

Ruishton Church of England Primary School Profile

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Ruishton Church of England Primary School

Newlands Road
Taunton, Somerset, TA3 5JZ
Telephone: 01823 442832

Children's Service Authority:	Somerset
Age range:	5-11
Number of pupils:	151
Head teacher:	Mr Neil Dalton
Chair of governors:	Mrs Alison Fletcher

What have been our successes this year?

Our successes this year our that the new school building project has been completed and all classes have been fitted with interactive white boards. The building was officially opened by Archdeacon of Taunton the Venerable John Reed.

Keystage 2 2006 Literacy SATS results were in line with the targets that were set. Maths and Science SATS results exceeded the targets set.

The school had an Ofsted inspection in January 2006 a very positive report can be viewed from the attached link. School Denominational Inspection was carried out in March 2006 and was also very positive in all aspects of the school performance.

Two key support staff gained their NVQ 3 in Learning Support and are now hoping to work towards their Higher Level Teacher Assistant qualification.

The School Administrator/Finance Officer for the school achieved the Certificate in School Business Management.

The Rose Project (Recreating our School Environment) donated money to the school which enabled them to have new all weather outdoor play equipment and a bark path which gives access to the grounds in wet weather was extended.

Playleaders were selected and trained from Year 6 pupils to distribute and oversee play equipment, encouraging sensible use.

What are we trying to improve?

Effectiveness of the Governing Body.

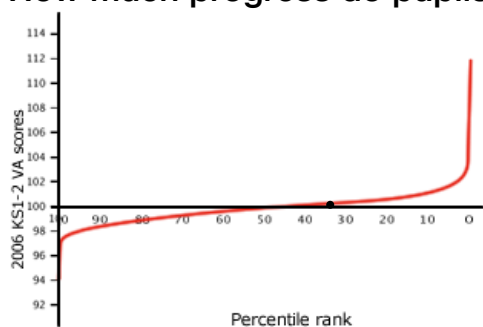
We are looking into having a building dedicated to Music which will improve the effectiveness of Music lessons.

The co-ordination of certain subject areas including History, Geography and ICT are being reviewed.

Library - a designated room is being decorated and fitted with specialised library scanning equipment for use with new books purchased.

The school purchased Espresso software that is used throughout the school for all aspects of the curriculum.

How much progress do pupils make between age 7 and 11?

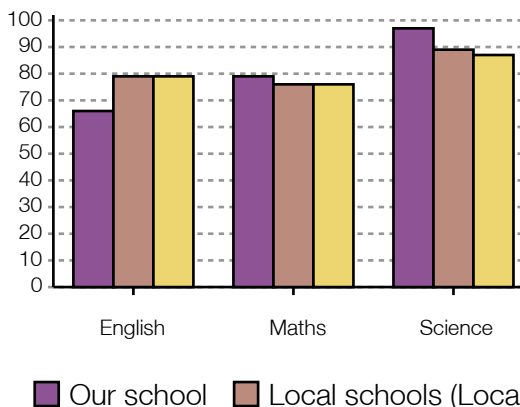


- Our school

The chart shows our school's value added (VA) score relative to that of other primary schools. VA is a statistical means of assessing how effective a school is, by measuring pupils' progress using their test and examination results. The percentile rank shows the percentage of schools with a score equal to or higher than ours.

The schools Value Added (progress children make from age 7 to 11 years) score is above average. Our aggregated Key Stage 2 attainment scores are also above county and national averages.

How well do pupils achieve at age 11?



This chart shows the Key Stage 2 results for 2006. It indicates the percentage of pupils eligible for KS2 tests (usually 11 year olds) who achieved or exceeded the expected level (level 4)

English results reflect the high level of Special Needs pupils who are linked to the school's Resource Base; these children have made exceptional personal progress. Although this year had a high level of Special Needs the school has maintained both good results and progress in Maths and Science.

How have our results changed over time?

Results over the years in Literacy, Numeracy and Science have increased steadily although in 2006 with 27% of pupils having Special Educational Needs the results in Literacy were only on a par with the national average.

The targets for 2007 have been set at a much higher level which the school feels confident they will achieve.

How are we making sure we are meeting the learning needs of individual pupils?

All teachers are conscious of the learning needs of the pupils in their class. They are alert to the requirements some pupils might have that are additional to and different from the provision made for all pupils. These could be academic, social, emotional or behavioural - anything that might be affecting a pupil's education and well being. Discussion may take place between LSAs, Class Teacher, Special Needs Co-ordinator and the Senior Management Team as to the best way of addressing pupil's need. There are regular meetings between the SENCO and SEN governor to ensure we keep each other informed of any developments. Training for teachers and LSAs is under constant review. NVQ3 Teaching Support has been attained by two Learning Support Assistants.

Special Educational Needs also includes those pupils with exceptional ability and we have a policy for providing for them, usually through small group work.

We encourage parents to feel that they can come into school or contact governors to discuss concerns and share successes. We welcome open communication between home and school in order to promote and enhance the learning of all pupils.

How do we make sure our pupils are healthy, safe and well-supported?

The school encourages healthy eating. Fruit and vegetables are provided for Key Stage 1 for snacks at breaktime.

Suggestions of supplying healthy lunch boxes are given at induction evenings for the new pupils. A variety of sporting activities are available to all year groups' and all children are encouraged to participate.

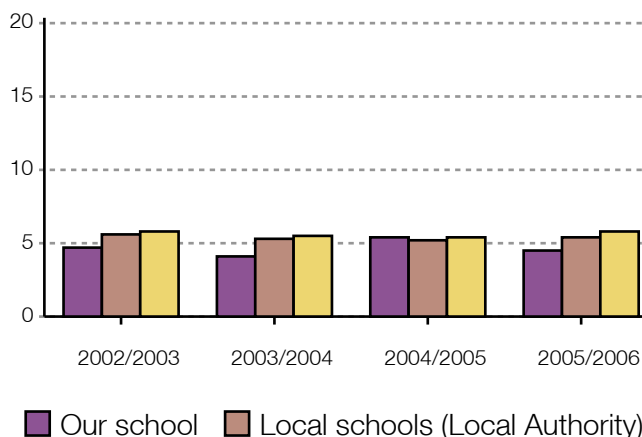
The school environment is maintained ensuring the well being of the pupils and staff at the school.

Keystage 1 children are instructed on the importance of road safety and are taken around the village to enhance their awareness of dangers and safe practice.

Ruishton School adopts an intergrated approach where pupils are encouraged to mix and care for each other regardless of age and ability.

All members of staff are approachable and the Headteacher has an open door policy.

How do our absence rates compare with other schools?



This chart shows the percentage of half days missed through authorised and unauthorised absence by all pupils at the school. Information is given for the school, for schools within the local authority and for all schools.

The schools absent rate has improved dramatically due to the school advocating a responsible attitude to attendance and discouraging holidays during school term time.

What activities are available to pupils?

Netball Club

Rugby Club

Footbal Club

Recorder Club

Keyboard Club

Swimming

Cricket Club

Clarinet

Drum Club

Breakfast Club

Theatre Production

School Trips for all Classes

Residential Trip for Year 6 - North Wales

SASP (PE run by trained coaches)

The school was represented by a group of children at the Halsway Manor country dancing festival.

How are we working with parents and the community?

The community benefit from the hiring of the school hall for such things as Belly Dancing classes.

Parents are invited to attend Friday afternoon assembly.

The school submits entries from the children for the local village day/flower show.

Social functions included BBQ, Ceilidh with live band, Sports Day with cream teas and Auction of Promises.

The children attend church in the village for main religious festivals. A Christmas Candlelight service is led by Year 6 pupils and the local community are welcome to attend.

Feedback is sought after from parents and pupils via school reports.

Ofsted and Church inspections provided questionnaires for feedback from parents.

What have pupils told us about the school, and what have we done as a result?

The pupils requested play equipment and the all weather play equipment was purchased and erected once funds were raised.

The pupils thought it would be a good idea for Play Leaders to be appointed to oversee the use of play equipment in the playground.

The pupils can give feedback on their reports and this is read and acted on.

The Year 6 pupils requested that they ran a drama and gym club for Keystage 1 pupils and this has been a great success.

What do our pupils do after leaving this school?

The majority of our pupils go to Heathfield Community School to carry on with further education.

Ofsted's view of our school

The overall effectiveness of the school is satisfactory but with many strengths. The school judges itself similarly, recognising what it needs to do to improve standards and achievement. The vast majority of parents feel very positively about the school and describe it as 'one large family'. As a consequence, pupils enjoy school and are confident that adults listen to them. The majority make satisfactory progress and reach the standards expected, but some of the higher-attaining pupils are not always challenged sufficiently. Personal development and well-being are good. Pupils are highly respectful and build very strong relationships. Teaching is satisfactory, with some good features, including high expectations of pupils' behaviour. However, staff do not always make full use of the school's robust assessment systems when planning the next steps for pupils. The quality of care for all pupils, particularly those with learning difficulties and disabilities, is outstanding. Good links with other organisations provide effective support for staff and pupils attached to the resource base.

Leadership and management are satisfactory, with particular strengths in leadership of English and mathematics. This school values everyone highly and promotes equal opportunities very well. Pupils from the resource base are integrated very effectively. Provision for children in the Foundation Stage is satisfactory. They have a good induction to school and build strong relationships. They start learning at levels slightly below those expected nationally, but by the time they move into Year 1, most have made satisfactory progress. They do well in personal, social and emotional development but make slower progress in aspects of their reading. The school manages its finances efficiently and provides satisfactory value for money. Since the last inspection, when the school was judged to be underachieving, there have been considerable improvements, particularly in leadership and management and in the quality of teaching. The school has good capacity to improve.

Date of last inspection: 01-Feb-2006

Ofsted graded our school as satisfactory

Inspectors made judgements on a scale: excellent (grade 1); good (2); satisfactory (3); poor (4).



[View the Ofsted page for Ruishton Church of England Primary School](#)

What have we done in response to Ofsted?

Improvements since the last inspection.

In October 2005 the school moved into the new building, which has three classrooms, staff facilities and additional storage. This will be complemented by complete external redecoration of the existing site. The building programme and general redevelopment of the site has progressed with plans being submitted for a dedicated music room, and completion of the school library. The music room is scheduled for completion in March 2007 whilst the library will be complete by September 2006

The last inspection in Feb 2003 found no points on which we needed to take action. However the school has continued to develop the thorough and robust pupil tracking and assessment system which was praised by the inspectors. We have looked at and addressed issues concerning boys reading by boosting the fiction provision to further develop their interest and have spread the teaching of a modern foreign language into Year 5.

More Information

If you would like more information about school policies, including our policies on special educational needs and disability, admissions, finance, school food and our complaints procedure, please contact us:

By telephone 01823 442832

Our website
