



Tintagel Primary School

Inspection Report

Unique Reference Number 111939
Local Authority Cornwall
Inspection number 289106
Inspection date 4 October 2006
Reporting inspector Alexander Paul Baxter

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

Type of school	Primary	School address	Treven
School category	Community		Tintagel
Age range of pupils	4-11		PL34 0DU
Gender of pupils	Mixed	Telephone number	01840 770473
Number on roll (school)	106	Fax number	01840 770473
Appropriate authority	The governing body	Chair	David Cook
		Headteacher	Judith Gidzewicz
Date of previous school inspection	16 September 2002		

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a small rurally isolated school. Very few pupils are from minority ethnic groups. A higher than average number of pupils joins or leaves the school during the school year. The proportion of pupils with learning difficulties is above average. Children's attainment on entry varies and is generally below the level expected for their age.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Tintagel is a particularly welcoming school. It provides a sound education for its pupils, and has several strengths, not least the headteacher's good leadership and development of teamwork that has been successful in improving the school since the last inspection. This improvement continues. Standards at the end of Year 6 are broadly average and achievement is satisfactory. Pupils with learning disabilities also achieve satisfactorily.

Other strengths include good quality pastoral care provided by the staff and the subsequently good personal development of the pupils. The headteacher and her colleagues promote a warm, caring ethos. This is encouraged strongly by governors and appreciated by parents who say, 'This is a very caring school.' Good partnerships with parents and for pupils with learning difficulties, with outside agencies, enrich the pupils' self-esteem. In Years 5 and 6, the pupils' maturing attitudes enrich their learning, particularly in speaking and listening and investigating.

Pupils come to school cheerfully and enjoy school. Staff set high standards of behaviour and mutual respect, consequently pupils' spiritual, moral, social and cultural development is good. Pupils behave well and show good attitudes to learning. They feel safe and develop self-confidence as they move through the school. Pupils show good understanding of healthy lifestyles and contribute well to the community.

The quality of leadership and management is satisfactory overall and is improving in several key areas. For example, the headteacher is particularly active in involving others in school self-evaluation and decision making. However, although the role of governors and subject co-ordinators is improving, their monitoring and evaluation of teaching has yet to impact fully on pupils' achievements. For example, in ensuring that potentially higher attainers are challenged more effectively and achievement in writing is improved, especially in Years 1 and 2.

Accurate assessments and expectations of pupils' capabilities and achievements are not yet securely embedded. There is not sufficient liaison in planning when pupils from the same year group are located in two classes. School self-evaluation is therefore satisfactory overall and the inspectors judge the school's capacity to improve further as currently satisfactory, which differs from the school's view that it has a good capacity to improve.

Satisfactory and improving teaching and learning ensures that pupils make sound progress. Most pupils respond well to an increasing amount of investigative learning as they move from class to class. The curriculum is satisfactory. It is enriched by a good range of clubs and by the opportunities provided in the much improved accommodation and outdoor facilities. Pupils have regular opportunities to learn by using computers and this represents a significant improvement since the last inspection. Pupils, including children in Reception, appreciate and benefit from the relatively new, spacious and well-equipped indoor and outdoor surroundings. Reception children make satisfactory progress that reflects the overall quality of the teaching, learning and curriculum provided for them.

What the school should do to improve further

- Improve achievement in writing and by potentially higher attainers, especially in Years 1 and 2.
- Ensure that subject co-ordinators check and evaluate the quality of teaching in order to improve the quality of learning.
- Ensure greater precision and collaboration in the use of assessments to inform teachers' planning, particularly when year groups are split between different classes.

Achievement and standards

Grade: 3

Standards at the end of Year 6 are broadly average in English, mathematics and science. This represents satisfactory achievement considering pupils' starting points and learning needs.

Children make satisfactory progress in Reception and do best in their personal, social and emotional development. However, given their below average skills on entry, especially in speaking and language, several do not reach the expected early learning goals expected by the time they enter Year 1. Progress is inconsistent in Years 1 and 2, particularly by potentially higher attainers and in writing, though it accelerates towards the end of these years.

Pupils' progress becomes more consistent in Years 3 and 4 and strengthens further in Years 5 and 6, as increasing investigations and the use of drama, for example, raise pupils' interest and promote their independence in learning. In response to improving teaching and learning, English and mathematics have shown most improvement, especially pupils' speaking and listening skills.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Pupils enjoy school and their attendance is satisfactory. They like the teachers and each other and feel that 'school is fun'. The positive and caring school environment results in children making a good start in Reception and developing confidence throughout the school. Pupils feel that behaviour is very good at playtimes and inspectors agree.

Pupils' spiritual, moral, social and cultural development is good overall. They show good understanding of those less fortunate than themselves and are involved in many activities in the local community. Pupils throughout the school have responsibilities which they carry out enthusiastically. The school council has worked to improve facilities in school, but the headteacher recognises that they need to become a more independent body. Pupils show good awareness of the need to adopt a healthy lifestyle. They learn how to eat healthily and appreciate the good range of sporting opportunities. Pupils are equipped satisfactorily for the future.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory and it is improving as teachers increasingly explain the learning intentions closely to the pupils. Teachers are also using information and communication technology (ICT) more effectively, for example, interactive whiteboards to aid learning and computers to enrich independent research. Most pupils respond enthusiastically to an increasing amount of investigation work, especially in Years 5 and 6. Teaching in Reception is satisfactory.

In the good lessons, teachers use sharp questioning that challenges pupils. However, assessments of pupils' work, including teachers' marking, are not used well enough to meet the needs of all pupils. This is especially the case when year groups span two classes. Improvements to the teaching of writing and mathematics have had a beneficial impact on pupils' learning in lessons in Years 3 to 6, especially by potentially higher attainers. The same impact has not been as consistent in other years.

The teachers promote warm relationships and manage pupils' behaviour well. This is giving pupils more positive attitudes to learning and enabling a greater proportion of pupils to work more effectively. The pupils' improving speaking and listening skills reflect more effective communication with their teachers.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory and is generally matched to pupils' needs. There is good enrichment from a range of activities and after-school clubs and from the much improved indoor and outdoor facilities. Provision for ICT has improved since the last inspection and pupils are encouraged to apply these skills across the curriculum. When pupils from one year group are divided between two classes there is not sufficient liaison in planning to ensure that the individual learning needs of all pupils are met fully. Pupils are taught to become healthy and safe learners in a well-planned programme for personal, social and health education. Pupils with learning difficulties, especially those with behavioural and emotional needs, receive well-planned support that helps them make sound progress.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory. Staff work well with parents and outside agencies to sustain pupils' health and well-being. Pupils say, 'We like our teachers and they like and support us.' All pupils, including those with learning difficulties, receive good pastoral support and guidance for their personal development. However, academic guidance is not as good. Teachers do not always have a sharp enough picture of the

progress pupils are making and whether this matches their capability. This limits progress at times.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher provides good leadership. She has a clear vision for the school and has led the way in promoting a welcoming, caring ethos that nurtures the pupils' good personal development. The senior leadership team has a good understanding of pupils' skills throughout the school and of the overall quality of provision. However, subject co-ordinators and governors are less clear about variations in pupils' progress. This is being addressed through the headteacher's encouragement of a team approach to monitoring and evaluation. Subject co-ordinators and governors are now more involved in evaluating what pupils are doing but it is too soon for their improved understanding of this to have had an impact on what pupils achieve. For this reason, self-evaluation is not yet better than satisfactory. The positive impact of improved provision on pupils' personal development and on their speaking and listening and ICT skills shows that the school has the capacity to improve.

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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?	3

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 greeting us in such a friendly way. We really enjoyed our visit and talking with many of you. We were impressed with your good behaviour and the very warm welcome visitors receive when they come to your school. We can see why you like your school and think that it gives you a sound education. Standards in English, mathematics and science are average in Year 6 and show that most of you are making satisfactory progress.

Other things that we liked about your school

- Your headteacher is working hard to make the school a better place to be and to help you achieve more.
- The way that the school helps you to enjoy your work, to keep yourselves safe and to lead healthy lifestyles.
- The way your teachers work with your parents and with others outside school to help you learn.

What we think needs to be improved

- We feel that some of you, especially in Years 1 and 2, could achieve even more, so we have asked your teachers to help you to do this. In particular we want you to improve your writing.
- We have asked your teachers to improve the way you are taught in different subjects.
- We want your teachers to use and share the information they collect about your progress more when they plan your lessons.

With best wishes,