



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR ST HILARY SCHOOL

Name of School:	St Hilary School
Headteacher/Principal:	Rob Hamshar
Hub:	Cornwall Hub
School phase:	Primary
MAT (if applicable):	Leading Edge Academy Partnership

Overall Peer Evaluation Estimate at this QA Review:	Leading
Date of this Review:	18/05/2022
Overall Estimate at last QA Review	Outstanding
Date of last QA Review	22/05/2019
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	05/12/2017

1. Context and character of the school

St Hilary School is a rural village primary school, based in Southwest Cornwall, with 248 pupils on roll. In April 2019, the school became a founder member of the Leading Edge Academies Partnership, which is comprised of two secondary schools, an all through school and three primaries across West Cornwall and the Isles of Scilly. The Trust's mission is to be a community of excellence which ignites passions, ambitions, and aspirations. Proactively working within the Trust offers a wealth of support and experience, as well as exciting opportunities for collaboration and development.

St Hilary's staff team are experienced, forward-thinking, and open to new strategies that promise to improve outcomes for children. The majority of pupils are from White British backgrounds and the proportion of disadvantaged pupils at the school is below the national average. At 17%, the proportion of pupils in receipt of support for special educational needs and/or disabilities (SEND) is higher than national average. The Pupil Admission Number (PAN) is 35, and most year groups are at or above this level. Pupil and staff mobility is very low.

St Hilary School is fully committed to being an inclusive setting and ensuring that everyone is valued and cared for as an individual. The school aims to promote the uniqueness of each individual by encouraging them to flourish in a happy, safe and stimulating environment where they can meet their personal goals and full potential: intellectually, physically, socially, emotionally, morally and spiritually.

2.1 Leadership at all levels - What went well

- The school has a strong and dynamic senior leadership team, which continuously promotes a cohesive vision to raise standards for all pupils. To support this high expectation, leaders have established a positive ethos where all staff are encouraged to develop and have high aspirations for both themselves and others. The high level of professional dialogue observed during meetings with all staff clearly demonstrates this positive learning climate and a determination to provide exceptional experiences for all pupils.
- Communication is a strength and results in staff, parents and students being clear about what is expected of them, leading to consistency, trust, and respect. This was epitomised by a Year 4 pupil who proudly stated, 'Because I know what is expected of me, I am constantly learning new things at this school. It makes me feel good to achieve.'
- The school's leadership work closely with colleagues from schools within their Trust. All staff appreciate regular opportunities to collaborate with their peers across the Trust within research circles, to further develop their skills, knowledge, and confidence to create progressive teaching across the broader curriculum.

- All staff have clearly defined roles and are given both the autonomy and support to lead areas. Regular meetings between the senior leadership team and subject coordinators ensure that continuing professional development (CPD), is targeted to meet identified needs. The impact of these meetings was articulated by the headteacher who stated, 'Our CPD is driven by our staff's regular contributions to the self-evaluation process, which allows them to identify their next steps. A clear driver of this process is the desire for all elements of the school to reflect core values, such as resilience, and to build on early learning experiences.' Other effective CPD ranges from sessions to support and develop subject leaders' expectations for progression to whole school training on using digital applications to develop retrieval skills.
- Shared accountability is a feature of the school's continuing success. Leaders increasingly work with colleagues from their Trust to monitor teaching and learning. This process has seen both middle leaders support aspects of self-evaluation and produce detailed subject monitoring reports for external validation.
- The leadership team has worked closely with staff to develop a cohesive approach to the teaching of reading across the curriculum. This is supported by whole class reading sessions which provide all pupils with an appropriate level of challenge and immediate feedback to support their next steps. The acquisition of vocabulary is consistently applied across the wider curriculum, as evidenced by a Year 1 teacher modelling the use of key words in a discussion on the Queen's Platinum Jubilee, and Year 5 pupils articulating their understanding of the historical development of their locality. Leaders' robust strategies to develop reading continues to raise pupils' acquisition of knowledge, which is leading to improved outcomes across the curriculum.
- The well-being of staff is taken very seriously, and the impact of new initiatives and policies are routinely discussed by the school leadership. This has resulted in several practical measures, such as the development of an immediate feedback policy, which has reduced staff workload. Joint work with staff on the development of the role of subject coordinators has further supported the positive relationships between all members of the school community.
- Governors have actively sought validation of the school's work, as demonstrated by their request for additional information on the progress of key groups after lockdown. The positive impact of this challenge has led to the deeper monitoring in core curriculum areas, which has accelerated progress and brought significant learning gains.

2.2 Leadership at all levels - Even better if...

...leaders continued to support subject leaders to compile a wide range of evidence to help them to discuss the impact of their school development plans.

3.1 Quality of provision and outcomes - What went well

- Staff at St Hilary pursue a shared vision to provide an ambitious and inspiring curriculum to prepare pupils for the next stage of their education and for future life. The impact of this vision is clear in well-presented books demonstrating coherently planned and well sequenced learning across a range of curriculum areas. To embed digital skills, all pupils have access to technology to assist their learning and are provided with devices to use across the curriculum. Positive attitudes in all lessons also demonstrate pupils' engagement in their learning, as do comments such as, 'I'm happy with my learning. I used to not have confidence in Maths, but because my teacher has helped me use images, I am now making great progress!'
- Leaders have established a robust programme for refining their curriculum planning. This ensures that planning is well matched to the needs of specific cohorts and provides all staff with the information, vocabulary and challenges required to support teaching to provide a breadth of quality experiences. The St Hilary curriculum provides regular opportunities for pupils to engage in project-based learning which encourages them to engage in purposeful work where they collaborate, respect others, and evaluate their success in achieving goals. This has seen the introduction of Project books, which support pupils' evaluation of their learning against knowledge organisers.
- The St Hilary's curriculum focus on the wider world develops pupils' curiosity, as evidenced by a group of Year 4 pupils writing and performing a play about the impact of natural disasters, in response to the bush fires in Australia. It also provides opportunities for pupils to discuss increasingly mature topics, as evidenced by members of the pupil parliament discussing current events in Ukraine, 'You can't help but feel touched by Ukraine, people should feel safe in the world, but it appears that war is part of human nature.'
- Teachers' strong subject knowledge, which is developed through well targeted professional development, allows them to provide precise feedback to further accelerate progress. Pupils value feedback which encourages them to reflect on strategies to improve their learning. For example, a Year 6 pupil stated, 'we get a lot of feedback from our teacher. I got a question wrong on equivalent fractions and my teacher listened and helped me.'
- The St Hilary curriculum provides aspirational learning opportunities to prepare pupils for the next stages of their careers. The continued focus on school values provides a focused approach to develop areas, such as, equity, excellence, and evolution', to support pupils for their future lives. In addition, pupils' proficient use of new technology develops key skills to ensure that they can confidently access prior knowledge.
- High levels of attendance indicate clear evidence of the positive learning culture, which is supported by all staff at the school. All pupils experience a wide range of activities to support their personal development and modifications are made to

individual provision to ensure that all pupils can succeed. The impact of this is demonstrated by positive comments such as ‘the teachers are always there for you if you get upset or angry’ and ‘you can always rely on and trust the teachers.’

- Pupils’ personal development is further strengthened through the school’s effective PSHE scheme, which includes opportunities to explore a range of pertinent areas including ‘wellbeing’ and ‘relationships’. PSHE sessions also provide regular opportunities for collective reflection and act as a stimulus for discussion of a wide range of cultural, social, and curricular topics. Recent examples of this work have seen Year 4 pupils discussing scenarios such as losing their places in sport teams and moving to new schools.
- Teachers’ strong focus on personal development has led to pupils having a strong sense of pride in their school. As a Year 6 pupil stated, ‘This school is very homely, each day is different we never get bored’. A Year 4 pupil supported this positive view by commenting, ‘I am consistently learning new things at St. Hilary. The school makes achievement feel good.’

3.2 Quality of provision and outcomes - Even better if...

... staff continued to develop pupils’ stamina to ensure that the consistency of writing across the curriculum fully demonstrates high quality learning in all subject areas.

4.1 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - What went well

- The school leadership team articulates a clear vision that ‘all pupils deserve individualised and inclusive provision, whatever their needs.’ This encourages all staff, parents, and pupils to work closely together to ensure that those with additional needs are consistently provided with high quality learning opportunities. There is a clear expectation in the school that all pupils, regardless of their background, can deepen their learning through the strong relationships that are developed through the planned use of smaller intervention groups to overcome specific barriers at the point of need.
- Teachers are aware of the importance of their role in addressing learning gaps for vulnerable pupils. They are supported by enthusiastic leaders who ensure that they have the resources to identify pupils’ specific learning barriers and identify key objectives to address these. Teachers receive monitoring during regular pupil progress meetings, which provides immediate feedback and clear next steps. Recent CPD needs identified by this monitoring has allowed all staff to become more confident when using technology to help pupils with additional needs, for example by using filter screens to support those with dyslexia.
- Effective SEN provision is provided through a wide range of support, such as organisational strategies, to support vulnerable learners. This provision equips

pupils with the skills needed to achieve the most in life and to thrive academically, socially, and emotionally. The success of this provision in reducing anxiety is evidenced by quotes from pupils such as, 'My tick list helps me to become more organised in my days in school.'

- The individual needs of disadvantaged pupils are known, and support is put into place for all staff to identify and share barriers to learning. High quality teaching and learning, which focuses on the development of reading skills, is a clear focus for the school. The prioritisation of vocabulary acquisition, using a range of digital resources, sees these pupils consistently achieving the best possible outcomes from their starting points. The school's clearly embedded values ensure that all disadvantaged pupils have access to all elements of the wider curriculum.
- The school's effective range of partnerships with external providers ensure that pupils with additional needs have a smooth and purposeful transition into the next stage of their learning. A particularly positive example has seen practice from the trauma informed schools model adapted by staff to engage and support a pupil to understand and control his emotions in order to access the curriculum and remain safe.
- Teachers have maintained a positive relationship with parents by developing their understanding of the support their children receive at school. Staff's willingness to go above and beyond is recognised by parents who state, 'Your energy and enthusiasm has rubbed off on my daughter and her progress this year has blown me away'.

4.2 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - Even better if...

...leaders continued to prioritise the precise identification of pupil's needs, through a cross correlation approach, to inform all levels of school development planning.

5. Area of Excellence

Not submitted for this review.

6. What additional support would the school like from the Challenge Partners network, either locally or nationally?

Continued opportunities to share best practice.

Following the QA Review

The review report is primarily for the school's internal use to support the school's continuing improvement. However, the main findings will be shared within the school's hub in order that it can inform future activities and CP will collate and analyse report content to create an aggregate picture of what is going on across the sector each year.

Schools can access the School Support Directory; the Challenge Partners online tool that enables schools to connect with other schools in your hub and across the national network of schools.

Schools can also attend Sharing Leading Practice events where schools showcase excellent and/or innovative practice. Sharing Leading Practice events allow school leaders with specific improvement needs to visit a school or attend an online webinar hosted by a school, with outstanding provision in that area.

Both the School Support Directory and the Shared Leading Practice events can be accessed via the Challenge Partners website.