

# Kennall Vale School

## Inspection report

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<b>Unique Reference Number</b>	111820
<b>Local Authority</b>	Cornwall
<b>Inspection number</b>	289062
<b>Inspection date</b>	18 June 2007
<b>Reporting inspector</b>	Michael Barron

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	88
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Lyn Gooding
<b>Headteacher</b>	Stewart Auty
<b>Date of previous school inspection</b>	1 March 2002
<b>School address</b>	Park Crescent Ponsanooth Truro TR3 7HY
<b>Telephone number</b>	01872 863672
<b>Fax number</b>	01872 863672

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Kennall Vale is a smaller than average village primary school. Pupils come from a variety of socio-economic backgrounds. All are from White British heritage. The proportion of pupils with learning difficulties is about the national average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school where the inclusion of all pupils is central to the school's ethos. Pupils' behaviour, their enjoyment and the school accommodation are outstanding. Enthusiastic and effective leadership by the headteacher has the confidence of staff, parents and governors. It has ensured that all have a shared vision for improving both standards and achievement. The school has become increasingly effective since the last inspection as a result of continually evaluating its performance and implementing improvements. As one pupil put it, 'I like the way they keep improving this school'.

Pupils are very keen and eager to learn and describe the school as a warm and friendly place due to their good level of personal development and well-being. Their enjoyment of the school is outstanding and their attendance is good. Pupils' behaviour is excellent and they display responsible attitudes. They make sensible and healthy choices and willingly take on responsibilities, for example serving on the school council. They value the school's family ethos and display a great deal of respect for others. Pupils try hard to do well. They have a good community spirit and say that they feel safe and secure. Their social, moral and spiritual awareness is good, as is their appreciation of their own culture. However, they have insufficient understanding of the cultural diversity of modern British society.

Pupils say lessons are enjoyable and that teachers 'make learning fun'. As a result, pupils' achievement is good and standards are above average. However, standards in English are not as high as in mathematics and science because pupils' achievement in writing, especially creative writing, and particularly among boys, is not as consistently good.

Children enter the Foundation Stage with broadly average skills and make good progress. This continues throughout the school because of good teaching and a good curriculum which is matched well to pupils' needs. It is enhanced by very wide range of extra-curricular activities which further develop pupils' skills and their enjoyment of learning. Pupils feel well supported due to the good levels of care, guidance and support, which are much appreciated by parents. Teachers' marking does not always give pupils a clear understanding of how to improve. Not all pupils are aware of their individual learning targets and this limits their progress.

Leadership and management are good. The governing body fulfils its role well and governors provide a good level of support and challenge to school leaders. The school analyses its performance thoroughly and develops clear plans to ensure further improvement. It clearly demonstrates a good capacity to achieve them.

### What the school should do to improve further

- improve pupils' achievement in writing, especially creative writing, and particularly among boys
- improve teachers' marking and use of target setting so that all pupils have clear guidance about how to improve their work.

## Achievement and standards

### Grade: 2

Pupils' attainment on entry to the Foundation Stage is broadly typical for their age. However, entry levels for boys are often lower than those for girls. Pupils make good progress in the Foundation Stage, and good teaching ensures that this good achievement continues through

the school. By Year 6, pupils attain standards that are above average. The school's regular in-depth analysis of pupils' progress quickly identifies those who need extra help or who are performing less well than they should be. This has, for example, ensured that pupils with learning difficulties have received the level of support they need in order to make the same good progress as other pupils.

However, whilst standards have risen significantly recently, pupils, particularly boys, do not achieve well enough in their writing, especially their creative writing.

## **Personal development and well-being**

### **Grade: 2**

There is a real sense of community and extended family within the school and this was summed up in the words of an older pupil who simply said, 'It makes me feel sort of warm'. Pupils are polite and their behaviour is exemplary. They enjoy school a great deal, attend regularly and have good attitudes to learning. Pupils develop a good understanding of right and wrong. They act safely and responsibly at all times and show a high level of consideration for others. They feel secure and know that any rare instances of unkind behaviour will be dealt with quickly and effectively. They make a positive contribution to the community, both within and outside school. The school council gives them an active role in school decision-making and they are widely involved in the local community and in charitable fundraising. However, whilst their spiritual, moral, social and cultural development is good, pupils have insufficient understanding of the diversity of life in modern Britain's multi-cultural society. Pupils have a good understanding of the importance of keeping fit and making healthy choices, especially about what they eat. Their good progress in developing key literacy, numeracy and information and communication technology (ICT) skills ensures they are well prepared for future life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Children in the Foundation Stage make good progress because they are taught well. They are provided with work that is well matched to their needs and with activities which blend effectively independent learning with teacher-directed tasks. The quality of teaching throughout the rest of the school is good and pupils make good progress in nearly all subjects. Lessons are well paced and teachers make good use of classrooms which are very well designed, attractive and well resourced in order to make lessons interesting. One pupil said, 'Literacy is not my favourite subject but they are making it fun'. Teachers work well with teaching assistants to make lessons enjoyable and to support pupils, especially those with learning difficulties. Pupils are usually provided with tasks which match their learning needs effectively. However, on occasions, the same work is set for all pupils, regardless of their abilities, and this affects their progress, particularly in writing. Teachers' marking, whilst satisfactory, varies between classes. It does not always give pupils clear enough guidance on how they can improve.

### **Curriculum and other activities**

#### **Grade: 2**

The school has developed a broad, balanced curriculum which meets the needs and interests of pupils well. As a result, pupils make good progress in many areas such as the Foundation Stage, mathematics and ICT, and also in their personal development. Good planning and provision

for personal, social and health education ensures that pupils are aware of the importance of keeping fit. A range of interesting visitors to the school and visits to places of interest, such as Newquay Zoo, further enhance pupils' experiences of the immediate world around them. Pupils also have opportunities to take part in residential trips, which they describe as 'brilliant, fun and exciting'. They talk excitedly about their involvement in the very wide range of popular after-school clubs: the long list includes craft, drama, pottery, football and basketball clubs, many of which make good use of the school's outstanding accommodation and grounds. Foundation Stage children make good progress because they are provided with an interesting range of experiences which reflect their needs in all areas of learning. Even so, boys' progress in developing their communication, language and literacy skills lags behind that of girls. Provision for pupils with learning difficulties is good and helps this group of pupils to make good progress.

## **Care, guidance and support**

### **Grade: 2**

The good procedures for care, guidance and support contribute well to pupils' progress, their sense of well-being and enjoyment of learning. The school's robust systems to ensure pupils feel well looked after are followed well by all staff. Health and safety and risk assessments are rigorous. Parents are overwhelmingly positive about how well the school cares for and supports their children and comment that their children say that they feel valued as individuals and are confident there is always someone to turn to if they have a problem. Procedures to help smooth their start at this school and their transfer to others are good. They ensure that pupils settle quickly into new routines. Teachers and teaching assistants work well together to ensure that pupils who are vulnerable or who have particular learning needs are well supported. Although pastoral guidance and support are strong, academic guidance in the form of target setting is not used effectively. Not all pupils are aware of their individual learning targets in English and mathematics and this limits their achievement in these subjects, particularly writing.

## **Leadership and management**

### **Grade: 2**

The headteacher provides dedicated leadership and has worked well with the governors and staff to ensure the school has been thorough in analysing its performance and in implementing change where needed. Working together, they have ensured that school improvement planning has focused on the key areas in need of development to raise standards. Several initiatives have already led to improvements, for example raising standards in mathematics by focusing on developing pupils' mental strategies when problem-solving. However, they have not been as successful at improving boys' writing, which remains weak. The governing body fulfils its duties well. Governors are involved in all major decisions and have a firm understanding of the school's strengths and areas in need of development. The school works very closely with parents, who appreciate that their views are regularly sought and acted on. Links with external agencies, such as the school psychology service, are good and support pupils' learning well. Resources are good and used well to support teaching. The school's accommodation is outstanding. The well-designed classrooms and school grounds are used very effectively by the school to enhance learning opportunities for pupils.

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## Annex A

## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

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

### The quality of provision

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

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



## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

Dear Pupils

Inspection of Kennall Vale Primary School, Truro TR3 7HY

Thank you for making us very welcome when we visited your school. We really enjoyed our day at the school and especially enjoyed talking to some of you about what you like most about your school and seeing you work in lessons.

Here are some of the things we particularly like about your school:

- Kennall Vale Primary is a good school which makes the best use of its outstanding accommodation to give you a good start to your education and makes sure you make good progress in learning
- you are very friendly and your behaviour is outstanding
- your personal development is good and you really enjoy school
- your parents appreciate that the quality of care and support you receive from the school is good
- your headteacher, staff and governors lead the school well and work hard to make sure that your school continues to improve. We believe your headteacher and teachers can do some things to make your school better. We have asked them to:
  - help you to improve your writing skills, especially the boys
  - make sure that when your teachers mark your work or set you your personal targets, it helps you improve your work and give you something clearer to aim for.

You can help your school to get even better by making sure you know and use your targets and continuing to work hard.

We wish you the very best for the future.

Yours faithfully

Michael Barron Lead Inspector