

SCHOOL

EFFECTIVENESS

CORNWALL (SEC)



MONITORING VISIT REPORT

CONFIDENTIAL to school and LA



School: St Issey Church of England Voluntary Aided Primary

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

Date of visit: 26th June 2018

Date of report: 29th June 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 fourth 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.
- This is a much smaller than average school but with a continually growing roll. The current number on roll has increased to 44 and will be at least 49 in September with 7 new pupils expected in Reception and five girls leaving Year 6. The Nursery numbers have increased to 30 with a current capacity of 16 children per session which may be extended.
- The number of children who are eligible for pupil premium support and those who have English as an additional language is significantly below national expectations. The number of children who have special educational needs is below national expectations.
- The school has been supported by Venture Multi-Academy Trust and will be joining the MAT officially on 1st October. Due diligence has all been carried out.
- There have been considerable changes within the school this term. The Headteacher went on maternity leave at the beginning of the summer term and a new temporary Headteacher has been recruited to take over this role as well as working three days per week in the Key Stage 1 class. The other Key Stage 1 teacher is also currently on maternity leave but may return next term so plans are necessarily flexible at this time. The CEO of Venture MAT, based at Trevithick Primary School, spends approximately half a day a week at St Issey. A new Key Stage 2 teacher has been recruited for the 2018 - 19 academic year, again on a fixed term contract. Transition work has already begun and she will teach for a week during Year 6 transition.
- The current Key Stage 2 teacher is an NQT on a fixed term contract who is leaving at the end of term.
- Parents, governors, the Church and the wider community 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.
- Book sampling.
- Nursery learning walk.
- Meeting with Nursery Manager.
- Joint meeting with the Headteacher and CEO of Venture MAT.
- 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 two Governors.

Feedback was given to the Headteacher at the end of the visit.

Main Findings

- The school continues on its trajectory of overall improvement.
- Concern remains for attainment and progress for some pupils in Year 4 and 5 and is in part due to a legacy of poor teaching in the past. This is particularly in regard to Year 4 reading and Year 5 writing.
- The temporary Headteacher is new to headship but is aware of strengths within the school and areas for development. He has effectively used this term to identify any further areas for improvement. It is possible, depending on the return to work of the part time Key Stage 1 teacher that Year 4 will be taught separately for the next term initially in the mornings. The Headteacher receives effective support from the CEO of Venture MAT, Head of School at Trevithick and also past colleagues in leadership roles.
- 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 of progress is clear and the temporary Headteacher was well prepared for the visit.
- 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. St Issey was externally moderated for phonics screening this year.
- Over time, spelling has not improved as rapidly as school leaders require so a new scheme was purchased and put into use. This is based on differentiated work for individual year groups and is therefore not straightforward to

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administer to mixed age classes. The school is keeping this under review to assess impact.

- Assessment is rigorous 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. For SEN pupils or any others whose progress is slower, extra support is in place and is reviewed at least termly.
- A SENCo works within St Issey from Trevithick 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. There are displays of writing in all rooms and the raised profile of spelling is evident. Both classes have an area dedicated to the books the classes are reading – ‘Peter Pan’ in Key Stage 1 and ‘Gangsta Granny’ in KS2.
- The marking policy is used consistently and pupils have supported time to edit and improve their work in a variety of ways. Instances remain where improvements and edits are not routinely revisited by teachers to check they are correct.
- In September the school opened a nursery with 5 children and this has increased to the current roll of 30. This is managed highly effectively with assessment across the year as strength. Plans are in place to increase numbers and possibly advertise for another part time member of staff but the Headteacher has decided to wait until the school joins the MAT.
- Support staff is consistently able to deliver to groups effectively in class, lead interventions and extend questioning to deepen the understanding and knowledge of pupils.
- The children benefit from a broad and balanced curriculum with some excellent opportunities on offer such as the Year 1 Bear Hunt, residential trips: Year 3 to Cardiff, Year 4 to London and Year 5 to Manchester with a survival residential for Year 6. Additionally children attended; Clip and Climb, Swimming lessons, sports events, drumming lessons and our annual Pasty Walk.
- Attendance continues to be good in the majority of cases – the current absence figure is 3.8% but some pupils who have recently joined the school require a focus of improved attendance before it impacts on overall absence for the school. The Venture MAT EWO will support this.



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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 and many have made better than expected progress. Exceptions are the new joiners, though of those who have been with the school for only one term, most have made at least expected progress.

In **Year 1 (6 pupils)** the percentage on track to at least meet expectations is:

- Reading 67%
- Writing 83%
- Maths 83%
- All children in Year 1 are making expected or better progress in Reading, Writing and Mathematics
- 84% have met the standard in phonics.

In **Year 2 (6 pupils)** Percentage on track to at least meet expectations is:

- Reading 83%
- Writing 50%
- Maths 83%
- All children in Year 1 are making expected or better progress in Reading, Writing and Mathematics

In **Year 3 (9 pupils)** the percentage on track to at least meet expectations is:

- Reading 56%
- Writing 44%
- Maths 56%
- All children in Year 3 are making expected or better progress in Reading and Writing, with 71% of the cohort making expected progress in Mathematics.

In **Year 4 (7 pupils)** the percentage on track to at least meet expectations is:

- Reading 43%
- Writing 14%
- Maths 57%
- In reading, 50% of the cohort is making expected or better progress. In Writing 83% of the cohort is making expected or better progress. In Mathematics, 67% of the cohort is making expected or better progress.

In **Year 5 (7 pupils)** the percentage on track to at least meet expectations is:

- Reading 29%
- Writing 14%
- Maths 71%
- In Reading, 67% of the cohort is making expected or better progress. In Writing, 33% of the cohort is making expected or better progress. In Mathematics, 67% of the cohort is making expected or better progress.



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In **Year 6 (5 pupils)** the percentage on track to at least meet expectations is:

- Reading 80%
- Writing 80%
- Maths 100%
- In Reading, Writing and Mathematics, 80% of the cohort is making expected or better progress.

The Quality of Learning

Nursery Provision

- As before, the Nursery learning environment is well set up for the children to access resources for the continuous provision programme. Staff are knowledgeable and the atmosphere is calm and purposeful. The manager is constantly working to further enhance the provision.
- There are currently 30 children on roll but no more than 16 in attendance at each session to ensure being within ratio. This may rise with the appointment of a new member of staff.
- Both the indoor and outdoor areas are shared with Reception and this flexibility of working provides well for the range of age groups. Both are well resourced and attractive to children.
- Assessment continues to be strength. 'Tapestry' is used to assess and review children's individual needs with daily observations relayed to parents and next steps identified.
- Each child has an individual record of information on progress and a next steps folder and this is now forming a basis for transfer into Reception.
- Speech and Language work is in place to support the language development of one child and progress has been good.

Key Stage 1

- Attitudes to learning, pupil engagement and behaviour continue to be good.
- All adults support children's learning well and other adult staff are able to deliver sessions to groups successfully to support learning.
- Pitch and pace are appropriate and most children are able to work independently.
- Books show clear progress within lessons and across sequences of lessons. However, for some able Year 2 children and for Year 3, not enough opportunities are provided to allow independent recording in Maths to support their learning and transition into the Key Stage 2 class.
- Marking is in line with the school policy and pupils know how to improve. There are instances where teachers do not revisit edited or improved work to check it has been completed successfully.



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- Higher order vocabulary and technical terms are used appropriately by both adults and children but there is a need to ensure the spelling of these is correct.
- Teachers do not always model appropriate handwriting for pupils.
- Spelling work has not impacted sufficiently upon standards and this is an area for improvement.

To Improve:

- *Set clear expectations for spelling and presentation and ensure key words are available for learners.*
- *Ensure all adults model handwriting appropriately.*
- *Ensure make best use of the marking and feedback policy by following up on pupils' responses to challenge marking.*

Key Stage 2

- The Year 6 group has had extra support from the substantive Headteacher in order to continue to make progress towards their targets.
- The Maths lesson observed required more carefully pitched input for the groups and the modelling of how to present work in problem solving. The English lesson similarly needed a more differentiated approach. The Headteacher plans to support the NQT in planning for this.
- Handwriting and presentation are variable and there is little evidence of either meeting the required expectation.
- Pupils are on task, able to articulate what they are learning and are generally motivated to improve.
- Marking adheres to the policy and ensures that pupils' work is edited and improved. Some feedback is not as effective and edited work is not always revisited.
- Much of the quality of writing is good but opportunities for extended writing are relatively infrequent.
- High order vocabulary and technical language are used effectively by both adults and children in English.
- The HLTA employed for the class provides very good support both within the classroom and when leading groups.



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To Improve:

- *Ensure all children understand the vocabulary in use and that the teacher models learning patterns according to the requirements of the school.*
- *Spelling still requires a strong focus for many pupils and a rise in expectation with the delivery of key words each lesson.*
- *For some pupils' presentation and productivity are issues that require improvement and the teacher needs to be ensure that pupils work to meet the agreed school expectations.*

Behaviour and Attitudes to Learning

- Behaviour for learning is good and conduct around the school continues to be excellent. Pupils are polite and helpful to one another and to adults. Relationships are good.
- Pupils are fully engaged in their work and able to focus well and listen to adults.
- Attendance is above national data sets with the exception of some new joiners.

Leadership and Management

- The temporary Headteacher works three days a week in class with two days for leadership time. In a relatively short space of time he has made some decisions about the renewed foci of improvement for the next academic year and the opportunities to work effectively as part of the teaching team as well as the school leader.
- He is already working on a draft School Improvement Plan for 2018 – 19 and will share this with all stakeholders.
- Documentation is clear, systems are robust and information continues to be communicated well with all stakeholders.
- Assessment evidence is quality assured and progress rigorously tracked and documented thoroughly on a half termly basis. The school may decide to change the tracking system in line with that used by Venture MAT but retain information as to the journey of current pupils especially those at the top of the school.
- The temporary Headteacher has established good relationships with families, governors and the community. Feedback from parents continues to be extremely positive and parents feel well supported.
- School leaders continue with a range of work linked to community endeavours with a calendar of events in place. Open afternoons, clubs run by community volunteers and a variety of community functions take place and are well supported. Governor links with the church and community are strong. The school garden is an extraordinary resource that is truly outstanding and the gardening club very well attended.



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- The school continues to work closely with Trevithick, which is providing SENCo and administrative support as required. The temporary Headteacher will use the EWO to support the improvement needed in attendance of some of the newly joined pupils. Provision mapping on line has been purchased to ensure clarity in all areas of extra support and the impact it should have.
- There is a full complement of 8 governors who have all undertaken training and are keen to support the school as well as provide challenge. They have a range of skills and a variety of backgrounds and areas such as finance, sport, Nursery provision and spelling have been impacted upon by governor monitoring and support.
- Governor roles and responsibilities are in place and two committees, one for finance and resources and one for curriculum and standards continue to meet at least termly in addition to the full board meetings.
- A comprehensive report to parents is sent out once each year and parent meetings are in place termly.
- A new website for the school is still awaiting the final touches but in the meantime the current website is compliant for Ofsted requirements.

To improve:

- *Ensure that all governors are aware of the expectations of HMI visits and inspection and able to answer questions confidently and discuss the impact of their actions and those of the temporary Headteacher.*

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.

Progress has been good. This is in place with a complete curriculum map. As the school grows and there is a possibility of moving to three classes, the Headteacher is aware that this will need a full revision.

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

Good progress has been made. The strong focus on reading for comprehension for all age groups continues and outcomes show a good improvement.

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

Progress has been good. All pupils have next steps targets and lessons are planned to support individuals in making rapid progress. Where pupils have recently joined the school there needs to be continual revisiting of specific areas and gap analysis of their tests and tasks to ensure this trajectory continues.



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

Progress has been good. Assessment is robust, fully embedded, quality assured and informs planning.

- *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.*

Progress has been reasonable. The NQT is still developing this area and with a new teacher joining Key Stage 2 in September this will require revisiting and checking by the Headteacher.

- *Improve leadership and management by:*

– monitoring more accurately the progress that pupils make.

Progress has been good. 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.

Progress has been good. Teaching is now mainly 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 and planned for next year.

– strengthening the membership of the interim governing board to ensure that they have the range of skills required to support and challenge leaders.

Progress has been good. The new governing board is fully in place and in a stable situation with plans for continuity and sustainability. It has been effectively led by the chair of governors.

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

Progress has been good. A permanent board of highly committed governors has been in place for two terms. The school is in a much stronger position and with the opening of the Nursery and many in-year admissions numbers continue to rise. Next year increasing numbers and planning for progression and sustainability will continue to be a priority.

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Date of next visit: To be arranged as necessary with Venture MAT, post conversion.

Focus for the next visit:

- Leadership and management
- Quality of learning and outcomes for pupils
- Progress since the previous SEC monitoring visit

CC

Jane Black	Service Director, Education and Early Years
Tim Osborne	Head of School Effectiveness
Barbara Dyer	Senior School Effectiveness Officer (Primary)
Chris Parham	Interim Headteacher
Jo Osborne	Director for Schools, Diocese of Truro and Chair of Governors
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Sean Powers	CEO Venture MAT
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File	