

# Tintagel Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	111939
<b>Local Authority</b>	Cornwall
<b>Inspection number</b>	357007
<b>Inspection dates</b>	29–30 September 2010
<b>Reporting inspector</b>	Stephen Dennett

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	103
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Cook
<b>Headteacher</b>	Judith Gidzewicz
<b>Date of previous school inspection</b>	28 September 2009
<b>School address</b>	Treven Tintagel Cornwall PL34 0DU
<b>Telephone number</b>	01840 770473
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited seven lessons, observed all four teachers and held meetings with representatives of the governing body, staff and groups of pupils. Talks were held informally with parents and carers before the start of the school day. Inspectors observed the school's work, and looked at policies, pupils' records, safeguarding records and the monitoring of teaching and learning. They also scrutinised 61 pupils' questionnaires and 67 parental questionnaires.

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

- attainment in mathematics
- the progress made by more able pupils
- the effectiveness of the curriculum in meeting the needs of all pupils
- the effectiveness of the school in promoting community cohesion
- how well the school has addressed the shortcomings noted in the last inspection and its capacity for further sustained improvement.

## Information about the school

Tintagel Primary school is a small rural school. There are four mixed-age classes. Class 1 provides education for Reception children in the Early Years Foundation Stage, as well as a few pupils in Year 1. There is an independently run pre-school facility on the school site, which was not part of this inspection. The proportion of pupils with special educational needs and/or disabilities is above average. A very large majority of pupils are from White British backgrounds, with very few of minority ethnic origin. All pupils speak English as their first language.

**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

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. Substantial improvements have been made in standards and the progress pupils make in their learning; all the other issues raised in the last report have been addressed effectively. This school has continued to build on the good progress noted in the Ofsted monitoring visit carried out in May of this year.

The school has improved the quality of teaching through rigorous monitoring, and the quality of teaching seen during this inspection was consistently good. The curriculum has been thoroughly overhauled and now meets the needs of pupils very well. All areas of underachievement noted in the last inspection have been virtually eliminated, although more able pupils are not yet quite reaching their potential in mathematics. The governing body is now particularly effective in its analysis of school data and in challenging and supporting the school in making further improvements. The school has taken effective steps to inform parents and carers how they can support their children's learning, although a few parents said in parental questionnaires they would like more still more information. The school has addressed the issues relating to helping pupils understand cultural diversity very well.

Results from the 2010 teachers' assessments and national tests, as well as the school's comprehensive data, show that attainment has improved substantially at Key Stage 2 in reading and writing and is now above average. Standards have risen in mathematics, with an average number of pupils attaining the expected level, but with fewer reaching higher levels than in other subjects. Pupils make very good progress throughout the school in reading and writing, especially in Key Stage 2, although progress in mathematics is satisfactory. However, in the mathematics lessons observed, pupils made good progress and evidence suggests that the remaining slight underachievement by more able pupils is being eliminated. Occasionally, the work in some pupils' mathematics books is poorly presented, leading sometimes to errors. Pupils with special educational needs and/or disabilities are making similar good progress to their peers because of effective and well-targeted support. Pupils' personal development is good overall and attendance is broadly average. The school has been successful in eliminating all persistent non-attendance. Opportunities for developing pupils' understanding of spiritual issues and 'the big questions of life' are not as well emphasised as other areas of their personal development.

Pupils enjoy learning as a result of imaginative and engaging teaching. In some lessons, pupils are so excited about learning they literally dance for joy! The curriculum provides for interesting and engaging activities, enhanced by a wide range of clubs, which are well attended. Pupils have a say in what topics are covered and are actively involved in planning their own learning. Assessment information is used effectively to adjust planning

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and ensure that pupils have tasks that best suit their needs. Pupils themselves are very well aware of at what level they are working and what they need to do to improve. Marking is detailed and sets clear targets for improvement. Teaching assistants provide well-targeted support and this has enabled more vulnerable pupils to feel secure and make good gains in their learning. Pupils say they are well cared for and this is endorsed by parents and carers. Health, safety and security are high priorities for staff, and pupils and procedures are consistently applied throughout the school day.

The leadership of the school by the headteacher and governing body shows a driving ambition to raise attainment and progress. Leaders have used the 'notice to improve' as an effective spur to deal with shortcomings in teaching and the delivery of the curriculum. It has been very well supported in this by the local authority, and the school has also made effective use of its partnerships locally to promote learning and pupils' well-being. The Early Years Foundation Stage is managed well and there have been several improvements made to the already good provision noted in the last inspection. The school has demonstrated that it has a good capacity for sustained improvement by the way in which it has raised attainment and progress substantially in a short period and has dealt effectively with the shortcomings in teaching and the curriculum. The governing body is now very much more effective in analysing the school's performance and in influencing its strategic direction. There is better engagement with parents and carers, and the school's contribution to community cohesion is now effective across all three strands. The school has effective self-evaluation procedures based on the close monitoring of teaching and learning, the detailed analysis of data and the careful tracking of pupils' progress. It also consults widely with pupils, parents, carers and the wider local community.

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

- Ensure that the good learning and progress observed during the inspection raises attainment in mathematics throughout the school so that all pupils, especially the more able, attain the levels of which they are capable.
- Raise teachers' expectations of standards of presentation in pupils' books, particularly in mathematics.
- Provide more opportunities for pupils to consider the 'big questions of life' and thereby improve their spiritual development and understanding.

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

**2**

Children enter the Early Years Foundation Stage in the Reception class with standards which are close to those expected. They make good progress and most achieve the early learning goals by the time they enter Year 1. Pupils achieve well and data show that progress overall is now good throughout the school. Boys and girls make similar progress, and any areas of underachievement by boys have been eliminated. Pupils' learning and progress in lessons are good and levels of enjoyment are high. In the history lesson in Years 5 and 6, pupils made very good use of their research skills and information and communication technology (ICT) skills to investigate the internet. In the science lesson in Years 3 and 4, pupils' high levels of concentration and evident enjoyment led to rapid progress.

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Pupils have a good understanding of healthy living and enjoy keeping fit. Older pupils enthusiastically organise lunchtime 'huff and puff' games. All pupils say they feel safe in school and know what constitutes an unsafe situation. The school council is an effective voice for pupils and takes an active role in the management of the school. Last year it proposed and implemented changes to the junior cloakrooms and chose the colour scheme and fittings. Pupils regularly take part in local and county activities and are currently planning a production in the Hall for Cornwall. Behaviour is good throughout the school and this has a positive effect on the whole ethos of the school, as well as the progress pupils make.

*These are the grades for pupils' outcomes*

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

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Teaching is consistently good throughout the school and effective in raising standards. There is excellent teamwork between teachers and teaching assistants, with a high degree of collaboration during lessons. Teachers have good subject knowledge, which is used effectively. Marking and assessment is used well to inform pupils about what they need to do to improve, and they are actively involved in assessing their own and others' work.

The activities provided by the curriculum are well matched to pupils' needs and pupils help plan what they are going to learn. This lends a dynamic to the curriculum which fully engages pupils and is a major contributor to the improved standards over the last year. Pupils benefit further from Spanish and German lessons. The curriculum for children in the

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Early Years Foundation Stage is a strength of its provision and is tailored precisely to support and challenge individual children. Enrichment activities are many and varied, and all pupils in Years 4, 5 and 6 enjoy an annual residential visit, which enhances their understanding of the wider world.

The school is very careful to ensure that pupils are well cared for, supported in their learning and guided in their choices. Pupils with special educational needs and/or disabilities are supported well and good use is made of local authority support services. The one-to-one support received by underachieving pupils has enabled them to catch up and grow in confidence.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The headteacher and members of the governing body have galvanised the whole staff since last September and demonstrate determination and ambition to improve the school still further. They have been effective in moving the school forward and the steps taken to monitor teaching and learning have contributed significantly to this improvement. The governing body is kept well informed by the headteacher and a governor who is an ex-teacher. This means the governing body is totally involved in the self-evaluation process and the school improvement plan. The school has taken substantial steps to ensure all pupils have equal opportunity to experience all the school has to offer. This has been accomplished by the improved curriculum and an expansion of focused teaching. The school is diligent in ensuring all safeguarding requirements are met and its record-keeping is exemplary. All staff and members of the governing body are aware of health and safety and visitors are respectfully informed of safety procedures on arrival.

The shortcomings in the school's promotion of community cohesion have been fully addressed and pupils are now very aware of different communities and cultures represented locally, in Britain and the wider world through, for example, links with schools in Birmingham and Kenya. Members of the governing body engage well with parents and carers and the local community and the school provides services such as adult ICT lessons. This, together with the improved standards and effective management of resources, indicates that the school gives good value for money.

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*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Outcomes for children are good. Children thrive in the caring and well-organised environment, and their social development is strong. As a result, behaviour is good and children work amicably in pairs and groups. Special emphasis has been placed on developing children's independent learning skills, and they are now good. There is a very good range of resources and activities which are extensive and stimulating. Arrangements for transition from the nearby playgroup are outstanding. Innovative ideas have led to children settling very quickly into the Reception class. The Early Years Foundation Stage leader manages the department well. Parents and carers are now more actively engaged in their children' learning and there is a good developing partnership. The outdoor environment is an outstanding feature of provision which has been developed in conjunction with the curriculum to provide yet more exciting learning experiences.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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



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## **Views of parents and carers**

The overwhelming majority of parents and carers have positive views of the school and think it has improved over the past year. Most think the school keeps their children safe and nearly all said their children enjoyed school. A very large majority said the school is well led and that teaching is good. A few were concerned about the lack of information about how their children were progressing and thought the school did not prepare their children well for later life. A few also felt that their children's needs were not well met. The inspection team judged that the school could do a little more to keep parents and carers informed, but did feel that the amount of information provided about pupils' progress was about right. It judged that the needs of pupils are well met.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Tintagel Primary 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 67 completed questionnaires by the end of the on-site inspection. In total, there are 103 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	51	29	43	3	4	1	1
The school keeps my child safe	45	67	22	33	0	0	1	1
My school informs me about my child's progress	19	28	36	54	10	15	0	0
My child is making enough progress at this school	18	27	36	54	4	6	3	4
The teaching is good at this school	24	36	32	48	5	7	1	1
The school helps me to support my child's learning	21	31	36	54	8	12	0	0
The school helps my child to have a healthy lifestyle	28	42	33	49	6	9	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)	24	36	31	46	10	15	0	0
The school meets my child's particular needs	25	37	27	40	8	12	1	1
The school deals effectively with unacceptable behaviour	24	36	25	37	8	12	0	0
The school takes account of my suggestions and concerns	22	33	33	49	5	7	2	3
The school is led and managed effectively	31	46	25	37	2	3	6	9
Overall, I am happy with my child's experience at this school	30	45	30	45	3	4	4	6

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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



1 October 2010

Dear Pupils

**Inspection of Tintagel Primary School, Tintagel PL34 0DU**

Thank you for making us welcome to your school when we visited you recently. Yours is a good school and things have improved a great deal over the last year. We were very impressed with your politeness and good behaviour. I want to thank the group of children who talked to me particularly, because you gave such good answers to all my questions and you told me how much you enjoyed your school.

There are a number of good things about your school which we particularly liked.

- You have good reading, writing and computer skills, which you use well in your topics and other work.
- You know a lot about how to be healthy and keep yourselves safe.
- You help decide what you need to learn and you also know what you need to do to make your work better.
- Your teachers and helpers give you interesting lessons.
- The school council and play leaders do a good job helping run activities and making important decisions about how to make the school better.
- The youngest children really enjoy learning and have a great start to their education.

These are the things we have asked the school to work on:

- We want you to be even better at maths, so that when you go on to your next school, you will be really confident about doing difficult calculations and solving problems.
- Although your work is sometimes neat, there are times when it is untidy and we think that this need to be improved.
- We have asked your teachers to give you more opportunities to think about 'life's big questions' and help you understand why people believe the way they do.

I wish you all the best for the future.

Yours sincerely

Stephen Dennett

Lead Inspector

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