

# Inspection of Altarnun Primary School

Five Lanes, Altarnun, Launceston, Cornwall PL15 7RZ

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Inspection dates: 4–5 March 2020

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Requires improvement

## **What is it like to attend this school?**

Pupils enjoy coming to Altarnun Primary School. The school is a warm and welcoming community. Pupils, especially those in the school council, say they feel a part of it.

Leaders have high expectations of all pupils. They want the pupils at the school to become well-rounded learners. To achieve this, leaders make sure that the school's values of pupils realising their potential through a happy and caring environment are at the heart of the school's work. Pupils understand and have played a part in developing these values. They are enthusiastic about their learning. Pupils behave well around the school, both in lessons and at play.

Pupils are polite and courteous. The school is a place where pupils cooperate and value each other. In this small, family orientated environment, pupils work together well in lessons. This ethos is evident across the school. At lunchtime, the older pupils help the younger pupils settle to lunch and give them any help they need. Pupils enjoy the responsibilities given to them.

Bullying is not tolerated. Pupils are happy and say they feel safe. Teachers show them how to keep themselves safe. Both parents and pupils talk very highly of the school.

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

The school prioritises reading. As soon as children start Reception, they are taught the sounds made by different letters. Teachers quickly identify those pupils who need extra support. This helps these pupils to catch up quickly. Pupils are positive about reading and enjoy the books they are given.

Teachers ensure that pupils are exposed to a wide variety of texts, including classic texts. The reading curriculum allows pupils to explore texts often and across other subject areas. This means that pupils understand the importance of reading across the curriculum, and this helps to support their learning.

There is variation in the quality of pupils' work. Some pupils in key stage 2 are still catching up from a legacy of weaker provision. However, stronger teaching has improved on the negative impact that this is having. Lower down the school, pupils are getting off to a good start because teachers use what they know about children to support the development of new knowledge. The planned curriculum is not yet aspirational for all pupils, including the more able, to enable them to reach their full potential.

In most subjects, teaching builds on what pupils know and can remember. For example, there have been improvements in mathematics. Pupils are given a wide

range of resources to support their mathematical thinking. Leaders have also improved what is taught in art. However, in some subjects, leaders have not considered what is to be taught and when. This is the case in history. Currently, what is taught does not build on what pupils have learned before.

Pupils work well with one another. They show each other respect and support each other well. They behave well in lessons and around the school. They are keen to learn and improve their work. Pupils follow school routines well.

Leaders have been successful in ensuring that teachers' subject knowledge is secure. Pupils with special educational needs and/or disabilities (SEND) receive the help they need to progress well. Teachers have as high expectations for these pupils as they do for others.

Leaders at all levels have a clear vision for the school. They want pupils to succeed. Staff appreciate that governors and leaders are aware of the workload pressures on them and how these are managed.

Leaders prioritise pupils' personal development. Pupils understand why they need to show respect to others. They feel valued and treat each other in the same way. Pupils are given a range of opportunities to develop their skills in becoming effective citizens through the responsibilities they are given. They take these seriously.

Children get a good start to life in school. The early years curriculum is planned and sequenced and builds on what pupils already know and can do. Vocabulary development is key within the early years, and this is modelled well by all staff. The curriculum supports pupils in knowing and remembering more. However, the outdoor area is not as well developed as it could be, to fully support pupils' learning.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders make sure pupils are safe. Parents who responded to Ofsted's Parent View are confident that their children are safe in school. School safeguarding procedures are made clear to all visitors. Pupils feel confident in talking to staff if they have a problem. Staff know what to do when this happens as they have had the relevant training. They are clear on how to respond to concerns when they arise. They understand their roles and responsibilities.

Governors check on the school's safeguarding arrangements and ensure that they are being applied consistently through their monitoring procedures.

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

### **(Information for the school and appropriate authority)**

- In most subjects, leaders have a coherent view of the curriculum. However, this is not yet fully established across all subjects. Leaders need to plan and ensure that there is a sequence of learning in subjects such as history so that all pupils are fully prepared for the next stage of their education.
- Focus placed on narrowing the gaps for pupils is beginning to have an impact on those who require catch-up. Leaders now need to focus on all learners to ensure the planned curriculum is aspirational so that all pupils, including the most able, can excel.

## 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 Ofsted Parent View information 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

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

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	140839
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	10122344
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	49
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Elaine Marshall
<b>Principal</b>	Kristina Harrison
<b>Website</b>	<a href="http://www.altarnunprimary.org.uk">www.altarnunprimary.org.uk</a>
<b>Date of previous inspection</b>	20–21 September 2017, under section 5 of the Education Act 2005

## Information about this school

- Atlarnun Primary School was part of the Adventure Learning Academy Trust. In April 2019, it became part of the Launceston College Academy Trust and shares a governing body with Egloskerry Primary School.
- The Principal took up post since the last inspection.
- This is a smaller-than-average sized primary school. There are three mixed-aged classes.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We met with the principal and other school leaders. The lead inspector met with governors and representatives of the trust, including the CEO.
- We did deep dives in these subjects: reading, mathematics, science and history. We also looked into how the art curriculum was developing. We met with leaders to talk about curriculum implementation. We visited lessons and looked at pupils’

books. We also talked to pupils about their work. We spoke with teachers and listened to pupils read.

- We talked to pupils about their life at school. We also observed them outside during breaktime and in the lunch hall.
- We looked at how the school keeps pupils safe. The lead inspector met with the designated and deputy designated leads for safeguarding. We also considered the school's single central record.
- Inspectors considered responses to the online survey, Parent View. There were no responses to the survey for staff or the pupils' survey. However, inspectors sought pupils' views about the school when inspecting individual subjects and met with some pupils to discuss their wider view of the school.

### **Inspection team**

Heather Barraclough, lead inspector

Her Majesty's Inspector

Tracy Hannon

Her Majesty's Inspector

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