

Inspection of Kehelland Village School

Kehelland, Camborne, Cornwall TR14 0DA

Inspection dates: 29 and 30 November 2023

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

The headteacher of this school is Ellie Watkins. This school is part of Truro and Penwith Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Dr Jennifer Blunden, and overseen by a board of trustees, chaired by Anita Firth.

What is it like to attend this school?

Pupils enjoy attending Kehelland Village School. They describe the school as friendly and caring. Pupils understand the school's motto and how this helps them to feel safe and happy at school.

Staff have high expectations of pupils' behaviour, both in and outside the classroom. Pupils behave well and are eager to learn. Children in the early years settle to new routines quickly and follow instructions well. If pupils lose focus in lessons, staff ensure they return to learning quickly.

Pupils feel safe. They value the positive relationships they have with staff. Pupils say that adults listen to them and support them with any worries. Parents and carers appreciate the care and attention that staff show to pupils.

Pupils develop their talents and interests through clubs such as gardening, cookery and sports. They value the opportunity to be ambassadors for the school values and members of the school council. They say these leadership roles make them feel proud and allow them to set a positive example to others.

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

The school has high expectations for what all pupils can achieve. An ambitious curriculum is in place that carefully considers what pupils need to know and when they need to know it, from the early years to Year 6.

The school makes learning to read a top priority. Starting in Reception, a structured programme ensures that children learn about phonics in an effective sequence. Staff make routine checks on the sounds that pupils learn. They provide effective support to pupils who find reading more difficult. This enables pupils to keep up. The books that pupils read match the sounds they know. As they move through the school, pupils read widely and develop a strong appreciation of the purposes and joys of reading.

The mathematics curriculum is designed and sequenced well. Teachers develop pupils' mathematical understanding effectively. They explain new concepts clearly and model mathematical vocabulary well. As a result, younger pupils develop a secure understanding of number facts. Older pupils build on this knowledge well to explain their thinking and tackle more complex concepts, such as when solving problems involving fractions.

In most subjects, teachers routinely check on how well pupils are following the curriculum. They use this information to address any gaps in pupils' knowledge. As a result, pupils build their knowledge well over time. However, in some wider curriculum subjects, such as music, the checks that teachers make are less effective. Pupils struggle to recall important musical vocabulary and make links to what they have learned before. This slows the progress that some pupils make.

The school is ambitious for what pupils with special educational needs and/or disabilities (SEND) can achieve. Staff know these pupils well. They identify their needs accurately and adapt lessons and resources to meet individual needs. The school works closely with external agencies to ensure that pupils with SEND receive the help they need. The school has calm, nurturing spaces where individuals and groups receive extra support. Pupils with SEND learn the same curriculum as their peers.

Pupils have positive attitudes to learning. In the early years, children take turns and play well together. The school prioritises pupils' attendance. It tracks absence closely and intervenes early to stop pupils having too much time off. As a result, attendance has improved, and pupils now attend school regularly.

The school promotes pupils' personal development well through the curriculum and wider opportunities. Pupils talk confidently about protected characteristics. They know why it is important to treat everyone equally. They have a good understanding of fundamental British values such as democracy. Pupils develop their character by taking part in residential visits.

Trustees have an accurate view of the school's strengths and priorities for improvement. Local governors have a clear understanding of their role. There are robust procedures in place, enabling trustees and local governors to provide appropriate support and challenge to school leaders. Staff are proud to work at the school. They value the support they receive, particularly with regards to their well-being and workload.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, teachers do not check well enough on what pupils know and remember. As a result, pupils have gaps in their knowledge. The trust needs to ensure that, in all subjects, pupils build knowledge securely over time.

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 information from Ofsted Parent View 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.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	142549
Local authority	Cornwall
Inspection number	10288207
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	73
Appropriate authority	Board of trustees
Chair of trust	Anita Firth
CEO of the trust	Dr Jennifer Blunden
Headteacher	Ellie Watkins
Website	www.kehellandschool.co.uk
Date of previous inspection	25 January 2018, under section 8 of the Education Act 2005

Information about this school

- The headteacher was appointed in April 2022.
- The school does not use any alternative providers.
- There is a before- and after-school club managed by the governing body.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher, subject leaders, the special educational needs coordinator, staff, pupils, representatives from the local governing body and representatives from the trust.
- Inspectors carried out deep dives in the following subjects: early reading, mathematics and music. For each deep dive, inspectors discussed the curriculum with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors spoke to leaders about the curriculum in some other subjects.
- The lead inspector listened to pupils in Years 1, 2 and 3 read to an adult.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors observed pupils' behaviour in lessons and at social times. They spoke with different groups of pupils to discuss their views of the school, their learning, their behaviour and safety.
- Inspectors considered the responses to Ofsted's online survey, Ofsted Parent View. They also took into consideration the responses to the staff survey and pupil survey.

Inspection team

Mark Burgess, lead inspector

Ofsted Inspector

Claire Baillie

Ofsted Inspector

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