

GRADE RUAN C OF E SCHOOL SELF EVALUATION STATEMENT 2021-22

'Setting sail on life's journey....'

1	SCHOOL CONTEXT	<p>In 2017, OFSTED Good and in 2015 Statutory Inspection of Anglican Schools (SIAMS) Outstanding.</p> <p>The school is positioned in the heart of the village of Ruan Minor, in the Parish of Grade Ruan, half a mile from the fishing cove of Cadgwith. We are the Church of England's most southerly school.</p> <p>The school roll is currently 76 pupils, a rise of 55% since 2018. School capacity is 90. The school is organised into 3 classes. The school's intake is made up of 62% pupils from Ruan Minor village and 38% outlying villages and hamlets on the Lizard. We are an inclusive school with 1 child with an EHCP. The school has a higher than average number of pupil premium children (29%) compared to the Cornwall County average.</p> <p>In the village there is pre-school provision and wrap-around care provided by Grade Ruan Under Fives (OFSTED Outstanding, 2020) and the majority of children transition to our school.</p> <p>Both the previous OFSTED and SIAMs inspections were extremely positive. OFSTED identified the following areas for improvement: monitoring and evaluation, middle leadership, presentation and handwriting. The SIAMs inspector noted the need to develop the spiritual development of pupils with a 'time to reflect'.</p> <p>The school is well lead and managed with a strong vision and a stable and experienced staff. We are well supported by parents, the community, the Diocese of Truro, School Improvement Partners and the SPCMAT.</p>
2	DISTINCTIVE CHRISTIAN CHARACTER	<p>At Grade Ruan Church of England Primary School we believe that, as a Church School family, we strive for excellence and pride in our school, ensuring that all children can flourish and make progress. We aim to provide an aspirational and relevant curriculum that enables children to develop as creative, respectful and independent citizens, ready for the next stage of their education. We seek to promote equal opportunities for all so that each individual is encouraged to achieve their full potential and become lifelong learners who can make a positive contribution to modern Britain. This is reflected in our school vision, rooted in Biblical teaching and based on the parable of the storm on the lake, which provides a key narrative for our pupils - that life is a journey, with God and others:</p> <p><i>'Setting sail on life's journey, with an anchor to keep us safe, sails to let us fly and God to calm the storms along the way.'</i></p> <p>We always strive for excellence - our school's Core Christian Values of Aspiration, Wisdom, Respect and Relationships drive the curriculum.</p> <p>As a community we believe that school is an extension of family life, where all individuals are valued and work together. We are proud of the links we have fostered with our local church and community and the school nurtures and values its Christian foundation and ethos.</p>

3	AREAS FOR WHOLE SCHOOL DEVELOPMENT	1. Accelerate progress in early reading skills by implementing a rigorous and robust phonics scheme (Read Write Inc)	
		2. To raise the percentage of pupils achieving Greater Depth standard in reading, Writing and Maths.	
		3. Further develop the skills of subject leaders to continue to drive curriculum development.	
		4. Increase pupils' voice and pupils' role and participation in school decision making.	
		5. To make cohesive links with behaviour, curriculum and our Christian values and vision.	
4	THE QUALITY OF EDUCATION	Strengths/Progress	Areas for Development
		SELF EVALUATION: GOOD (2)	
		<ul style="list-style-type: none"> • Extensive curriculum redesign and development of the foundation curriculum has been initiated to ensure that content choices, coverage, sequencing and progression robustly support our core values. This is underpinned by high quality resources, including Quigley Education which ensures that concepts are developed over time and knowledge is woven together into strong schemas. • Collaboration with colleagues across the MAT to create a set of core concepts for the foundation subjects has been successful, including the implementation of concept trackers. • Creative, inspiring and knowledgeable teachers ensure that the vast majority of teaching is at least good or better across the school, particularly in reading, writing and maths. • The teaching of phonics and reading is given a high priority across the school to ensure that every child is a proficient reader. A systematic synthetic phonics programme has been introduced [Read Write Inc] and progress of all children has been good so far. • Home reading books are carefully selected to complement the new phonics programme which ensures children are confident about the letter sounds and progress is dovetailed. • The school has carefully outlined the reading provision across the school. This clear articulation of the reading 	<ul style="list-style-type: none"> • Enable subject leaders to monitor, evaluate and measure the Impact of the Curriculum on pupils i.e. lesson visits, pupil conferencing, etc to continue to raise standards in the school. • Book scrutiny indicators to include how learning builds on previous learning, coverage of depth and breadth and pupil's progress and opportunities to practice. • Leaders to constantly revisit and evaluate curriculum areas to ensure they are sequenced and connected and build on knowledge year on year. • Leaders to continue to refine the curriculum map that shows progression across the school in line with the National Curriculum and ELGs. • To ensure marking and feedback expectations are explicit for all curriculum areas and reflect current practice and best practice, in light of SIP recommendations. • English leader and HT to monitor the implementation and impact of RWI particularly in the PP and SEND cohorts so that all pupils achieve the expected standard, if not better. • Subject leaders to continue to attend MAT development groups to roll out the core concepts in all curriculum areas. • Provide CPD for staff as required.

		<p>offer demonstrates a wealth of provision and that reading enjoys a consistently high profile at the school.</p> <p><u>2019 KS2 Statutory Assessments for Reading:</u> 100% achieved EXS 42% achieved GDS placing the school in the top 1% of schools nationally.</p> <ul style="list-style-type: none"> The use of VIPERS and The 5 Plagues of Reading is ambitious for all pupils and has embedded reading and writing at the heart of the curriculum. 	
5	BEHAVIOUR AND ATTITUDES	Strengths/Progress	Areas for Development
SELF EVALUATION: GOOD (2)			
		<ul style="list-style-type: none"> Pupils' are engaged and challenged resulting in good behaviour and attitudes to learning as stated in our SIAMS Inspection where all aspects were judged to be 'Outstanding' Teachers expect and encourage all pupils to work with positive attitudes [growth mind set and the school vision] so that they can apply themselves and make progress- children learn from their mistakes. 'Pupils attitudes to learning are developed through the calm and orderly classroom environments.' (SIP visit) All classes have a positive, reward based system and clearly communicated sanctions. Positive attitudes, using the school behaviour ladder to 'Stay Green' and good attendance are promoted through our core Christian values and celebrated during collective worship on Friday. Punctuality and attendance are promoted through regular items in the newsletter. The school has a robust anti bullying stance. Children have a good understanding of what bullying is using the STOP acronym, (Several Times On Purpose). 	<ul style="list-style-type: none"> Continue to ensure that every child is actively involved in all aspects of every lesson promoting active learning through our core values and vision. Further support those identified 'spotlight' children to develop resilience within their learning. Continue to develop strategies to ensure exemplary behaviour across the school using a range of resources eg. NSPCC anti bullying assemblies, PSHE curriculum focus (One Decision materials), the school values and 'staying green.' Keep up a robust response to encouraging and rewarding good attendance post COVID to ensure attendance of 96%+.

6	PERSONAL DEVELOPMENT	Strengths/Progress	Areas for Development
SELF EVALUATION: GOOD (2)			
		<ul style="list-style-type: none"> • The curriculum is broad and rich including weekly music and French lessons, themed weeks [science and DT], trips to enhance learning locally and beyond [including residential trips and Songfest] and a PE offer that includes all children accessing swimming, football, rugby, cricket and tennis coaching across the school year. Year 5 and 6 also have weekly sailing lessons on the Helford River (summer/autumn term). • The school has a strong ethos of respect – as a result relationships are excellent, pupils feel safe and any issues such as bullying (including cyber bullying) and e-safety issues are dealt with in a timely manner. • The school recently subscribed to Parentzone, an expert consultancy in digital family life, to support parents by providing advice, knowledge and help to improve outcomes for children in a digital world. • The SMEH curriculum is embedded in the school culture. • Our strong Christian Values and ethos create a deeply spiritual school - reflected in pupil and staff relationships & attitudes. ‘The religious ethos of the school is strong.’ (SIP Jan 22) • Regular collective worship is relevant and inspiring and central to the life of the school. • We have supportive links with Truro Diocese, local Ruan Minor Church leaders and other Church schools in the MAT. • We value diversity and celebrate and learn about a range of cultures and faiths.. • We are a Trauma Informed School and have a strong caring and inclusive ethos. Staff provide high quality 	<ul style="list-style-type: none"> • Continue to actively promote British Values and the school’s Christian Values into the wider curriculum, making the links explicit and using ‘Windows – Mirrors - Doors- Candles’ as the dynamic language to promote spirituality and reflection. • Monitor and evaluate the implementation of the One Decision PHRSE Curriculum, ensuring it reflects our Christian character. • Audit the quality and quantity of books which represent diversity and further develop cultural awareness of the world beyond their immediate environment. • Increase pupils’ voice and pupils’ role and participation in school decision making. • Use the newsletter to signpost parents to Parentzone and send out the monthly parent tech tips. • Continue to ensure all Safeguarding procedures are up to date and comply with MAT and DFE guidance.

		pastoral care. There are good links with therapists, and specialist teachers as well as children's social care.	
7	LEADERSHIP AND MANAGEMENT	Strengths/Progress	Areas for Development
		SELF EVALUATION: GOOD (2)	
		<ul style="list-style-type: none"> The school's vision has been clearly communicated to all stakeholders and the 4 core Christian values enjoy a consistently high profile. All curriculum leaders attended training on leading and managing change (Faye Hemmings). 'Leaders' focus to take the school in a direction that will lead to greater outcomes is to be commended'. (SIP Jan 22) Governors and Senior Leaders provide the school with good leadership, placing the children at the centre of everything we do. Safeguarding is robust with effective action taken where needed to ensure pupils are safe. There are regular link visits from Governors and audits completed from external bodies around health and safety. 	<ul style="list-style-type: none"> To continue to monitor and evaluate all areas of school life and communicate the effectiveness of those e.g. through development priorities, pupil outcomes, Pupil Premium, SIAMS, Arts, Sport, on the school website so that all members of the school community are informed. To further develop the leadership skills of subject leaders to continue to drive curriculum development. To ensure the Governing Body are providing a high level of challenge to support on-going change. To raise the profile of link governors to quality assure whole school priorities.
8	EVALUATING THE EFFECTIVENESS OF EARLY YEARS	Strengths/Progress	Areas for Development
		SELF EVALUATION: GOOD (2)	
		<ul style="list-style-type: none"> Experienced EYFS Teacher and TA providing consistency. Quality of teaching is good or better. Consistent end of year outcomes with good percentage of children achieving GLD. Behaviour and attitudes to learning are excellent. This is evident from the standards the children attain. Children settle in quickly due to the nurturing environment and high expectations of the EYFS team. Under the guidance of an EYFS consultant, the physical classroom space has been improved and re organised, including the reading area and free-flow. This was noticed by the most recent SIP visit. 	<ul style="list-style-type: none"> Implementation of new EYFS Framework; review Sept 22. Implementation of Read Write Inc to develop early reading with a particular focus on the outcomes of PP pupils. Continue to liaise closely with Grade Ruan Under Fives Pre-School to ensure smooth transitions. Include their staff in RWI implementation. <p><i>To further develop the Outdoor Area:</i></p> <ul style="list-style-type: none"> To enhance current provision and to make the most of our unique surroundings. To allow all children in the Foundation Stage to access the EYFS curriculum outdoors in an

			environment that fosters rich learning opportunities and independence.
9	OVERALL EFFECTIVENESS	The school has a very strong capacity for continuing improvement in to the future with good strategic direction from the interim Headteacher, an experienced and stable teaching team and a committed and expanding governing body.	