

# St Issey Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	112017
<b>Local Authority</b>	Cornwall
<b>Inspection number</b>	325509
<b>Inspection date</b>	1 July 2009
<b>Reporting inspector</b>	Ian Hancock

This inspection of the school was carried out under section 5 of the Education Act 2005.

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	56
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Claire O'Sullivan
<b>Headteacher</b>	Barbara Hough
<b>Date of previous school inspection</b>	8 June 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Gardeners Way St Issey Wadebridge PL27 7RN
<b>Telephone number</b>	01841 540232

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<b>Age group</b>	4–11
<b>Inspection date</b>	1 July 2009
<b>Inspection number</b>	325509

**Fax number**

01841 541265

<b>Age group</b>	4-11
<b>Inspection date</b>	1 July 2009
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## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

This small school serves the village and surrounding area of St Issey. A new school building was opened in September 2007. The school works closely with the privately run pre-school on site. The school's Early Years Foundation Stage provision for Reception-age children is provided in a class which also has pupils from Years 1 and 2. Most pupils are of White British heritage. The school has achieved Healthy School status, Activemark and Investors in People awards.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school. Strengths in pastoral care, the promotion of spiritual, moral and social development, and working well in partnership with others contribute much to pupils' good personal development and well-being. The school is a central part of the community it serves and is highly valued by the vast majority of parents. This is illustrated by comments made by parents such as, 'St Issey School gives my child a well-rounded education with the chance to take part in a wide range of activities for a small school. I feel it is very inclusive and all children are encouraged to take part regardless of ability.' The outcomes can be seen in happy pupils, who enjoy their lessons, feel safe, get on well together and behave well. They enjoy exercise and have a good understanding of how to lead a healthy life. Despite the school's efforts, attendance remains below the national average.

Academic achievement across the school as a whole is satisfactory but good in Years 5 and 6. Children enter school in the Early Years Foundation Stage with skills generally below those expected for children of a similar age. They settle quickly and make satisfactory progress in Reception. However, there are insufficient opportunities for independent learning. The school acknowledges that the outside area for Reception is still being developed and has greater potential to support children's learning. As a result of new initiatives, including careful tracking and intervention programmes, standards are rising in Years 1 and 2, particularly for higher attaining pupils. Pupils make good progress in Years 5 and 6 where standards are broadly average in mathematics and science and above average in English. Pupils with learning difficulties and/or disabilities benefit from the help given by teachers and support staff and make satisfactory progress.

Teaching and learning are satisfactory overall and sometimes good. In the better lessons, pupils make good progress but assessment information is not used consistently well when planning work. Consequently, lesson activities do not always support or challenge pupils of different abilities to do their best. The curriculum is satisfactory. New approaches have led to a more interesting and stimulating curriculum that is beginning to capture pupils' imagination, raise their achievement and enhance their enjoyment of learning. The hard work and commitment of the headteacher is a strong feature in the school's leadership and management. However, the role of subject leaders in monitoring the school's performance to bring about improvement is an area for development. The school is committed to improvement and raising standards. Through its accurate self-evaluation, new tracking systems have been introduced to monitor pupils' attainment and identify those needing additional support. With a more settled staff, the completion of the building programme, and gradual success of its recent actions, the school is in a satisfactory position to improve further.

## Effectiveness of the Early Years Foundation Stage

### Grade: 3

Children enter the school with standards below those expected for their age. In this safe and nurturing environment, children settle in quickly. Links with the pre-school on the school site are developing well and this helps to support children's start in Reception. Great emphasis is placed on promoting children's personal, social and emotional development. Consequently, children make good progress in these aspects of their learning. Children make satisfactory progress in other areas of learning because work is matched appropriately to individual needs and teaching is satisfactory. As a result, many children achieve the expected level when they

start Year 1. Although provision is geared to the needs of young children, activities are sometimes too teacher-led, which limits children's opportunities to develop their independence. The outside area has significantly improved since the building debris was removed, but it is not yet used to its full potential to support children's learning. Detailed observations are used well to track children's progress and help staff take an active part in their learning.

### **What the school should do to improve further**

- Ensure that assessment information is always used well when planning lessons, so that all pupils are consistently supported and challenged to do their best.
- Improve the quality of the outside area and provide more opportunities for independent learning in the Early Years Foundation Stage.
- Make sure subject leaders in English, mathematics and science play a full part in monitoring the school's performance to bring about improvement.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted Inspector before the next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Pupils' achievement in Years 1 to 6 is satisfactory overall, but as they move through the school, variations in the quality of teaching result in different rates of progress. Some work is not sufficiently well matched to pupils' needs, so pupils do not always achieve as well as they should. Standards at the end of Year 2 are slightly below average in reading, writing and mathematics. Nevertheless, they are rising due to the successful introduction of improved tracking systems and new intervention programmes, particularly for higher attaining pupils. Good progress in Years 5 and 6 comes about because of consistently strong teaching. Consequently, by the end of Year 6, standards are broadly average in mathematics and science and above average in English. Pupils with learning difficulties and/or disabilities achieve at a similar rate to their peers.

## **Personal development and well-being**

### **Grade: 2**

Pupils enjoy coming to school and say that they feel safe and secure. Attendance remains slightly below average because many families still take holidays in school time. Pupils' spiritual, moral, social and cultural development is good overall, with particular strengths in spiritual, moral and social development. However, their understanding of life in multicultural Britain is a less well developed aspect. Behaviour and attitudes are good both in lessons and in the playground, where older pupils look after younger children. Pupils have a good understanding of healthy lifestyles. They recognise the importance of eating healthy food and enjoy exercise. Strong links have been established with the local community, including pupils' good involvement in numerous village events. Pupils' positive approach to learning and satisfactory academic achievement ensures they are soundly prepared for their future education.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teaching and learning are satisfactory and sometimes good. Positive relationships result in pupils knowing they can ask for help if they get stuck. Teachers are clear about what they want pupils to learn. The purpose of the lesson is explained so that pupils know what they are aiming to achieve. Most pupils make satisfactory progress in their lessons but sometimes the pace is slow, time is not used effectively and expectations are too low. The level of teaching is not always well matched to what pupils already know and understand. Activities are too hard for some pupils and too easy for others. Teaching assistants are fully involved in teaching activities and provide effective support to individuals and small groups of pupils, including those with learning difficulties and/or disabilities, ensuring these pupils make satisfactory progress over time.

### Curriculum and other activities

#### Grade: 3

The curriculum meets statutory requirements and is satisfactory overall. A good range of visits enhances day by day lessons well and is much appreciated by pupils, reflected in comments such as 'All trips are awesome!' The recent review of provision has produced a more creative and innovative curriculum. This is in the early stages of development but is beginning to have a positive impact on capturing pupils' interest and enjoyment. The additional provision for developing basic skills in language and mathematics is beginning to have a positive impact on improving standards. However, the school acknowledges more work needs to be done to develop pupils' independence and investigative skills. The curriculum continues to provide good opportunities in music and sport and effective use is made of the local environment to enhance pupils' enjoyment of learning.

### Care, guidance and support

#### Grade: 2

Teachers and other staff place a high priority on pupils' safety and well-being. They know pupils well. They have a good knowledge of their social and emotional needs and provide them with good pastoral support and guidance within a warm and supportive family atmosphere. Parents are positive about the care shown to their children, reflected in comments such as 'All the staff at St Issey's are kind and considerate towards their pupils. This school is a wonderful environment for children to be in.' Child protection, health, safety and safeguarding procedures are all robust. The tracking of pupils' progress has significantly improved since the last inspection and is developing well. Data are used to track individual pupils' progress and identify those needing additional support. However, this information is not always used effectively by teachers on a day-by-day basis to ensure that work is matched closely to pupils' needs.

## Leadership and management

#### Grade: 3

The headteacher, governors and staff are strongly committed to school improvement. Since the last inspection, this improvement has been hampered by the disruption of building a new

school and long-term absences by some staff. This has now settled down to enable the school to get a firmer grip on ensuring improvement. The headteacher provides a clear direction for this happy and caring school. She has created a good team spirit among the staff. She is aware that standards and achievement could be higher and has begun to involve the subject leaders in English, mathematics and science. She recognises that if the pace of improvement is to hasten, subject leaders need to have a clearer understanding of the strengths and weaknesses in their subjects and to be more involved in leading developments. Governors have been very supportive during the recent building work. They have a sound understanding of the school's strengths and weaknesses and are attending training so that they can play a full part in monitoring the school's progress. The school's promotion of community cohesion is satisfactory. Although the school has established some good links locally, the school acknowledges that there are not enough opportunities for contacts beyond the local community.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	3

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	3

<sup>1</sup>Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B**

**Text from letter to pupils explaining the findings of the inspection**

2 July 2009

Dear Pupils

Inspection of St Issey C of E Primary School, Wadebridge, PL27 7RN

Thank you for the very warm welcome you gave us when we visited your school. We enjoyed talking with you very much and thought you were friendly and polite.

The school provides you with a satisfactory education. These are some of the good things we found:

- You enjoy school and behave well.
- You have a good understanding of how important it is to eat healthy food and keep fit by regular exercise.
- You enjoy the visits outside school and working in the local environment.
- Teachers and adults in school look after you well.

These are the things we asked the school to do to make it even better:

- We have asked teachers to plan your work carefully so that it is not too hard or too easy, to help you learn more quickly.
- Improve the outdoor facilities for Reception children and provide more opportunities for them to learn independently.
- Allow your teachers the chance to check up how well you learn in English, mathematics and science, so that they can do more to improve the school.

Best wishes for the future

Yours faithfully

Ian Hancock

Lead inspector