

# St Day and Carharrack Community School

School Hill, Burnwithian, St Day, Redruth, Cornwall TR16 5LG

## Inspection dates

28–29 June 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Leaders have not successfully tackled all areas for improvement identified at the previous inspection. Teaching is not consistently good.
- Leaders do not systematically track the progress of disadvantaged pupils. Consequently, differences in attainment between these groups and others are not closing fast enough.
- Governors and senior leaders have not developed precise enough systems for checking the effectiveness of school improvement.
- Middle leaders have not been effective in supporting swift and substantial improvement.
- Governors do not hold leaders to account for the quality of the school’s work, including the expenditure of additional funding such as the special educational needs funding.
- Teachers do not make good use of what pupils know, can do and understand to plan learning that meets pupils’ needs, including for the most able mathematicians.
- Some teachers’ expectations of what pupils can achieve, including in the early years, are not consistently high. Work set is often too easy or too hard. This slows down pupils’ progress.
- Outcomes in the early years, including phonics, have not been good enough over time.
- Leaders’ actions to improve attendance have not had a strong enough impact. Attendance remains below the national average.
- Teachers do not insist on high enough standards of pupils’ presentation.
- Although writing is improving, pupils do not practise their writing skills across the curriculum. Their scientific skills are also not fully developed.

### The school has the following strengths

- The headteacher recognises where weaknesses exist in the school’s work. Her plans are starting to have a positive impact.
- The curriculum promotes pupils’ social, moral, spiritual and cultural development well.
- Pupils say that they feel safe in school. Work to support pupils’ emotional needs is successful.
- Teachers engender a love of reading. Outcomes were above the national average in 2016 and continue to be strong in key stage 2.

## Full report

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

- Improve the impact and effectiveness of leadership and management at all levels, including in the early years, by making sure that:
  - governors gain a thorough understanding of their roles and statutory duties in order to hold senior leaders rigorously to account
  - senior leaders check and act swiftly, where teaching is not good enough
  - senior leaders ensure that the pupil premium funding and funding for pupils who have special educational needs and/or disabilities is deployed effectively so that it leads to gains in pupils' outcomes
  - middle leaders are rigorous in their actions to improve the quality of teaching, learning and assessment in their areas of responsibilities, so that pupils make good progress from their different starting points.
- Improve the quality of teaching, learning and assessment to accelerate pupils' and children's progress, including in the early years, by making sure that teachers:
  - have high expectations and ensure that the work set meets the national curriculum requirements, particularly in writing and mathematics
  - make good use of what pupils understand, know and can do and match the work set closely to pupils' needs, including for the most able pupils who may also be disadvantaged and for those who have special educational needs and/or disabilities
  - provide pupils with high-quality opportunities to practise and develop their writing skills across the curriculum
  - ensure that there is a progression in pupils' scientific skills
  - raise expectations of pupils' handwriting and presentation.
- Improve the personal development, behaviour and welfare of pupils by ensuring that leaders increase the urgency of their actions to improve pupils' attendance and their attitudes to learning.
- External reviews of the school's use of the pupil premium and of governance should be undertaken in order to assess how these aspects of leadership and management may be improved.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- Leaders and governors have not ensured that teaching is consistently good. Not all areas for improvement identified at the previous inspection have been successfully tackled.
- Leaders, including governors, do not have a clear enough picture of the attainment and progress of all pupils across the school. They do not have a sharp enough focus when checking the accuracy of teachers' assessments. Consequently, pupils' progress is not as good as it should be in some year groups and subjects.
- Leaders' checks on the quality of teaching, learning and assessment have not had a sharp enough focus on improving outcomes for all groups of pupils from their different starting points. Although senior leaders are providing advice to teachers in a timely manner, inconsistencies remain. This is because leaders are not rigorous in checking that teachers are following the guidance given.
- Governors and senior leaders' strategies to improve outcomes for disadvantaged pupils or those who have special educational needs and/or disabilities are not having sufficient impact. Leaders have not ensured that funding for these groups of pupils is effective. Leaders do not set clear guidelines and check regularly enough to find out the effectiveness of additional support in accelerating pupils' progress. Consequently, outcomes for disadvantaged pupils and for some who have special educational needs is variable, depending on individual teachers' expertise.
- The local authority provided support for middle leaders and governors until February 2017. However, this support has not proved fully effective because middle leaders do not currently have sufficient skills to check the impact that their actions are having. Similarly, governor training has not supported the governing body to have the necessary skills to hold leaders to account.
- The impact of middle leaders' work is inconsistent. For example, the special needs coordinator is effective in engaging with external services to support pupils' needs. However, she is not sufficiently rigorous in her checks of other teachers' work to ensure that they are providing effective support for the pupils in their care. Similarly, the mathematics leader does not ensure that teachers are matching work to meet the needs of the pupils they teach, in particular the most able mathematicians.
- Leaders use the primary physical education and sport funding effectively to improve pupils' health and fitness, with a wide range of clubs offered. There has been an increased uptake in the number of pupils who attend sporting events. For example, after recent work with the rugby team, the Cornish Pirates, pupils have taken up playing for the local rugby club. Activities such as fencing, archery and yoga ensure that there are activities to entice individual activities as well as team sports.
- Leaders' work to remove barriers to school attendance and to learning for pupils of Romany or Gypsy heritage is successful.
- The school promotes pupils' spiritual, moral, social and cultural development effectively. Visits out and visitors into school help pupils to make links between the subjects they are learning and the wider community. The strong emphasis that

teachers place on discussion and collaboration leads to good social development for most pupils.

- Pupils say that they find the topics they study interesting. However, pupils' skills in some subjects, such as science, are not fully developed. Similarly, pupils' writing skills are not fully developed. Leaders do not ensure that pupils receive high-quality opportunities to practise their writing skills across other curriculum areas.
- The headteacher has been effective in implementing a behaviour policy in the school. Consequently, incidents of poor behaviour have reduced. The majority of parents are very happy with the school's work. However, a few parents expressed concerns that when incidents have occurred, issues have not been resolved quickly enough.

### **Governance of the school**

- The governing body does not hold leaders to account well enough. It does not monitor closely enough the use of extra funding and its impact on outcomes for pupils. As a result, the school's actions have not had the focus needed to reduce the differences in achievement between disadvantaged pupils, pupils who have special educational needs and/or disabilities and other pupils.
- Governors' lack of experience currently inhibits their effectiveness and expectations. However, they are aware of their shortcomings and are committed to improving. The support they have received from the local authority has fallen short of their needs.
- Members of the governing body are committed to the school and visit regularly. They regularly have discussions with pupils to find out how happy they are in school. However, they do not challenge leaders about pupil outcomes.
- Governors are suitably trained in safeguarding so that they know what to look for when checking the school's work. They conscientiously scrutinise safeguarding audits to ensure that areas for improvement are rectified swiftly.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- A strong safeguarding culture prevails. Leaders use training well to ensure that staff are knowledgeable about safeguarding procedures. Consequently, teaching staff are caring and are vigilant in passing on concerns to senior leaders where they notice changes in pupils' physical or emotional well-being.
- Leaders and teachers make sure that pupils know what to do if they have any worries. Pupils speak particularly positively about the school's learning mentor who is 'always there to listen'. Most parents who completed Parent View, Ofsted's online questionnaire, feel that pupils are safe.
- The commitment of the whole staff to the happiness and security of pupils is strong. All safeguarding policies meet the statutory requirements. Senior leaders work effectively with parents and external agencies to ensure that pupils' needs are met, especially their emotional needs. However, safeguarding records, although containing the required information, are not well organised.

## Quality of teaching, learning and assessment

## Requires improvement

- Teaching, learning and assessment require improvement because they are not consistently good across classes and subjects. Some teachers' expectations of pupils are too low. In some lessons, the work is not challenging enough, particularly for the most able. As a result, pupils' progress slows.
- Teachers do not make good use of what pupils already know, can do and understand to help pupils to make good progress. For some pupils, the work is too easy and for others it is too hard. As a result, pupils lose interest, and in a few cases boredom leads to low-level disruption.
- Teachers' expectations of pupils' handwriting and presentation are not high enough in some year groups and classes. Teachers do not encourage pupils to take pride in their learning. Consequently, some pupils' handwriting is untidy and illegible and does not meet the requirements expected for their age.
- In mathematics, some activities are too easy, particularly for those pupils who are working at the standards expected for their age. Some teachers are not using their assessment information to inform what they teach, nor are they ensuring that pupils have sufficient opportunities to apply their mathematical knowledge and skills to problem solve.
- The teaching of science does too little to support pupils in developing skills such as hypothesising and testing. Pupils gain an understanding of scientific content, and science activity weeks help pupils to become immersed in science. However, teachers provide little opportunity for pupils to develop and apply a progressive range of skills in science.
- The effectiveness with which teachers provide interventions to support those who require further support is too variable. Speech and language interventions have been particularly effective, and as a result pupils make good progress. However, on occasions, teachers do not ensure that the plans in place for individual pupils who have special educational needs and/or disabilities are followed. When this happens, learning stalls for these pupils.
- Current workbooks show that pupils do not apply the skills they have been taught in English to other subjects. There is too little extended writing. Although punctuation is correct, pupils' writing lacks the quality in the detail or in conveying meaning to the reader.
- Pupils read frequently at home and in school, which results in pupils becoming confident and enthusiastic readers. Pupils in key stage 2 talk enthusiastically about particular authors and actively read for pleasure. Teachers provide sufficient challenge for the most able readers. Teachers' reading records show a comprehensive record of reading sessions. However, teachers do not do enough to ensure that those pupils who have fewer opportunities to read at home are supported further in school.
- Relationships between staff and pupils are positive. Staff implement the school's behaviour policy effectively. Consequently, classrooms are generally calm and orderly places in which to learn.
- The teaching of physical education is effective. Links with external coaches help to

ensure that teachers have the necessary knowledge and skills to support pupils to make good progress.

## Personal development, behaviour and welfare

**Requires improvement**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement. Teaching does not consistently motivate pupils or enable them to develop positive attitudes to learning. Sometimes pupils lose focus during lessons and do not try as hard as they should. Consequently, their progress slows.
- Pupils feel safe and secure in school. They have a good understanding of the different forms of bullying. For example, older pupils spoke knowledgeably about how to keep safe when using the internet to avoid cyber bullying. Pupils say that bullying rarely happens, but that it did in the past. They are confident that adults resolve any problems quickly.
- Senior leaders work closely with alternative education providers and external agencies to ensure that pupils' emotional and academic needs are being met.
- Teaching staff are caring and are vigilant in passing on concerns to senior leaders where they notice changes in pupils' physical or emotional well-being. Consequently, leaders take swift action to ensure that pupils are safe and happy.
- Pupils' spiritual, moral, social and cultural development equips them to be caring and responsible citizens. Pupils are given a plentiful range of opportunities to be leaders. For example, some Year 6 pupils lead physical education activities for younger pupils. Pupils learn to understand the democratic process when they vote for school councillors.

### Behaviour

- The behaviour of pupils requires improvement. There is not enough good teaching to enable all pupils to learn well. When teachers do not set work at the right pitch, some pupils become bored and restless. As a result, in a few lessons, pupils lose interest and some low-level disruption occurs.
- Although improving, pupils' attendance remains below the national average for all pupils and for those who are disadvantaged. However, leaders have taken effective action to improve the attendance of those pupils who are persistently absent from school. Consequently, the numbers of pupils who are regularly absent has reduced this year.
- In the past, exclusions have been high. The headteacher has implemented an effective behaviour policy which staff consistently follow. Consequently, pupils have a clear understanding of the school's rules, behaviour has improved and exclusions have reduced considerably. The school has a good reputation for being inclusive. Pupils who

have been excluded from other schools, and subsequently joined St Day and Carharrack, have settled well.

- Pupils who have been in the school since the previous inspection speak with great pride about improvements, including pupils' behaviour and bullying. They told the inspector, 'We are cared for here. We're a good team.'
- Pupils generally behave well in and around the school. Adults supervise pupils effectively at playtimes and lunchtimes. Pupils are polite to adults and their peers. They enjoy each other's company, showing that the school fosters positive relationships.

### Outcomes for pupils

### Requires improvement

- Outcomes for pupils are not good, because they have not improved well enough in the range of subjects since the previous inspection. Teachers' inconsistent expectations have resulted in some pupils underachieving.
- In 2016, the number of Year 1 pupils who reached the expected standard in the national phonics check was below the national average. Current outcomes suggest that this trend is likely to continue.
- Too few pupils are achieving at the highest standards. This is because the most able pupils are not challenged in lessons, particularly in mathematics. Pupils' abilities to apply reasoning and problem-solving skills are not developed well enough.
- An analysis of work in science shows that pupils' progress across different year groups is too variable. Pupils, including the most able, have too few opportunities to deepen their scientific knowledge.
- Outcomes for the few disadvantaged pupils are starting to improve. However, there are currently no disadvantaged pupils working at the highest standards.
- At the end of Year 6, the proportion of pupils achieving the expected standard in reading, writing and mathematics was in line with the national average. However, outcomes were weaker in key stage 1. Outcomes for current pupils in Year 2 have improved this year.
- Pupils who have special educational needs and/or disabilities make strong progress in some year groups but not others. There is evidence that speech and language interventions are having a particularly positive impact on outcomes for pupils. However, this is not the case in all areas of learning, and in particular in writing at key stage 1.
- Over time, outcomes in writing are improving, with more pupils working at the standards expected for their age, particularly by the time pupils leave in Year 6. However, too few achieve the highest standards.
- Work in books shows that pupils' grammar, punctuation and spelling are mainly accurate. Outcomes in 2016 show that the number of pupils achieving the expected standard was in line with the national average in English, grammar, punctuation and spelling. However, too few middle-ability pupils go on to achieve the highest standard. They do not practise and apply their writing skills independently across other curriculum subjects.

- In 2016, the progress of key stage 2 pupils in reading placed the school in the top 20% nationally. In addition, more pupils achieved the higher standards in reading than others did nationally because prior middle-attaining pupils made the additional progress necessary to achieve at the highest standard. Reading is a strength.

### Early years provision

### Requires improvement

- Outcomes are not good and have declined over the past three years. Too few children leave the Reception class well prepared for Year 1. However, this year improvements are taking hold, for example in phonics.
- Teaching does not provide sufficient challenge for the most able children, especially in number. Consequently, very few children go on to exceed the expected standard. However, the teaching of phonics strategies has been effective in supporting pupils who enter the school with levels of development below those typically seen for their age.
- Teachers do not use assessment information effectively to shape the children's learning experiences, especially for some middle-ability and most-able children. At times, activities are not challenging enough. Consequently, these children make slower progress.
- Teachers provide a broad curriculum that entices children to investigate. Children develop their own ideas and make links between their learning. For example, when making a trap for the 'evil pea' they knew that the pea was tiny so their trap had to be equally as small. However, where activities do not provide sufficient challenge, children do not sustain their concentration.
- Teachers provide well-targeted support to improve children's early communication skills and physical development in particular. As a result, some children are making good progress from their low starting points. These children have positive attitudes towards their learning and are willing to have a go.
- The early years leader works effectively with the on-site Nursery to ensure that children have a smooth transition into school. Parents are very appreciative of this work and say that their children settle quickly into school life. However, a few parents expressed concerns that communication between school and home could be improved.
- The children learn and play happily together. Staff ensure that the environment is inviting, providing encouragement and praise so that children develop their self-esteem. The children are well looked-after and safeguarding is effective.

## School details

Unique reference number	111840
Local authority	Cornwall
Inspection number	10024912

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

Type of school	Primary
School category	Maintained
Age range of pupils	Four to 11
Gender of pupils	Mixed
Number of pupils on the school roll	170
Appropriate authority	The governing body
Chair	Keith Goldsworthy
Headteacher	Gill Willsher
Telephone number	01209 820 456
Website	<a href="http://www.st-day.cornwall.sch.uk/">www.st-day.cornwall.sch.uk/</a>
Email address	<a href="mailto:head@st-day.cornwall.sch.uk">head@st-day.cornwall.sch.uk</a>
Date of previous inspection	4 February 2015

## Information about this school

- The school is part of the Redruth Learning Group Co-operative Trust.
- The school does not meet requirements on the publication of information about the special educational needs report, pupil premium and sport premium expenditure, or the publication of curriculum information, and it has no link to the Department for Education performance tables or to its previous Ofsted reports.
- This school is smaller than the average primary school.
- The majority of pupils are of White British heritage.
- The proportion of pupils who receive special educational needs support is below the national average. The proportion of pupils who have a special educational needs statement or an educational health and care plan is above the national average.
- The proportion of pupils known to be eligible for support by the pupil premium is below the average. There are currently no pupils eligible for this support in the early years

foundation stage.

- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The school runs a breakfast club that is managed by the governing body.

## Information about this inspection

- Inspectors visited all classes several times. Visits were mainly accompanied by the headteacher.
- The inspectors held meetings with the senior team as well as the subject leaders for reading and mathematics. The inspector also spoke with representatives of the school's governing body.
- During the inspection, the lead inspector also held a telephone conversation with a local authority officer.
- Inspectors scrutinised a number of documents, including the local governing body's minutes, assessment information, the school's self-evaluation, the school development plan, anonymised performance management records, and evidence relating to safer recruitment and child protection.
- Inspectors undertook a scrutiny of pupils' books to evaluate the quality of work and check the accuracy of assessment information held by the school in writing and mathematics. An inspector conducted an additional workbook scrutiny and learning walk as part of an evaluation of the breadth of the curriculum.
- Children spoke to inspectors during various activities throughout the inspection. In addition, an inspector met with pupils at lunchtime and heard a group of pupils from various year groups read.
- The inspectors observed pupils' behaviour in the breakfast club and at breaktimes and lunchtimes.
- The 25 responses to Ofsted's online survey, Parent View, were taken into account. The inspectors considered comments provided in alternative ways, such as meeting directly or in the free-texts received. There were no responses from either the pupils or staff surveys. The inspectors met with parents on both days of the inspection.

## Inspection team

Tracy Hannon, lead inspector

Her Majesty's Inspector

Nathan Kemp

Her Majesty's Inspector

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

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