

Monitoring Visit

Confidential to the school and LA

School: Saint Issey Church of England Voluntary Aided Primary

SEC Officers: Liz Brand, Associate Consultant, School Effectiveness Cornwall.

Date of visit: 15th March 2018

Date of report: 20th March 2018

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 and equated to one officer day.
- This was the third monitoring visit carried out by SEC since July 2017. 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.
- St Issey is a much smaller than average school, but now with a growing roll. The current number on roll has increased to 36 and the Nursery numbers have increased to 29 with a capacity of 16 children per session. There will be five Year 6 pupils leaving this July and at least 7 children joining Reception in September.
- The number of children who are eligible for pupil premium support and those who have English as an additional language are significantly below national averages. The number of children who have special educational needs is below the national average. All current Pupil Premium children are on the school's record of need.
- The school has been supported by Venture Multi-Academy Trust and governors have recently made the decision that they would like to make this a permanent arrangement by joining Venture MAT. They are confident that this can be put in place for the next academic year.
- The Headteacher currently works two days a week at St Issey and the remaining three at Trevithick as Assistant Head. She will be going on maternity leave during the summer term and a new member of staff has been recruited to take over this role as well as the role of the part time Key Stage 1 teacher who is going on maternity leave at the end of this term. The CEO of Venture MAT, based at Trevithick, spends approximately one day a week at St Issey. An advertisement has been placed for a Key Stage 2 teacher for next year, again on a fixed term contract.
- The current Key Stage 2 teacher is an NQT on a fixed term contract and is being supported and mentored by the Headteacher who has a teaching commitment to teach RE in Key Stage 2 and who also leads groups of pupils needing extra support.
- Parents continue to support the school positively.

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Focus for the visit

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

Evidence Base

- Lesson observations in English and Maths in both Key Stage Classes.
- Phonics and reading learning walk.
- Book sampling.
- Pupil conferencing with Year 6 pupils.
- Nursery learning walk.
- Meeting with Nursery Manager.
- Discussions with the Head Teacher.
- Scrutiny and discussion of documents, in-school assessment outcomes and impact of actions taken to improve the quality of learning and outcomes across the school.
- Joint meeting with the Headteacher and six Governors.
- Feedback was given to the Head Teacher.

Main Findings

- The school continues the trajectory of overall improvement although the progress of pupils in Year 4 and 5 has plateaued over this academic year.
- The Head Teacher and her team continue to work hard to secure continuing improvement. Practice across the school is almost all good with some outstanding elements. The Headteacher is aware of strengths within the school and areas for development. Where there has been specific focus, improvements are evident.
- The School Development and Ofsted Action Plans are appropriate and fit for purpose - progress in all areas has been at least good to date. Documentation and systems are a strength. New documents that the Headteacher has put in place such as the parent and pupil handbook and the calculation policy are appropriate to the school.
- The Venture Multi-Academy Trust continues to support the school effectively with opportunities for shared training, staff visits and the moderation of writing across schools including other stand – alone academies. This is particularly effective to support NQT work.
- Ably led by the Headteacher, teachers continue to plan thoroughly for mixed age and ability classes in English and maths and across the wider curriculum. The NQT has had focused support on lesson planning, delivery and marking according to the school's policy.
- Adults provide challenge and precise support for all pupils. Appropriate resourcing, pitch, pace and challenge are features of all lessons.

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- Standards in spelling require improvement and have not improved as rapidly as school leaders require so a new scheme has been purchased and will be put into use and reviewed rigorously next term.
 - Assessment is rigorous, quality assured by the Headteacher and robust systems are in place with the teaching staff collaborating positively to ensure validity of all assessment. Progress for most pupils is at least good. Where progress still requires improvement, specific focused support is in place. The Headteacher runs an extra-curricular SATs group for Year 6 and a reading group for Year 5 to improve their speed and comprehension. For SEN pupils or any others whose progress is slower, extra support is in place and is reviewed at least termly. This is also true of pupils who, despite accelerated progress in the last academic year, still have some catching up to do.
 - A SENCo works within St Issey from the Venture MAT and leads on all the SEN work and documentation.
 - The improvement of reading continues to be high focus and shared/guided reading is an expectation in all year groups with good quality input from adults.
 - Learning environments are rich and colourful and displays around the school eye catching and informative. The displays in the school hall of the values of the school are particularly supportive of the Christian ethos of this Church School.
 - Pupils are articulate about their work and progress and clearly know what they need to do to improve. Year 6 children are all aware of how to access any help they need, how they are supported and helped to improve by feedback in books and they have clear targets to support this learning.
 - The marking policy is used consistently and pupils have well supported time to edit and improve their work in a variety of ways.
 - In September the school opened a nursery, now with a roll of 29 and this continues to lead to some older pupils entering the school. This is managed highly effectively and assessment is a strength. The manager liaises with other local settings and moderation is shared. All assessment and documentation systems are seamlessly joined with the school's work in these areas, observations follow the same format and although all staff contribute, the manager oversees all assessments before they are shared with parents. Reports to parents are in line with the school and parents of Nursery children are routinely invited to all school events.
 - Support staff are consistently able to deliver to groups effectively in class, lead interventions, extend questioning to deepen the understanding and knowledge of pupils and have had high quality training again accessed via Trevithick.
 - Attendance continues to be good and school leaders see no requirement for an EWO as all the children "love coming to their school", and their attendance is good.

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Standards and Achievement

- The majority of pupils (with the exception of Years 4 and 5) are currently working at or above age related expectations. This is clearly evident from in-school data, books and discussions with pupils.

EYFS

2016 (Cohort of 7)	School %	Cornwall %	National %
Achieving expected level (ELG)	86	67	69
2017 (Cohort of 3)	School %	Cornwall %	National %
Achieving expected level (ELG)	67	69	71

Phonics Screening	Year 1	Year 2	National (2016)
2016	83 (6 pupils)	0 (1 pupil)	81
2017	100 (2 pupils)	100 (1 pupil)	81

Key Stage 1	Reading %	Writing	Maths
2016 (6 pupils)	67	50	17
National	74	65	73
2017 (6 pupils)	67	67	67
National	76	68	75

Key Stage 2

2016 (9 pupils)	Expected standard % school	Expected standard % national	Average scaled score school
Reading	67	66	95.6
Writing (TA)	67	74	
Maths	100	70	99.0
GPS			97.7
Combined score	School 22 National 53		

2017 (3 pupils)	Expected standard % school	Expected standard % national	Average scaled score school
Reading	67	71	105.3
Writing (TA)	67	76	
Maths	100	75	107.7
GPS	100	77	107.0
Combined score	School 66% National 61%		

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The Quality of Learning

Nursery Provision

- The Nursery manager was appointed at the end of the summer term 2017 and the provision set up over the summer. The learning environment is well set up for the children to access resources for the continuous provision programme, staff are knowledgeable and the atmosphere calm and purposeful.
- There are currently 29 children on roll but no more than 16 in attendance at each session to ensure being within ratio for two year olds.
- Both the indoor and outdoor areas are shared with Key Stage 1 and this flexibility of working provides well for the range of age groups and individual needs of the children. It also underpins gradual transition into Reception.
- Assessment continues to be a strength. Baselines are set up on entry and 'Tapestry' is used to assess and review children's individual needs with daily observations relayed to parents and next steps identified. There is particular attention paid to ensuring the varied use of all areas of learning and the super hero rewards in place ensure independent learning from colour coded areas (coloured sticks in the jar and a reward when all six are in place). Each child has an individual record of information on progress and a next steps folder and this will form a basis for transfer into Reception.
- Speech and Language assessments have been carried out for three specific children aged 3 and work is in place to support their language development.

Key Stage 1

- Attitudes to learning, pupil engagement and behaviour continue to be good.
- All adults support children's learning with precise verbal feedback and challenge is inherent in all activities.
- Pitch and pace are evident and phonics, reading and comprehension are planned well for all children.
- Reception children are able to interact flexibly between the learning areas and the nursery and in all year groups they are taught in ability groupings.
- Pupils were able to evidence a range of strategies to solve maths problems independently.
- Books show clear progress within lessons and across sequences of lessons and expectations of the quality of written work and presentation are high.
- Marking is consistently in line with the school policy and pupils know how to improve.
- Higher order vocabulary and technical terms are used appropriately by both adults and children.

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Action Points:

- *Continue to raise expectation in spelling and ensure key words are available for learners.*
- *Ensure a balance of pupil work, especially writing within classroom displays.*

Key Stage 2

- The NQT in this class has had considerable support from the Headteacher as his mentor in order that lessons are well planned. The Year 6 group has extra support from the Headteacher to continue to make progress towards their targets. The trajectory for improvement for the Year 4 and 5 pupils has slowed and this is a priority to address. The maths lesson observed required more carefully staged input for the younger, lower ability pupils.
- Handwriting and presentation continue to improve.
- Pupils are on task, able to articulate what they are learning and are enthusiastic and motivated to improve.
- Good pace, pupils' commitment to their work and rapid transitions help to support improvement in progress.
- Marking adheres to the policy and ensures that pupils' work is edited and improved. Some feedback is not as effective, for example when the teacher praises the editing but in fact it has not been improved as required.
- The quality of writing is good but pupils are used to being able to write and edit in quite small periods of time. They are being supported in their reading to manage more in a given time and this may also be an issue with writing as the opportunities for extended writing are relatively infrequent.
- High order vocabulary and technical language are used by both adults and children in English.

Action Points:

- *Ensure all children understand the more complicated words in use and that teacher models learning patterns according to the requirements of the school.*
- *Technical language is less well applied in maths but this is being addressed by the vocabulary content of the calculation policy.*
- *Spelling still requires a strong focus for many pupils and this is work in progress with the new spelling scheme coming into place for key Stage 2.*
- *Ensure a balance of pupil work, especially celebrating writing within classroom displays.*

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Behaviour and Attitudes to Learning

- Behaviour for learning is good and conduct around the school is excellent. Pupils are polite and helpful to one another and to adults. Relationships are good.
- Pupils are fully engaged and enthusiastic about their work and progress.
- Pupils of all ages are able to focus well and listen to adults.
- Attendance is above the national average.
- Governors report on how caring the children are of one another and how their attitudes underpin the Christian ethos of the school. This was highly evident in pupil conferencing with Year 6 girls who look forward to continuing their friendships at senior school.

Leadership and Management

- The Head Teacher works two days a week in St Issey. She is able to evidence continuing improvement within leadership and has a well-developed and highly accurate view of the quality of provision currently in place and any areas to develop further.
- She has been instrumental in appointing new staff who have joined the team ethos and share the vision of the future of the school on its journey towards outstanding.
- Documentation is clear, systems are robust and information continues to be communicated very well with all stakeholders.
- The new parent and pupil handbook replaces a prospectus and reflects the ethos of the school admirably.
- The Headteacher has completed an assessment system for RE which is both manageable and clear and a calculation policy for the school which has been shared with all stakeholders.
- Assessment evidence is quality assured and progress rigorously tracked and documented thoroughly on a half termly basis. The forensic analysis of this tracking for individuals underpins the planning and delivery of lessons.
- Planning continues to be a strength of the school. The Headteacher works with all staff on long term plans and curriculum mapping and supports with medium and short term planning where necessary, particularly for the NQT. She has also successfully supported other schools with mixed age classes.
- The Headteacher has established good relationships with families and the community. Feedback from a parent survey carried out in the Autumn Term was all extremely positive and parents feel well supported if they have a problem and know the school will seek to help and answer questions and concerns promptly. This transparency of approach is valued by all stakeholders.

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- School leaders have introduced a range of work linked with community endeavours with a calendar of events in place. Open afternoons, clubs run by community volunteers and a variety of community functions such as a recent 'Big Soup' occasion sponsored by the RHS have been successful and governor links with the church and community are strong.
 - The Headteacher has introduced a system of 'wrap – around care' so that pupils can be looked after on site from 8m to 4.15pm which is very popular with working families. Pupils from Nursery up can attend and after school activities are free of charge.
 - The school continues to work closely with Trevithick and parents are kept well informed of this link and value it and the clear benefits for their children. Some SENCo and administrative support is made available.
 - Governors have undertaken training and are keen to support the school as well as provide challenge. They are aware of current initiatives and have a calendar of monitoring to address all areas on the improvement action plan. Governor reports are succinct and to the point and outcomes shared with the full board. Plans are in place to ensure the capacity of continuing good governance for the future.
 - Governor roles and responsibilities are in place and two committees, one for finance and resources and one for curriculum and standards meet at least termly as well as full board meetings. The clerk records the minutes thoroughly with clear detail and attention to challenge and required follow up.
 - Progress of pupils is reported termly in the head teacher's report for governors and also half termly to parents. A full report to parents is sent out once each year and parent meetings are in place termly.
 - A new website for the school is almost finished but in the meantime the current website is compliant for Ofsted requirements.

Action points:

- *Ensure that all governors are aware of the expectations of HMI visits and inspection.*

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.*As reported previously, this is a **strength** of the school with very thorough planning for maths and English and a complete curriculum map for all other areas.

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– developing pupils' better understanding of the texts they read.

The strong focus on reading for comprehension for all age groups continues and outcomes show a good improvement. **Progress continues to be good.** The support group for Key Stage 2 pupils is clearly showing recent impact.

– using the information about gaps in pupils' learning effectively to plan the next steps in their reading, writing and mathematics.

Progress is good overall – all pupils have next steps targets and lessons are planned to support individuals in making rapid progress. Where pupils need support, it is put in place and impact carefully measured.

– using assessment information to ensure that work is not too easy or repeated.

Progress is good. Assessment is now robust, fully embedded and quality assured. Effective Planning ensures no repeats and challenge inherent in all tasks.

- *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.*

Good progress overall. With new teachers in place and thorough planning this has been achieved. The NQT is still developing this area.

- *Improve leadership and management by:*

– monitoring more accurately the progress that pupils make.

Good progress. This is fully embedded and carefully tracked and analysed half termly.

– using the findings from monitoring and evaluation to plan improvements to the quality of teaching in key stage 1.

Teaching is overall good or better and most pupils are making good or better progress. Where this is not in evidence, for example for some SEND pupils and Year 4 and 5, further support is being provided.

– 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 with plans for continuity and sustainability.

– ensuring that the interim governing board protects the school's fragility and maintains the continued rapid improvement.

Good progress. A permanent board of highly committed governors is in place, led by an effective and experienced chair. The school is in a much stronger position and with the opening of the Nursery numbers continue to

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rise. Venture MAT will endeavour to expedite the academisation process with the support of the governing body.

Date of next visit: Summer 2018

Focus for the next visit:

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

CC

Jane Black

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File

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