

School: St Issey Church of England Voluntary Aided Primary
SEC Officers: Liz Brand, Associate Consultant, School Effectiveness Cornwall.
Date of visit: 17th May 2017
Date of report: 15th June 2017

Introduction

- This monitoring visit took place as part of School Effectiveness Cornwall's (SEC) standard operating procedures for a school which requires improvement.
- The visit was carried out by a SEC Associate Consultant (AC) and equated to one officer day.
- This was the first monitoring visit carried out by SEC since last July. The school had a SIAMS inspection in March and was judged to be satisfactory.

Context

- The school was inspected by Ofsted in November 2016 when Personal Development, Behaviour and Safety and Early Years were found to be good and all other areas including overall effectiveness required improvement.
- It is a much smaller than average school with 32 children currently on roll. The number of children who are eligible for pupil premium support and those who have English as an additional language are significantly below national expectations. The number of children who have Special Educational Needs (SEN) is below national expectations.
- The school has been through a challenging time with the appointment of a new interim Head until summer 2017, supported by Venture Multi-Academy Trust. A new Governing Board guides the school since the resignation of the previous Governing Body.
- The Interim Headteacher has a teaching commitment of all but two afternoons in a Year 3, 4, 5, 6 Class. She will return to Trevithick School in September as Deputy Head but will have a one day per week commitment in St Issey on an Executive basis. A new Key Stage 2 teacher is being recruited.

Focus for the visit

- Leadership and management.
- Quality of learning and assessment.
- Progress since the last inspection.

Evidence Base

- Lesson observations in English and Maths in both Key Stage Classes.
- Book scrutiny within lessons.
- Discussions with the Headteacher.
- Scrutiny and discussion of documents and impact of actions taken to improve the quality of learning and outcomes across the school.
- Pupil conferencing.

Feedback was given to the Interim Headteacher and Chair of Governors at the end of the visit.



School: St Issey Church of England Voluntary Aided Primary
SEC Officers: Liz Brand, Associate Consultant, School Effectiveness Cornwall.
Date of visit: 17th May 2017
Date of report: 15th June 2017

Main Findings

- This is a rapidly improving school. Almost all pupils are now making good or better progress.
- The Interim Headteacher and her team have worked hard to secure improvement since the inspection with good practice in place across the school. She is fully aware of the needs of the school and next steps required to ensure success.
- The School Development and Ofsted Action Plans are appropriate and fit for purpose - progress in all areas has been good to date.
- The impact of strong leadership is evident but also the benefit of team work and the shared and supportive work of teachers such as assessing Year 2 pupils together for end of year results.
- The Venture Multi-Academy Trust supports the school well with opportunities for shared training, staff visits and moderation of writing.
- Teachers plan well for mixed age and ability classes and provide challenge and support for all pupils. Adults know the children well and are able to rapidly assess progress within lessons and move learning forward. Flexibility of approach has supported learning, for example a Key Stage 2 child is supported in maths within the Key Stage 1 class and has gained confidence and made excellent progress.
- Assessment is rigorous, quality assured and robust systems are in place with the teaching staff collaborating positively to ensure validity of all assessment. A baseline was put in place in the second half of the autumn term and progress has been measured from this point as prior assessments were unreliable.
- Learning environments are rich and colourful and displays around the school eye catching and informative. Year 6 pupils giving a tour were enthusiastic to explain about displays especially those that included personal input.
- Topic books show a good range of curriculum areas and coverage and this is clearly an improvement. Cross curricular links are made where possible.
- Some good examples of pupils using suggested support strategies and resources provided, for example dictionaries, practical maths apparatus and synonym charts show the teachers' commitment to encourage independent work.
- Pupils are proud of their improvement and demonstrate this with well-articulated comments about their work.
- Marking is consistent and impactful. Pupils know how to improve and expectations have been raised.
- Consistent systems are in use to ensure children move seamlessly from one Key Stage to the next.
- In September the school will have a nursery and the Headteacher will appoint a new manager for this to work flexibly alongside the current team.

School: St Issey Church of England Voluntary Aided Primary
SEC Officers: Liz Brand, Associate Consultant, School Effectiveness Cornwall.
Date of visit: 17th May 2017
Date of report: 15th June 2017

The Quality of Learning

Key Stage 1 (12 pupils in Reception, Year 1 and 2)

- Attitudes to learning are good and the ethos is calm and purposeful.
- Almost all children are able to write independently.
- There is a good level of pupil engagement and behaviour is good. The supported writing using George's Marvellous Medicine has inspired some high quality writing.
- Teaching is good and impacting on standards.
- The Teaching Assistant (TA) is able to support groups of children for example in a Year 2 guided reading and comprehension session while the teacher is inputting phonics work for other younger pupils. The teacher does a phonics input with each of three groups at differing levels.
- Pace of progress is improving especially since the recruitment of the TA to support the class with free flow activities.
- Pupils were able to access maths apparatus to help them solve multiplication problems independently.
- Books show clear progress over time and two out of three Reception children are working at a high level, often in line with Year 1 pupils.
- Well planned and differentiated lessons enable all children to access learning at a level which challenges them. The adults know the children well and have high expectations but are very positive in their approach.
- Marking is consistently in line with the school policy and pupils know what to do to improve.
- Higher order vocabulary is in use by both adults and children.

To Improve:

- Learning Journeys require improvement in order to reflect the good progress being made by Reception pupils. All entries should be dated and in chronological order so that progress is clear. Ensure all adults working with the children have input and parents have opportunities to add comments as well. Enter observations against all areas of learning and include longer observations at agreed times.
- Careful identification of evidence for all areas of learning is required and next steps where necessary. Ensure transition work is included for next year, results of home visits and parent interviews. Any agreed format to be shared by nursery/Key Stage 1 staff.
- Ensure all support staff are trained in the delivery of phonics to provide flexibility of teaching for groups.

School: St Issey Church of England Voluntary Aided Primary
SEC Officers: Liz Brand, Associate Consultant, School Effectiveness Cornwall.
Date of visit: 17th May 2017
Date of report: 15th June 2017

Key Stage 2 (20 pupils in Year 3, 4, 5, 6)

- Lessons are well planned to support and challenge all ages and abilities. Teaching is good and impacting on standards. Books show clear progress over time.
- The Teacher and TA are able to lead ability focused groups for guided reading and comprehension. A range of supportive resources are in use for this.
- Handwriting is taught simultaneously with two groups age and ability related. Books look extremely neat but this does not transfer into all work.
- Pupils are supported well by adults but also encouraged to be as independent as well.
- Again very few instances of pupils off task, pupils are able to articulate what they are learning and are enthusiastic and motivated to improve.
- Displays within the learning environment are rich and resourceful to assist learning. The Harry Potter area is an excellent resource.
- Adults are positive and encouraging but also ensuring challenge is inherent for all. The TA provides strong support and works as a team member within the class.
- Gap analysis of maths needs is being addressed well and almost all pupils are making better than expected progress. The Year 3 and 4 pupils are the most vulnerable currently and need continual provision for working on fluency of the basics – a legacy from the past history of poor practice.
- Good pace and rapid transitions now ensure progress for all.

To Improve:

- Spelling and presentation require a strong focus for many pupils. They are clearly able to write neatly as evidenced in their handwriting work. Spelling banks on working walls would be a useful addition for basic requirements of each lesson – teachers should add these to planning. Maths work should be agreed with pupils to have one digit per square, rulers used etc. It may be useful to introduce presentation rules.
- Ensure all spelling and improvement work is revisited by teacher.

Behaviour and Attitudes to Learning

- Attitudes to learning are positive and conduct around the school is good. Pupils are polite and helpful to one another and to adults.
- Pupils are engaged and enthusiastic about their work and progress.
- Pupils of all ages are able to focus well and listen to adults.
- One particular comment from a Year 6 child – ‘we all know each other well and care for each other’ sums up the ethos of the school.



School: St Issey Church of England Voluntary Aided Primary
SEC Officers: Liz Brand, Associate Consultant, School Effectiveness Cornwall.
Date of visit: 17th May 2017
Date of report: 15th June 2017

Pupil Conferencing

- It is clear from pupils' comments that they are aware of the improvements in their school. They are proud to be members of the school community and have embraced the new ethos for learning positively. They know the adults in school are there to help them and are confident to test their independence and equally to ask for help when necessary.
- Examples: 'Since Mrs Wells came the school is more together, lessons are more interesting and she makes it fun. More children are coming instead of so many leaving.'
- 'We have lots of trips and visits to help our learning.'
- 'I thought poetry was boring before but I like what we have been doing, it's been fun'

Leadership and Management

- The Headteacher has an accurate view of the quality of provision within the school and a clear picture of strengths and areas for improvement. She knows the children and families well and is able to put in place appropriate nurture and support both from within the school and outside agencies.
- Documentation is clear and systems robust.
- Assessment evidence is quality assured and progress rigorously tracked and documented thoroughly on a half termly basis.
- The Headteacher ensures that pastoral care underpins learning and achievement.
- Governor monitoring is under way and Governors are beginning to use "flash" visits to monitor areas on the improvement action plan. The Chair of Governors will provide a model report for this.
- Progress of pupils is reported termly in the Headteachers report for Governors and also to parents. The Headteacher has welcomed parents into school and they are now very supportive and understand the schools assessment systems and the progress that their children are making.

To improve:

- Ensure Governor roles and responsibilities are in place particularly for safeguarding and attendance.

School: St Issey Church of England Voluntary Aided Primary
SEC Officers: Liz Brand, Associate Consultant, School Effectiveness Cornwall.
Date of visit: 17th May 2017
Date of report: 15th June 2017

Progress against Ofsted Action Points

- *Improve pupils' progress so that it is at least good, particularly in reading and mathematics, by:*
 - *making sure that pupils experience a well-planned programme of study that fully meets the requirements for the national curriculum.*
 - This is in place in both classes and in English and Maths progress has been good. In the wider curriculum there continues to be a need for improvement and this is gradually being addressed.
 - *developing pupils' better understanding of the texts they read.*
 - There has been a strong and continuing focus on reading for comprehension for all age groups and this is developing well. Progress has been good but this will still be a high profile point for improvement.
 - *using the information about gaps in pupils' learning effectively to plan the next steps in their reading, writing and mathematics.*
 - Good progress – gap analysis has been undertaken and the Headteacher is planning an induction process for new joiners to ensure this continues where necessary.
 - *using assessment information to ensure that work is not too easy or repeated.*
 - Assessment is now robust and quality assured. Programmes of study are in place. Good progress.
 - Overall progress for almost all children has been better than expected since the second half of the autumn term 2016.
- *Improve teachers' knowledge of the requirements of the new national curriculum and the expected standards so that they can ensure that pupils achieve well in a wide range of subjects and are well prepared for the next step in their education.*
 - With new teachers in place this has been achieved.
- *Improve leadership and management by:*
 - *monitoring more accurately the progress that pupils make.*
 - This is in place and carefully tracked half termly.
 - *using the findings from monitoring and evaluation to plan improvements to the quality of teaching in Key Stage 1.*
 - Teaching is now at least good and almost all pupils in the school making good or better progress.
 - *strengthening the membership of the interim governing board to ensure that they have the range of skills required to support and challenge leaders.*
 - This is now fully in place and in a stable situation.
 - *ensuring that the interim governing board protects the school's fragility and maintains the continued rapid improvement.*
 - Good progress – all members of the Board are committed to this aim, the school can no longer be said to be in a fragile position and with the nursery opening in September there is every opportunity for numbers to continue to rise.



School: St Issey Church of England Voluntary Aided Primary
SEC Officers: Liz Brand, Associate Consultant, School Effectiveness Cornwall.
Date of visit: 17th May 2017
Date of report: 15th June 2017

- There is a legal agreement in place for the Venture MAT to continue to support the school for three years. The current Headteacher will continue to lead the school as Executive Head from September.

Date of next visit: Autumn 2017

Focus for the next visit:

- Leadership and management
- Quality of learning
- Progress since the last visit

CC

Jane Black	Service Director, Education and Early Years
Tim Osborne	Head of School Effectiveness
Barbara Dyer	Senior School Effectiveness Officer (Primary)
Melanie Wells	Acting Headteacher
Jo Osborne	Chair of Governors
Richard Light	HMI
File	