

**Truro Diocese – School Visit
Summary Visit Note**

Academy: St Issey CE	Head of School: Chris Parham
Interim Director of Schools – Mark Lees	Chair of Governors: Rev. Katie Kirby
RE Leader plus email: Lou Roseveare	Clerk to Governors plus email:
Date of Visit: 21 st November 2018	Diocese rag-rating: Amber

Overall effectiveness	OFSTED: 3 (2016)	SIAMS: 3 (March 2017)	School SE: 2
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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. 	

Contextual and school performance update

- The school currently has 57 pupils on roll and is organised into 2 classes plus an early years unit.
- Attendance is at 95.45% and persistent absence at 5% which is lower than the national figure.
- The Early Years GLD in 2018 was **67%**, there were only three pupils in this cohort.
- Year 1 phonic outcomes are 83% in 2018 and have been above the national average for the last three years.
- 83%** of Year 1 pupils (6 pupils) met the expectations of the phonic screening test in 2018. In Year 2, 100% of the cohort has reached this standard.
- Key Stage 1 (6 pupils) outcomes:** Reading – **83%** (GD- 33%), Writing – **50%** (GD-0) and Mathematics – **83%** (GD-17%)

Key Stage 2 in 2018 (5 pupils)

Subject	Expected plus	GD	Progress measure
Reading	100	20	2.8
Writing	80	20	-0.4
Mathematics	100	0	-1.6
EGPS	80	40	2.6

- Discussion points from data:**
- Cohorts are very small at St Issey CE.
 - There has been a significant growth in the school roll with pupils moving from other local schools. Some of these pupils join the school with a variety of needs. In the current Year 6, 7 pupils out 11 pupils are fairly new to the school. Four of these pupils are currently working below the expected standard.
 - Early indications for the school data is that progress in reading, writing and mathematics needs to accelerate.

Summary of discussions and observations

- Meeting with the Head of School and the Chair of the LGB, designate.**
Thank you for being so well prepared for this diocese visit.
- The school converted to become an academy on the 1st October 2018 and joined the Venture MAT which had been working with the school since the last inspection.
 - A new local governing body is being established and it is likely that Rev. Katie Kirby will become the Chair of this LGB. The new LGB will need training and this is currently being organised with Bex Couch at the diocese. The new Chair has a good understanding of the roles and responsibilities of this group: standards, safeguarding, SIAMS and staffing.
 - The current head of school took up his post in April 2018 to cover the maternity leave of the previous seconded post holder. He has enjoyed leading and managing this CE school. It is not yet clear how the school will be led once the maternity leave is over.

- Leaders have a strong understanding of the strengths and areas for improvement across the school. School improvement documentation is detailed and focuses on the correct priorities.
- Another teacher was also on maternity leave but unfortunately lost her baby and will return to school at the end of the autumn term 2018.
- The head of school teaches in the Year 1,2 and 3 class for two days a week as a job share.
- The school is currently 0.6 overstaffed and this has put a massive strain on the school's budget. The FSA has been approached for top up funding as the school has grown significantly during the last 12 months. Venture MAT are supporting the school well in terms of funding and school improvement.
- Many of the pupils who have joined the school recently are coming with specific needs or have not made the progress that might have been expected of them. This presents challenges for the teachers in this small school. The school makes good use of staff and most of the teaching assistants undertake intervention group work during the afternoons.
- Venture MAT introduced many new approaches that have now mostly been embedded into the school: talk for writing, Read, Write, Inc and the slide approach to teaching of maths. The impact of these approaches and strategies on attainment and pupils progress is starting to show.
- Staff are involved with moderation events within school and with other schools further afield.
- The Executive Principal visits the school once a week and is delighted with the work of the acting head of school who takes the lead in most areas.
- Leaders have worked hard to improve the profile of the school within the local community. This can be seen in the significant rise in the pupil roll. The 'Village in Bloom' group have developed a superb outside garden and large green house (this was donated free of charge from someone in the community).
- Rev. Stephen Holmes is the new Priest in Charge at St Issey but as he is new, his involvement with the school has been limited so far. However, Rev Katie makes up for this!

Learning walk around the school:

St Issey CE is a welcoming and very attractive primary school. The displays reflect the high standards of leaders and staff, there are 3D displays in all classrooms and lots of natural materials and resources to hand.

- The school has established a spacious early years/ nursery unit that offers places to 2 to 5 year olds. This has proved extremely popular with parents and the community. It is almost at capacity at present due to the tight ratios required for the two year olds.
- The early years unit is well organised, and staff support the children well. There is excellent access to a covered outside space and an area for gross motor bike and trikes play.
- The reception age children within the early years space are taught discreetly for their early maths work and phonics. They have opportunities to write freely and some of this is displayed.
- The Year 1,2 and 3 class were working on a talk for writing activity and were engaged and hard working. In a brief look at books it was clear that the pupils are responding well to the approaches being taught.
- The Year 4,5 and 6 classroom has now been divided into two class spaces in readiness for future school growth. This class were also settled and hard working.
- The core Christian Values are evident throughout the school. These are the Church of England values of: **hope, dignity, community and wisdom**. Large displays celebrate each value in the school hall.
- The outside learning spaces would be the envy of many other schools and offer a wide range of opportunities for learning, sport and play.

Strategic improvement priorities

- Strengthening the governance of the school once the new LGB has been established. Ensure the board is clear as to its role and responsibilities and that it provides training for members.
- Ensure leadership transitions are well managed during a period of change with a leader returning from maternity leave.
- Ensuring the impact on pupils' progress on staff absence is minimised with forthcoming maternity leaves etc.
- Continue to support and challenge pupils to close gaps in learning from the legacy of poorer teaching in past years.
- In key stage 1 and 2 improve writing attainment and bring in line with the national average.
- Ensure the early years GLD is in line with the national average, (it exceeded the national average for 2016 and 17).

Next steps discussed

- Secure the local governance of the school and provide training for this new LGB on roles, responsibilities and hold leaders to account for the performance of the school.
- As soon as possible, ensure that the senior leadership of the school is confirmed following a maternity leave.
- Through quality first teaching and focused intervention support the large group of pupils who have joined the school and who are falling behind expectations.

- Following training on the updated SIAMs framework, it would be useful to revisit the school's Christian vision and ensure that it is underpinned by biblical teaching. Involving the LGB and staff in this would be wise.
- Worship would benefit from development by setting up a pupil led worship team and establishing a pattern of 3 or 4 Eucharist services during the year (Harvest? Easter? Leavers?)
- Keep up the very good work on all fronts!

Date of next visit if appropriate to be arranged if required.

Truro Diocese

Annual Review Evaluation

<p>Previous SIAMs inspection Date: March 2017 Outcomes: Satisfactory</p>
<p>Points for development:</p> <ul style="list-style-type: none"> • 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.

<p>How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?</p>
<p>The school has established a close and nurturing link with the parish and church and its community. One of the local clergy is actively involved in the Christian life and work of the school. She helps leaders have a better understanding of the theology needed in securing this vision.</p> <p>The school has wisely decided to educate the pupils at the school through wisdom, hope, community and dignity. The standard of teaching and learning are improving, and leaders place the success and well-being of all children at the heart of all decisions and development.</p> <p>This is a thriving Church of England primary school.</p>

Selected SIAMs 2018 Good Grade descriptors to frame the discussion:

<p>The leaders have developed a Christian vision that reflects its local context. The school uses its vision to shape development plans and school policies.</p>	<p>The school values underpin all strategic plans. Leaders will need to refine their vision in coming months.</p>
<p>Leaders, including governors, explain how biblical teaching roots the school's vision giving it coherence, relevance and sustainability.</p>	<p>This would be a good piece of work for the newly formed LGB to work on following attendance at the updated SIAMs framework training during the spring term of 2019.</p> <p>The school SIAMs toolkit will need to be updated in the light of this training.</p>
<p>The school's policies on admissions demonstrably reflect its Christian vision by being welcoming to pupils with disabilities and learning difficulties, and by being inclusive of different faiths and of pupils from diverse backgrounds.</p> <p><i>This is a DOT DBE Priority.</i></p>	<p>No discussed during this visit.</p>
<p>Leaders are aware of current developments and debates in Church school education and this informs their practice.</p> <p>Valuing All God's Children – National Society Priority</p>	<p>Leaders are aware of the CE 'Valuing All God's Children' vision for education and have decided to use the CE values to underpin all work and developments, these are: wisdom, hope, community and dignity</p>
<p>Worship engages creatively with the school's Christian vision and associated values showing respect for, and giving dignity to all, wherever they may be on their spiritual journey.</p>	<p>Worship takes place every day and once per month the school attends a service in St Issey Parish Church. The school wants to involve pupils more in leading worship and involve the school in a Eucharist service each term.</p>

<p>Teaching and learning in RE Reflects the <i>Church of England Statement of Entitlement</i></p>	<p>Teachers use the Understanding Christianity materials to support the teaching of RE in the school. RE is assessed using assessment grids. Floor books are also used to capture learning.</p>
<p>Leaders are proactive in seeking and maintaining mutually beneficial partnerships with the local church.</p>	<p>There is an excellent partnership with the local church. The newly appointed vicar has had less to do with the school so far.</p>
<p>All staff members and governors have opportunities to develop their understanding of Church school education.</p>	<p>Not discussed during this visit.</p>
<p>Leaders and governors ensure that there is an ongoing process in place that evaluates the effectiveness of the school as a Church school.</p>	<p>Leaders and governors welcome the involvement of the diocese and are well prepared for visits and able to articulate clearly how the vision and values support the whole school provision.</p>
<p>Since the previous denominational inspection governors/academy directors have ensured that the recommendations from the previous inspection report have been addressed over time to the educational benefit of the pupils.</p>	<p>Good progress has been made against these priorities. However, in the light of the new SIAMs framework further development work will be needed on:</p> <ul style="list-style-type: none"> • vision and values; • wisdom, knowledge and skills; • character education, hope, aspiration and courageous advocacy; • dignity and respect; • the importance of collective worship and • the effectiveness of the teaching of RE. <p>The Diocese can support the school with this when needed.</p>