

Inspection of a good school: Grade-Ruan CofE School

Ruan Minor, Helston, Cornwall TR12 7JN

Inspection date:

21 February 2023

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The next inspection will therefore be a graded inspection.

What is it like to attend this school?

Leaders promote a strong Christian ethos. Grade-Ruan's values of aspiration, respect, wisdom and relationships are at the heart of its work. Pupils talk knowledgeably about these values and why they are important. They are proud of being a part of Grade-Ruan and enjoy school. Their high attendance reflects this.

The majority of pupils behave well in class and have positive attitudes toward learning. They play well together at social times. Older pupils enjoy playing with their younger peers. Pupils say bullying does not happen. However, they say that if it did, then they would trust adults to resolve it. Parents agree.

In conjunction with the trust, leaders are making changes to the curriculum. They know that some subjects are not as well sequenced as they could be. This means that pupils, including those with special educational needs and/or disabilities (SEND), do not learn as much as they could in some subjects.

Pupils enjoy a range of experiences to enhance their wider development. They develop their interests through clubs such as table tennis, gardening, maypole dancing and netball. Leaders plan trips to enrich the curriculum. For example, pupils visit a local organic farm to better understand food production. Pupils develop their independence through residential trips.

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

Following an unsettled period, the school has transferred to a new multi-academy trust which has wasted no time in reviewing every aspect of the school's work. Consequently, the trust understands the strengths and weaknesses of the school. It has supported

leaders in making the necessary changes to improve the quality of education. However, it is early days.

Leaders know some of the curriculum plans are not ordered coherently and do not take into account what pupils already know. This includes the early years. For example, in mathematics, it is not always clear what content pupils have covered. Pupils do not recall what they have learned in great depth. In the early years, children do not always have independent activities that align with the curriculum. While leaders have clear actions in place to address this, it is not possible to see their impact yet.

Staff speak positively about the support they get from the trust. Staff feel it has set a strong direction for the school. They say the trust focuses on staff training which makes them feel valued. Despite the ongoing changes, teachers say that leaders take their workload into account.

Leaders have prioritised reading. They have changed the way that pupils learn phonics so that they learn to read fluently more quickly. This has paid off. As a result of effective training, staff teach pupils new sounds well. They ensure they revisit previous learning to check that pupils can recall sounds. Pupils read books closely matched to the sounds they know. As a result, pupils are confident, fluent readers. Teachers identify swiftly pupils who fall behind. Staff provide well-planned sessions to help them catch up. This allows pupils to keep up with their peers.

Pupils enjoy reading. They talk about how it 'can take you into another world'. They can name a variety of books and authors they have read. Older pupils talk passionately about the books their teacher reads to them.

Leaders have ensured there is a broad and balanced curriculum. However, it is not adapted well for those pupils with SEND. Pupils' tasks are too hard for them. As a result, sometimes, they lose focus in lessons. They do not understand concepts well enough. In addition, some pupils with SEND have the same targets as part of their individual plans for too long. They do not make sufficient progress through the curriculum

Pupils understand tolerance. They know what discrimination means and the ways in which it can occur. Pupils talk about a range of cultures and religions other than Christianity. This prepares them for life in modern Britain. Through the personal, social and health education curriculum, pupils know how to lead a healthy lifestyle. For example, they talk about the dangers of alcohol.

Pupils contribute towards school life. They plan and present assemblies to the whole school. The school council allows pupils to have a say in the school. However, pupils say they would like this role to be more effective.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have created a strong safeguarding culture. They ensure staff receive regular

training and are aware of any changes in guidance. Staff record any concerns in a detailed and timely manner. This helps leaders to understand any issues. Leaders act on concerns rapidly. Staff work with agencies to secure the help families need.

Leaders make checks on staff's suitability to work with children. Pupils know how to stay safe online and what to do if they have any concerns.

The school has suitable policies in place to raise awareness among staff and parents about the dangers of sexual harassment, online sexual abuse and sexual violence.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some subjects are not sequenced carefully enough to meet the needs of pupils, including in the early years. Pupils do not build on the knowledge they already know so that they remember more. Leaders should ensure that the curriculum in every subject is sequenced more carefully.
- Staff do not adapt learning well enough to meet the needs of pupils with SEND. Leaders do not check that targets are up to date. Consequently, pupils with SEND do not make the progress through the curriculum of which they are capable. Leaders need to ensure that staff meet the needs of pupils with SEND.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the predecessor school, Grade-Ruan CofE School, to be good in October 2013.

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 information from Ofsted Parent View 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.

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	140632
Local authority	Cornwall
Inspection number	10211130
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	72
Appropriate authority	Board of trustees
Chair of trust	Penny Shilston
Headteacher	Jane Talbot
Website	www.graderuan.org
Date of previous inspection	10 January 2017, under section 8 of the Education Act 2005

Information about this school

- The school transferred to Aspire Academy Trust in January 2023.
- The headteacher took up post in December 2021.
- The school does not use any alternative provision.
- The school is designated as having a religious character. Its last inspection under the Statutory Inspection of Anglican and Methodist Schools was in 2015 when it was judged outstanding overall.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, groups of staff, groups of pupils, a trust executive leader and a trustee.
- Inspectors carried out deep dives in the following subjects: early reading, mathematics and religious education. For each deep dive, inspectors discussed the curriculum with

subject leaders, visited a sample of lessons, spoke to teachers, looked at samples of work and spoke to pupils about their learning.

- The lead inspector listened to pupils in Years 1, 2 and 3 read to an adult.
- Inspectors considered how well the school protects pupils and keeps them safe. They met with the designated safeguarding lead to evaluate the effectiveness of safeguarding measures and scrutinised the school's single central record.
- Inspectors observed pupils' behaviour in lessons and around the school site. Additionally, inspectors spoke to pupils to discuss their views about the school.
- Inspectors spoke to parents at the start of the school day. They considered the responses to the online survey, Ofsted Parent View.

Inspection team

Jason Edge, lead inspector

His Majesty's Inspector

Esther Best

His Majesty's Inspector

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