

Inspection of St Day and Carharrack Community School

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

Inspection dates: 1–2 October 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this school?

Pupils enjoy their time at school. They told inspectors they feel happy and safe. Adults work hard to make sure pupils behave well in school. The pupils appreciate the fact that teachers want them all to do well. This is because everyone cares about one another.

The school creates a wonderful environment where all pupils are supported to do their best. The teachers want the children to 'sparkle' in everything they do. The pupils told us that the teachers make learning clear and interesting. Pupils really enjoy all that they do, especially the shared celebration activities they aim for each term.

Pupils like the subjects they learn. They enjoy the range of clubs they can choose. Pupils are proud of how well they do in local sports events.

Teachers have taught pupils what to do if they think someone is being bullied. Pupils all agreed that the teachers deal with any bullying well. They told us that this is much better now, and the staff want every pupil to be happy at school.

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

The quality of education has improved since the appointment of the new headteacher. Together with other senior leaders, she has redesigned the curriculum. The curriculum is well developed in reading, writing and mathematics. Pupils achieve well in these subjects.

Staff put great importance on the teaching of reading. Pupils are well supported to develop a love of reading. They like the fact that teachers share different books with them. Phonics teaching is effective. Leaders have made sure that all staff have had training to teach phonics well. Reading lessons are well planned.

The school is developing its own curriculum. This covers the national curriculum. Teachers create opportunities for all children. These include performing in a choir or taking part in a sporting competition. Teachers make sure that pupils know and remember more. The school's curriculum is less well developed in history, geography and computing.

All staff have high expectations for all pupils. Staff make sure that pupils are clear about what they need to do. The teachers make sure that the pupils understand what they have learned and remember it. The staff make sure that all pupils keep up with new learning.

Leaders make sure that the curriculum meets the needs of disadvantaged pupils and those with special educational needs and/or disabilities (SEND). Teachers make sure that the work is well matched to the needs of these pupils. As a result, these pupils are keeping up with their work.

The curriculum in the early years class helps the children get off to a good start. The staff have formed strong relationships with these children. The children have settled into routines well. They share, take turns and show good manners. The children have quickly started to learn sounds in phonic lessons. They use the sounds they learn in their reading. The children enjoy their learning and the choices available to them. The staff help and guide the children. They ask the children a range of questions to help them develop their thinking.

Leaders ensure that pupils' personal development is a priority. Teachers plan a range of wider activities to support the children. Pupils know how to look after themselves and keep themselves safe. They can make the link between school council elections and a national election. They know why rules and laws are important.

Staff, parents, carers and pupils all commented on the great improvements in behaviour management. This is because the approach is clear and understood by all. Together, the staff team support all children to behave well. This has improved from the previous inspection. All children are able to complete the work they are set in lessons. This means that they are now able to learn more. The curriculum has supported pupils to understand what bullying is, resulting in hardly any incidents of bullying.

Leaders make sure that staff are only asked to perform tasks that make a difference to pupils' learning. The staff appreciate the well-planned support made available to them. Leaders have worked hard to develop the teachers responsible for reading, writing, mathematics and science. Newer curriculum leaders are starting to develop their roles. With support, they are revising plans for history, geography and computing.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make sure that staff are well trained. All staff are confident in knowing what they have to do if they have any concerns about a pupil's welfare. Leaders act on any concerns raised and work effectively with a range of external agencies. Recruitment processes are secure, with the appropriate checks carried out on new staff.

Pupils know how to keep themselves safe in a range of different situations, including when they are using the internet. Leaders are aware of the risks within the local area. They teach the children about how to manage these risks through well-planned lessons.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have taken careful and well-thought-through steps to introduce an ambitious curriculum. The way pupils are taught in English, mathematics and science is very carefully planned. Leaders have also worked hard to ensure that the revision to the curriculum is producing carefully planned and sequenced programmes of study in most other subjects. However, work in history, geography and computing is less-well established. Leaders need to ensure that the adjustments needed in these subjects are made, so that the plans help children to know more and remember more in these subjects.
- Senior leaders have successfully developed the roles of curriculum leaders across the school, especially in English, mathematics and science. They now need to continue this work with the newly appointed curriculum leaders. This will allow them to fully develop their roles. Leaders will need to ensure that these new leaders have access to support and training to help them develop their expertise.

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 Ofsted Parent View information 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.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

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

Unique reference number	111840
Local authority	Cornwall
Inspection number	10111462
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	179
Appropriate authority	The governing body
Chair of governing body	Sally Miners
Headteacher	Susannah Storey
Website	www.st-day.cornwall.sch.uk/
Date of previous inspection	28–29 June 2017

Information about this school

- The current headteacher took up post, on a full-time permanent basis, in September 2018.
- The school offers a before-school and after-school club every day during term time.

Information about this inspection

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

- Inspectors met with the headteacher, deputy headteacher, all class teachers, three governors and a local authority officer. A telephone conversation was also held with a local authority officer.
- Inspectors looked closely at the provision for reading, mathematics, science, physical education and history across the school. They visited a range of lessons, looked at pupils' work and spoke to them about their experience of school. Inspectors also looked at learning plans and spoke with staff about pupils' learning.

- Inspectors spoke to pupils, parents and staff about the school's work to keep pupils safe. Inspectors scrutinised records and safeguarding documentation, including the single central record.
- Inspectors spoke with a range of staff, including new staff, mealtime staff and teaching assistants, to understand pupils' behaviour at different times of the day and to consider staff workload.
- Inspectors took account of the 19 responses to Parent View and the 18 staff survey responses.

Inspection team

Paul Walker, lead inspector

Ofsted Inspector

Non Davies

Ofsted Inspector

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