



# Grade-Ruan CofE School

Inspection Report - Amended

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**Unique Reference Number** 111989  
**Local Authority** Cornwall  
**Inspection number** 289133  
**Inspection date** 5 October 2006  
**Reporting inspector** Jacqueline Marshall

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

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<b>Type of school</b>	Primary	<b>School address</b>	Ruan Minor
<b>School category</b>	Voluntary controlled		Helston
<b>Age range of pupils</b>	4-11		TR12 7JN
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01326 290613
<b>Number on roll (school)</b>	74	<b>Fax number</b>	01326 290613
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Jan Halliday
		<b>Headteacher</b>	Sandy Easterbrook
<b>Date of previous school inspection</b>	30 October 2001		

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## **Amended Report Addendum**

Report updated to resolve formatting inconsistency

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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

Grade-Ruan is a smaller than average primary school serving a rural village community with close ties to the village and local church, St Ruan. In the last year it has reduced from four to three classes. The mainly White British pupils come from a wide range of village backgrounds and there is an increasing proportion of pupils from local temporary accommodation. Over the last year the number of pupils entitled to free school meals has risen from below to above the national average. Attainment on entry to the school is broadly in line with what is expected nationally, though with small numbers in each year group this can vary year on year. The school also has a greater than average number of pupils who join or leave the school during their school career, for example one quarter of pupils in Year 2 in 2005/6 joined during the year. The percentage of pupils in the school with learning difficulties and disabilities is above average and in some year groups, such as the current Year 3, includes half the pupils. A very small number of pupils have English as an additional language.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good school with outstanding features and provides an effective education for all its pupils. The vast majority of parents agree. Excellent relationships with all staff and the extremely wide range of interesting activities provided mean children really enjoy school and develop very well as individuals. The level of care provided is outstanding and greatly appreciated by both pupils and parents. This, alongside the school's priority of ensuring all children settle quickly into the school, whenever they join, is a key feature in the pupils' extremely positive attitudes to learning and their outstanding personal development. Pupils and parents alike praise the school's 'very friendly' atmosphere, which is no mean feat with new pupils regularly joining, including some from different cultural backgrounds.

Children get off to a flying start in the Reception Year as a result of the excellent learning opportunities planned for children in the extremely well resourced learning environment. The Foundation Stage leader places considerable emphasis on developing both children's personal and social, and their communication, language and literacy skills because a significant number of children begin school with low starting points in these areas. As a result children make good progress and start in Year 1 with average standards, though still weak in their language skills.

Throughout the school all groups of pupils continue to achieve well and make good progress because teaching is good overall and the curriculum is well planned to support pupils' learning, whatever their needs. By the end of Year 2 in 2006, pupils reached average standards in reading and writing and below average in mathematics; good progress from this groups' low starting point. Standards in previous years have been above average in reading and writing. The recent downward trend in mathematics standards at the end of Year 2 is because checks to evaluate how well pupils in mathematics are doing could be more effective in helping teachers to plan more challenging work and greater opportunities to explain and use the skills they have learnt. By the time pupils leave the school at age 11 they attain consistently above average standards in English, mathematics and science.

As a result of the strong leadership of the headteacher, all leaders, including the governors, work very well together as a team and have a clear understanding of the school's strengths and weaknesses. They know what needs to be done next to bring more focused checks on how well the school is doing and refining the checks on pupils' progress. Extremely effective links with agencies outside the school support and improve provision very well.

### What the school should do to improve further

- 
- Raise standards in mathematics by providing more opportunities for pupils to explain and use the skills they have learnt.
- Raise achievement by making better use of assessment to check how well pupils are doing and plan lessons that challenge pupils further.

## **Achievement and standards**

### **Grade: 2**

The achievement of all groups of pupils, including those with learning difficulties and disabilities and those at the early stages of learning English, is good overall and pupils reach standards well above the national average by the time they leave at 11.

Throughout, personal development is a strength and pupils achieve very well due to the strong commitment to developing this area.

Children's skills and knowledge as they start in the Reception class are in line with national expectations, though the personal development of a significant minority is lower than this and there is a downward trend towards language skills being poor as children start school. Because of the very effective checks staff in the Reception make to see how well children are doing, they plan lessons that give children just what they need to improve. Consequently, progress is good and children start Year 1 broadly in line with national expectations, though below average in their language skills.

Pupils make good progress in Years 1 and 2 to reach above average standards in reading and writing by the end of Year 2. Progress in mathematics has been less secure until recently. However, there are now greater opportunities for pupils to use and apply their skills and more rigorous checks are being made to identify how well pupils are doing, both of which have had a good impact on achievement, though there is still work to do to ensure that this is consistent. By the end of Year 6 pupils continue to achieve well and reach standards well above average in English, mathematics and science as a result of good teaching and a well planned curriculum. Whilst standards in 2006 dipped slightly to average in Year 2 and above average in Year 6, pupils have continued to make good progress from their starting points.

## **Personal development and well-being**

### **Grade: 1**

Pupils' personal development and well-being are outstanding, reflected both around the school and in lessons, in their exemplary behaviour, attitude to work and genuine concern for each other. They respond very well to their responsibilities, get on extremely well and help one another, as demonstrated by their readiness to welcome new pupils to the school. Pupils told inspectors 'It's a friendly school and we all get along together.' Pupils make an extremely strong contribution to school life, for example through the school council where they raise questions and ideas important to them, which make a real impact.

Pupils' spiritual, moral, social and cultural development is very strong and is another key factor in their excellent behaviour and positive relationships. Close links with the parish and local community enable pupils to build on this further. The regular 'Wake and Shake' sessions are just one way the school very effectively promotes healthy lifestyles and are very popular with pupils and also parents, who love to stay and watch. A good foundation for pupils' future economic well-being is provided by ensuring pupils achieve well in their basic skills as well as encouraging a range of fund raising

activities and developing their skills as independent learners. Attendance is average and improving due to the school's thorough systems and the headteacher's effective work with parents and other agencies.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good overall. Excellent relationships with all staff and the interesting activities teachers plan ensure pupils behave extremely well and really enjoy lessons. Teachers are good at asking questions that encourage pupils to think about their learning but sometimes miss opportunities for them to demonstrate their understanding of new ideas and give reasons for their answers. Teaching assistants support learning effectively, whether it is within the classrooms or in small groups, because they are well skilled and work closely with teachers to plan their work.

Teachers are good at ensuring that they plan work to meet all pupils' needs across a wide range of ages and abilities. This is because they generally use assessment and pupils' targets well to plan activities that challenge and help pupils to make good progress, minimising any disruption to pupils' learning that could have been caused by the recent reduction in staffing. Assessment in mathematics has been identified as an area for improvement and changes are beginning to enable teachers to check pupils' understanding of what they have learnt more closely to raise achievement, particularly for younger pupils.

### **Curriculum and other activities**

#### **Grade: 2**

The school provides a good, well planned curriculum that is enriched exceptionally well. French lessons, visits, visitors and a wealth of out of school activities, ensure pupils' learning is vibrant and exciting. Pupils talk with real enthusiasm about their music, sailing, award winning garden and their links with learning in France, all of which play a significant part in their extremely good attitudes.

The curriculum develops pupils' basic skills well, particularly since the school's improvement to the mathematics curriculum, and particularly for the younger children. Opportunities to reinforce and extend pupils' understanding and ability to use what they have learnt in mathematics are a priority and the school is working hard to make further improvements. A very strong emphasis is placed on learning through first hand practical experiences in the Reception class, well supported by the newly developed outdoor area.

## Care, guidance and support

### Grade: 2

Care, guidance and support are good overall with the school's pastoral care for its pupils outstanding. Child protection and health and safety procedures are extremely well understood by all, and any pupils who are at risk are very quickly identified and supported exceptionally effectively. Pupils say that they feel safe and know who to turn to if necessary. Support for pupils with learning difficulties and disabilities and for those at the early stages of learning English, including involvement of outside agencies and parents, is good.

The school has developed good procedures which enable it to track pupils' progress carefully from year to year. Overall, information gained is being used effectively by teachers in order to provide pupils with challenging targets and when planning lessons. Newly introduced systems are beginning to allow staff to check pupils' progress more closely through the year and stretch pupils more. In mathematics whilst checks have been introduced to allow teachers to assess pupils' understanding and use of what they have learnt, these have yet to become consistently and rigorously used in order to raise standards in mathematics further, particularly by the end of Year 2.

## Leadership and management

### Grade: 2

Leadership and management are good and have successfully maintained and built upon the school's overall effectiveness since the last inspection, demonstrating a good capacity to improve. The headteacher has successfully fostered a culture of teamwork within the school and has a clear vision which is shared by staff and governors of a school that is striving to improve but where every child matters. Leaders analyse data and monitor teaching to see where it is best and what needs to be improved, taking action to address any weaknesses. Consequently they have a good understanding of the school's overall effectiveness and know what is needed to take the school forward. However the checks leaders make need to be even more closely linked to the school's priorities to allow everyone, including governors, to evaluate how well new ideas are further raising pupils' achievement. The school takes into account the views of parents and other stakeholders, resulting in the vast majority responding very positively when asked about the effectiveness of their school.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

6 October 2006

Dear Children

Grade-Ruan C of E Primary School, Ruan Minor, Helston, Cornwall, TR12 7JN.

Thank you for talking to us and showing us your work when we visited your school. We are pleased to hear that you really like school and that the grown-ups are kind and look after you extremely well. We think that they are particularly good at helping you to know what you have to do to keep healthy. They also encourage you to take part in the decisions that help make your school a better place.

We were happy to hear that there are plenty of things for you to enjoy at playtimes including the 'Wake and Shake' session. I really enjoyed watching this along with your parents. We agree with you that your teachers plan lots of exciting things for you such as music, all sorts of sports and your wonderful garden. We think you are especially polite to adults and to each other and behave really well around school. You make everyone in your school feel tremendously welcome.

Grade-Ruan is a good school. In order to make your learning even better we have asked the adults at your school to:

- make sure you are always given lots of opportunities that stretch you to do your very best
- make sure you are given lots of opportunities to explain your answers and ideas in mathematics.

Thank you again for helping us with our work.

Yours faithfully

Mrs J Marshall Lead Inspector