

# Grade-Ruan Church of England Primary School

Ruan Minor, Helston, TR12 7JN

**Inspection dates** 15–16 October 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils make good progress because they are taught well. Teaching is good with much that is outstanding.
- Children receive a good start to their education within the Early Years Foundation Stage with most of them reaching a good level of development by the time they move into Key Stage 1.
- All groups of pupils make good progress from their individual starting points in English and mathematics. This results in attainment at the end of Year 6 which is above average and prepares them well for the next stage in their education.
- Lessons are well planned to make sure the work is not too hard or too easy in the mixed year classes. Pupils respond to teachers' high expectations by working hard.
- In lessons, pupils' attitudes towards their work are good, demonstrating their keenness to learn. They respect each other and their teachers. Around the school, they act in a safe and considerate manner.
- The headteacher leads the school with passion and purpose. Along with other leaders, staff and governors share a common ambition for the school and a clear determination that all pupils will achieve well.
- The governing body is strong and effective. It provides good support to this small school, securing its future as part of the Federation and larger partnership, as well as challenging the headteacher and staff to do even better.
- The school provides a wide range of experiences that support the spiritual, moral, social and cultural development of the pupils.

### It is not yet an outstanding school because

- Teachers do not always provide pupils with opportunities to encourage them to think and learn by themselves, especially in writing, in order to fully develop their independent learning skills.
- Teachers have not yet fully adopted the new marking policy at the school. Consequently, pupils are not always able to use the next step comments teachers provide to independently improve their work, as they are not always as clear as they could be.

## Information about this inspection

- The inspector visited eight lessons and observed four teachers, as well as teaching assistants working with small groups of pupils. Observations included looking at the teaching of phonics (linking letters and sounds). The assistant headteacher joined the inspector for a number of observations.
- Discussions were held with the headteacher, assistant headteacher, staff, pupils, governors and a representative from the local authority.
- The inspector observed the school's work and looked at a range of documents, including the school improvement plans, priorities for development, achievement data and documents relating to safeguarding children.
- The inspector took account of the 21 responses to the online Parent View survey along with the 12 responses to the staff questionnaire during the inspection.

## Inspection team

John Cavill, Lead Inspector

Additional Inspector

## Information about this school

- Grade-Ruan Primary School is much smaller than average.
- The school is federated with Manaccan Primary School, and along with Coverack, St Keverne and St Martin's Primary Schools, form the Keskowethyans Primary Schools' Partnership. The headteacher leads all of the schools in the partnership supported by a newly appointed assistant headteacher.
- Currently, the children are taught in four classes. Children in the Early Years Foundation Stage are taught in a Reception and Year 1 class. Pupils in Years 2 and 3 are taught together, as are pupils in Years 4 and 5. The Year 6 pupils are taught separately for most of the week.
- Almost all pupils are from White British backgrounds.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average, as is the proportion of pupils supported through school action plus or with a statement of special educational needs.
- Only a very small number of pupils are supported by the pupil premium, which provides additional funding for some pupils, including those who are known to be eligible for free school meals.
- The school meets the current government floor standards, which are the minimum standards for attainment and progress in English and mathematics expected by the government.
- The school manages a breakfast club for its pupils and this was part of this inspection.
- A privately run after-school club takes place within the school premises but is inspected separately.

## What does the school need to do to improve further?

- Improve the quality of teaching and learning to outstanding overall, by ensuring teachers:
  - provide pupils with more opportunities to think and learn by themselves, especially with tasks that allow them to develop their skills in extended writing
  - consistently use the new marking policy when they mark pupils' work so that pupils are able to improve their work independently.

## Inspection judgements

### The achievement of pupils is good

- At Grade-Ruan, pupils' attainment in national assessments in Year 6 in both English and mathematics has been above national average over time and is improving. Attainment in Key Stage 1 is also above the national average.
- The majority of children enter the Reception class with skill levels that are generally similar to those that would normally be expected for their age. However, the abilities of individual children in the small cohorts in each year vary considerably.
- The good, and often outstanding, teaching and learning in Reception ensure that children make good progress and achieve well. Lessons are planned well to meet the needs of pupils in the mixed-age class by ensuring that pupils across the Early Years Foundation Stage and Key Stage 1 are taught by ability rather than age whenever possible. Consequently, most children achieve a good level of development at the end of the Reception Year.
- Reading is taught well and pupils develop good phonic skills (recognising the sounds that letters make). Regular phonics sessions are targeted well at the abilities of pupils to ensure that they are able to apply these skills well throughout the school. Pupils' progress in reading is good.
- Pupils' progress in mathematics is good and calculation skills are developed well and pupils are able to apply these with ease to solve problems.
- The proportions of pupils who make and exceed their expected progress compare favourably with the national averages in English and mathematics.
- The numbers of pupils in certain key groups, such as disabled pupils and those with special educational needs, are small. Rigorous monitoring of these pupils by leaders ensures they are well provided for with additional support, skilfully delivered by teaching assistants. Consequently, all pupils make at least good progress from their individual starting points.
- There are currently only a very small number of pupils in school who are eligible for additional support through the pupil premium grant. The school's own information indicates that those pupils who do have additional funding are making at least similar progress to their peers and are attaining similar standards in both English and mathematics. Leaders have ensured that the pupil premium funding is used well to support individual pupils, which demonstrates how well equality of opportunity is promoted in this truly inclusive school.
- Standards in writing lags slightly behind reading, but the school has addressed this well and progress in writing is now equal to that in reading and mathematics, successfully closing the gap. However, pupils are not being given enough opportunities to independently develop their extended writing skills and this is limiting slightly even better achievement in writing.

### The quality of teaching is good

- Good teaching over time has ensured pupils attain highly at school and are well prepared for their next stage in education. Parents and pupils unanimously agree that teaching is good at the school and pupils say that teachers are caring and lessons are fun.
- Lessons are well planned and teachers have high expectations of their pupils. Learning activities are developed with pupils so that they match their needs and aspirations well. This results in all pupils, including disabled pupils, those who have special educational needs and those in receipt of the pupil premium, achieving well. Pupils have excellent attitudes towards their learning, are keen to work together and are eager to succeed.
- In the best lessons, teachers expect pupils to be able to think and learn by themselves. In a Years 4/5 English lesson, pupils, following a visit to Helston Museum to study the Victorians, were given the task to write a recount of the trip. Delivered in the style of a Victorian lesson, pupils were expected to write independently using a list of things they had to include. The teacher enabled them to make outstanding progress by not providing the answers and by challenging them to find out by themselves. However, this is not always the case and

occasionally teachers plan lessons that do not provide enough opportunities, especially when undertaking extended writing tasks, for pupils to think and learn by themselves.

- Pupils are encouraged to read widely and often, resulting in their above average standards. Books are taken home and reading logs contain comments from pupils, parents and teachers.
- Teaching in Reception is highly effective. In a phonics session, children were developing an understanding of the sound of 'f' and then reading and writing words that contain this letter at the start. By the end of this short session, they were able to read and write several short words and able to use sounds to work out how to read the word 'fantastic'.
- Teachers use questioning well to monitor pupils' progress in lessons. Pupils' responses are used to reshape their work, enabling them to make accelerated progress. Teaching assistants are fully included in the planning of lessons and support pupils well.
- Pupils are being challenged to achieve highly in mathematics. In a Year 6 lesson, more able pupils were challenged to work out a mathematical rule when numbers are divided leaving a fraction, while others were developing their ability to solve the calculations including fractions.
- Teachers mark pupils' work regularly and provide 'next step' comments, which are used by pupils to improve their work. However, teachers' practice is not consistent and feedback is not always as clear as it could be. This is resulting in pupils not always being able to improve their work independently. The school is currently introducing a new marking policy to address this.

### **The behaviour and safety of pupils** are good

- Pupils behave very well, both in class and around the school. All pupils, including children in the Reception class, say that they feel safe and secure in school. All parents agree. Pupils say that the adults in the school support them well and will deal with any problems that they may have quickly and effectively.
- Teachers and pupils get on well. In lessons, pupils are engaged in their work, contribute fully and respect their teachers and other adults. However, occasionally some pupils do not move on in their learning independently, waiting for the teacher to tell them what to do next.
- Pupils say that there is no bullying at the school. They understand what constitutes bullying, and were able to reflect on the recent input from 'Childline' on cyber-bullying. Almost all parents report that bullying is not a problem at the school.
- Pupils work well in groups in the classroom, listening sensitively to other people's views. They become increasingly aware of their place in the local community through visits and trips. This can be exemplified by the end-of-year production that takes place in the orchard at Poltesco, owned by The National Trust, or the harvest deliveries that the children make to elderly people in the village.
- The breakfast club provides a safe and stimulating start to the school day for pupils who use it.
- Pupils are proud of their school and are keen to come to school. Their attendance is average and pupils are punctual. Sporting activities provide pupils with an opportunity to represent the school and they are keen to share their achievements as a small school.

### **The leadership and management** are good

- The school has undergone some significant changes since the previous inspection, including the establishment of the Keskowethyans Primary Schools' Partnership and, more recently, federating with one of the partnership schools. The headteacher, along with other leaders and governors, has managed these changes very well, enabling the school to share resources and remain financially stable. The partnership has brought many benefits and the headteacher is careful to ensure that the best from all schools is shared through joint planning and shared teaching.
- The strong team of leaders and governors has worked hard to not only maintain standards at this school, but to secure improvements across the federation. The current focus for governors is securing the future of this small rural school, without losing any of the quality education it

provides for pupils in this community. There is a clear collaborative ethos among the staff and the commitment to improve the life chances of the pupils at the school, with a determination to continue to improve.

- Leaders check the progress pupils make carefully and have a clear understanding of how individuals are performing and how well groups of pupils are doing over time. This has enabled senior leaders to review the effectiveness of the teaching in the school against the progress pupils make.
- Systems to review the quality of teaching are well established. These are used to ensure there is a close link between pupils' outcomes and salary progression for teachers. There is a strong link between the targets teachers have and the school development targets.
- Most parents are very positive about how well the school is led and managed, a view shared by staff. The local authority recognises the successful leadership at the school so has only needed to provide some 'light-touch' support.
- The curriculum ensures subjects are taught in depth. Cross-curricular links are developed within the topic work to develop pupils' literacy and numeracy skills across a range of subjects. The school is an integral part of the village and the school uses this position to enrich the learning of the pupils through the use of the local community, including the links with the local church. Residential and day visits are used to enhance the curriculum. The school camp to Bude in June, that included children from the other partnership schools, helped develop pupils' spiritual, moral, social and cultural awareness well.
- The school's self-evaluation is accurate and improvement planning is sharply focused on continuing to raise pupils' achievement within the school and, as a shared plan, across the partnership. Staff training is coordinated across the partnership to provide maximum effect on raising standards.
- Leaders are working with all schools within the partnership to make best use of the primary school sports funding. This is currently in an advanced stage of planning and includes the recruitment of a specialist physical education teacher to work across the schools over an extended period of time, increasing teachers' expertise to teach sport and to increase pupils' participation in extra-curricular sports clubs.
- **The governance of the school:**
  - The governing body has a good understanding of the school, within both the federation and partnership. Governors understand how well pupils make progress and how well the pupils attain in national tests when compared with other schools nationally. They monitor the quality of teaching to check the effectiveness of teaching. Governors understand the areas for development and work with the school to see the improvement plans through. They understand how each member of staff is paid according to their experience and performance. Governors have a clear understanding of how the pupil premium is allocated and its impact on improving levels of pupils' attainment. The governing body ensures the school meets its statutory safeguarding requirements and is highly supportive of everyone there. Governors provide support and challenge to the school's leaders and benefit from training opportunities.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	111989
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	403739

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	55
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Pam Miller
<b>Headteacher</b>	Tom Harman
<b>Date of previous school inspection</b>	9–10 December 2009
<b>Telephone number</b>	01326 290613
<b>Fax number</b>	01326 290613
<b>Email address</b>	head@grade-ruan.cornwall.sch.uk



Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2013

