

# Tintagel Primary School

## Inspection report

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<b>Unique Reference Number</b>	111939
<b>Local Authority</b>	Cornwall
<b>Inspection number</b>	337782
<b>Inspection dates</b>	28–29 September 2009
<b>Reporting inspector</b>	Susie Wallis-Maclean

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>	Maintained
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	105
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Cook
<b>Headteacher</b>	Judith Gidzewicz
<b>Date of previous school inspection</b>	4 October 2006
<b>School address</b>	Treven Tintagel Cornwall PL34 0DU
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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 groups of pupils. They observed the school's work, and looked at documents relating to safeguarding, assessment and the monitoring of teaching and learning. They also scrutinised 77 pupil questionnaires and 47 parental questionnaires.

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

- pupils' attainment
- pupils' progress in relation to their starting points
- the impact of leadership and management.

## Information about the school

Tintagel Primary School is a small rural school. There are four, mixed-age classes. Class 1 provides Early Years Foundation Stage education for Reception children. On-site pre-school provision is managed by external providers and inspected separately. The proportion of pupils with special educational needs and/or disabilities is above average. All pupils are from White British backgrounds and have 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?**

**4**

**The school's capacity for sustained improvement**

**3**

### Main findings

In accordance with section 13 (3) of the Education Act, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to the progress pupils make, given their starting points, and the standards they reach by the end of Year 6.

The headteacher is aware of the need to raise achievement and has a realistic plan for moving the school forward. This is helping to bring about improvements in pupils' progress. Standards, while beginning to rise in Key Stage 1, are still too low by the end of Year 6. This is largely because of gaps in pupils' learning which remain after two years of underachievement. Despite some recent improvements, the quality of teaching across the school is not high enough to ensure that all pupils make sufficient progress to redress underachievement. Where teaching is good, lessons are well planned with activities matched to the needs of all pupils. In these lessons pupils are engaged and enjoy their work. However this is inconsistent, some lessons lack pace and work is not sufficiently matched to the needs of all learners. Although accurate assessment data is now in place providing challenging targets and giving pupils information on how they can improve their work, it is not being used consistently to raise standards.

Good pastoral care is a feature of this caring school and contributes to pupils' good personal development. Pupils say they enjoy school and that there is always someone to help them if they have a problem. The school can provide examples of where individuals have been supported to overcome significant barriers to learning. Good links with the pre-school and the local secondary school support transition arrangements. Pupils' behaviour is good; they show consideration to each other and adults. Pupils' understanding of the different cultures, religions and beliefs found in modern Britain and beyond is less secure. The school has positive relationships with parents and carers, seeking their views on a range of issues. A small minority of parents commented on the need for more information regarding their child's progress and how they could support learning at home.

The school has focused on improving areas of weakness, for example in teaching, and in reducing persistent absence. There is improvement in key areas such as the contribution of subject leaders and the use of data to set targets. Self-evaluation is broadly accurate and school leaders have the ambition and drive to secure satisfactory improvement. The senior leaders, including the governors, monitor school priorities and use accurate assessment information to set targets. This information is now being used to set more challenging targets. The headteacher recognises the need to widen the school's

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promotion of community cohesion.

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

- Raise the quality of teaching and learning from satisfactory to good by ensuring that:
  - tasks and activities are closely matched to pupils' needs and interests
  - assessment is consistently used across the school to plan learning
  - marking provides pupils with clear guidance about how they can improve or develop their work.
- Ensure that the leadership and management team, including the governors, implements effective monitoring and evaluation procedures.
- Ensure that parents are helped to better support their children's learning by communicating strategies to support learning.
- Help pupils better understand the multicultural nature of British society by giving them opportunities to engage actively with groups from different cultural backgrounds.

**Outcomes for individuals and groups of pupils****4**

Too few lessons enable pupils, especially boys, to make good or better progress. Consequently, standards continue to be low by the end of Key Stage 2. The majority of pupils work effectively when they are provided with appropriate tasks and guidance but lack the confidence to become more independent in their learning or to improve the quality of their work. 'It would be better if learning was active,' and, 'I do learn but I don't learn lots,' are typical of a minority of pupils' comments.

The school is beginning to use intervention strategies to improve achievement. These include one to one support and additional help for boys through 'playing for success'. Teaching ensures that all pupils, including those with special educational needs and/or disabilities make satisfactory progress.

Pupils show a good awareness of the need to take regular exercise and eat healthily. Play leaders make a valuable contribution to the 'huff and puff' activity sessions at lunchtimes. Whilst independently getting his snack, one Reception child commented, 'Fruit is good for you, it makes you big and strong.' Pupils show an awareness of others, know the difference between right and wrong, and demonstrate kindness and consideration. Their understanding of other cultures is satisfactory but limited because they are not actively engaged with pupils from different backgrounds and cultures.

The school has worked hard and made a significant improvement to attendance rates which are now broadly average.

*These are the grades for pupils' outcomes*

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>4</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<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>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

### How effective is the provision?

Teaching is satisfactory overall. Teachers have secure subject knowledge and develop good relationships with pupils which support learning. Adequate use is made of resources including new technology. Most lessons are generally well managed and teaching assistants are effectively deployed to support pupils who need additional help. Assessment data is beginning to be used to set realistic targets for pupils and to monitor how well these are achieved. However, these targets are not consistently shared with pupils and marking does not always give pupils sufficient opportunity to discuss how well they are doing and what they need to do next. This means that pupils' progress is not always as fast as it could be. At its worst, in a small minority of lessons, it results in a slow pace, insufficient challenge for more able pupils, and too many missed opportunities for pupils to develop and extend their learning.

The curriculum is broad and balanced and meets the needs and interests of most pupils. However, teachers' plans derived from the curriculum are not sufficiently focused on key areas for improvement particularly in English, mathematics and science.

The school demonstrates considerable care for the welfare of pupils. Pupils with special educational needs and/or disabilities are well supported to enable them to make satisfactory progress and become valued members of the community. The school has supported individual pupils to overcome barriers to their education. Good quality advice and guidance, such as e-safety training for pupils and parents, enable pupils to make

<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.

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informed choices.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The leadership team and other leaders care deeply about the school and are motivated to seek further improvement. They are beginning to focus more effectively on the action needed to ensure that the school moves forward. The headteacher has taken effective steps to start to improve the quality of teaching. The school has identified priorities in its development plan to improve pupils' achievement, particularly in the key areas of English, mathematics and science. Self-evaluation is largely undertaken by the headteacher and assistant headteacher and other leaders, including the governors, have yet to develop their roles in ways that would enable them to contribute to whole-school improvement. The school improvement plan includes measurable success criteria but does not focus sharply enough on different groups of pupils. The leadership team is aware of the need to put robust systems of monitoring and evaluation in place.

Governors are supportive and adequately informed about the work of the school. They are beginning to have an understanding of how well the school is doing in relation to pupils' achievement and how Tintagel pupils' performance compares with the national picture. Despite the school having good links with the local community, the school and governors are at the early stages of implementing an effective strategy to promote community cohesion. The partnership with parents is satisfactory and parents' views are gathered on a number of issues. A small minority of parents commented on the need for more information regarding their child's progress and how they could support learning at home.

Safeguarding at the time of the inspection fulfilled all statutory requirements. The school promotes equal opportunities and has a satisfactory understanding of the needs of different groups of pupils.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<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>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children in Reception settle quickly and thoroughly enjoy coming to school. Children enter the Reception class with levels expected for their age and they are now making good progress in achieving the early learning goals in all areas of learning as a result of the impact of recent interventions. Activities are well planned and resourced and include those which are both child initiated and adult led. This enables children to explore their interests in depth, feel safe and secure, and become confident and independent learners. Behaviour is good and children learn how to share and cooperate with each other. The environment, both inside and out, is used effectively for learning. Children's progress is beginning to be carefully tracked and their particular needs are well catered for. There are good arrangements to ensure children's welfare and personal development. The Early Years Foundation Stage is effectively led and managed and areas for development have been identified.

*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

## Views of parents and carers

The majority of parents hold positive views of the school and most of those completing the questionnaire reported that the school keeps their children safe at all times. The care given by all adults was recognised as a strength of the school. A small proportion of



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parents were concerned about the lack of parents' evenings and the lack of information about how well their child was progressing in school.

### 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 12 statements about the school.

The inspection team received 47 completed questionnaires by the end of the on-site inspection. In total, there are 105 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	20	43	26	55	1	2	0	0
The school keeps my child safe	31	66	16	34	0	0	0	0
The school informs me about my child's progress	12	26	24	51	5	11	1	2
My child is making enough progress at this school	14	30	24	51	3	6	0	0
The teaching is good at this school	16	34	23	49	2	4	0	0
The school helps me to support my child's learning	13	28	22	47	7	15	1	2
The school helps my child to have a healthy lifestyle	21	45	24	51	1	2	1	2
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)	12	26	26	55	4	9	0	0
The school meets my child's particular needs	12	26	26	55	4	9	0	0
The school deals effectively with unacceptable behaviour	13	28	26	55	0	0	0	0
The school takes account of my suggestions and concerns	10	21	24	51	5	11	0	0
The school is led and managed effectively	16	34	28	16	1	2	0	0
Overall, I am happy with my child's experience at this school	19	40	23	49	4	9	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"> <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 pupil's 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.**



30 September 2009

Dear Children

Inspection of Tintagel Primary School, Tintagel PL34 0DU

Thank you for your welcome when we visited your school recently. You showed how well behaved and sensible you are and you were really helpful. We were able to find out a lot about your school because you were confident in sharing your ideas and opinions. Many of you told us how much you enjoy school and some of you told us that you would like your learning to become more active and fun.

We have given your school a notice to improve because we want you all to be given the chance to do as well as you can. The adults in your school know how it can be made better. Inspectors will come back and visit the school to see how well you are doing. We enjoyed our visit and look forward to hearing about your future success.

There are some of the good things in your school:

- You have a good understanding of how to keep healthy and how to stay safe.
- Most of you enjoy coming to school.
- Your teachers and helpers look after you carefully.
- Your school is at the heart of Tintagel because you are involved in, and care for, the local community.

These are some of the things that need to be better:

- We would like the school to improve teaching so that more lessons are exciting and good and you reach the same standards as most children of your age.
- We would like teachers to give you better advice on your targets so you know what to do to improve and develop your work.
- We think that the people in charge of your school should make regular checks to make sure things are as good as they should be.
- We think your school should make more links with schools in other parts of Britain and overseas to help you understand better the lives of others.

Yours faithfully

Susie Wallis-Maclean

Lead inspector

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