

Inspection of Illogan School

Churchtown, Illogan, Redruth, Cornwall TR16 4SW

Inspection dates: 17–18 September 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Early years provision

Good

Overall effectiveness at previous inspection

Not previously inspected

What is it like to attend this school?

Illogan primary school provides pupils with a happy and nurturing environment. As pupils arrive in school, staff greet them warmly. This helps pupils settle well. Pupils behave well in school. They concentrate well in lessons. Staff make their expectations for pupils' behaviour clear. Pupils are keen to show their best behaviour. They value the school's reward system.

During assemblies, staff and pupils gather to celebrate success. Dazzle Awards recognise pupils' achievements. Staff use assemblies well to promote the school's values. Pupils know how to live healthy, active lives. There is a strong sense of community. Pupils state that bullying is rare.

Staff have high expectations for pupils and want the best for them. However, the curriculum is not yet suitable for all pupils. Some pupils find it hard to learn new knowledge. They have gaps in their learning. At times, pupils show great determination and do not give up, but this does not bring about success, because of the learning they have missed.

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

In recent years, standards in the school have fallen. Since the headteacher's arrival in May 2018, expectations across the school have increased. Staff and pupils are eager to meet the headteacher's expectations. Over time, pupils' behaviour has improved. Pupils conduct themselves well. They know right from wrong and treat one another with respect.

Pupils' personal development is hindered by gaps in their knowledge. Struggling pupils are ill-prepared for the next stage of their education. They rely too much on adults when the curriculum does not meet their needs. This limits their independence and confidence.

The teaching of phonics and early reading is a strength. Leaders' determination that all pupils learn to read as soon as possible is paying off. The approach to teaching phonics is the same across the school. This consistency supports pupils' progress well. Leaders train staff well to deliver focused phonics sessions. Pupils are clear about what they are learning and have lots of opportunities to practise. Leaders ensure that pupils read books that are suitable. Pupils read these books well. If pupils struggle to keep up, there is high-quality support to help keep them on track.

Once pupils have learned to read, teachers try to develop pupils' understanding of what they have read, but this approach is not working well. The texts teachers provide vary in quality. Pupils struggle to know the meaning of some of the words. This makes it very hard for them to understand what they have read.

Mathematics is a rapidly improving subject. Leaders have sequenced the curriculum well. Teachers adapt the curriculum to ensure that it is relevant for pupils in their

class. Pupils tackle new learning with increasing success. They use their existing knowledge well when learning something new.

The writing curriculum is muddled. Teachers lack guidance. This restricts how well they provide pupils with a balanced writing curriculum. Lessons are poorly sequenced. Teachers are not sure what content they need to teach pupils. Pupils' writing is poor.

Leaders have recently changed the science curriculum. Before this, lessons were poorly sequenced. This left pupils with many gaps in their understanding. Teachers expected pupils to learn new concepts which were far too difficult. The early signs from the new curriculum are more promising, but there are gaps in teachers' subject knowledge. Teachers are attempting to teach lots of new learning in a short space of time. Pupils struggle to keep up.

The support for pupils with special educational needs and/or disabilities (SEND) is too variable. Staff do not provide the precise support that pupils need. While adults want the best for pupils, they have not had the training they need.

The Reception class provides children with a strong start to school. A significant proportion of children struggle to write their name or write letters when they join the school. Staff teach children how to read right away. They share a love of books. They choose books that children will enjoy and join in with. Children focus well and like the range of activities. As children's knowledge increases, staff adapt the curriculum well. Children make strong gains throughout the Reception Year.

Safeguarding

The arrangements for safeguarding are effective.

Pupils are safe in school. Leaders ensure that they only appoint staff who are suitable to work with children. Leaders provide staff with training. This helps staff to recognise concerns about pupils' welfare. Staff record concerns on the school's logging system. Leaders check these concerns and take effective action. Where appropriate, they pass concerns on to external agencies. Leaders work well with these agencies to make sure that pupils receive the support they need. Parents and carers value leaders' work to keep pupils safe. Most parents state that their child feels safe at school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have introduced a new curriculum for the foundation subjects. They recognise that, over time, the curriculum has not been fit for purpose and did not provide pupils with a full, rounded body of knowledge. While the new curriculum is an improvement, staff subject knowledge is lacking. Teachers are not familiar with how best to sequence what they teach. Teachers will need to ensure that

they teach the curriculum with sufficient scope, so that they do not hastily move over new learning, which risks pupils falling behind. Subject leaders need to make sure that teachers are implementing the curriculum in their subject well.

- The teaching of phonics is highly effective. Leaders have prioritised making sure that pupils learn how to read from an early age. However, once pupils have learned to read, the reading curriculum does not build on this strong start. Leaders need to develop a coherent reading curriculum and ensure that teachers are clear about what they are teaching. Leaders need to make sure that staff provide pupils with accessible reading material. The school's early work to develop pupils' vocabulary is not having the desired impact. Pupils do not have a strong enough understanding of the words they are reading.
- The writing curriculum is not supporting pupils' progress well. Currently, there is an inconsistent approach to the teaching of writing; this confuses staff. Leaders need to ensure that a clear writing curriculum is in place, so that pupils gain the knowledge they need to help them become successful writers.
- The provision for pupils with SEND is too varied. Pupils' targets are too vague. Staff interpret targets differently. This makes it difficult for staff to provide appropriate activities and determine how well pupils make progress. Staff require training and development to know how best to support pupils in the classroom so that pupils are confident and not over-reliant on adults.
- Pupils' absence from school is higher than national averages. The proportion of pupils who regularly miss school is also above national averages. While improvements are evident, there is more work to do to ensure that pupils attend regularly.

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 Ofsted Parent View information 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.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

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

Unique reference number	143448
Local authority	Cornwall
Inspection number	10111564
Type of school	Primary
School category	Academy converter
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	213
Appropriate authority	Board of trustees
Chair of trust	Mike Hocking
Headteacher	Jo Knuckey
Website	www.illogan.cornwall.sch.uk/
Date of previous inspection	Not previously inspected

Information about this school

- The predecessor school was previously inspected in February 2012. The school was judged to be good.
- The current headteacher has been in post since May 2018. Prior to this, there were significant changes in school leadership.
- The school converted to academy status in October 2016. The school is part of Crofty Multi Academy Trust.
- The school shares its site with Curnow School.
- Classes are organised as one class per year group.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- Inspectors looked closely at reading, writing, mathematics and science during the inspection. Inspectors considered how well the curriculum meets the needs of all pupils, including disadvantaged pupils and pupils with SEND.
- Inspectors conducted lesson visits, met with senior leaders and subject leaders, met with class teachers, considered pupils' workbooks and spoke to pupils.

- The lead inspector met with the members of the governing body. He also met with the CEO and the academy improvement officer from The Croft Multi Academy Trust.
- The lead inspector met with the school's designated safeguarding leader. He also scrutinised the school's single central record.
- Inspectors considered 51 responses to the online survey, Parent View. There were no responses to the staff or pupil surveys. Inspectors sought the views of pupils and staff during the inspection.

Inspection team

Nathan Kemp, lead inspector

Her Majesty's Inspector

Julie Jane

Ofsted Inspector

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