



St Day and Carharrack Community School

Inspection Report - Amended

Unique Reference Number 111840
Local Authority Cornwall
Inspection number 278792
Inspection dates 3-4 October 2006
Reporting inspector Tom Simpson

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

Type of school	Primary	School address	Burnwithian
School category	Community		St Day
Age range of pupils	4-11		Redruth TR16 5LG
Gender of pupils	Mixed	Telephone number	01209 820456
Number on roll (school)	111	Fax number	01209 822202
Appropriate authority	The governing body	Chair	Nick Constable
		Headteacher	Jenny Green
Date of previous school inspection	1 October 2000		

Age group 4-11	Inspection dates 3-4 October 2006	Inspection number 278792
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Amended Report Addendum

Report updated to resolve formatting inconsistency

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a small rural village school situated at the edge of an urban area. It serves a diverse social community. Almost all pupils are White British. About 15% of pupils are from a Gypsy/Roma and Travellers of Irish heritage background. The percentage of pupils with learning difficulties is above average. A significant number of these pupils have emotional and behavioural difficulties. The percentage with a statement of special educational needs is well above average. The number who are entitled to free school meals and the number who enter or leave the school other than at the normal time are also above average. When pupils enter the school, their attainment is well below average, particularly in language skills and mathematical development.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

This is a satisfactory school with several strengths but also some weaknesses. One of its main strengths is the very successful way in which it welcomes, includes, supports and nurtures pupils from a wide range of social, academic and cultural backgrounds. Staff value all the pupils and respect the contribution that each is able to make to the life of the school. A wide range of effective strategies is in place for supporting and managing pupils with social, emotional and behavioural difficulties. These strategies contribute well to pupils' overall attitudes and behaviour which are good. One parent commented, for example, 'My children enjoy school and are treated as individuals. The school has a highly personal touch.' Another observed that, 'The school is not only concerned with the teaching, but also the whole pupil.' The inspection team agrees with these positive comments.

The school has improved in the recent past and has a satisfactory capacity to improve further in the future as a result of its satisfactory leadership and management. One reason for the recent progress made is the commitment of the headteacher and other members of the staff to raising standards. All staff work well together as a team. They are prepared to try out new ideas in order to enhance the school's provision for its pupils. One example of this is the recent introduction of a new approach to the teaching of mathematics.

The curriculum is satisfactory and a good range of out of lesson activities enhances pupils' enjoyment of school. Teaching is satisfactory and there are examples of good teaching. The result of the satisfactory provision is that pupils' achievement in relation to their starting points and capabilities is satisfactory, even though standards remain below average. Good links with most parents and with outside agencies enhance the support the school gives to its pupils. Most pupils make a positive contribution towards their own learning. Provision for children in the Reception Year is satisfactory overall with some strengths, for example, in how well children are helped to settle and the progress they make with their personal development.

The school has put a number of good strategies in place to raise academic standards although some have not been in place long enough yet to contribute substantially to pupils' progress. The school recognises that further work is necessary. For example, the results of assessment are not yet used enough to set academic targets for individual pupils. As a result, standards in Years 1 and 2 and in mathematics throughout the school, despite recent improvements, are not rising quickly and are still too low. Also, the monitoring role of some subject managers is not yet well enough developed, although the school has plans in place to improve this situation in the near future. One major negative factor, however, is that despite the efforts of the school and others, the attendance of some of the pupils is still too erratic.

What the school should do to improve further

- Raise standards, particularly in Years 1 and 2, and in mathematics throughout the school.

- Improve the school's assessment procedures to set clear individual academic targets for pupils.
- Strengthen the role of subject managers in taking action to raise standards.
- Work closely with parents to improve attendance.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory although standards are below average. In 2005, in the end of Year 6 national tests, results were below average overall and exceptionally low in mathematics. However, this particular year group included a well above average number of pupils with significant learning difficulties. There was more than usual movement in and out of the school in this year group and poor attendance.

Nevertheless, the standards reached were adequate in relation to the pupils' starting points and capabilities. Although the standards were slightly higher in 2006 as a result of action taken by the school, they remained lower in mathematics than in English.

Pupils now in Years 3 to 6 are progressing satisfactorily, although they move on more quickly in English than in mathematics.

Despite several support strategies and a number of initiatives being in place, standards at the end of Year 2 remain well below average. Although progress in Years 1 and 2 is satisfactory overall, the few most capable pupils do not do as well as they should. Children in the Reception Year make satisfactory progress overall. In their personal, social and emotional development, they make good gains. Pupils with learning difficulties also make satisfactory progress.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. They make good progress in their spiritual, moral, social and cultural development. Moral and social development are particularly strong. Behaviour, both in lessons and around the school, is good and almost all pupils are enthusiastic about their work. Pupils say they feel safe in school. Despite the school's rigorous efforts to improve attendance, this is still below average, although there are signs of a slight improvement more recently.

Most pupils have a good understanding of the need to remain healthy. They enjoy the regular physical education sessions and extra-curricular sporting activities. Older pupils take their extra responsibilities, such as being monitors and librarians, very seriously and the school council meets regularly to enable pupils to express their views. Pupils enjoy taking part in fund raising activities and community events. They are appropriately prepared for new challenges in the future, for example, by working together in teams.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall and there is good teaching in some lessons, which is beginning to impact positively on pupils' achievement. Teaching has improved since the last inspection. A particular strength within the teaching is the positive way that pupils, including those with behavioural and emotional difficulties, are managed and consistently treated with respect. As a result, they behave well and have generally positive attitudes towards their work. Work provided for pupils is often motivating and teaching assistants play a significant role in supporting pupils' learning. In some lessons, however, there is a lack of challenge to tasks. There are also times when the pace of activities is too slow, leading to some pupils working below their capabilities.

New systems for assessing and tracking pupils' progress in literacy and numeracy are helping teachers to identify pupils who are not achieving as well as they should and provide them with extra support in lessons. As the procedures were only implemented this year, however, they have not yet had time to impact on standards.

Curriculum and other activities

Grade: 3

Curriculum provision is satisfactory overall and meets the needs of the pupils adequately. The school places a strong emphasis on ensuring that pupils have a wide range of experiences in addition to day by day lessons, including extra-curricular clubs. Pupils' learning is enhanced well by visits, visitors to the school and the use of the local environment. Satisfactory intervention programmes are in place to meet the diverse needs of the pupils and to give those with learning difficulties the necessary support. This extra support is beginning to raise standards. Provision for children in the Reception Year is satisfactory, with good features in the attention to their personal and social development.

Care, guidance and support

Grade: 2

Care, guidance and support are good overall and contribute positively to pupils' personal development by ensuring that they feel safe and well looked after. A key feature is that staff know the pupils well as individuals. A number of additional staff are involved specifically in supporting the wide range of pupils' needs. A learning mentor is working hard to raise pupils' attendance, provide support for parents and give guidance to pupils with behavioural needs. A cultural diversity support worker also works with specific families, particularly during transition from pre-school provision and from primary to secondary school. Both are effective in providing good support for pupils and parents. The school has close links with a number of outside agencies that also

offer support and guidance for the benefit of the pupils. Child protection and health and safety procedures are thorough.

Personal care and guidance are good. However, not enough use is made of marking and academic target setting in order to guide pupils clearly on what they need to do next in order to improve their rate of progress.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher has a high level of commitment to raising standards and is proactive in adopting new procedures to achieve this. She gives high priority to the care and welfare of both pupils and staff, the outcomes of which are evident in pupils' good personal development. She has had a major impact on maintaining staff morale and encouraging their continued enthusiasm for positive change and improvement. She is well supported by the deputy headteacher.

The monitoring of provision by the headteacher and deputy headteacher is effective in identifying areas for improvement. Although monitoring roles of literacy and numeracy co-ordinators are well established and are improving provision in these subjects, the co-ordinators of other subjects, including science, do not have such a well developed role. As a result, there is not yet sufficient involvement of all staff with subject responsibilities in raising standards.

The governing body is supportive of the school and actively involved in promoting improvement. The procedures for school self-evaluation are satisfactory and involve parents and pupils as well as governors

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for making us so welcome at your school. You told us that you like your school. We enjoyed our visit and now want to share with you what we thought about your school. We found that your school is providing you with a satisfactory education.

Here are some of the things we found that are good:

- You are well behaved, which means that the school is a safe and happy place.
- You are well cared for, guided and supported by all the grown-ups in the school.
- You have a good understanding of how to keep fit and healthy.
- You enjoy your education.

Here are some of the things we have suggested to help the school improve:

- The standards in some of your work, especially in mathematics, could be even higher.
- Teachers could make more use of the information they have on how well you are doing to set you clear targets that help you to improve.
- The adults who are responsible for subjects could keep a closer check on how well they meet your needs.
- Some of you need to attend more regularly.

Thank you again for your help.