

MONITORING VISIT REPORT
CONFIDENTIAL to school and LA

School: St Mary's Church of England School, Truro
SEC Officers: Graeme Plunkett
Date of visit: 14 June 2019
Date of report: 11 July 2019

Introduction and Context

- This visit was to conduct a pupil premium review at the request of the school.
- The school was last inspected on 14 November 2014 and found to be Outstanding in all areas.
- The school is a Voluntary Controlled Church of England Primary school.
- The school is a one form entry school with 209 pupils on roll (2018-19).
- 16.7% (National average circa 24%) of the school population are in receipt of Pupil Premium funding, one child with forces premium and one child in care. The percentage of pupils with SEND is currently 11.48%.
- Of the children eligible for Pupil premium, 25.7% have an identified special educational need.

Evidence Base

- A meeting was held with the head teacher and senior staff
- A learning walk across all year groups with the head teacher and senior staff to look at learning, teaching and pupils' work (PP and non-PP)
- Book scrutiny of pupil premium students' books
- A meeting was held with middle leaders
- Meeting with governors
- Meeting with a range of pupil premium pupils
- Perusal of the school website

Standards 2018

Key Stage 2	Percentage meeting expected standard disadvantaged (5 pupils) (%)	Percentage meeting expected standard non-disadvantaged (22 pupils) (%)
Reading	60	100
Writing	60	100
Maths	40	91
Combined	20	91

Key Stage 2	Disadvantaged pupils	Non-disadvantaged pupils
Average progress score in reading	-0.26	0.15
Average progress score in writing	3.59	2.74
Average progress score in maths	2.21	-2.73



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Website

- The Pupil Premium information is displayed on the school website.
- It is easily navigable from the Home page and is clearly presented. The plan for 2018-19 and Reviews of Expenditure for 2017-2018 and 2016-2017 are available to view; the latter two documents are annotated reflecting their status as working documents.
- The Pupil Premium plan gives details of: intended outcomes; the evidence and rationale for initiatives; implementation; and review clearly indicated. Each section shows the total budgeted expenditure for that section of the plan with sub actions separately costed within each section.
- The website emphasises the school's Christian ethos and commitment to equality of opportunity and a commitment to combat discrimination.

Main Findings

- The school takes an evidence-informed approach to school improvement utilising the lessons drawn from Education Endowment Foundation (EEF) research and the use of IRIS, a system that video records teaching for professional development.
- There are well-established and effective strategies in place for engaging parents and carers. This includes strong links with the neighbouring nursery school. There is, for example, an annual Teddy Bears' Picnic at which pupils and their parents/carers transitioning to primary school can meet staff, Year 5 pupils, and governors. Year 5 pupils also regularly read with children at the nursery school.
- Senior staff engage with parents/carers whilst on gate duty and at drop-ins to see the head teacher. The school organises parental workshops, providing a crèche to help boost attendance. These workshops have covered: phonics; curriculum developments; and mathematics. There are Topic Talk Time sessions where pupils present their topic work to parents/carers and there is a Facebook page for parents with announcements and videos.
- The school gathers feedback from parents on a regular basis. Any behaviour issues logged on My Concern are always closed with a parental comment.
- In the current pupil premium cohort there is only one 'hard to reach parent' but the school is well aware of the context and circumstances of this family.
- The school uses 'Motional' to measure the impact of initiatives such as Forest School. Bespoke interventions such as Forest School mathematics are open to pupil premium and non-pupil premium students. The Easter school themed around The Titanic benefited seventeen pupils.
- The school has two Trauma Informed School trained staff.
- Curriculum development work is recorded in very accessible books which illustrate the thinking and the use of research such as EEF impact findings.



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- Pupils are engaged and committed to their learning. All, whether pupil premium pupils or not, are happy to discuss their learning and show their work. Pupils eligible for the pupil premium funding are clearly known to staff and given opportunities to shine. Pupils are able to demonstrate their knowledge and vocabulary, for example, the meaning of 'dispersal' in the context of plant seeds. Teaching assistants are deployed with thought and to the benefit of carefully differentiated groups of students.
- Middle leaders are enthusiastic about the linear curriculum approach, which allows gaps in pupils' knowledge to be filled but which is flexible enough to allow adaptation when required. Interventions now take place in the morning, rather than the afternoon, so pupils do not miss out on class time. Pre-teaching is used across the curriculum and across year groups. The use of common resources across classes removes the 'singling out' aspect of differentiation.
- The Power Maths scheme has saved teachers' preparation time and enabled them to focus more upon the quality of their assessment. Forest School has had a direct impact upon children through the application of mathematics in the 'real world'. The data work done on The Titanic in the Easter school is a good example of this. The school has also adopted Times Tables Rockstars which pupils enjoy.
- Fiction Express has been introduced with its emphasis upon reading for pleasure. Each classroom has a book basket containing the Pie Corbett literacy spine books for the year. There are reading hammocks and chairs and a reading shed is to come. The Labooktory initiative with rewards for reading is popular.
- Handwriting is an area for improvement, identified from external moderation with pupils working from a 'cold task' to a 'hot task' over the course of a week, practising ascenders and descenders to develop their cursive style.
- Governors have made two visits this academic year and one last year, which focussed on pupil premium. They also receive an annual update to the Finance Committee from the pupil premium lead. Records are kept of which pupils attend afternoon clubs so that a cost benefit analysis can be carried out. Governors recognise that communicating effectively to all parents that clubs are free for pupil premium pupils is not always easy. Music tuition is also subsidised for pupil premium pupils, and the Rocksteady music initiative also offers subsidised places.
- Trips and visits are also paid for pupils who are eligible for pupil premium funding and some parents are supported with uniform and shoes. The breakfast and after-school clubs offer wrap around child care to working parents.
- Governors are aware of the 'quality first' approach to teaching and the use of EEF research to substantiate decision making.
- Governors consult with parents through questionnaires and a parents' consultative group that has governor members. This group discusses specific agenda items, e.g. reviewing the

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website, learning walks and reviewing homework. The Vice Chair of Governors was chair of the PTA so is 'plugged in' to parent voice.

- Governors are reflective and look for continuing school improvement, for instance they are interested in how the success of strategies for social, emotional and mental health issues can be measured and how they can be more thorough in evaluating the efficacy of interventions.
- Pupils are happy, enjoy coming to school and appreciate the help they receive from teachers when they are stuck. They appreciate the help they get with writing, including spelling, such as coloured overlays.
- Out of class they enjoy activities such a camp where they are encouraged to 'conquer their fears'. They like sports day, playing in teams and those who took part explained how the Titanic themed Easter school developed their practical data handling.

Summary

- This is a school with a thoughtful approach to teaching, learning and curriculum development.
- Evidence-based practice development is strong and well established.
- The pupil premium strategy/self-evaluation document is detailed with evidence of well informed decision making. The current document is an annotated 'working document'.
- Governors are focused upon the efficacy and the cost-efficiency of interventions and operate with a philosophy of striving for continuous improvement.
- Pupils – including those eligible for the pupil premium funding - are engaged, focused, keen and happy to talk about their work and their school. Pupils enjoy coming to school and taking up the opportunities that it presents to them.
- There is a high degree of parental engagement and good strategies in place to make contact with and support those who are 'hard to reach'.

Agreed Actions

- The pupil premium strategy/self-evaluation document could be further refined by adding columns for monitoring and evaluation with clear milestones and metrics.

CC

Nicola Bray	Headteacher
William Robinson	Chair of Governors
Jacqueline Piper	Interim Head of School Effectiveness
Tim Osborne	Service Director, Education (Interim)
File	