

St Day and Carharrack Community School

Inspection report

Unique Reference Number	111840
Local Authority	Cornwall
Inspection number	337752
Inspection dates	2–3 December 2009
Reporting inspector	Paul Sadler

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	96
Appropriate authority	The governing body
Chair	Jo Jarvis
Headteacher	Jenny Green
Date of previous school inspection	3 October 2006
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited seven lessons, and held meetings with governors, staff and a group of pupils. They observed the school's work, and looked at documents relating to pupils' progress, care and safeguarding, and to the monitoring, evaluation and planning of the school's work. The responses to questionnaires completed by staff, pupils and 28 parents and carers were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- children's progress and the quality of provision in the Early Years Foundation Stage
- standards and progress in writing in Years 1 and 2, and of higher ability pupils in mathematics and science in Years 3 to 6
- the quality of care, guidance and support including the extent to which pupils feel safe
- the school's contribution to community cohesion.

Information about the school

This small primary school serves two villages, the surrounding rural area, and a community of Travellers of mainly Roma or Irish origin. Apart from the latter, almost all pupils are of White British ethnicity. None is at an early stage of learning English. The proportion of pupils with special educational needs and/or disabilities is above average. These include moderate learning, emotional and behavioural difficulties and more profound needs.

The school provides education for children in the Early Years Foundation Stage in a class that also includes a small number of pupils in Year 1. The governors provide childcare before and after school, and on a part-time basis in the school holidays. There is an adjacent children's centre, not managed by the governors, which includes a pre-school. The school holds the Healthy Schools award, the first level of the International Schools Award, and is a 'dyslexia-friendly' school.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school which has improved considerably since its last inspection in 2006. For example, pupils' attendance, then barely average, is now above average and continuing to improve due to the dedicated work of staff with pupils, parents and carers. The school has formed excellent partnerships with a wide range of agencies and charities that work with families and children. This in turn has led to outstanding relationships with parents and carers, including those from the Traveller community, who now rightly have full confidence in the school and the excellent care, guidance and support which they and their children receive, further enhanced by the very good care provided before and after school. A typical comment from a parent is, 'Our child has a special educational need and her teacher and assistants have been excellent with her.' Children start school with skills and knowledge below those expected. They make good progress in the Early Years Foundation Stage. In Years 1 and 2, the school identified slower progress by higher ability pupils. This has been resolved for mathematics, but not yet for English, especially in writing. In Years 3 to 6, progress is rapid. At the end of Year 6 in 2009, pupils attained average standards in national tests, with virtually all having made at least the expected progress in English and mathematics since Year 2. The inspection found that all pupils in Years 3 to 6, including the more able, are now making good progress, and that all groups of pupils, such as those with special educational needs and/or disabilities, make equally good progress. These findings confirm the good analyses of data carried out by senior leaders.

A further strength of the school is the outstanding way in which pupils are prepared for life in secondary school and beyond. Every opportunity is taken to develop their key skills through a range of subjects and contexts. Pupils routinely and frequently use information and communication technology (ICT) to research and present their work. Pupils behave well, feel safe in school, and very good relationships exist between pupils themselves and with adults. These features reflect the skilful teaching and good curriculum the school provides. Very good support by teaching assistants enables all pupils to make equally good progress.

The dedicated staff team led by experienced senior and middle leaders has an accurate and sophisticated picture of the school's strengths and weaknesses, and has taken many very effective actions to rectify the latter. However, forward planning is restricted by a set of priorities agreed some time ago with the local authority. Nevertheless, the rapid improvements to pupils' progress and attendance are testament to the school's good capacity for further improvement. Governors are well led and play a full part in monitoring and evaluation, and in challenging the school to improve further. They have ensured that all requirements to safeguard pupils are in place. The school makes a very

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good contribution to cohesion in the local community, including the local Traveller community, and is successfully working towards International School status. However, pupils have little experience of life in the United Kingdom (UK) beyond their community, and the school has not yet formally evaluated its contribution in this particular respect.

What does the school need to do to improve further?

- Ensure that higher ability pupils in Years 1 and 2 make good progress in their writing by:
 - ensuring that planned activities offer them sufficient challenge
 - increasing the pace of lessons
 - providing them with support when they need it.
- Increase pupils' opportunities to develop a wider understanding of life in the UK today by:
 - providing them with opportunities for contact with a wider range of people from different backgrounds
 - auditing current provision and, as a result, planning to fill any gaps.

Outcomes for individuals and groups of pupils**2**

Children start school with skills in communication, language and literacy, and in personal, social and emotional development that are often well below those expected; yet a notable quality of older pupils is the clarity and confidence of their conversations with adults. Pupils leave the school at the end of Year 6 having attained standards in English, mathematics and science that are in line with those found nationally. They have made good progress in their work and, together with their good social and emotional development and their good understanding of how to lead safe and healthy lives, has led to good overall achievement.

A pupil in Year 4 with special educational needs was asked about a picture in his ICT work. His response was, 'I found the picture on the internet, right-clicked to copy it, then pasted it into my work.' Other work routinely shows good progress and high quality. A pupil from the Traveller community, also in Year 4, produced beautifully presented and accurate instructions for a younger child to make a Christingle. In another effective lesson, Year 6 pupils made a large-scale floor plan of Truro Cathedral in the school hall. They calculated the floor area in square metres and square centimetres. This led to an animated discussion of the relationship between the two, with more able pupils soon realising by mental calculation that one square metre is 10,000 square centimetres.

Pupils behave well, in part due to very good management by adults. They know how to keep themselves safe; for example, there is a prominent display in the ICT room of how to stay safe when using electronic communication. They take full advantage of the many opportunities for sport and exercise. They know how to eat healthily, but do not always

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apply their knowledge. Pupils enjoy the many opportunities to contribute to the school community, such as by organising playground games, and to engage with the local community such as through their presentation of 'Bal Kov', a theatrical production celebrating the metal mining heritage of the locality. High expectations of staff contribute to pupils' good spiritual, moral, social and cultural development. They have a good appreciation of music and art but their understanding of the range of cultures present in British society is limited by lack of direct experience.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching is generally good throughout the school. Children in the Early Years Foundation Stage get off to a good start because of the wide range of activities and the staff's good understanding of how young children learn. In Years 1 and 2, pupils of average and lower ability continue to make good progress because of very good adult support. The progress of higher ability pupils, especially in writing, is slower because the lessons sometimes lack crispness and pace and because pupils do not always receive help when they need it. In Years 3 to 6, a notable feature is the ability of teachers to

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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make the most of opportunities to develop a wide range of skills, as when pupils in Years 5 and 6 researched the family of Queen Victoria, using skills of literacy, numeracy and ICT to do so. Assessment is of good quality and is used to identify slow progress and provide pupils with the help they need. Through good marking and assessment by teachers, pupils know how to improve their work and how it relates to national standards, but their own assessment of their progress is more patchy.

The good curriculum is enhanced by a wide range of visits, clubs and other additional activities. The school grounds and local area are used well to further enhance learning. Rightly, the school has invested heavily in its outstanding care, guidance and support. A learning mentor and support worker for Traveller education provide a very wide range of support and guidance, and assist families as well as the pupils themselves. A strength is the extent to which pupils themselves are consulted about their welfare; for instance individual education plans for pupils with special educational needs use pictograms to assist pupils' understanding. The school has very good links with the children's centre and the range of services it provides, as well as providing high quality out of school care itself.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Leaders and managers, well led by the experienced headteacher, have made a concerted and successful effort to bring about rapid improvements in the school. They have developed sophisticated and effective systems for monitoring and evaluating its work. These include data analysis, observation of teaching and learning, and scrutiny of pupils' work and other aspects of the school. A few years ago, the local authority rightly and successfully intervened to raise standards of literacy and numeracy in the school. Its plans from that time still form the core of the school's development planning. However, very effective subject leadership is now in place to ensure continued progress in these areas.

The school's success in ensuring that all pupils receive excellent care, guidance and support are at the heart of the outstanding way in which equality of opportunity is ensured. A small but typical example is a display showing the successes achieved by past pupils. This is to be followed by visits and talks by some of these pupils, in order to raise the aspirations of current pupils, which are sometimes low. The effective inclusion of both pupils with special educational needs and/or disabilities, and those from the

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Traveller community, is another testament to the school's success. The latter group, in particular, have contributed significantly to the overall improvements in pupils' attendance.

Governors have ensured that good systems are in place to ensure the safety of pupils, and that other legal duties are met. The school recognises there is still work to be done to fully meet its requirements to promote all aspects of community cohesion, but its successes with local communities mean it is very well placed to achieve this.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children make good progress in the Early Years Foundation Stage, especially in their emotional development and in aspects of communication such as the linking of sounds and letters, and in their creative development. The classroom is a very stimulating learning environment. The curriculum provides a good balance of activities which are led by adults and those chosen by the children. Children are enabled and encouraged to learn both indoors and out; although the outside area has no cover and is very exposed to the elements. While children willingly don their woolly hats and gloves and seem unaffected by this, the school is aware of this shortcoming and has plans to address it.

The staff have very good relationships with the adjacent playgroup and other pre-schools in the area. Parents appreciate the fact that their child has a 'key worker' and rightly believe that care and welfare are strengths of the provision. Leadership and management of the Early Years Foundation Stage are good, a particular strength being the use of data to plan individual programmes and to identify areas of slower progress,

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such as writing, and to put in place rectifying strategies.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents and carers have an almost wholly positive view of the school. They rightly recognise and value recent improvements, and the very high quality of care, guidance and support that their children receive. Support for pupils with special educational needs and/or disabilities is rightly seen as a particular strength, as is the range of opportunities available to their children.

Very few parents and carers raised concerns, and no specific concern was raised by more than one person.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at At Day and Carharrack Community School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 28 completed questionnaires by the end of the on-site inspection. In total, there are 96 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	15	54	13	46	0	0	0	0
The school keeps my child safe	18	64	10	36	0	0	0	0
The school informs me about my child's progress	16	57	12	43	0	0	0	0
My child is making enough progress at this school	15	54	12	43	1	4	0	0
The teaching is good at this school	14	50	14	50	0	0	0	0
The school helps me to support my child's learning	15	56	12	44	0	0	0	0
The school helps my child to have a healthy lifestyle	15	54	13	46	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	11	39	16	54	1	4	0	0
The school meets my child's particular needs	14	50	12	43	1	2	0	0
The school deals effectively with unacceptable behaviour	13	45	14	50	1	4	0	0
The school takes account of my suggestions and concerns	16	57	11	39	1	4	0	0
The school is led and managed effectively	16	57	12	43	0	0	0	0
Overall, I am happy with my child's experience at this school	16	59	11	41	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



4 December 2009

Dear Pupils

Inspection of St Day and Carharrack Community School, St Day, TR16 5LG

We really enjoyed meeting you and seeing your work when we visited recently. Thanks to those of you who took time to talk to us and show us your work. I especially enjoyed seeing Class 3's work on Christingles, and Class 4's work on Truro Cathedral. You are really good at using ICT and at mental maths.

Yours is a good school. There are a number of good things about it.

- You are taught well and make good progress in your work. Year 6 get results in the national tests (SATs) that are similar to those in other schools.
- You behave well and get on well with each other, whatever your background.
- The school is preparing you very well indeed for secondary school. You are very clear and confident when you talk to adults, and this is one of the skills you will need there.
- You are cared for exceptionally well and lots of staff do extra work to make sure this is the case.
- The school does a lot to make sure you all have equal opportunities to do well.
- Your attendance has improved a lot. Well done!
- You have lots of exciting things to do in school.
- You know how to keep healthy and safe, although some of you do not always eat healthy food.
- The headteacher, staff and governors lead the school well.

We have asked the school to do two things:

- make sure that those of you in Years 1 and 2 who find work quite easy get plenty of chances to improve your writing
- give you all more chances to learn about how other people in the United Kingdom live.

Good luck for the future.

Yours sincerely

Paul Sadler

Lead Inspector

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