



Kehelland Village School

Inspection Report

Unique Reference Number 111836
Local Authority Cornwall
Inspection number 289068
Inspection date 4 December 2006
Reporting inspector Michael Barron

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

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|---|--------------------|-------------------------|-----------------|
| Type of school | Primary | School address | Kehelland |
| School category | Community | | Camborne |
| Age range of pupils | 4–11 | | TR14 0DA |
| Gender of pupils | Mixed | Telephone number | 01209 713928 |
| Number on roll (school) | 69 | Fax number | 01209 713928 |
| Appropriate authority | The governing body | Chair | Christine James |
| | | Headteacher | Karen Brooker |
| Date of previous school inspection | 4 March 2003 | | |

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Kehelland Village School is a small school. More than 30% of pupils have learning difficulties or disabilities. An above average number of pupils leave or join the school each year within term time. The school's accommodation has been improved since the last inspection. The present headteacher was appointed on a permanent basis in 2005.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Kehelland is a good school which provides a good education for its pupils. It is well led and managed. The headteacher is effective and has the confidence of staff and governors, who share her vision for improving standards and achievement. The school has become increasingly effective during the last two years as a result of evaluating and analysing its performance and implementing improvements. Standards are broadly average, which means that pupils are achieving well in relation to their generally below average starting points. Recent initiatives to raise standards in reading have been successful. However, the school is aware that it needs to raise standards in writing which are lower than in other subjects throughout the school, by ensuring pupils have more opportunities to develop their extended writing. The school is also aware of the need to ensure that work in science consistently helps pupils to build on their previous knowledge and understanding and provides an appropriate level of challenge to pupils of all ages and abilities.

Pupils' personal development is good. Pupils are overwhelmingly positive about 'their' school. They value the family atmosphere and say they feel safe and well looked after. Parents appreciate the school's caring environment whilst pupils describe their teachers as 'nice'. Pupils behave well and respect others. They display responsible attitudes, have a good community spirit and make sensible and healthy choices.

Children start school with below average skills. They make a good start in the Reception Year because provision is well planned and meets their needs effectively. As a result, they are close to reaching the expected standards in learning by the time they enter Year 1, with the exception of language which remains below expectations. Pupils make good progress throughout the rest of the school due to good teaching, a good curriculum and careful attention to care, support and guidance. Marking gives pupils a firm understanding of how to improve. However, assessment information is not always used consistently when planning further work for pupils.

The school's curriculum is enriched by a range of additional activities that further develop pupils' skills and their enjoyment of learning. However, pupils do not have enough opportunities to develop their understanding of the multi-cultural nature of British society. Procedures for care, guidance and support are good and contribute to pupils' progress and their sense of well-being. The governing body fulfils its duties efficiently and offers the school effective support and challenge.

The school has a firm idea of its strengths and weaknesses. It recognises the work it has to do to bring about improvement and demonstrates a good capacity to improve.

What the school should do to improve further

- improve standards in writing by improving the quality of pupils' extended writing
- improve the use of assessment information when planning work for pupils
- ensure work in science helps pupils to build on previous knowledge and understanding and provides appropriate challenge to pupils of all ages and abilities

- increase pupils' understanding of the multi-cultural nature of modern British society.

Achievement and standards

Grade: 2

Children enter the school with below average attainment, and their skills in communication and language are often quite weak. They make good progress in the Reception Year because of good teaching and a well-planned curriculum. Children do well in their mathematical and social development but many still enter Year 1 with below, and sometimes well below, average language and literacy skills. Pupils make good progress throughout the rest of the school and achieve well because of good teaching. However, whilst standards in Year 6 are broadly average, standards vary considerably in some year groups due to the effect of small pupil numbers and the varying percentage of pupils with learning difficulties or disabilities.

Although recent initiatives to improve achievement in reading and in developing pupils' mental mathematics skills have been successful, standards in writing, and especially extended writing, still lag behind other subjects. Pupils do not make as much progress as they could in developing investigative skills in science because work set in mixed-age group classes is sometimes similar for all pupils and does not always offer an effective level of challenge to older and more able pupils. Pupils with learning difficulties or disabilities make the same progress as other pupils because of the good support they receive.

Personal development and well-being

Grade: 2

Attendance is good and has improved since the last inspection. Pupils enjoy school and are keen to learn. They behave well and their good relationships with others contribute to their well-being. They have a strong sense of community and work well together. The school council gives pupils a formal voice in school affairs. Pupils are developing a good understanding of how to keep healthy and fit. They are beginning to make informed choices about how they exercise and what they eat. Their good progress in developing literacy and numeracy skills and their good understanding of individual and collective responsibility means that they are well prepared for the next stage in their learning.

Spiritual, moral, social and cultural education is good overall and the school's daily act of worship meets statutory requirements. Pupils have a good understanding of right and wrong and their spiritual and social development is enhanced through a range of interesting visits and visitors to the school and through strong links to organisations such as the National Trust. Residential visits provide older pupils with experiences of life outside their locality. However, during discussions with pupils, it became evident that they have yet to develop a realistic understanding of the multi-cultural nature of modern British society.

Quality of provision

Teaching and learning

Grade: 2

Teaching in the Foundation Stage is good and provides children with activities which blend independent learning with teacher-directed tasks. Lessons are organised effectively and enable children to apply their knowledge and understanding well and to develop new skills. As a result, children make good progress. Teaching throughout the rest of the school is good overall. Teachers use a variety of approaches to help make learning interesting. Lessons are well structured and learning intentions are shared with pupils. As a result, pupils are attentive and keen to learn and they work hard. However, they do not always present their work neatly. The quality of teachers' marking is good and gives pupils a clear understanding of how to improve. However, there are occasions in science lessons when work is similar for all pupils, regardless of their age or ability, and does not help them to build sufficiently on previous knowledge and understanding. Teaching assistants, known in the school as 'learning partners', work well with teachers to help pupils learn, especially in the Foundation Stage and when supporting pupils with learning difficulties or disabilities.

Curriculum and other activities

Grade: 2

The school has developed a creative and innovative curriculum which meets the needs of pupils well. Foundation Stage children are provided with an interesting range of experiences which reflect their needs in all areas of learning, although opportunities for children to develop skills associated with outdoor play are sometimes affected by the constraints of the Foundation Stage outdoor play area. Good planning and provision for personal, social and health education ensures that pupils are aware of the importance of fitness and well-being. Interesting visits and visitors to the school increase pupils' enjoyment of learning. Pupils also have regular opportunities to take part in a range of well-supported out-of school-activities, including dance and sports clubs.

The school's topic-based approach to learning enthuses and motivates pupils and provides good opportunities for different age groups to work together. However, this approach is not successful in all subjects, in particular science, where work is sometimes not sufficiently challenging for the older, more able pupils and does not help them to build systematically on what they have learnt before.

Care, guidance and support

Grade: 2

Procedures for care, guidance and support contribute to pupils' progress, sense of well-being and enjoyment of learning. Parents comment positively about the 'nurturing ethos' of the school. Pupils feel safe and well cared for and say that there is always someone to turn to if they have a problem. Health and safety routines are well

documented and risk assessments are fully in place. Child protection procedures are understood and followed by all staff. Good quality care is evident in the school's focus on ensuring that every child matters. Good induction and transfer arrangements help pupils to settle quickly into new routines, and pupils with learning difficulties or disabilities make good progress because of the effective support they receive. However, although the school has developed good assessment procedures to track the progress of individual pupils, this information is not always used consistently when planning further work.

Leadership and management

Grade: 2

The headteacher and staff share leadership and management duties well and are committed to placing pupils' needs and equal opportunities at the heart of school life. They have been thorough in their analysis of the school's performance and have developed a successful approach to raising achievement. The governing body fulfils its statutory duties well, although not all governors are involved in monitoring the curriculum. However, governors are involved in all major decisions and have a realistic understanding of the school's strengths and weaknesses.

The school works closely with parents, regularly seeking and taking account of their views. Links with external agencies, such as speech and language therapists, support pupils' learning well, particularly for those with learning difficulties or disabilities. Resources are good and are used effectively.

Inspection judgements

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| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | School Overall |
|---|-----------------------|

Overall effectiveness

| | |
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| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 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

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|--|---|
| How well do learners achieve? | 2 |
| The standards ¹ reached by learners | 3 |
| 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

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|---|---|
| How good is the overall personal development and well-being of the learners? | 2 |
| The extent of learners' spiritual, moral, social and cultural development | 2 |
| The behaviour of learners | 2 |
| The attendance of learners | 2 |
| How well learners enjoy their education | 2 |
| 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

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

¹ 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.

Leadership and management

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| How effective are leadership and management in raising achievement and supporting all learners? | 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

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

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

- we liked how your headteacher and teachers take good care of you and run the school well
- you make good progress in learning because of good teaching
- we were impressed by how friendly and well behaved you are
- we were also impressed by how much you like your school and how you enjoy taking part in extra activities provided for you. We think your headteacher and teachers can do some things to make your school even better. We have asked them to: .
- try to make sure you make better progress in writing
- make better use of the information they have about your progress when planning further work for you
- try to make sure that work in science lessons is not too hard or too easy for you to do and that it helps you to improve.

You can help your school to get even better by continuing to work hard in lessons.

We wish you the very best for the future.