

School inspection report

26 to 28 September 2023

St Piran's School (GB) Limited

14 Trelissick Road
Hayle
Cornwall
TR27 4HY

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

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Summary of inspection findings

1. The wellbeing of pupils is central to leaders' and governors' decision-making at the school and determines their strategic and operational priorities. Leaders and staff work hard to implement clear policies, all of which are reviewed and updated in line with statutory guidance, to ensure that pupils' wellbeing is actively promoted. The proprietor, through an advisory board of governors, provides suitable and knowledgeable support and monitoring for leaders. However, prior to the inspection, leaders' monitoring of recruitment checks was not always effective as some dates were missing from the single central record of appointments. This minor error was rectified during the inspection.
2. Typically, teaching is carefully designed to meet the needs of pupils which enable them to make good progress. However, in some cases, teachers' planning is less effective in meeting the needs of pupils who have special educational needs and/or disabilities (SEND). This limits the impact of interventions aimed to support pupil progress.
3. A suitable framework for assessment is in place and is monitored by leaders, although planned systems for deeper analysis of assessment outcomes leading to more targeted interventions are not fully embedded. The range of extra-curricular activities available allows younger pupils to expand their wider interests, with specific subject support workshops provided for the oldest pupils. While this supports older pupils' preparation for GCSE it reduces their access to extra-curricular activities.
4. Leaders have ensured that the school provides an inclusive culture of mutual respect and tolerance, including for those with protected characteristics. Effective personal, social, health and economic (PSHE) and relationships and sex education (RSE) curriculums enable pupils to develop healthy and respectful relationships with each other and with adults.
5. Leaders implement arrangements for health and safety, maintenance, fire prevention and first aid effectively. Staff supervision supports pupils' safety and wellbeing. Leaders promote pupils' self-confidence and self-esteem by encouraging pupils' best efforts and celebrating their achievements. Pupils behave responsibly and sanctions are rarely necessary. They display high degrees of emotional maturity and are happy at school. Leaders have 'zero tolerance' for bullying and this approach is understood throughout the school.
6. Staff, leaders and governors are trained in and have a thorough understanding of the latest safeguarding guidance. Detailed records are kept appropriately and monitored assiduously by leaders. Governors provide effective oversight of safeguarding implementation, including ensuring that the required filtering and monitoring of internet access is in place. Pupils know how to keep themselves safe, including when online. Links with external agencies are strong and the school works effectively with safeguarding partners to ensure the safety and wellbeing of pupils.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are met
- Standards relating to the quality of education, training and recreation are met
- Standards relating to pupils' physical and mental health and emotional wellbeing are met
- Standards relating to pupils' social and economic education and contribution to society are met
- Standards relating to safeguarding are met

Recommended next steps

7. Leaders should ensure that planned support, particularly for pupils who have SEND, take into account pupils', needs and prior attainment and are effectively implemented.
8. Leaders should ensure that planned assessment strategies are used effectively by teachers when planning lessons so that they promote pupils' learning.
9. Leaders should ensure that older pupils have access to school-based extra-curricular activities and that the PE timetable is not compromised by the provision of subject specific support sessions.

Section 1: Leadership and management, and governance

10. Leaders and staff promote a caring, empathetic and approachable ethos which has been successfully adopted by the school community. This results in an enabling culture of respect for others across all age groups, in which pupils become confident learners.
11. Governors work closely with and support school leaders. The newly established leadership team have audited policy implementation. Leaders and governors ensure that school policies reflect all current statutory guidance and are addressing areas of relative strength and weakness. For example, they are strengthening the assessment of pupils' attainment and progress. This is improving the quality of marking and feedback and increasing availability of high-quality standardised attainment data. They have not yet fully developed systems for deeper analysis of the resulting data.
12. Parents feel that their children are happy at school and make good progress. Parents receive useful information about the school directly or from the school's website. Written reports which identify pupils' successes, and contain clear advice about how pupils can make further progress, are published to parents twice yearly.
13. Parents are highly satisfied with the school's leadership and believe that the school is governed, led and managed effectively. Leaders respond to any complaints in a timely and appropriate manner, in accordance with the school's stated policy.
14. Leaders ensure that a robust system for the identification and management of risk is in place. Risk assessments are wide-ranging, thorough, and monitored by leaders effectively. Leaders ensure that appropriate mitigation is in place for any anticipated risks to pupils, for example, by deploying extra staff to supervise when the gates are open at drop-off and collection from school.
15. In accordance with the provisions of the Equality Act, leaders consider the accessibility needs of pupils with disabilities and ensure that suitable provision is put into place to promote pupils' inclusion at school.

The extent to which the school meets Standards relating to leadership and management, and governance

All the relevant Standards are met

Section 2: Quality of education, training and recreation

16. Leaders ensure that teachers deliver an appropriate and effective curriculum so that pupils' learning covers a range of subjects. Leaders' careful monitoring of teaching and learning has promoted consistency in both planning and delivery of teaching which has a positive impact on pupil progress. Leaders regularly visit lessons and scrutinise pupils' work, to ensure that specific objectives identified in the school development plan are being met.
17. Pupils are proud of their work and are confident to speak enthusiastically about their learning and achievements. Pupils appreciate the support given to them by their teachers and reflect on how teachers have helped them to learn well. Most written feedback to pupils is carefully considered and detailed, providing specific advice on how pupils can improve their work. Pupils' knowledge, skills and understanding is therefore developed effectively.
18. Teaching in the early years is well planned and covers all the prime and specific areas of learning effectively. Children make active choices from a suitable range of appropriate resources, both independently and during teacher-led learning. Children's learning is monitored and reviewed through discussion, observation and a variety of ongoing assessment techniques.
19. Leaders involve parents in their child's learning through regular discussion and helpful annotation and sharing of children's work using an online learning journal. In addition, resources such as phonics flashcards are given to parents so that they can support their child's learning at home.
20. Children benefit from joint learning in the shared Year 1 and Year 2 class. This vertical grouping arrangement is managed so that younger children have access to more advanced concepts and can develop their language skills through working with older children. Older peers develop their empathy and sense of responsibility through helping the younger pupils.
21. In most lessons, teachers support pupils who have SEND skilfully to make progress so that they achieve at least age-related expectations or better. However, when the coordination of provision for pupils who have SEND was not securely implemented, teachers did not fully integrate their needs when planning lessons. This limited their progress in some areas of the curriculum.
22. Teachers create frequent opportunities in lessons for pupils to develop their understanding of fundamental British values such as democracy and to debate and express complex ideas. This enables pupils to develop effective linguistic and communication skills which they can apply to other areas of the curriculum.
23. Teachers develop pupils' numeracy and mathematical skills well and pupils apply these skills adeptly in other subjects, such as music, when confidently composing new music, or in science for analysis of result data when calculating averages. Pupils also make appropriate use of technology in their learning, whether for research, editing or graphical representation. Pupils demonstrate well-developed aesthetic and creative skills; there is an abundance of their artwork, representing various media forms, displayed and celebrated prominently in the school.
24. Teachers have good specialist subject knowledge and this enables most pupils to make good progress and to attain GCSE grades in line with, or above expected levels. The recent, more regular implementation of standardised formative assessment has begun to provide leaders and teachers

with useful data on pupils' progress so that appropriate and targeted intervention can be implemented. However, these arrangements are at an early stage and not yet embedded.

25. Leaders provide many opportunities for pupils to develop their skills in a range of sporting, creative and recreational activities during lunchtimes and after school. Leaders have arranged subject support groups to help prepare older pupils for their GCSEs at similar times, which means these pupils do not have similar access as younger pupils to extra-curricular provision.

The extent to which the school meets Standards relating to the quality of education, training and recreation

All the relevant Standards are met

Section 3: Pupils' physical and mental health and emotional wellbeing

26. Staff are positive role models and encourage pupils to be calm, self-confident and open to new learning opportunities. Highly effective relationships are in place between pupils and school staff, resulting in pupils being kind and courteous to each other and to adults. Leaders emphasise the positive use of praise and encouragement through initiatives such as the "pasty points" system, where older pupils are rewarded with a pasty in return for positive commendations.
27. Leaders successfully foster a culture of responsibility and consideration among pupils, who take pride in their school, actively participate in its upkeep, and exhibit a sense of collective responsibility. Simple acts of personal responsibility, such as children in the early years automatically tidying up at the end of their session, or older pupils leaving their workspace clear without being asked, illustrate the positive effect of high expectations of behaviour which result in notable social cohesion within the school.
28. Leaders ensure that the curriculum for relationships and sex education (RSE) is thoroughly planned and sensitively delivered. Pupils' understanding in this area reinforces their mature empathy and consideration for others. Pupils of all ages mingle and play happily and cooperatively during break times with little need for adult intervention.
29. Leaders implement the behaviour policy effectively so that pupils have an effective and practical understanding of the impact of both good and poor behaviour. As a result, staff rarely find it necessary to use sanctions and incidents of bullying are similarly rare. Pupils have a very clear understanding of what constitutes bullying and know what to do if they or a peer encounter it.
30. Leaders ensure that the school buildings and site are maintained to a high standard so that pupils feel proud to be a member of the school community. Leaders arrange for appropriate health and safety measures to be robustly implemented, and all required records are kept efficiently. Fire drills are conducted regularly and recorded appropriately. Fire risk assessments are completed and any recommended actions are assiduously followed up. Suitable precautions against fire are also implemented effectively.
31. Leaders have invested in mental health first aid training for some staff, so that pupils' mental health needs are supported effectively, including through the provision of a lunchtime wellbeing club. Leaders ensure that appropriate records for both pupil admissions and attendance are kept and they follow up absence swiftly to ensure that no pupils are missing from education.
32. Leaders ensure that adequate supervision is in place, with at least one member of staff with a suitable qualification in paediatric first aid being on site at times when children in the early years are present or when attending off-site visits. Suitable arrangements for first aid for pupils are in place, with a clear recording of all incidents. Leaders use the analysis of this record to inform future provision and support for pupils.
33. Teachers make creative use of the hard play space on site for physical education activities such as netball and table tennis. Pupils also have lessons which utilise local sporting and leisure facilities; however, organised fixtures against other local schools are limited because it is not always possible to make up a full team. A reduced physical education (PE) timetable for Year 10 and Year 11 pupils

offers relatively fewer opportunities because leaders prioritise other subjects during the school day and plan for older pupils to receive subject support intervention, rather than physical activity, after school.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

All the relevant Standards are met

Section 4: Pupils' social and economic education and contribution to society

34. Leaders are committed to providing high-quality lessons in personal, social, health and economic (PSHE) education. Consequently, teachers plan careful and creative lessons, nurturing a culture of tolerance and respect for all.
35. Pupils enjoy engaging in reflective exercises planned by their teachers, which encourage them to consider their own beliefs and those of others who differ from them. Pupils appreciate that such activities foster an appreciation for diversity and promote mutual respect. In discussions, pupils confidently expressed their belief in equality for all, highlighting the success of this approach.
36. Older pupils benefit from well-planned careers provision, which follows the Gatsby principles, considers individual interests and includes impartial advice from external providers. This, combined with a well-managed work experience programme, equips pupils with the skills and knowledge needed to prepare them for their future steps.
37. The variety of work experience placements, spanning different sectors, results in effective support for pupils' career choices and training options. In discussions, Year 10 and Year 11 pupils described both local and regional opportunities for training in their chosen careers and had a clear knowledge and understanding of the requirements of their chosen courses.
38. Knowledgeable subject teachers, aided by well-targeted resources, effectively engage pupils in developing their understanding of the PSHE programme. These lessons result in pupils becoming effective critical thinkers who develop a deep appreciation for the values of democracy and justice. However, older pupils expressed an interest in further opportunities to celebrate other cultures.
39. Leaders ensure that fundamental British values are also integrated into various academic subjects, such as English, where discussions on cultural changes over time are explored. This approach ensures that pupils gain a holistic and embedded understanding of fundamental British values in different contexts.
40. Leaders inculcate a strong sense of right from wrong. Pupils readily accept responsibility for their actions and display a high level of social responsibility. The PSHE curriculum incorporates economic education and encourages pupils to engage with the wider community. Activities such as visiting homes for older people and engaging in conversations and activities with residents, as well as visiting cultural landmarks further afield develop pupils' awareness of wider society and their potential contributions to social wellbeing.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

All the relevant Standards are met

Safeguarding

41. Leaders ensure that safeguarding procedures are robustly implemented so that pupils' wellbeing is actively promoted. Safeguarding leads have developed effective links with other agencies, including local schools, children's services and the police. Safeguarding leads participate actively in local multi-agency safeguarding forums and have therefore developed a strong awareness of contextual safeguarding risks to pupils and understand how these can be mitigated.
42. The school's safeguarding arrangements are implemented effectively to ensure the welfare of pupils, including children in the early years. There is a positive culture of safeguarding across all aspects of school life. Discussions with both staff and pupils confirm that leaders inculcate an atmosphere of inclusivity where all opinions matter and where all concerns are listened to and acted upon swiftly. Pupils confirm that they can approach any member of staff if they are worried, knowing that appropriate action will be taken to support them.
43. Leaders ensure that online safety and the requirement for filtering and monitoring are handled effectively by the school and overseen appropriately by governors. Pupils feel supported and trust the school to help them to keep safe online.
44. The designated safeguarding lead (DSL) has secure oversight of safeguarding arrangements and ensures that the safeguarding team keeps detailed confidential records of any concerns. Senior leaders work within locally agreed inter-agency procedures and any referrals of safeguarding concerns are made in a timely manner.
45. Leaders and governors monitor the school's safer recruitment procedures. An oversight meant that the school's single central record of appointments (SCR) was missing some information at the outset of the inspection. However, the school had carried out the relevant checks and swiftly rectified the issue. The designated governor for safeguarding (DSG) ensures that an annual review of the school's safeguarding arrangements is carried out. This is sufficiently detailed to meet local safeguarding partnership requirements and is shared with the governing board.
46. All staff, including leaders, governors, and those with specific safeguarding responsibility, are trained appropriately. Staff show confident understanding of the training they receive, including that regarding signs of abuse, child-on-child abuse and areas such as mental health, sexual violence and harassment. Regular updates to training supplement the ongoing annual training received by all staff, which is supported by questioning from the DSL and the DSG. This audit assures leaders and governors that all staff have a sufficient understanding of safeguarding. Staff have a confident understanding of the process for referral should there be any concerns. Staff know how to contact children's services directly, should the need arise.
47. Leaders ensure that all staff understand the school's code of conduct for staff and the whistleblowing policy. Leaders also ensure that there is appropriate provision in place which is suitably implemented to fulfil the requirements of the government's anti-extremism (Prevent) strategy.

The extent to which the school meets Standards relating to safeguarding:

All the relevant Standards are met

School details

School	St. Piran's School (GB) Ltd
Department for Education number	908/6089
Address	St Piran's School (GB) Ltd 14 Trelissick Road Hayle Cornwall TR27 4HY
Website	www.stpiranshayle.net
Proprietor	St Piran's School (GB) Limited
Chair	Mr Stephen Beck
Headteacher	Miss Louise Adams
Age range	4 to 16
Number of pupils	81
Date of previous inspection	8 to 10 May 2019

Information about the school

48. St Piran's School (GB) Limited is a co-educational day school located in Hayle, Cornwall. The school consists of an Early Years Foundation Stage (EYFS), a junior department and a senior section.
49. There are four children in the early years foundation stage (EYFS), in a class combining Reception, Year 1 and Year 2.
50. The school has identified 16 pupils as having special educational needs and/or disabilities. No pupils in the school have an education, health and care (EHC) plan.
51. No pupils have English as an additional language.
52. The school states that its aims are: to encourage pupils to become confident in their ability to learn; to offer a range of teaching and learning strategies to develop pupils' confidence; to challenge pupils to develop their talents and skills; to establish a life-long love of learning.

Inspection details

Inspection dates 26 to 28 September 2023

53. A team of three inspectors visited the school for two and half days.
54. Inspectors:
- Observed lessons
 - Held discussions with pupils, staff, leaders and governors
 - Scrutinised a range of curriculum and other documentation and samples of pupils' work
 - Visited the facilities for the youngest children, together with the learning support and educational resource areas.
55. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
56.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit www.isi.net.

Independent Schools Inspectorate

CAP House, 9-12 Long Lane, London, EC1A 9HA

For more information, please visit isi.net