

Inspection of a good school: Nine Maidens Alternative Provision Academy

Nine Maiden, Four Lanes, Redruth TR16 6ND

Inspection dates:

5 and 6 July 2022



such as the Duke of Edinburgh's Award scheme, water sports and educational visits widen pupils' experiences.

The secondary curriculum is based on the qualifications and skills that pupils need to be successful when they return to their mainstream school or a future placement. Specialist teachers have strong subject knowledge. They challenge pupils, for example, to read current, well-regarded literature, develop a core knowledge of key mathematical concepts or produce high-quality art. Ongoing assessment is in place to ensure that pupils learn well. Teachers address any gaps or barriers. They make sure pupils learn to read well and fluently.

The primary curriculum gives a high priority to pupils securing basic skills. Recently, leaders have strengthened the approach to early reading. Through carefully chosen books and regular practice, pupils, who may have experienced frustration in the past, are now systematically developing the skills they need to read. Staff ensure that the mathematics curriculum and the topics pupils study in other subjects link closely to national expectations and engage pupils. Leaders have rightly recognised that there are aspects of the curriculum that need further strengthening. They are ready to launch a new curriculum that will clarify better the core knowledge and skills that pupils need to develop.

The curriculum is adapted to support the needs of pupils with special educational needs and/or disabilities (SEND). Pupils' needs are identified, provision put in place and progress monitored.

Leaders from the multi-academy trust and the local authority have an accurate view of the school. They support and challenge appropriately. Leaders from local schools praise the partnership work when a pupil is dual registered. Staff are proud to work at the school. They feel that leaders consider their well-being.

The arrangements for safeguarding are effective.

Leaders are deeply knowledgeable about pupils and their families. They monitor any concerns very carefully and act when necessary. They ensure that all staff have up-to-date and relevant safeguarding training so that they are aware of risks, policies and procedures.

The school's single central record of staff is well maintained. Appropriate recruitment processes are in place.

Currently, there are some aspects of the primary curriculum that are inconsistent or not sequenced sufficiently. This means that in these aspects pupils do not systematically



samples of pupils' work and listened to pupils read to a familiar adult. Inspectors also spoke to leaders about the curriculum in some other subjects and met with the SENCo and family support staff.

Inspectors looked at the policies and procedures used to keep pupils safe. They reviewed the checks carried out by leaders on the suitability of adults who work in the school.

Inspectors spoke by telephone with some parents. They considered the free-text responses to Ofsted Parent View.

Stephen McShane, lead inspector

Leanne Thirlby

Her Majesty's Inspector

Her Majesty's Inspector



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