

# Inspection of St Issey Church of England Primary School

Gardeners Way, St Issey, Wadebridge Cornwall PL27 7RN

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Inspection dates: 7 and 8 February 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

## **What is it like to attend this school?**

Pupils are happy at St Issey C of E Primary School. They find learning interesting and take pride in their achievements. Staff support pupils' individual needs well. Respectful relationships exist between staff and pupils. Leaders provide a range of opportunities for pupils to take roles of responsibility and build their confidence. For example, through activities such as courageous club, collective crew and the gardening club.

Staff have high expectations of pupils. Pupils know how the school rules, following instructions, caring and showing good manners, help them to behave well. Staff keep pupils safe from bullying. Pupils trust staff to act on any worries they share with them. As a result, pupils feel safe and behave well in lessons and around the school.

Leaders are ambitious for pupils. They make the most of the local area to broaden pupils' experiences. Leaders ensure that pupils learn about people from different cultures and backgrounds. They visit locations that contrast the local area, such as London, Bristol and Manchester.

Many parents speak positively about the school. One said, '[Staff] genuinely care about inspiring and enriching the children's lives.'

## **What does the school do well and what does it need to do better?**

Leaders have designed a curriculum that helps all pupils to learn well, including those with special educational needs and/or disabilities. Staff are attentive to the needs of individual pupils. They work closely with parents and outside agencies to give pupils the support they need. Staff make adaptations to learning so that all pupils can thrive.

The youngest children get off to a strong start. Staff in the Nursery provide children with resources and activities that meet their needs. They support children's learning well.

In most subjects, leaders have carefully mapped out the content that pupils will learn, starting from the early years. In history, for example, pupils build their knowledge of ideas such as monarchy, rebellion and invasion. In mathematics, there are clear sequences of learning. Teachers regularly check what pupils know and remember. Pupils remember their learning and use it as a basis for further learning. However, in some subjects, leaders have not mapped out the most important knowledge that they want pupils to learn. In these subjects, pupils do not build their knowledge well. They develop gaps in their learning.

Staff prioritise reading. In Nursery, staff build children's confidence with language and develop their love of books. As soon as children start in Reception, they learn

letter sounds. Pupils read books that are closely matched to the sounds they know. Teachers make regular checks on pupils' reading. They give extra support so that pupils catch up quickly if they fall behind.

In older year groups, teachers read and discuss high-quality books with pupils every day. Teachers ask questions that help pupils to think precisely. Staff help pupils to choose books that they will enjoy. Teachers help pupils to read a wide range of diverse and challenging books. Pupils read with increasing confidence and fluency.

Leaders provide a wide range of carefully planned activities to broaden pupils' experiences and understanding of the wider world. Leaders make sure that all pupils can access these activities. Pupils regularly learn about health, relationships and diversity. However, leaders have not identified with enough precision what they want pupils to know in these areas. As a result, some pupils find it hard to explain and remember their learning.

Teachers manage pupils' behaviour well. They use the three school rules to remind pupils of their expectations. Pupils and staff respect one another. Pupils follow routines and learning is rarely disturbed. Leaders provide well-chosen equipment and resources at breaktimes and lunchtime, such as go-karts and the reading shed. Pupils show cooperation when engaging in these activities.

Governors have an accurate understanding of the school. They challenge and support school leaders effectively. Staff are proud to work at the school. They appreciate the care that leaders show for their well-being and workload. Staff say that leaders have created a school where they are trusted to take risks and to innovate in ways which are right for the pupils.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders know pupils and their families well. They deliver safeguarding training for all staff. As a result, staff know how to report concerns. They do this without delay. Leaders respond effectively to any concern that is raised. They record their actions carefully. Leaders take initiative when they work with external agencies.

Pupils feel safe in school. They know they can talk to an adult about any worries they have. Pupils learn about staying safe, including when online. Leaders carry out appropriate checks when they appoint new staff. Governors regularly check the effectiveness of the systems to keep pupils safe.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In a few subjects, leaders have not yet clearly identified the important knowledge all pupils should know and by when. Pupils develop gaps in their knowledge in

these subjects. They are not well prepared for future learning. Leaders must ensure that the most important knowledge pupils need to learn in each subject is identified. This will help pupils to build knowledge well and remember their learning over time.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	146051
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	10256582
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	120
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Philip Robinson
<b>Headteacher</b>	Chris Parham
<b>Website</b>	<a href="http://www.st-issey.cornwall.sch.uk">www.st-issey.cornwall.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school converted to become an academy school in October 2018. It is part of the Venture Multi-Academy Trust. When its predecessor school, St Issey Church of England Primary School, was last inspected by Ofsted, it was judged to require improvement.
- The school has experienced rapid growth in pupil numbers since October 2018.
- The school is a voluntary-aided Church of England school. The most recent section 48 inspection took place in March 2017.
- The school does not use any alternative provision.
- The school has a nursery that offers places to two-year-old children.
- There is a before- and after-school club managed by leaders.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken this into account in their evaluation.
- Inspectors met with the headteacher, subject leaders, teachers, groups of pupils, governors, representatives from the diocese and multi-academy trust.
- Inspectors carried out deep dives in the following subjects: early reading, mathematics and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.
- Inspectors looked at samples of pupils' work in other subject areas.
- The lead inspector listened to pupils in Years 1, 2 and 3 read to an adult.
- Inspectors reviewed the school's safeguarding documentation, including safeguarding checks carried out on staff working at the school. They reviewed how well the designated safeguarding leads act on concerns about pupils' welfare. Inspectors talked to pupils, staff and governors about how leaders keep everyone safe.
- Inspectors considered the 40 responses to the Ofsted online survey, Parent View, including 23 free-text responses. They also considered the 11 responses to the staff survey and the 23 responses to the pupil survey.

### **Inspection team**

Jonathan Gower, lead inspector

Ofsted Inspector

Martin Greenwood

Ofsted Inspector

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