year 6 are broadly average.

Personal development and well-being

Grade: 2

Personal development, including spiritual, moral, social and cultural development, is good. Pupils clearly enjoy their time at school. They are attentive in lessons and assemblies and are eager to contribute answers to questions or to join in discussions. Attendance rates are high. There have been very few unauthorised absences in recent years.

Pupils help each other well, both in lessons and more generally around the school. At lunchtime and break older and younger children play together well.

There is a strong and successful focus on sports and the arts, which adds to the pupils' enjoyment. A wide range of after school clubs and a programme of activities in the summer holidays are very well supported. Pupils have a good understanding of the need for a healthy diet. There is a good focus on healthy eating, supported by the provision of nutritious and tasty school dinners prepared on site.

Children say they feel safe in school. They know who to turn to if there are problems. They work responsibly in lessons and move round the school sensibly. Behaviour is good. The "house system" provides a good base on which the well understood and valued rewards system of house points is based. Pupils take their house responsibilities seriously. Organising and taking part in the elections of representatives gives them a good understanding of democratic systems.

Pupils make a significant contribution to village life. In addition to their contribution to village events, pupils create performance events and are involved in the National Trust Guardianship Scheme, working in the Duckpool and Sandymouth areas. Relationships with the local playgroup are developing well now that it is based on the school site.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory overall with significant strengths in Years 3 to 6. Teaching in the Reception Year and Years 1 and 2 is satisfactory. Although lesson planning is sometimes detailed, there are some occasions, especially in Years 1 and 2, when planning does not meet the needs of the more able pupils sufficiently well and as a result they find the work too easy. In Years 3 to 6, the teaching is good and sometimes very good. Teachers have high expectations of their pupils and pupils respond well to these. Explanations given to pupils are clear and pupils respond well to questions.

Overall pupils enjoy lessons and work hard. Relationships are good and learning is encouraged well. Teaching assistants frequently provide good support to groups of pupils encouraging them well and providing further explanations. However on some occasions the pupils are given too much direction and this is inhibiting independent work.

Pupils' work is marked well in English. Pupils in Years 3 to 6 have a good knowledge of the level of their work in English and how to improve. In mathematics their understanding of what they need to do to improve is less well developed.

Curriculum and other activities

Grade: 3

The curriculum is balanced and satisfactorily meets the needs of learners from entry to the Reception Year to the end of Year 6. It promotes healthy lifestyles very well through good opportunities to take part in sport and lunchtime exercise. Time is set aside to discuss moral issues and this successfully promotes a strong understanding of right and wrong.

There is a very good range of extra-curricular activities for the size of the school and they are well attended. The good links with community add significantly to the quality of provision after school and through the use of additional information and communication technology facilities. However opportunities are missed during lessons to use computers to support learning in different subjects.

There is a good range of opportunities to develop teamwork and by the end of Year 6 pupils are confident and forthright in their views. This prepares them well for their next school.

Care, guidance and support

Grade: 2

Pupils are well cared for. Relationships between staff and pupils are very positive. There is mutual respect for each other, and staff and pupils clearly enjoy working together. Many pupils are involved in after school clubs or attend the clubs set up in

the school holidays. These help them to become good team players. This aspect of their development is seen in lessons where they often help and support each other.

Without exception, parents who responded to the inspection questionnaire feel that their children are safe and well cared for while at school. There are appropriate child protection procedures in place. The overwhelming majority of parents are content with the way the school communicates and consults with them. They are kept well informed of activities in the school through a weekly newsletter.

There are good links with external agencies. The school has been particularly successful in attracting funding from external bodies such as Sport England, the Arts Council and the Lottery to support the extensive and successful development of new accommodation. Many pupils now take an active part in a good range of sporting activities. They are also keenly aware of the importance of exercise.

Leadership and management

Grade: 3

Leadership and management are satisfactory. There have been major improvements to the school buildings and environment since the last inspection. These now provide an excellent working environment in which to learn. Accommodation to support adult and family learning programmes has been developed. This introduction of a community education element into the school has been carefully and effectively managed. The headteacher has led the school well through this period of significant and potentially disruptive change. Governors provide good support and direction. They are well informed about the school and its performance.

There have been some significant improvements since the last inspection, most notably the improvements in the end of Year 6 results and the significant improvements to the accommodation and resources. The school is well aware of the need to improve results in Years 1 and 2 and has tried several different strategies for improvement. However, some of the issues identified in Years 1 and 2 in the last inspection have yet to be effectively addressed, especially regarding mathematics.

The school keeps a wealth of data regarding the progress of all pupils. Much of this is effectively analysed and actions are set in place to address weaknesses. This tracking has been less effective in identifying detailed aspects of progress during Years 1 and 2.

The school's self-evaluation report generally identified the same strengths and areas for improvement as those identified by inspectors. Lesson observation is undertaken by the headteacher. Feedback is provided to staff, but some of the weaknesses identified in the teaching by inspectors were not identified in the internal lesson reports.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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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?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

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

The quality of provision

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Kilkhampton Junior and Infants School Bude Cornwall EX23 9QU

24 November 2005

Dear Pupils

Thank you for making us so welcome in your school. We really enjoyed seeing your lessons and talking with you and your teachers. We think your school is a happy and friendly place. It was easy to see how much you enjoy coming to school.

We think your attitudes to school are good. You help each other out in lessons and at break times. You take part in village events and work well with organisations like the National Trust. You have a good range of clubs and after school activities to join in. You told us you feel safe at school and that you know who to contact if you have any problems.

All the staff at school work well as a team and they obviously enjoy working with all of you. We could see that your parents regard the school highly from their positive responses to our letter. Those of you further up the school will have seen all the terrific changes to the buildings and classrooms that have happened recently. We think your headteacher and the governors have done well to keep the school moving along during all that upheaval. We think that many of you do well as you move further up the school. We were impressed by how well your teachers help you to learn in Years 3 to 6. We have asked your teachers to make sure that you are all stretched just as much in Years 1 and 2. We know you like to do well and are really proud when you cope with tasks that seem difficult at first. We have asked your headteacher to make sure that this happens.

Keep smiling, enjoy your time at school and work hard.

Very best wishes

Wilf Hudson Her Majesty's Inspector of Schools