

Truro Diocese Summary Visit Form					
School / Academy: St Issey			Head Teacher / of School: Chris Parham		
MAT / name of CEO: Venture - Will Johnson			Chair of Governors: Heather Holder-Powell		
RE Leader plus email: Lou Roseveare lroseveare@st-issey.cornwall.sch.uk			Clerk to Governors plus email: Sam Newman clerk@venturemat.co.uk		
Date of Visit: 20/05/24					
Overall effectiveness Most recent gradings / Self Evaluation	OFSTED: 2 Good (2023)	SIAMS: 3 (2017)	School SE: 2		
Purpose of the visit:					
<ul style="list-style-type: none"> 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. <p>Together, we will explore this question:</p> <p>How effectively does the school's theologically rooted Christian vision enable the school to live up to its foundation as a Church School and allow all of its members to flourish?</p>					
Who are we?					
Contextual and school performance update					
<ul style="list-style-type: none"> The denomination of the school is Church of England and it is VA. The school currently has <u>90</u> pupils on roll with another 35 in nursery. The children are split into four classes: nursery children in Mini-Diggers, Reception & Y1 in Piskies, Y2 & 3 in Gnomes and Y4-6 in Elves. 35% of pupils live in the 30-40% most deprived areas in England (NA 15%). <i>Corestats 2023</i> 21% of children started in a different school 210% increase in pupil numbers in the last 6 years 					
Pupil Context (numbers, % and or notes)					
NOR	PPG	Serv PPG	EAL	SEND	Disad.
90	9	-	1	12	18
Attendance Context					
Current Attendance	PA	SEND Attendance	PPG Attendance	EAL Attendance	Suspensions / Exclusions in last 3 years
94.4	17	91	90	100	0

EARLY YEARS (NA)				
Year	GLD	R	W	M
2023	75 (69) ↑	92 (76) →	83 (71) ↑	92 (78) ↑
KS1 SATs 2022 Headlines				
Phonics Screening	2020	2021	2022	2023
% Pass	-	-	82 (76)	77 (81) ↓
Measure	READING	WRITING	MATHS	SP&G
School Exp (National)	69 (69) ↓	56 (61) ↓	75 (72) ↓	N/a
School GD (National)	31 (19) →	25 (8) ↑	50 (18) ↑	N/a
Y4 Multiplication Check				
Full marks	-	-	29%	0% ↓
KS2 SATs 2023 Headlines				
Measure	READING	WRITING	MATHS	SP&G
% at Expected Sch	80 ↓	60 ↓	60 ↓	60 ↑
% at Expected NAT	74	69	71	72
% GDS Sch	30 ↑	20 ↑	10 ↓	10 ↓
% GDS Nat	29	13	24	30
Average SS Sch	107 →	-	101 ↓	100 ↓
Average SS NAT	105	-	104	105
% Exp Disadvan Sch	80 ↓	60 ↓	60 ↓	40 ↓
% Exp Disadvan NAT	63	56	57	59
% Exp Other Sch	80 →	60 ↓	60 ↓	80 ↑
% Exp Other NAT	79	75	78	78
Progress (KS1 – KS2)	1.7	2.3	-0.3	-
RWM Comb Sch	50 ↓			
RWM Comb NA	59	Context: Number: 10 Disad: 45% SEN: 36%		

What are we doing here?

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)”



Values: Hope, Wisdom, Community & Dignity

How is the school's value articulated and shared with members of the school community?

The vision is shared during collective worship and is displayed throughout the school. The school takes every opportunity to share its vision and values, for example through the schools social media and website.

How do the specific needs of the community inform the school's Christian vision and its work?

The school and community work closely together. For example, the community supported the school in creating a wonderful garden / planting area and in return the children use the produce to create soup for local elderly residents.

How was the vision and/or values agreed upon?

The vision was created by the current staff team in conjunction with the former Rector of Padstow. They wanted to find a verse in the bible that articulated and aligned with the brand of education championed at St Issey - namely risky play, outdoor learning and event rich curriculums.

How do leaders know that being a Church school impacts on the work of the Trust?

The school works **closely** with its 'sister' school, Trevithick. Venture MAT comprises just two schools; St Issey School, a small rural church school and Trevithick, a large primary school in Camborne. The schools maintain organisational independence and the offer is unique to both schools' circumstances. Leaders feel that the school's both complement and contrast each other. The differences enable the children to benefit from experiences impossible in their own schools, fostering friendships with other children outside of the immediate community.

Additionally, the partnership enables the school's to share curriculum systems and learn best practice from one another and each year the children also get the benefit of attending residential trips with their corresponding year groups, alongside taking part in sporting competitions and exciting topic days.

The school is currently in the process of transferring into Rainbow MAT as part of a transfer of Venture MAT into Rainbow.

What does governance look like at the school? How is it organised?

The school has its own local governing board and trustees which sit across both schools.

Previous SIAMs inspection

Date: 30th March 2017

Outcomes: Satisfactory

Points for development:

TAKEN FROM LAST SIAMs REPORT.

- 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 then shall we live and learn together?

Summary of discussions relating to Inspection Questions and the strengths seen

What are we doing here?

IQ1 - How does the school's theologically rooted Christian vision enable pupils and adults to flourish?

- Leaders are able to articulate the school's Christian vision and theological underpinning. The school's vision is 'Be Strong and courageous' and this is linked to the values of hope, wisdom, community and dignity.

- The school's vision is theologically underpinned by the story of Joshua 1:9 where children are taught that with the news of Moses dying, God asks Joshua to be the one to lead the nation into the promised land. Joshua recognises that he will face many challenges but God asks him to have faith in him and to be bold and courageous.
- Leaders, including governors have a clear understanding of the schools vision and the theological underpinning and they are now prioritising ensuring that all stakeholders are able to articulate the vision, including children, staff and parents with a similar degree of confidence.
- The vision clearly sits behind all decision making. For example, due to the high levels of deprivation within the local community, the school prioritises the wider curricular offer, ensuring that all children are able to access a wide range of outdoor pursuits.
- These experiences are enhanced through the schools Venture 60 program which provides children with the opportunity to take part in pursuits such as rock climbing, raft building and learning to surf.



- Governors monitor how effective the school is in fulfilling its vision and retaining its Christian distinctiveness. Governors are going to trial using the proformas provided by the diocese to ensure that monitoring is robust.
- The children could articulate the school vision in terms of the 'Be strong and courageous' and give examples how they had lived the vision but did not always link this back to the theological underpinning.

IQ2 - How does the curriculum reflect the school's theologically rooted Christian vision?

- The curriculum is designed to provide pupils with the opportunity to encounter new experiences, even when these may be daunting. For example, outdoor learning begins in the Early Years and KS1 at the "Venture Zone". It continues with children gaining enough knowledge and skills to survive a challenging bushcraft camp in Year 6. Residential trips expand children's knowledge further. Visits to Bristol, Manchester and London all broaden the scope of the educational experience children receive. Every year begins with Learning to Learn week; an action packed adventurous week with the sole purpose of having fun, re-establishing friendships and learning a bit more about themselves and the way they learn best. Years 3-6 all spend a night in the wild.



- During pupil conferencing, with some prompting, pupils were able to recall their understanding of spirituality. Leaders are exploring opportunities to ensure that spirituality is intrinsically planned into the curriculum.
- The Head Teacher is planning on sharing the training delivered by Truro Diocese with staff during the summer term. (NB to share link)

IQ3 - How is collective worship enabling pupils and adults to flourish spiritually?

- During collective worship children were calm and respectful.
- A light displaying the school's vision was used as a focal point.
- Pupils sang their vision song with enthusiasm. This helped create a sense of belonging and connectedness.
- Adults were actively involved during the worship.
- Children's behaviour during collective worship was strong. They listened intently and felt confident to share their personal views and opinions.
- Collective worship was inclusive of all, with strategies used to enable pupils with additional needs to access.
- During pupil conferencing, pupils found it hard to recall examples of a collective worship that had impacted them e.g. had prompted them to take action of some kind or consider things in a different way.
- Children recited a beautiful school prayer. Leaders were reminded to ensure that prayer was invitational although all children appeared comfortable to join in. During conversations with pupils, they felt that prayer mainly happened during collective worship with limited other opportunities throughout the day.
- As children departed the hall, staff 'checked in' on those pupils who may have needed some additional support, asking questions around their weekend. This enabled pupils to feel 'seen' and valued, demonstrating the strong relationships staff have with pupils and the caring nature of the school.

IQ4 - How does the school's theologically rooted Christian vision create a culture in which pupils and adults are treated well?

- Mental health and wellbeing is prioritised.
- The school council, collective crew and head students act as mental health and wellbeing ambassadors. They feed information back to their peers and highlight any issues and concerns raised by their classmates.

- There is a Mental Health practitioner based on site once a week, who we can refer children to for support and who also delivers class wide support for children's mental health.
- The reflection areas in each class feature books and resources to enable children to express how they feel.
- Mental Health and Wellbeing forms part of the PSHE curriculum.
- Services and information are highlighted to families through the website and Facebook page.
- There is regular training opportunities and supervision for staff so they have the support and information they need to effectively assist children.
- The village Vicar attends school regularly and offers pastoral support to staff.
- The MAT offers staff access to a mental health and wellbeing hub that provides a range of services including; counselling, online health portal and medical information.

IQ5 - How does the school's theologically rooted Christian vision create an active culture of justice and responsibility?

- During lesson visits, younger children talked about their 'stewardship' work around looking after the planet and local environment. They talked animatedly about the beach clean they were taking part in later in the week.
- The school works closely with the local community on regular events such as 'soup day', where local residents visit the school to sample the soup the children have made using vegetables grown from the garden.
- Pupils demonstrate how they show responsibility for themselves and others through leadership opportunities such as the school council and CREW team.
- Leaders are now exploring further ways for children to learn about injustice and inequality and how they can make a change.

IQ6 - Is the religious education curriculum effective?

IQ7 - What is the quality of religious education?

- RE is visible across the school through displays, floor-books and reflection spaces.
- Children spoke positively about Religious Education and recognised the importance of the subject.
- The school follows Understanding Christianity which is aligned to the Cornwall syllabus.
- The school operates a rolling programme for Religious Education and employees a 'spiral curriculum' approach so that content is re-visited, with additional knowledge, as the children move through the school. This is currently being reviewed as a new class structure will be in place from September.
- During pupil conferencing, pupils found it difficult to talk about their learning beyond that of a surface level. Additional retrieval practises were discussed and will be implemented during the summer term, in preparation for September.
- Some amendments to the current timetable are being explored in order to raise the profile and outcomes in RE (It is currently being taught on Friday afternoon across the school).
- In the small number of books viewed, it was not always clear how misconceptions were being addressed.
- Leaders have identified the 'sticky knowledge' that pupils need to know to enable them to build on prior learning and access future work. The use of 'knowledge organisers' were discussed as a possible way of sharing key vocabulary, sticky knowledge and the sequence of learning that is due to or has taken place.

- Visits to lessons showed that all pupils, including those with SEND were been given access to the curriculum but it was not always evident what adaptations were being deployed to support those pupils who may require it.
- Evidence across the school showed that priority had been given to the standards of writing and leaders now need to ensure that these high expectations can be seen across the curriculum, including RE.

Safeguarding

Provide a summary of the areas of strength and development as noted in the most recent S157/175 return.

Strengths

- The document has been graded overwhelmingly as 4's and 5's
- Where recommendations have been made, they've largely been implemented.
- The school has benchmarked provision against their sister school Trevithick Learning Academy

Development Area(s)

- We are still consulting on best practice arrangements for: 4.7, 9.3, 9.6.
(recording low level concerns, comfortable reporting peer on peer, removing children from class for disclosures)

Were there any concerns during this visit? Yes / No Were these shared with the Head / DSL?

Next steps discussed

Next steps for improvement are:

- To ensure that all stakeholders can articulate the school's vision and theological underpinning.
- To provide opportunities for prayer outside of collective worship.
- To ensure that opportunities for children to revisit prior learning are in place (retrieval of knowledge from previous topics).
- To ensure that all staff and pupils can describe what being 'spiritual' means to the school.
- To monitor the impact that collective worship has on pupils and adults flourishing spiritually.

Date of next visit if appropriate - to be agreed.

Revisit Notes and Update Date: Wednesday 2nd October

This part of the report is completed when a return visit is completed within an academic year. Next steps are copied from above with notes added pertinent to each of these showing progress and continued improvement.

Within this box, add detail of who was met with on the revisit, activities undertaken.

Some activities for our visit to arrange with the school

Meeting with school leader(s)

Tour of the school

Collective Worship

Lesson Visits

Meeting with RE Leader

Meeting with Governor(s) / Trustee(s)

Book Look

Pupil conferencing

Discussion re safeguarding - what was noted in the S157/175 return? How is the school supported in making its own (or Trust) judgements and provision re. safeguarding?

Summary meeting to share strengths and agree next steps