

Tintagel Primary School

Treven, Tintagel, PL34 0DU

Inspection dates 30–31 January 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Senior and middle leaders run the school efficiently with a strong focus on consistency, holding staff accountable and keeping pupils safe.
- Members of the governing body make sure that they understand the information about pupils' progress in detail so that they can be sure that groups of pupils receive the help they need.
- Pupils make good progress throughout the school and their attainment has improved steadily over the last three years.
- Pupils' behaviour is good. They value their friendships with pupils from other year groups and they get on well together.
- Pupil premium funding is used effectively to support eligible pupils in a variety of ways. Their attainment is continuing to rise so that their achievement is similar to that of their peers.
- Teaching is good. The school makes pupils feel unique so they all do something slightly differently, and teachers manage these variations in their learning well.
- Children in the Early Years Foundation Stage make good progress and learn effectively. They are well prepared for Key Stage 1.
- Sport is of a high standard and does much to enhance the sense of community and teamwork among pupils.

It is not yet an outstanding school because

- Not enough teaching is outstanding because some pupils are expected to take on new ideas when they are still trying to get to grips with existing ones. This slows down the progress they make.
- Pupils do not achieve as well in writing as they do in reading and mathematics.
- Pupils are not encouraged to improve more quickly by making detailed corrections to their work because the feedback provided by teachers in their exercise books is not specific enough.
- The school's plans for improvement do not always link in with its aims for raising pupils' achievement.

Information about this inspection

- The inspector observed learning in eight lessons taught by four teachers. Five of these observations were conducted jointly with the executive headteacher. The inspector also visited a session in the 'Learning Launch' room led by a higher-level teaching assistant.
- Meetings were held with representatives from the governing body, the executive headteacher, teachers, including teachers from Delabole Community Primary School with subject leadership roles at Tintagel Primary School, and groups of pupils. The lead inspector spoke with a representative from the local authority.
- There were 30 responses to the online questionnaire, Parent View, and the inspector took account of the views of the parents and carers she met at the school.
- The inspector looked at various documents, including the records of pupils' progress, the school's self-evaluation, behaviour and attendance records, and safeguarding procedures.

Inspection team

Juliet Jaggs, Lead inspector

Additional inspector

Full report

Information about this school

- Tintagel Primary School is smaller than most primary schools. Children join the school in the Reception class and there are three further classes, all of which are mixed-age classes.
- The majority of pupils are of White British heritage.
- The proportion of pupils eligible for the pupil premium, which provides additional funding for children in the care of the local authority, pupils known to be eligible for free school meals and those from service families, is below average. There are no pupils from service families at the school.
- The proportion of disabled pupils and those with special educational needs supported through school action is average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- The school operates its own 'Learning Launch' room for pupils who need extra support for a brief period of time.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The executive headteacher is also the executive headteacher of Delabole Community Primary School and she spends half of the week in each school. Other school leaders share their roles across both schools but the schools each have their own governing body.
- The school is a member of the Moor and Coastal Trust, which organises sporting events for local schools.

What does the school need to do to improve further?

- Improve the proportion of outstanding teaching so that more pupils reach the highest standards by making sure that teachers:
 - encourage pupils to show what they know and understand during lessons so that they can be sure of existing learning before being given new learning
 - are alert to pupils' misconceptions so they can adapt explanations and tasks more quickly
 - provide specific feedback to pupils in their exercise books so that they subsequently improve their work.
- Raise pupils' attainment in writing by making sure that pupils know how to express their ideas accurately.
- Improve the effectiveness of leadership and management by ensuring that measurable targets in the school improvement plan link to the school's aims for raising pupil achievement so that members of the governing body are able to hold leaders to account for more rapid improvement.

Inspection judgements

The achievement of pupils is good

- Pupils throughout the school make good progress and standards are above average by the end of Year 6. This is because teachers make sure that pupils learn new ideas which will help them to reach the levels of attainment they have set them. Key Stage 2 pupils, in particular, understand this system well and they habitually remind themselves of the skills they are aiming to develop with each piece of work.
- Children join the Early Years Foundation Stage with skills that are below the levels usually expected of children of their age. They develop well in the Reception class because they are given every opportunity to solve problems. For example, a small group of children made good progress learning how the volume of liquid affected the consistency of a mixture as they followed a recipe for fairy cakes. They read and discussed the instructions together as they decided when the mix was ready to go into the cake tray.
- Disabled pupils and those with special educational needs make good progress because teaching assistants skilfully make sure that pupils find answers for themselves. In one discussion about recycling, the teaching assistant encouraged Year 5 pupils to talk about their own experiences and to refer to a dictionary so that they could understand how to develop their comprehension skills.
- The attainment of pupils supported by the pupil premium has been rising steadily for the last two years and it is now similar to that of their peers in English and mathematics throughout the school so that there are no gaps.
- Pupils' achievement in physical education is good because pupils are keen to improve their fitness by being active at playtimes. In lessons, teachers focus on developing pupils' understanding of basic movement skills and the ways these can be adapted for a variety of different sports. Pupils enjoy competition and the school's teams do well in local tournaments.
- Pupils' attainment in mathematics is improving because the routine warm-up activity at the beginning of each lesson provides pupils with a good opportunity to use their knowledge of basic operations in answering a series of quick questions that reinforce their skills well. Staff training in the use of the sounds that letters make (phonics) means that pupils' attainment in early reading is also improving steadily. Year 1 pupils do exceptionally well in the phonics screening check.
- Pupils' attainment in writing is not as good as it is in reading and mathematics throughout the school. A current emphasis on creative writing is encouraging pupils to write at length but they do not always phrase their ideas accurately. Fewer pupils reach the higher standards in writing as a result.

The quality of teaching is good

- Teaching is good because teachers plan work at the right level of difficulty for pupils. Teaching assistants are well deployed, alternately supporting more-able pupils and those who find learning difficult. One more-able pupil explained that she was confident to embark on a higher Level 6 mathematics test because the teaching assistant had helped her recall a variety of mathematical principles but had not told her when she would need to use them. She enjoyed the challenge of selecting the most appropriate approach for each question.
- Teachers use good subject knowledge to raise their expectations of pupils, readily using specialist language to enhance pupils' knowledge and understanding. For example, children in the Early Years Foundation Stage listened to their teacher talking about palaeontologists so they talked about the 'curator', 'fossils' and the 'Tyrannosaurus Rex' during their role-play game at the museum.
- Some teachers lead worthwhile discussions, inviting pupils to help each other clarify new ideas. For example, pupils in Year 2 made good progress understanding how to test their Carroll

diagram because of the way the teacher coordinated the debate between two groups sorting their coloured strips of paper.

- At times pupils' learning slows because teachers do not check that pupils clearly understand ideas for themselves and they move on too quickly before pupils are really ready to do so.
- Recent developments in the marking policy mean that teachers all mark in a similar way. However, the comments they make are rather too general and pupils are not sure how to make specific changes.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils are keen to play their part in the school community and to take on positions of responsibility. The 'playground leaders' recognise the importance of their role, undertaking training to promote good relationships between pupils of different ages during break times.
- School records show that behaviour is good over time and that disruption of any kind is extremely rare. Parents agree that pupils' behaviour is good.
- The school's work to keep pupils safe and secure is good. Pupils understand about the different types of bullying but say there are almost no incidents in the school. They feel safe and they understand about the different risks posed by the internet and by their situation living on the coast.
- After a dip in attendance last year, the school has done much to raise it to its previous above-average levels. Pupil premium funding is being used effectively to establish a 'fun fit' session before school and this is encouraging pupils to arrive in good time, especially those who have found it difficult to do so in the past.
- Pupils are developing good attitudes to learning. For example, pupils in Year 6 use resources to remind them of key details as they complete tasks or to make effective notes as they work through problems.
- Pupils' behaviour is not yet outstanding because there are those who find it hard to sustain a task when a teacher does not closely supervise them.

The leadership and management are good

- The executive headteacher is a skilful leader with an exacting approach to managing teachers' performance. Colleagues are rigorously held to account for the impact of their teaching so ambitious teachers quickly develop considerable expertise. The executive headteacher is swift to tackle any areas of weakness using well-targeted individual plans.
- The school has made effective use of the pupil premium funding to meet the needs of this group of pupils. This includes buying in agencies to support pupils' emotional development, which has had a positive impact on individual pupils' attitudes to school and their ability to form lasting friendships.
- The school is determined to prevent discrimination and identifies the talents of all pupils. More-able pupils who are eligible for the pupil premium are receiving extra tuition in preparation for taking the higher Level 6 papers in the national tests in mathematics.
- The school makes sure that all pupils have an equal opportunity to achieve well. Pupils and parents value the 'Learning Launch' room as an effective way of providing individuals and small groups with targeted support for a brief time. Information about pupils' progress is well used to identify those pupils who would benefit from the specialist help available there.
- The curriculum is well organised and closely aligned to assessment procedures so that all teachers plan for and check that pupils are learning a broad range of skills. It includes a commitment to the routine use of information and communication technology and outdoor learning and to provide creative activities that promote pupils' spiritual, moral, social and cultural development well. The 'homework grid' is another good feature that provides pupils with a

variety of tasks to complete in their own time. These are linked to pupils' level of attainment so they provide suitable challenge. They inspire pupils to pursue their interests and to manage projects to a deadline.

- The school takes advantage of a variety of partnerships. Through its membership of the Moor and Coastal Trust it has been able to source specialist physical education training for all teachers. The primary school sports funding meets these costs as the school seeks to improve its already good sporting reputation. Pupils are keen on sport and they commit in large numbers to the variety of extra-curricular activities and the family swimming sessions.
- As the school has sought to extend its reach and support another local school, all those associated with its leadership have been alert to the impact of this collaboration on the school's resources and therefore pupils' achievement. There has been an effective strategy to ensure the arrangement is mutually beneficial.
- Representatives from the local authority have increased their level of checks to ensure that standards at the school remain at least good. Members of the governing body have supported the executive headteacher as she has developed the routines necessary to lead both schools effectively.
- Class teachers are using resources more creatively now they are able to share ideas with colleagues teaching the same age group at Delabole Community Primary School. Between them, subject leaders are also developing a more comprehensive approach to promoting pupils' literacy skills, particularly their writing, but it is too early for this new initiative to have had more of an impact.
- Senior and middle leaders have established thorough routines for checking the effectiveness of the school which include members of the governing body in a variety of monitoring activities. The range of information gathered means that leaders have an accurate view of the effectiveness of the school and they are able to identify general areas of improvement. These have not yet been linked to raising pupils' achievement. This means there has not been more rapid improvement in pupils' outcomes.
- **The governance of the school:**
 - The governors use their considerable experience and expertise to challenge senior leaders over their impact on raising pupils' achievement. Individual members of the board interpret the information about pupils' progress on a termly basis to ensure there is a sustained focus on pupils' achievement and especially that of pupils supported by pupil premium funding. The full governing body has undergone training so that members understand in detail the reports they receive. They are well informed about achievement and teaching and they use their frequent formal and informal visits to check whether the effectiveness of the provision is being maintained. They are aware of how robustly performance is managed and there has been no cause to restrict pay progression.
 - Finances are well managed. Members of the governing body have raised the priority of pupils supported by pupil premium funding. They now receive more detailed information about these pupils' progress and the extent to which the measures put in place on their behalf provide value for money. Those with relevant expertise ensure that the school meets its statutory duties so arrangements for safeguarding pupils' welfare are efficiently organised and those for meeting the needs of disabled pupils and those with special educational needs are effective.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	111939
Local authority	Cornwall
Inspection number	440993

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	100
Appropriate authority	The governing body
Chair	David Cook
Headteacher	Judy Gidzewicz
Date of previous school inspection	29–30 September 2010
Telephone number	01840 771473
Email address	secretary@tintagel.cornwall.sch.uk

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