

**Truro Diocese
Summary Visit Note**

School / Academy: St Issey	Head Teacher / of School: Chris Parham
MAT / name of CEO: Venture/ Will Johnson	Chair of Governors: Rev. Katie Kirby
RE Leader plus email: Louise Roseveare lroseveare@st-issey.cornwall.sch.uk	Clerk to Governors plus email:
Date of Visit: 07.10.2021	Diocese rag-rating - Green

Overall effectiveness	OFSTED: RI	SIAMS: Satisfactory	School SE: Good
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Purpose of the visit:

- To offer support, guidance and advice to leaders of Church of England schools.
 - To monitor and evaluate the school’s effectiveness against the CE vision and values: wisdom, knowledge and skills; hope and aspiration; community and living well together; educating for dignity and respect.
 - To review the school’s Christian distinctiveness and the impact that this has on teaching, learning and pupil outcomes over time.
 - To evaluate the school’s readiness for SIAMs and OFSTED inspections and offer support through our annual review and evaluation.
- How effective is the school’s distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?
- “Be Strong and Courageous”**

Contextual and school performance update

- The school currently has 74 pupils on roll and is organised into 4 classes
- The school has 25% pupils eligible for PP and 11 on the record of need (SEND).
- Attendance is 98.2%; no permanent exclusions in previous three years
- The school serves an area which is rural, serving an area it identifies to be of deprivation with 60% of pupils living in the 40% most deprived areas in England.

~~Key stage 2 in 2019 unvalidated~~

Subject	Expected plus	GD		Progress
Reading				
Writing				
Mathematics				
EGPS			Combined	30%

Previous SIAMs inspection
Date: 30th March 2017
Outcomes: Satisfactory

- Points for development:**
- Embed distinctive Christian values into all aspects of school life supporting children to articulate the impact they make to their lives and attainment.

- Embed the school's Christian vision into the life of the school so children understand this and articulate where this is seen in daily life.
- Embed the new enquiry approach to teaching Religious education so children's thinking is challenged and extended so that they recognise the relevance the subject has to their daily lives.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

"Be Strong and Courageous"

Joshua 1:9 New International Version (NIV)

9 *Have I not commanded you? Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go."*

Values: Hope, Dignity, Community and Wisdom

Through our school vision of 'Be strong and courageous' and our school values; Hope, Dignity, Community and Wisdom we encourage our staff, parents and community to work collaboratively to support the children in pursuit of high standards within a happy, loving and supportive environment, in the spirit of the school's Christian foundation.

Summary of discussions and the strengths seen

Leadership (including governance and, where appropriate trust leadership)

- It is clear that the SLT, including the Chair of Governors are passionate about the school vision and encourage the children to live by it on a daily basis. When creating the school vision, the Governing Body supplied challenge which helped to ensure the vision was well thought out and matched to the school community and its' needs.
- The school values are clearly evident around school and referred to throughout the school day and in a variety of situations.
- Both the daily lived experience and the aspirational aim of the vision are evident and leaders are beginning to be to articulate this clearly. This dialogue needs to continue.
- The school is inclusive and supports all pupils who join them. Welcoming and supporting these pupils has sometimes been an example of the school's vision in action - making strong and courageous decisions in order to ensure ALL pupils are well supported and given the chance to flourish.
- The RE leader has made use of some of the Diocesan training available and disseminates this to the rest of the staff - this has led to better knowledge and confidence in the staff when planning and teaching RE.
- The school works closely with the Parish Reverend and supported the community through lockdown when there was no Church building to access.
- The head is clear that the school is well supported by the MAT and CEO.

Covid Impact and Response

- During the lockdowns the school supported the pupils and their families effectively and sensitively. They ensured provision was accessible and parents/ carers were supported through regular contact, supplying technology and checking in pastorally. Online meetings ensured isolated pupils could see friends and a weekly Collective Worship offered the chance for the whole school to be together.

- Activities were planned to embody the school values, such as creating window art work and letters to neighbours - the outcomes of these were celebrated.
- The Chair of Governors reports that the community felt well supported by school during the lockdown periods and since returning.
- Since full reopening the school has lived its vision through the choices they have made with their curriculum and provision plan. They have prioritised pupil wellbeing, relationships and the need to build on their school value of Hope.
- The school will consider their approach to Collective Worship when it is safe to return to the possibility of whole school worship - on reflection, they feel worship in classes may sometimes be more impactful.

Courageous Advocacy

- The school uses their school vision to encourage pupils to be courageous advocates and make a difference. Pupils could give examples of how they had personally made a difference from a reception child helping someone who was hurt in the playground to an UKS2 pupil who ran a race to raise money for Cancer Research. The school is regularly involved in community based courageous advocacy activities, such as the 'Beach Guardian' initiative.
- During the lockdown periods the school acted as a real hub of the community, offering varied support to the village and school families, including offering food grown in the school garden to families who needed extra.

Collective Worship

- Due to current transmission rates Collective Worship is being led in classrooms on a daily basis. It was clear that there are established routines to introduce and bring worship time to a close and CW is planned and prepared effectively. All members of teaching staff are involved in this planning. There are opportunities for pupils at all ages to be involved with leading parts of CW (Collective Crew and Prayer Leader in EYFS.)
- CW is inclusive and gives all pupils the chance to reflect, engage and share their thoughts. The pupils could make good links from the CW to their four school values; these reflections and responses deepened as you moved up through the year groups. The responses from pupils conveyed their awareness of others and how their beliefs and ways of life may differ from their own. Opportunity for pupils to engage in prayer were planned into CW.
- Links were made to the school parable - The Good Samaritan - and this allowed the pupils begin to make some thoughtful responses.

Wellbeing and Flourishing

- It is evident around school and through conversation with staff and pupils that St Issey offers a broad and balanced curriculum, which allows a variety of opportunities to be offered so pupils can flourish and show off their personal strengths.
- The focus on outdoor education and adventure allows pupils to put their school vision and values into practice and they can talk confidently about these experiences.
- Pupils can articulate how they live the school vision and how it makes their school a better place for them and others.
- The school has developed areas where pupils can seek moments that may develop their own spirituality; ensuring pupils are confident in using/ visiting these spaces may need further consideration.

- The nursery provision from 2 years old means that pupils are benefiting from planned experiences and values driven opportunities, including RE activities, much earlier - the Head reports that this makes a noticeable difference to the pupils later in their school life.

RE

- The RE curriculum is planned in line with the agreed syllabus and the Understanding Christianity resources are used to underpin the Christian aspect of the curriculum.
- Assessment of RE and progress in RE is a strength. All lessons begin with a short quiz to assess previous knowledge; this assessment supports termly summative assessments that the RE lead uses to track progress and attainment across the school. The RE lead has shared her work and resources on RE assessment with other schools who network with St Issey. Ample time is dedicated to RE on a weekly basis in order for the lessons to be covered effectively and to encourage deeper thinking.
- The RE lead has led training for staff and reports that staff are confident, particularly in their teaching of Christianity. Staff are also happy to ask for support when needed and the staff often choose to plan RE together as a collective.
- Pupils' books and class floor books show that RE provision is varied in the approaches used and many pupils thoughtfully and respectfully reflect and respond in their lessons.
- Opportunities for developing spirituality are evident in RE lessons and around the school. An agreed approach across the school and perhaps a shared language might embed this further.
- Pupils proudly shared their books with me and clearly enjoy RE lessons and their learning.

Community

- The school is active and visible in the community; making them a source of support for their school families and the village.
- Examples from during lockdown, such as using produce from the school garden to help families in need, show that this ethos is embedded and did not stop in the face of adversity.
- Pupil behaviour is excellent both in lessons and around the school. The vision is used to encourage the pupils to confidently be themselves. They are also encouraged to reflect on mistakes when they happen.
- The curriculum provides opportunities for pupils to consider different points of views, lifestyle choices and backgrounds. From these they can show they are tolerant and welcoming to others and they are beginning to reflect and discuss these differences and what it may mean for individuals, for example when a new pupil joins the school or has a different faith.

Case for Excellence

- The school is outward facing and inclusive, ensuring its vision empowers and enables all members of the school community to achieve and flourish across a wide range of areas. The commitment to the development of the whole person, child or adult, is evident and valued by all.
- The school has committed to its work on anti-racism with work on its curriculum; this demonstrates their courageousness in all their work to enable the children they serve to truly live life in all its fullness.

Next steps discussed

There are many strengths across the school. The school have kindly offered to share their approach to assessment in RE.

Next steps for improvement are:

- Ensure all groups, including governance, pupils and staff, use a shared language to discuss the school vision and the impact it has on them.
- Ensure Governors can explain how the school's Christian vision shapes and informs school systems, procedures and decisions including school improvement.
- Develop opportunities for spirituality for pupils and support their understanding of it in order that they can talk about this with more confidence.