

# Inspection of Ruishton Church of England School

Newlands Road, Ruishton, Taunton, Somerset TA3 5JZ

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Inspection dates: 13 and 14 March 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

## **What is it like to attend this school?**

Ruishton is a school where everyone is welcome. Pupils feel valued and cared for by the adults. They know the pupils well, and relationships are respectful and warm. Pupils feel safe. They understand the difference between falling out and bullying. Pupils say that bullying is rare. If it does happen, pupils know that adults will help them to sort it out.

Behaviour around the school and in classrooms is usually calm. Most pupils are polite and well mannered. However, pupils say that sometimes poor behaviour disrupts their learning. A few parents agree with this.

Pupils with special educational needs and/or disabilities (SEND) receive additional support from adults. They understand the pupils' needs well. They work carefully and sensitively to ensure these pupils are able to access learning and work alongside their peers.

Pupils benefit from a wide range of opportunities outside of the classroom. This includes a residential trip, a visit to the space dome and a visitor who spoke to the pupils about the First World War. Pupils understand the importance of being responsible citizens. They visit the community 'coffee stop' where they share their work and talk with people who live in the local community.

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

With the support of the trust, leaders are relentless in their drive to improve the quality of education. Local governors and trustees provide the right balance of challenge and support to help the school move forward. Staff feel valued and are proud to work at the school. They say that their workload and well-being are important to leaders.

Children get off to a flying start in Nursery. There is a strong focus on developing early communication and language through nursery rhymes, stories and songs. Staff skilfully support children, including those with SEND, to use the well-organised learning environment successfully. When the 'snack bar' opens, children line up and wash their hands independently.

Leaders prioritise reading. Pupils read a range of texts and talk positively about the new library. Older pupils are proud to be reading champions and make sure that their peers return their books on time and put them back into the correct place. Children begin to learn phonics in Nursery. Children in Reception Year use their phonic knowledge to read words and write phrases. The books pupils read match the sounds they know. Staff check to see how well pupils learn new sounds. They quickly identify pupils who begin to fall behind and give them the support they need to catch up. Older pupils read often. However, expectations of what some pupils can achieve in their reading are not high enough. As a result, they do not make the progress that they are capable of.

Leaders have designed an ambitious curriculum. In some subjects, such as mathematics, important knowledge is well considered and sequenced. Teachers use their subject knowledge to explain new concepts effectively. From Reception Year, children build on their understanding of number which helps them to tackle more complex problems as they move through the school. For example, pupils can convert different units of measure in order to find the perimeter of shapes. In physical education (PE), pupils practise a range of different techniques in hockey which they apply in a game situation. Staff have secure subject knowledge to deliver the curriculum expertly and make adaptations where needed. As a result, pupils, including those with SEND, have competent knowledge and skills on which to build.

In some wider curriculum subjects, leaders have identified ambitious endpoints for pupils. However, they have not defined the precise knowledge they want pupils to learn and remember. For example, pupils can recall some facts about the ancient Greeks. However, they cannot explain, how the achievements of ancient Greece influenced the Western world.

Leaders provide a range of experiences to support pupils' personal development. Pupils know their school values are integral to their community. They like to contribute to the 'values tree'. Pupils learn about acceptance and tolerance. They talk about the importance of treating everyone fairly. Pupils understand how to keep themselves safe, including when online. They know how to make a strong password when using technology and not to click on unknown links. They understand the importance of permission and know to 'follow the rainbow' to talk to an adult if they have a concern. Pupils enjoy the opportunities they have to develop their interests and talents through the extra-curricular clubs that are on offer. These include craft and grow, yoga and sewing club.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have robust systems in place to keep pupils safe. They ensure that adults know and follow the process for identifying and reporting any concerns. The safeguarding team ensure that pupils and families receive the support they need in a timely manner. The team communicates effectively with external agencies.

Leaders ensure that adults who work or volunteer at the school are suitable to do so.

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

### **(Information for the school and appropriate authority)**

- Expectations of what older pupils can achieve in the reading curriculum are not high enough. Consequently, pupils do not progress as well as they could. Leaders need to ensure that teachers raise their expectations of what pupils are capable

of so that they fulfil their potential.

- In some wider curriculum subjects, the key concepts leaders want pupils to learn are not clear. As a result, there are gaps in what pupils know. Leaders must ensure that they identify the right sequence of critical components in these subjects so that pupils know and remember more.

## 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

<b>Unique reference number</b>	146717
<b>Local authority</b>	Somerset
<b>Inspection number</b>	10269256
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	201
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Ian Dickson
<b>Headteacher</b>	Helen Newstead
<b>Website</b>	<a href="http://www.ruishtonschool.co.uk">www.ruishtonschool.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school has a Nursery on site.
- Leaders provide a breakfast and after-school club.
- The school does not use any alternative provisions.
- The school is in the Diocese of Bath and Wells. At the most recent section 48 inspection of the school, carried out in December 2016, the school was judged to be good.
- Ruishton Church of England Primary School converted to be an academy school in January 2019. When its predecessor school, Ruishton Church of England Primary School, was last inspected by Ofsted, it was judged to be good.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- 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 carried out deep dives in these subjects: early reading, mathematics and PE. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors spoke to leaders and pupils about the curriculum in some other subjects, including history and art.
- The lead inspector listened to pupils in Years 1, 2 and 3 read to an adult.
- The lead inspector reviewed the school's safeguarding documents. This included safeguarding checks carried out on staff working at the school. Inspectors spoke to trust members, governors, staff and pupils about how the school keeps everyone safe.
- Inspectors observed pupils' behaviour in lessons and around the school site.
- Inspectors considered responses to the online Ofsted survey, Ofsted Parent View, including parents' free-text comments. They considered the pupil and staff surveys as well.

### **Inspection team**

Wendy D'Arcy, lead inspector

His Majesty's Inspector

Lakmini Harkus

His Majesty's Inspector

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