

Kehelland Village School

Inspection report

Unique Reference Number	111836
Local Authority	Cornwall
Inspection number	337751
Inspection dates	14–15 October 2009
Reporting inspector	Denise Morris

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

The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	71
Appropriate authority	The governing body
Chair	Christine Williams
Headteacher	Geoff Smith
Date of previous school inspection	4 December 2006
School address	Kehelland Camborne Cornwall TR14 0DA
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Age group	4–11
Inspection dates	14–15 October 2009
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**Number of children on roll in the registered
childcare provision****Date of last inspection of registered
childcare provision**Not previously inspected

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Introduction

This inspection was carried out by two additional inspectors. The inspectors observed six lessons and visited pupils in Years 4, 5 and 6 during an 'enterprise day' at the local secondary school. Inspectors held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at pupils' books, school planning documents and safeguarding procedures. Forty-one parents responded to the parental questionnaire. Pupils and staff also completed questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the quality of pupils' writing across the school
- how well the highest attaining pupils achieve
- how well governors plan to sustain improvement
- how well teachers use assessment to plan for different groups of pupils.

Information about the school

This is a small village school. Most pupils are from a White British background. The proportion of pupils known to be eligible for free school meals is about average. The number of pupils with special educational needs and/or disabilities, mainly specific learning needs, is about average. There is Early Years Foundation Stage provision for children from the age of four in the school's Reception class.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?**2****The school's capacity for sustained improvement****2**

Main findings

This is a good school. It provides a warm, vibrant and lively environment in which pupils thrive. Since his appointment 18 months ago, the headteacher has successfully implemented many good new strategies such as a clear system to track pupils' achievements and a whole school 'Virtues' project, which has led to pupils recognising their own personal qualities and working to improve them. Accurate school self-evaluation means that leaders know the school's strengths and weaknesses. They know that the good quality of care that they provide for all pupils has resulted in strong relationships across the school leading to good behaviour and pupils' positive attitudes. Pupils achieve well. They make good progress throughout the school because of good teaching. When pupils leave the school in Year 6, standards are above average, although better in reading, mathematics and science than in writing. More-able pupils do not always achieve their full potential, particularly in writing, as expectations of what they can do are not always high enough. Pupils are set targets for improvement, but a few say they have too many and therefore do not know them well enough.

Pupils benefit from some exciting activities in all classes. The creative approach to the curriculum is having a positive impact on engaging all pupils, particularly boys, in their learning. The strong emphasis on outdoor learning, such as growing and harvesting vegetables, is very popular with all pupils, helping them to develop an outstanding awareness of healthy lifestyles. Links with the local horticultural centre have encouraged pupils to win prizes for their produce at the local show and they are very proud of their achievements. The extensive school grounds contribute in an excellent way to pupils' high levels of fitness. Pupils say they feel safe and enjoy school and most come to school regularly. However a very small minority do not come to school as often as they could, with some taking holidays in term-time. As a result attendance is no better than satisfactory.

Good leadership and management by the headteacher and governors are ensuring that provision and standards are improving. Procedures to keep pupils safe, including those for child protection, fully meet current government requirements. Parents are supportive of the school's work. Because of accurate school self-evaluation senior leaders and governors have a clear view of the school's effectiveness. They know what needs to be done next and have provided good levels of training for all staff to ensure that standards continue to rise. The school has a good capacity to improve.

What does the school need to do to improve further?

- Raise standards in writing, particularly for higher attainers by:

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- increasing teachers' expectations of what pupils can achieve
- setting realistic targets for pupils to aim for
- enabling pupils to do more writing in other subjects.
- Improve the attendance of the small minority who do not come to school as often as they should by working closely with parents and support agencies.

Outcomes for individuals and groups of pupils
2

Standards have risen recently because of the improved tracking and monitoring of pupils' progress. Lessons observed during the inspection show that this enables teachers to plan more precisely what pupils need to learn next, and to identify where additional support is required, so that they make good progress. Those with special educational needs and/or disabilities also make good progress because they are well supported by teaching assistants who are rigorous in monitoring their progress on a daily basis. Pupils achieve well in art because of the school's strong focus on working with local artists. For example they have recently worked with artists to complete a large tapestry. Pupils' skills in information and communication technology (ICT) are good as a result of the high-quality resources that they regularly have access to.

Pupils behave well, have a strong sense of right and wrong, and are developing good social skills. This is as a result of clear actions by the school to promote social and moral development through all aspects of its work. The 'buddy,' or 'Godrevy partner' system is a major strength and is valued highly by pupils. They make a good contribution to the local community and regularly raise funds for charity. Their curriculum topics promote a good awareness of the wider world and the importance of caring for the environment. For example, they have studied different cultures through cooking and eating a range of foods from around the world. Given their acquisition of basic skills and good levels of personal development, pupils are well prepared for their future.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance ¹	2
	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

There is good teaching in all areas of the school, characterised by the very positive relationships in all classes. The use of assessment to plan the next steps for most pupils is generally effective although for more-able pupils it is not always used well enough to challenge them fully in their learning. In their questionnaires a small minority of pupils say they do not always know how they can improve their work. This is particularly evident in writing, where pupils do not write regularly enough. The marking of pupils' work is clear, accurate and mostly helpful. Teachers give good encouragement to pupils to use ICT to support their learning.

The use of local visits and links with the wider world has resulted in increased opportunities recently for pupils to develop their personal skills and their understanding of lifestyles and cultures that are different from their own. The curriculum is enriched through the learning of French, including web-cam links with a partner school in France. Pupils are very proud of this link and are full of enthusiasm for what they are finding out. There is a good range of clubs that are well attended, supporting pupils' outstanding awareness of healthy lifestyles. Provision for art and ICT is particularly strong and older pupils regularly use the high-quality ICT resources to undertake research at playtimes and lunchtimes.

The school provides good quality care, guidance and support for all pupils, which is having a positive impact on their personal development. Partnerships contribute well to pupils' learning. For example, during the inspection older pupils in Years 4, 5 and 6 took part in an 'enterprise day' at the local secondary school where they had many opportunities to make decisions and think for themselves, preparing them well for their future and transition to secondary education. The care provided for vulnerable pupils is outstanding and it ensures that they receive the best possible advice and guidance.

These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	2
	2

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The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher is clearly focused on improving the provision and raising standards. He has an ambitious vision for the future of the school. Systems to promote improvement are clearly embedded and are beginning to have an impact on pupils' achievements. Parents agree that leaders are committed to promoting equality and tackling discrimination. Actions to improve pupils' personal development through good quality care, guidance and support have resulted in close collaboration between older and younger pupils. Each child has an older 'buddy' who ensures that there is always someone to turn to and play with. Some very effective links with the National Trust have led to pupils undertaking regular coastland surveys, so helping them to value their environment and develop enthusiasm for the area in which they live. Procedures to keep pupils safe and secure are fully in place and understood by all. Governors are supportive and helpful. They are fully involved in evaluating the school's strengths and weaknesses and have undertaken surveys to inform themselves and others how successful actions are. The good strategy for community cohesion is having a positive impact on pupils' personal development, particularly improving their social and cultural awareness. The school has evaluated this strategy and as a result has begun to link with a school in another part of Britain to further extend pupils' multicultural awareness. Links with parents and with external agencies are strong. The school benefits from good resources, particularly in ICT, which is having a positive impact on pupils' skills.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2

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The effectiveness with which the school deploys resources to achieve value for money

2

Early Years Foundation Stage

Children enjoy coming to the Reception class because there are lots of exciting things for them to do. Their welfare needs are met effectively and relationships are good. Children behave well although a small number find it difficult to settle because their social and emotional skills are limited. On entry many have skills that are below those levels expected in communication, language and literacy and in personal, social and emotional development. Skills in other areas are as expected at this age. During their time in the class they make good progress and achieve well in all areas. This is because of the high level of support that they receive from the teacher and teaching assistants, and because of the many good quality creative activities that are provided. For example, several boys were observed organising large pieces of plastic guttering so that they could roll balls down them. They worked really hard and shared ideas in order to connect the guttering to form a 'run.' They clearly enjoyed themselves and improved their social and mathematical skills during the activity. There are many opportunities for children to make choices and there is a good balance between child- and teacher-led activities. Leadership is good. Records of children's achievements are well established and annotated photographic evidence is emerging to monitor progress. Children are safe and secure. Induction procedures are good and there are productive links with parents and carers.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage

2

Taking into account:

Outcomes for children in the Early Years Foundation Stage

2

The quality of provision in the Early Years Foundation Stage

2

The effectiveness of leadership and management of the Early Years Foundation Stage

2

Views of parents and carers

All of the parents who returned a questionnaire said that their child enjoys school. The vast majority feel that they are kept well informed about their child's progress. A few parents are concerned about behaviour at the school. Inspection evidence found behaviour in all areas of the school to be good and relationships between pupils to be positive. Many parents made enthusiastic comments about the school and almost all are very supportive of the school's work. 'This school is fantastic, promoting equal opportunities for all,' wrote one parent. 'Kehelland has surpassed our expectations in all areas; it is well rooted into the local community which adds an extra dimension to school

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and village life.'

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kehelland to complete a questionnaire.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 12 statements about the school.

The inspection team received 41 completed questionnaires by the end of the on-site inspection. In total, there are 71 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	68	13	31	0	0	0	0
The school keeps my child safe	32	78	9	22	0	0	0	0
The school informs me about my child's progress	24	59	14	34	1	2	1	2
My child is making enough progress at this school	25	61	13	32	2	5	0	0
The teaching is good at this school	34	83	5	12	1	2	0	0
The school helps me to support my child's learning	30	73	10	24	1	2	0	0
The school helps my child to have a healthy lifestyle	32	78	9	22	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	32	78	5	12	1	2	0	0
The school meets my child's particular needs	30	73	9	22	0	0	1	2
The school deals effectively with unacceptable behaviour	21	51	15	37	4	10	0	0
The school takes account of my suggestions and concerns	23	56	13	32	2	5	0	0
The school is led and managed effectively	32	78	7	17	0	0	0	0
Overall, I am happy with my child's experience at this school	32	78	7	17	1	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be. ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



16 October 2009

Dear Pupils

Inspection of Kehelland Village School, Camborne, TR14 0DA

Thank you for your help during our recent visit to your school. It was lovely to meet you and to see all the things you do at school. You told us that Kehelland is a good school and we agree with you. We particularly liked hearing about the way you grow your own vegetables. This letter is to tell you some of the other things we found out during our visit.

- You behave well and enjoy your lessons.
- You get on well together and older pupils regularly help younger ones.
- Your teachers plan lots of exciting things for you to do.
- You achieve well in your lessons so that many of you reach higher standards than children in most other schools.
- Your headteacher and other leaders take good care of you and keep you safe.
- You have lots of space outdoors and you use this well so that you keep fit and healthy.
- You work well with your local community.
- Those of you who find work difficult have lots of help and support so that you achieve well.

We are asking your school to do two things to make it even better.

- It must help you do better with your writing. You could help with this by making sure you know your targets and do enough writing in all your lessons.
- It must make sure you attend regularly. You and your parents and carers could help with this by making sure you all come to school regularly.

Thank you again for your help and good luck for the future.

Yours faithfully

Denise Morris

Lead inspector

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