

# Inspection of a school judged good for overall effectiveness before September 2024: St Day and Carharrack Community School

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

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Inspection date:

14 January 2025

## Outcome

Evidence gathered during this ungraded (section 8) inspection suggests that the school's work may have improved significantly across all areas since the previous inspection. The school's next inspection will be a graded inspection.

## What is it like to attend this school?

Pupils and staff are immensely proud to belong to the community of St Day and Carharrack Community School. Staff know each pupil and their families well and take good care of them. Parents and carers feel fortunate that their children attend this school. They value the sense of family and the school's positive atmosphere. Pupils always have an adult to talk to about any worries they may have. This helps them feel happy and safe at school.

The school's values of engage, enjoy and excel are proudly displayed on a mural outside the school. Alongside promoting an understanding of children's rights, these values form the essence of the school's work. Pupils' excellent attitudes reflect how successfully they live out these attributes each day at the school.

The school has the highest expectations for every aspect of each pupil's development. The curriculum, behaviour and pupils' personal development are remarkable. Pupils flourish and achieve very well here.

A wide range of clubs spanning sport, music, creativity and languages provide chances for pupils to develop talents and interests. Leadership opportunities such as reading champions and sports leaders enable pupils to take responsibility and help others.

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

Pupils study a rich, ambitious and well-designed curriculum. The school has set out the important knowledge and skills that pupils need to learn in a logical order. New learning builds on what has been previously learned. This means that pupils build their knowledge on strong foundations and develop a depth of understanding over time.

Expertly trained staff ensure that pupils learn to read well. The phonics programme is highly effective. Children in the early years quickly learn the sounds that letters make. This provides a secure base for pupils to build on to become confident and fluent readers. Pupils routinely practise their reading skills, both at home and in school. Any pupils who fall behind quickly receive the support they need to catch up. Pupils delight in sharing details of the stories they are reading.

The provision for pupils with special educational needs and/or disabilities (SEND) is very strong. The school has clear and precise processes in place to identify and meet the needs of these pupils. Staff are experts in adapting their delivery of the curriculum when needed. Precisely planned interventions help pupils with SEND to be successful. Any pupils who need extra help to engage in learning receive excellent support from staff in the school's nurture room. Pupils with SEND thrive at the school and achieve exceptionally well.

The school excels in providing for pupils' personal development. It places support for pupils to understand and exemplify their rights and responsibilities at the heart of its work. There is a carefully crafted approach to helping pupils understand themselves and the world they live in. The curriculum provides opportunities for pupils to celebrate difference. In art, for example, pupils study artists representing diverse cultures. This provides pupils with an insight into the rich cultural diversity of modern Britain. Adventurous outdoor learning presents pupils with challenges to overcome. This helps build resilience, which they use to overcome different kinds of challenges in the classroom.

Pupils engage in numerous opportunities to contribute to the wider community, both locally and globally. For example, by taking part in local feast days or organising events to raise money for international disaster relief. Pupils have an excellent understanding of acceptance and tolerance. They look after each other and value the things that make them different. They are very well prepared for life in modern Britain. Pupils blossom academically, socially and emotionally at this school.

The school's work to increase attendance has been highly effective. Leaders ensure that parents are clear on the expectations of the school. Staff build excellent, trusting relationships with the families they serve. This, combined with the high-quality curriculum and the warm, positive relationships that pupils develop with staff, makes the school a place pupils want to come to. As a result, pupils' attendance has improved dramatically.

The school has also successfully addressed historic behaviour issues. Now, pupils behave very well. They are kind, considerate and polite to all. Their attitudes towards others are exemplary.

Leaders' strong vision and values ensure pupils are at the centre of decision-making. Staff, who feel very well supported by leaders, share their determination to provide the very best for every pupil. Governors are an integral part of the school's strategic work. They offer highly effective support and challenge to hold the school to account.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **Background**

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in October 2019.

## **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 information from Ofsted Parent View 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.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	111840
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	10344455
<b>Type of school</b>	Primary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	107
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Andrew McFarland
<b>Headteacher</b>	Susannah Storey
<b>Website</b>	<a href="http://www.st-day.cornwall.sch.uk">www.st-day.cornwall.sch.uk</a>
<b>Dates of previous inspection</b>	1 and 2 October 2019, under section 5 of the Education Act 2005

## Information about this school

- The school uses one registered alternative provision.
- The chair of governors has changed since the last inspection.
- There is a before- and after-school club managed by the school.

## Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and members of the local governing body. The lead inspector spoke to a representative from the local authority.
- Inspectors visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.

- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors observed pupils' behaviour in lessons and at social times. They spoke with different groups of pupils to discuss their views of the school, their learning and their behaviour and safety.
- Inspectors considered the responses to Ofsted's online survey, Parent View, including the free-text responses. They also took account of responses to the staff and pupil surveys.

### **Inspection team**

Mark Burgess, lead inspector

Ofsted Inspector

Greg Chantler

Ofsted Inspector

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