

# Landkey Primary School

## Inspection report

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<b>Unique Reference Number</b>	113159
<b>Local Authority</b>	Devon
<b>Inspection number</b>	363803
<b>Inspection dates</b>	28–29 June 2011
<b>Reporting inspector</b>	Carolyn Carnaghan

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	168
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Neil Hookway
<b>Headteacher</b>	Kate Fairbrother
<b>Date of previous school inspection</b>	10 December 2010
<b>School address</b>	Bakery Way Barnstaple EX32 0LJ
<b>Telephone number</b>	01271 830421
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## Introduction

This inspection was carried out by three additional inspectors. They observed eleven lessons taught by seven teachers and held meetings with staff, groups of pupils and members of the governing body. The inspection team looked at the school's work and scrutinised documents, policies, reports, minutes of meetings and 75 responses to parent and carer questionnaires and those returned by staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How effective is the school in promoting pupils' independence in their learning?
- How effectively does the school evaluate itself and does the governing body participate fully in setting priorities for the school?

## Information about the school

This is a smaller-than-average primary school where most pupils are from a White British heritage and speak English as their first language. There is a lower-than-average proportion of pupils known to be eligible for free school meals. There is a lower-than-average, but growing, proportion of pupils with special educational needs and/or disabilities the majority of whom have specific and moderate learning needs. The school has Activemark Silver status.

**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?**

**1**

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

**1**

## Main findings

This is an outstanding school where pupils' individual needs are placed at the centre of all its activities. Pupils arrive in Reception with lower than expected age-related skills and they make outstanding progress across the school. Those with special educational needs and/disabilities also make outstanding progress because the school ensures its provision for these pupils is extremely well targeted. Pupils' achievement is outstanding.

Pupils are highly articulate, independent and obviously enjoy their learning. They are confident in leading their learning, asking questions and exploring the world they live in. Many take on responsibilities through the numerous clubs and community activities the school offers them. They are active, enjoying sport, dance and cycling. They understand very clearly what it is to be safe, whether it be while working on the internet or out on a residential trip. The opportunities are outstanding for all pupils to experience a broadly based, thematic curriculum to explore the world's cultures, to make friends in other parts of our country and to achieve across all the core subjects.

Pupils are extremely well cared for and those who need extra help to learn are supported through extensive guidance in lessons and additional help, individually tailored to their personal, emotional, social and learning needs. It is this support for pupils' personal development that marks out an area of outstanding innovation and ensures everyone, regardless of ability, can achieve and enjoy their time at Landkey. This ensures that equal opportunities are outstanding. Attendance is above average. Occasionally, a few parents take their children away during term time with a negative impact on overall rates. Nevertheless, 'Culture bear' accompanies these pupils and his photos, in a variety of often exotic locations, form the backdrop for pupils' presentations and class feedback on interesting experiences from around the world.

Inspirational leadership by the headteacher, most ably supported by an energetic, ambitious staff and an outstanding governing body, has driven progress. The school's self-evaluation is thorough and incisive, supported by a similarly robust evaluative approach by the governing body. From a time when a far less positive picture was the norm, the school has changed to one where every measurement of pupils' outcomes over recent years has been outstanding. The school's capacity for sustained improvement is therefore outstanding.

Pupils leave Landkey extremely well prepared for their next steps, confident in their own abilities, and with attainment well above average. Their understanding of how to make the best of their experiences is seen clearly in personal learning records. Very occasionally the depth of written feedback from staff does not match the exemplary nature seen in the vast majority of marking, so that dialogue between pupil and teacher, although effective, is sometimes less productive than it might be.

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

- Ensure all marking meets the exemplary level of that generally exhibited across the school, always encouraging a productive exchange between pupil and teacher through which work can move ahead even further.

## Outcomes for individuals and groups of pupils

**1**

Pupils arrive at Landkey with lower than expected skills and make outstanding progress. By the time they leave, attainment is well above average. Those with special educational needs and/or disabilities make outstanding progress because their teachers ensure their learning is closely tailored to their needs. Achievement for all groups and abilities is outstanding. Lessons are pacy and challenging so learning is fun and pupils' high levels of self-confidence mean pupils often drive their own learning by asking penetrating questions.

Progress in English and mathematics has risen sharply over recent years, driven by whole school initiatives to ensure accurate assessment of pupils' progress. Teachers really know the needs of their pupils. These core skills in English and mathematics are used throughout the day across topic work. Information and communication technology is employed seamlessly as a useful tool for research and writing. For example, in a lesson when a text was being edited as if for publication, pupils used a variety of methods to check facts and design layouts. This was skilfully adapted to the needs and ability of the class and the results were highly successful.

Pupils' behaviour is outstanding. Pupils take ownership of their own activities, helping others, both in school and beyond. There are currently many links with other communities, across London and with a Ugandan school. Pupils are currently growing Ugandan vegetables in a competition to be judged by a visiting teacher. Pupils comment that it is touch and go at the moment as to whether they or some voracious Devon mini-beasts will win. Such activities provide pupils with a wide range of experiences, knowledge and understanding about the world.

There is a clear focus on being safe and healthy and pupils understand the importance of diet and activity. The many sports clubs are very well attended and have led to Activemark Silver status. Emotional and personal well-being is central to learning at Landkey; a sensory garden, sponsored by a local garden centre, is a place for reflection. Pupils are generous with their time, be it for Fudge Week or by serving on the school council. The regular culture weeks have led to pupils developing a strong understanding of many different peoples represented in their local community. Pupils join the samba band, among other clubs, and create songs and music to share in assemblies, developing personal qualities that will prove invaluable to them in their future lives.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

<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

## How effective is the provision?

Lessons are very well planned and resourced because teachers have excellent understanding of their pupils' needs. This is based on extensive analysis of pupils' results in tests and observation of pupils. The senior leadership team shares this understanding with teachers who develop their learning strategies based squarely on what each pupil requires. Lessons often have lively opening activities and then work focused on the ability of every pupil, allowing for and very effectively supporting independent endeavour. Pupils are also encouraged to discuss their growing knowledge and apply it across subjects. For example, previous knowledge gleaned from a survey is used to learn about data handling.

Excellent support from teaching assistants ensures particular learning needs are fully met. For example, pupils kept up with a lively number challenge because two teaching assistants helped to explain the questions and adapt the activity.

Very close cooperation between staff develops teaching and the curriculum. The care taken by staff for their charges is outstanding. Pupils say they feel they always understand who to turn to and are supported strongly towards the time when they will move on to secondary school. The school has worked hard to develop a thematic curriculum, aiding development of basic skills alongside memorable learning experiences. There are rich opportunities for pupils in lessons and out, ensuring a broadly-based, outward-looking experience which takes in the wider world as well as closer to home. A very wide range of visits, visitors and enrichment activities, including cooking sponsored by a local

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supermarket, makes for a successful curriculum mixture. All activities are adapted for those with special educational needs and/or disabilities. The focus on safety in all things is a result of comprehensive risk assessment and pupils taking responsibility for each other.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>1</b>
Taking into account: The use of assessment to support learning	1
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher leads an empowered and highly focused staff. She enables staff to share their expertise and learn how to do better. Her monitoring of their work, as well as that of the pupils, through excellent use of assessment, is outstanding. Regular sharing of thoughts and ideas among staff leads to plans formulated on a firm foundation of an understanding of every pupil. The headteacher clearly communicates her ambition for the school, driving innovation and improvement. A relatively new initiative to support pupils' emotional and personal well-being within their learning has helped some less able pupils make impressive strides in learning as well as in their self-confidence.

The highly supportive governing body is a powerful ally. Members are regular visitors, usually with a clear agenda of exploring a particular aspect of provision or outcomes for pupils. This leads to the construction of detailed reports and plans from which new initiatives are born. The governing body regularly and very effectively challenges the senior leadership team, holding it to account in all its activities. For example, a focus on attainment in mathematics has proved highly successful. Members of the governing body regularly observe learning, each class having a link governor who can speak with authority on its progress. Members of the governing body also come in and enjoy some fun too, accompanying trips and helping out around the grounds. Their highly proactive approach to safeguarding has meant some members are helping other institutions to assure their own practice.

The school has a very wide-ranging list of partners whose activities augment the pupils' experience. A local veterinary practice is sponsoring the netball team and the secondary school is sending students to run drama workshops about bullying. Some of these partners ensure enrichment is extensive, such as those who provide safety training for outdoor activity and those who help children understand who they can trust, such as the local ambulance and fire services. There is also a plethora of links with sports and cultural organisations. These help to build community cohesion, locally and beyond. The ongoing work with Uganda, links with London schools and encouragement of pupils to take responsibility for their own school mean that the school's work to develop community cohesion is outstanding.

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Parents and carers receive regular communications about how to support their children and there are frequent opportunities to learn how best to help with work at home. The school website is regularly updated to keep parents apprised of recent developments. Parents and carers express confidence in their children's school through the many questionnaires that are carried out.

The school's leaders and managers have ensured that all pupils at Landkey receive excellent and equal opportunities to partake of all activities, to do well and that no pupils are discriminated against in any way.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<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>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

When the children start in Reception their knowledge and skills are below the nationally expected level for their age. They achieve exceptionally well and, by the end of the Reception year, standards are above average. The children are very happy in school and they greatly enjoy themselves. Behaviour is excellent. The staff work hard very successfully to create a warm and caring learning environment, and the children benefit from strong links with parents and carers and the pre-schools.

Tasks at home allow parents and carers to contribute significantly to their own children's learning. There is a very good balance between teacher-led activities and chances for children to choose for themselves. There are high expectations and opportunities to help develop their skills. Teaching is outstanding. In one lesson on mini-beasts, the interesting activities ensured that the children tackled their work with great enthusiasm, applying absolute concentration to their tasks. This helped them make outstanding progress. The children show exceptional social skills in sharing and taking turns with others. Staff know the children very well, and frequent observations and assessments of their work result in



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new tasks that are well suited to their particular needs and provide very high levels of challenge.

The extremely well-planned and rich curriculum is enhanced by a good range of resources, with the outdoor area used very effectively in all aspects of the curriculum. Excellent, well-informed leadership successfully ensures exceptional provision for the children, and staff members ably complement each other in helping them to achieve so well. Great care is taken to guarantee that all children are equally involved, and that safety and safeguarding are given high priority.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

The vast majority of the above-average proportion of parents and carers who responded to questionnaires said that their children enjoy coming to school and that they are making sufficient progress. A very small minority said that the school does not take account of their suggestions and concerns and that the school is not led and managed effectively. Inspection evidence indicates that parents and carers have frequent opportunities to respond to regular surveys and questionnaires, stating their views and that there are regular consultation meetings. It also shows that the school is exceptionally well led and managed.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Landkey 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 inspection team received 75 completed questionnaires by the end of the on-site inspection. In total, there are 168 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	51	68	21	28	3	4	0	0
The school keeps my child safe	61	81	14	19	0	0	0	0
My school informs me about my child's progress	48	64	27	36	0	0	0	0
My child is making enough progress at this school	47	63	24	32	3	4	0	0
The teaching is good at this school	55	73	17	23	3	4	0	0
The school helps me to support my child's learning	49	65	24	32	1	1	0	0
The school helps my child to have a healthy lifestyle	49	65	25	33	1	1	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)	54	72	18	24	1	1	2	3
The school meets my child's particular needs	49	5	23	31	1	1	1	1
The school deals effectively with unacceptable behaviour	46	61	25	33	3	4	0	0
The school takes account of my suggestions and concerns	45	60	26	35	4	5	0	0
The school is led and managed effectively	47	63	24	32	4	5	0	0
Overall, I am happy with my child's experience at this school	59	79	14	19	2	3	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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 pupils' 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 June 2011

Dear Pupils

**Inspection of Landkey Primary School, Landkey EX32 0LJ**

Thank you for making us feel so welcome when we recently visited your school. We really enjoyed meeting you, seeing you in lessons and speaking to you about your school. We particularly liked hearing your singing in assembly and it was lovely seeing you taking part in all the school's activities and clubs. We thought that the cookery club members, all dressed in aprons and chefs' hats, tackling some recipe ideas, looked very smart indeed. We found that your school is outstanding and your achievement is excellent.

You are friendly and confident, often take the lead and are not afraid to speak up and express your opinions. You are very actively involved in every lesson, behave outstandingly and your teachers make sure that all activities suit your needs very well.

We have asked your school to do one thing to help make it even better.

- To make sure all teachers' marking starts a conversation between you and your teacher, giving you an even better chance to improve your work.

You can help too by making sure you continue to work hard, come to school every day and by always behaving as well as you did when we were with you.

Yours sincerely

Carolyn Carnaghan

Lead Inspector

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