

Loddiswell Primary School

Inspection report

Unique Reference Number	113207
Local Authority	Devon
Inspection number	357289
Inspection dates	17–18 November 2010
Reporting inspector	Paul Sadler

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	48
Appropriate authority	The governing body
Chair	Ms Emma Meek
Headteacher	Scott Fisher
Date of previous school inspection	27 February 2008
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Introduction

This inspection was carried out by one additional inspector. He observed six lessons taught by five teachers and held meetings with staff, pupils and the Chair of the Governing Body. He observed the school's work, and looked at documentation including that relating to pupils' progress, monitoring and evaluation of the school's work and strategic planning. The responses to questionnaires completed by staff, pupils and 28 parents and carers were analysed.

The inspector reviewed many aspects of the school's work. He looked in detail at the following.

- The impact of strategies to improve pupils' attainment and progress in mathematics.
- The extent to which teaching meets the needs of pupils of all ages and abilities in each lesson.
- The quality and impact of monitoring, evaluation and strategic planning on pupils' progress.
- Attendance, including any impact on pupils' preparation for economic well-being.
- The quality of opportunity for children in the Early Years Foundation Stage to make choices and develop independence.

Information about the school

The school is of much smaller than average size and serves the village and surrounding rural area. All pupils are of White British ethnicity. The proportion of pupils with special educational needs and/or disabilities is average. These range from moderate learning difficulties to profound physical disabilities. Children in the Early Years Foundation Stage are usually taught in a class with pupils in Years 1 and 2.

Since September 2010 the school has been led by an acting headteacher, due to the ill-health of the headteacher.

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?

3

The school's capacity for sustained improvement

3

Main findings

The school provides education of a satisfactory standard. It has a number of strengths, especially pupils' personal development. Pupils behave well, rightly feel safe in school and have a good understanding of how to lead healthy lives. Their contribution to the community is outstanding. The school council is active in organising money-raising events and deciding how the money should be spent, for example by donating to the charity 'Help for Heroes'. They regularly contribute to village events and display their good quality art work in the church.

Children start school with skills and knowledge that are greater than those generally found for the age group, especially their communication skills and their social and emotional development. By the end of the Reception Year their attainment is above average, representing satisfactory progress and achievement. The skills they will need to learn in more formal ways develop well, but opportunities to develop their independence through exploratory and adventurous play are limited. Pupils' attainment by the end of Year 6 is above average. In English, their attainment is consistently above average, and for some pupils it is well above this level. In mathematics, however, attainment is broadly average. A prescriptive teaching scheme has rightly been abandoned in favour of a more flexible approach to planning the mathematical curriculum and progress is now improving across the school. In other subjects, including science, art and music, specialist teaching leads to above average attainment overall. There is no significant difference in the achievement of boys and girls and those with special educational needs and/or disabilities make good progress due to the good quality support they receive. This reflects the good level of care and support for all pupils, who are wellknown to staff as individuals.

Teaching has a number of strengths, including the enthusiasm for learning of staff and pupils, good relationships in the classroom and the effectiveness of support staff. Questioning is used well and work is marked with helpful comments. However, assessment is not always used well enough to plan lessons that meet the needs of the very wide range of ages and abilities of the pupils in each class. This means pupils do not always make as much progress as they could. However, the curriculum is good overall as pupils are offered a wide range of interesting and exciting activities both in and out of school, with many good opportunities to promote their personal development and well-being.

Senior leaders and the governing body have faced major challenges in reducing staff numbers to resolve a budget shortfall. This has been handled well, and staff morale is good. Rightly, the governing body is exploring the school's membership of a federation with two other schools, led by a single governing body and executive headteacher, from September 2011. It has achieved a broad consensus on this issue within the school community and is already using the expertise within the other schools, including the

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secondment of the highly effective and popular acting headteacher. However, some leaders have had limited opportunities to develop their roles and responsibilities and their lack of professional development means they do not fully understand recent developments in their field of expertise. As a result, monitoring and evaluation have, until recently, lacked the necessary focus to sharply identify weaknesses and plan actions to tackle them. There is good evidence that these weaknesses are now being addressed, but as yet there is limited evidence of the impact on pupils' achievement, especially in mathematics. For these reasons the school's current capacity for further improvement is satisfactory.

What does the school need to do to improve further?

- Enhance the school's leadership and management capacity by:
 - ensuring that all staff have access to planned professional development that meets the school's and their own needs
 - offering greater opportunities for staff to develop their leadership and management skills.
- Improve pupils' progress, especially in mathematics, by ensuring that:
 - assessment is used effectively to plan lessons that challenge each pupil appropriately and fully meet their individual learning needs
 - pupils and their parents and carers are aware of longer-term learning targets and the progress made in meeting them.
- Ensure that full provision is made for children in the Early Years Foundation Stage to learn and develop by:
 - increasing children's independence through exploratory and adventurous play
 - ensuring that staff share best practice.

Outcomes for individuals and groups of pupils**3**

Pupils' attainment is above average overall by the end of Year 6 from levels that are generally above those expected for the age group at the start of the Early Years Foundation Stage. This represents satisfactory progress and achievement overall. Of the 12 pupils who took national tests in English and mathematics at the end of Year 6 in 2010, a good number attained the higher than expected level in English. In mathematics, while the large majority attained the expected level, none attained the higher level. This reflects the pattern of recent years, although very recent assessments show that progress in mathematics is beginning to improve across the school. Those with special educational needs and/or disabilities make good progress because of the good support of teachers and teaching assistants and the use of programmes that are tailored to meet their individual needs. Pupils' good basic skills and positive attitudes to learning mean that they are well prepared for the next phase of their education.

Pupils enjoy learning. For example, in Years 4 to 6 pupils concentrated well, shared ideas and were determined to show the purpose of brackets in a sum or equation and the effect of their presence or absence on the answer. Pupils are confident and have good skills of using information and communication technology to support their learning, as when pupils in Years 2 to 4 independently started their laptops and found the correct file without adult

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help. They enthusiastically demonstrate good skills in art and music and have, for example, painted life-size model sheep for display in the grounds of Exeter Cathedral. Pupils say they prefer more formal styles of learning and, for example, some dislike lessons that involve 'too much discussion among themselves'.

Pupils enjoy school, as is shown by their above average attendance. They show respect for each other and for adults and say there is little bullying, adults handling any which occurs appropriately. In lessons, behaviour is generally good although pupils can become restless when the work is not well matched to their needs. They are kept very safe on the restricted site, although its limitations reduce opportunities to explore and develop independence. Pupils have a good understanding of other faiths and cultures, to which the work in art and music makes a strong contribution. Pupils also have a good understanding of the importance of exercise and a healthy diet which is appropriate to their age.

These are the grades for pupils' outcomes

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

¹ 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?

Teachers have high expectations of pupils and use some aspects of assessment well, for example by marking work thoroughly and providing opportunities for pupils to assess their own and each other's work so they understand how to improve. However, pupils are much less clear about their longer-term learning targets, a point for improvement identified at the last inspection. Assessment is not always used with sufficient precision to ensure that work is sufficiently challenging for all groups. For example, pupils in Years 2 to 4 were

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introduced to grids and coordinates, a concept with which a number were already familiar. As a consequence, the work was not sufficiently challenging for some. Teaching assistants are used well to support all pupils, including those with special educational needs and/or disabilities. A good example was seen when a teaching assistant supported pupils in Years 1 and 2 effectively when making a musical interpretation of a poem.

The curriculum is enriched by visits and visitors, such as the fire service, and by the opportunity to learn from specialist teachers. Outdoor learning is enhanced by 'Forest School' activities which are being extended from the youngest children to involve older pupils. However, opportunities for the Reception children to learn outdoors on a daily basis are restricted by the limitations of the physical space. The school has good links with parents and carers, with the local pre-school, and with other schools and agencies. These make an important contribution to the good care, guidance and support that children and pupils receive. A weekly newsletter gives parents and carers good information about what is happening at school, but the information they receive about their child's long-term learning goals is of less good quality.

These are the grades for the quality of provision

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

How effective are leadership and management?

Leaders and managers have identified key priorities for the school and are embedding a greater sense of purpose in the staff and school community. The current development plan has challenging yet achievable targets, if somewhat too many priorities. Recent difficulties concerning budget planning have been resolved and, under the leadership of the dynamic acting headteacher and Chair of the Governing Body, the school is now able to focus more sharply on raising pupils' achievement. Insufficient focus on staff development, most notably in mathematics and in the Early Years Foundation Stage, has limited staff understanding of recent developments in these fields and their ability to plan actions to tackle weaknesses.

The governing body is well organised and effective. Safeguarding is of good quality and places an appropriately high priority on keeping pupils safe. Some systems go beyond the minimum requirement, for instance the level of training in child protection. There are effective policies to ensure equality of opportunity and to avoid any potential discrimination, for example when children of the Traveller community join the school as they do from time to time. Leaders are very aware that pupils have limited opportunities to mix with those of other backgrounds and cultures and actively seek opportunities for this to happen. This approach, together with pupils' excellent contribution to the local and wider communities, demonstrates the school's good overall contribution to community

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cohesion. Parents and carers rightly express strong support for the school and for the current leadership and staff.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account: Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The majority of parents and carers returned the inspector's questionnaire and were almost unanimously positive about their child's experience of school. They were especially pleased with the good impact of the acting headteacher, a point with which the inspector agrees. There were a very small number of concerns about the impact class organisation has on pupils' progress. The inspector found no evidence to support this but agrees with school leaders that any potential impact should be regularly monitored so that any possible underachievement can be quickly identified and addressed.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Loddiswell 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 inspector received 28 completed questionnaires by the end of the on-site inspection. In total, there are 48 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	23	82	5	18	0	0	0	0
The school keeps my child safe	23	82	5	18	0	0	0	0
My school informs me about my child's progress	19	68	9	32	0	0	0	0
My child is making enough progress at this school	17	61	10	36	1	4	0	0
The teaching is good at this school	20	71	8	29	0	0	0	0
The school helps me to support my child's learning	16	57	11	39	1	4	0	0
The school helps my child to have a healthy lifestyle	13	46	14	50	0	0	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)	15	54	9	32	1	4	0	0
The school meets my child's particular needs	17	61	10	36	1	4	0	0
The school deals effectively with unacceptable behaviour	11	39	16	57	0	0	0	0
The school takes account of my suggestions and concerns	18	64	8	29	2	7	0	0
The school is led and managed effectively	20	71	7	25	0	0	0	0
Overall, I am happy with my child's experience at this school	20	71	7	25	1	4	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 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). 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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



19 November 2010

Dear Pupils

Inspection of Loddiswell Primary School, Kingsbridge TQ7 4QU

Thank you for making me so welcome when I visited your school. I especially want to thank members of the school council, who gave up part of their lunchtime to talk to me. This letter is to tell you what I found out about your school.

Loddiswell is a satisfactory school. There are lots of good things about it. I was especially impressed by all you do for the community, from collecting money for 'Help for Heroes' to painting your life-size model sheep to show in Exeter Cathedral. This is excellent, keep up the good work! You behave well, feel safe and know how to keep healthy. In your learning, you make good progress in English, art and music, but you do not do quite as well in mathematics. You like your teachers and get on well with them and other staff. Many of your lessons are interesting, but sometimes the work is a bit too easy or difficult for you. The teaching assistants help all of you to learn. You especially enjoy the interesting visitors and trips which make learning fun. All the adults in the school know and care for you well. Your acting headteacher and the governors are beginning to know how the school can be improved. In order to help them to do this, I have asked them to do three things.

I have asked them to make sure that the work you are given is always at the right level for you, especially in mathematics, and that you and your parents or carers know what you should be learning next. You can help with this by politely telling the teacher if you find the work too difficult or easy, or asking if you are not sure what you need to learn next. I have asked the school to make sure that Reception children are given more opportunities to learn through play and that all the staff are given the training they need to help them do their jobs even better than they do already.

Yours sincerely

Paul Sadler

Lead inspector

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