

Landscore Primary School

Inspection report

Unique Reference Number	113117
Local Authority	Devon
Inspection number	378644
Inspection dates	1–2 December 2011
Reporting inspector	David Edwards HMI

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	303
Appropriate authority	The governing body
Chair	David Smith
Headteacher	Gary Read
Date of previous school inspection	17–18 June 2009
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors observed teaching and learning in 24 lessons, taught by 12 teachers. They held meetings with the headteacher, the Chair of the Governing Body and other representatives of the governing body, staff and pupils. They observed the work of the school and looked at the school's documentation including evidence from the self-evaluation process and safeguarding procedures. They also analysed 108 questionnaires completed by parents and carers, 100 pupils and 20 staff.

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

- How well the school has addressed and secured improvements to teaching and assessment identified at the time of the previous inspection in order to raise pupils' attainment.
- To what extent teaching sufficiently challenges as well as supports all pupils to secure and maintain better progress in the development of their literacy skills by the end of Key Stage 2.
- How well the school encourages pupils to take responsibility for their learning through having time to reflect on their work and set personal targets to improve.
- How well leaders and managers, at all levels, are able to confidently demonstrate a strengthening and sustainable capacity for further improvement.

Information about the school

Lanscore is slightly larger than the average primary school. The majority of pupils are of White British heritage. The proportion of pupils for whom English is an additional language is low. No pupils are at an early stage of learning English. The proportion of pupils known to be eligible for free school meals is also below average. The proportion of pupils with special educational needs and/or disabilities is slightly above average. Most children are taught in mixed-age classes and enter the Early Years Foundation Stage in Reception.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school which is demonstrating a good capacity to sustain further improvement and provides good value for money. Most notable is the effective leadership of the headteacher, supported efficiently by the governing body and with the full commitment of staff to ensure the care, guidance and support for all pupils are of the highest quality. Another hallmark of this school is its highly effective engagement with parents, carers and other partners to ensure pupils with special educational needs and/or disabilities make the very best progress possible. Overall, pupils develop and maintain good attitudes to learning throughout their time at Lanscore and their achievement is good. Senior leaders have effectively addressed the area of weakness identified at the time of the previous inspection so that teaching throughout the school is now typically good and sometimes outstanding. Systems to monitor the progress of pupils are securely embedded and provide leaders with reliable data on how well pupils are learning.

Children get off to a flying start in the Early Years Foundation Stage because the provision has been carefully planned to engage children's interests and support them in making excellent progress in their learning. By the time children enter Key Stage 1, they are well prepared to continue with their learning. When pupils leave school at the end of Key Stage 2, most pupils have attained highly in mathematics and above the national average in English. The school is working towards lifting standards further, particularly in pupils' writing skills. Opportunities to ensure pupils are able to play an active part in lessons are not securely embedded in each class. However, pupils say they appreciate the way teachers work hard to make learning exciting and meaningful. One pupil summed up the views of many by saying, 'I like the teachers, they help me with my work which is not too easy and not too hard!'

Lanscore is an inclusive school. Teachers' subject knowledge is extensive and ensures that all pupils and identifiable groups, such as academically more able pupils, are appropriately challenged to do their best. The work of the school is rigorously monitored by senior leaders, and outcomes are shared regularly with the governing body which helps it to shape the strategic direction of the school effectively. Assessment information is used by teachers to identify pupils' next steps in learning as well as to measure how much progress they are making towards their challenging targets. Most teachers' marking is constructive and makes a good contribution to the progress pupils make, particularly in mathematics. However, insufficient time is provided in lessons for pupils to take an active part or to reflect and respond to the marking and feedback provided by teachers.

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The school provides pupils with a good curriculum as well as a wide range of extra-curricular clubs for which the take-up is high. The school's grounds have been carefully developed and enhanced to make a strong contribution to the all-round learning experience enjoyed by pupils and especially those pupils who sometimes find learning in classrooms challenging. Opportunities for pupils to write independently and at length are not fully embedded within the curriculum.

The carefully managed accountability and professional development of all staff underpin this good provision and the high level of morale that is evident within the school. Support staff who manage the day-to-day work of the school, as well as those who work directly with pupils, are highly valued by the school and all are well trained. They work very closely with teachers to provide support that is carefully tailored to meet the needs of individual pupils and groups.

The governing body holds the school effectively to account because it is kept well informed by the headteacher. It ensures the work of the school is regularly reviewed and that self-evaluation is accurate and appropriately focused on improving outcomes for pupils.

What does the school need to do to improve further?

- Ensure teaching provides regular opportunities for pupils to take a growing responsibility for their learning and progress.
- Ensure time is given to pupils to frequently reflect on, and respond to, the marking and feedback provided by teachers.
- Ensure regular opportunities are provided throughout the curriculum for pupils to write independently and at length.

Outcomes for individuals and groups of pupils

2

Pupils' behaviour is good and they enjoy very positive relationships with adults. They are proud of their school and regard it as a community. In most lessons, pupils are motivated and engage enthusiastically in activities, demonstrating a sense of enjoyment and fascination in learning about themselves, others and the world around them. Pupils say they feel exceptionally safe in school. They play well together, and say that incidents of bullying are rare and they know whom to talk to if they have concerns. Pupils' understanding of how to use information and communication technology safely is well developed. They speak confidently about what constitutes a healthy diet and lifestyle. Strategies to improve and support pupils in attending school are thoroughly implemented and monitored so that attendance is high.

Children enter the Reception classes displaying skills and abilities that are more often below those typically expected for their age. However, through the excellent care, attention and good communication with parents and carers, the school is able to

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identify and provide well for all pupils’ individual learning needs. By the end of Key Stage 2, pupils’ attainment is well above average, especially in mathematics, although it is less so in English. This is because pupils lack regular opportunities in English lessons to play an active role in their learning. Lesson observations, a scrutiny of pupils’ work and speaking with pupils confirm that pupils’ attainment currently in all other year groups is at least in line with age-related expectations and the progress they make towards achieving their targets continues to improve.

Pupils demonstrate good concentration in lessons and the majority are committed to succeeding in all areas of learning. The early identification of pupils’ learning needs and the consistent support for all groups of learners are notable strengths of the school. More-able pupils and those with particular gifts and talents make good progress. Pupils with special educational needs and/or disabilities often make excellent progress, relative to their starting points, because support is especially well organised and matched to their individual learning needs. Pupils are enabled to contribute positively to the school and wider community. Through the creative engagement with the local community, and visits to places of interest, pupils gain a secure appreciation of the United Kingdom as a culturally diverse society.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils’ attainment ¹	2
The quality of pupils’ learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils’ behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
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	1
The extent of pupils’ spiritual, moral, social and cultural development	2

How effective is the provision?

A well-stocked library at the centre of the school supports pupils’ good reading development. Additional training has enhanced teachers’ good subject knowledge, particularly to support improvements in attainment in writing throughout the school.

¹ 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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As a result, teachers plan stimulating lessons that provide appropriate challenge. Pupils appreciate the effort teachers put into planning their lessons and benefit from the good use of modern technologies to support their learning. Teachers and support staff plan and work closely together to ensure that pupils engage positively with their work at all times. Pupils speak confidently about ways in which teachers help them to make good progress in lessons. In discussion, one Key Stage 2 pupil summed up the views of the group by saying, 'It's important to be able to read, write and do maths to get to university and for a job when we are older!' Where teaching is not as strong, pupils have limited opportunities to play an active part in lessons or to explore and share their thinking with others. Similarly, pupils sometimes lack the time to reflect on and respond to the marking and feedback provided by their teachers. More generally, the curriculum does not provide sufficient opportunities for pupils to write independently and at length in order to practise their writing skills.

The school grounds have been developed effectively to enhance the curriculum and provide practical learning opportunities for all pupils. For example, the grounds surrounding the school have been utilised to allow pupils to grow their own fruit and vegetables as well as keep livestock. A notable success is how the school uses this resource to support pupils who sometimes require specialised support to learn and in developing their positive attitudes and well-being. The indoor environment has been well designed to stimulate and engage pupils with learning. A particular strength is the good quality art work evidenced through eye-catching displays throughout the school.

Every pupil benefits from the excellent attention the school gives to all aspects of care, guidance and support. Teaching assistants are well trained and work very closely with small groups or individuals. They contribute most effectively to the assessment of pupils' learning. Particular care and attention has been given to the transfer of pupils between classes and on into their secondary education. This is made as seamless as possible for pupils so they remain confident and maintain positive attitudes to learning. The school has established very effective partnerships locally to support the development and well-being of all pupils and particularly those whose circumstances make them vulnerable.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

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How effective are leadership and management?

The leadership of the school is held in high regard by all who work there. The success of the school is a result of the headteacher’s commitment to providing child-centred learning and holding high expectations of all staff. Consequently, he has gathered around him a cohesive team of enthusiastic and highly aspirational professionals who are providing a rich learning experience for all pupils.

All adults are appropriately trained and regularly updated in the procedures for safeguarding pupils and the school is exceptionally vigilant in keeping records and so cares and provides very well for the safety of pupils. Rigorous and extensive monitoring in all aspects of the school’s work promotes a culture of searching analysis and self-challenge that enables leaders to devise well-focused plans for further improvement. There is no complacency within the school, and appropriate plans are in place to lift pupils’ attainment in writing further in order to bring this more in line with that in mathematics. An appropriate focus on community cohesion within the local community and beyond ensures there is good access to equal opportunities for all pupils and any possible barriers to achievement are removed. As a result, pupils and their families are made to feel very welcome and encouraged to contribute to the work of the school in any way they can.

The governing body has strengthened its leadership role within the school and deploys its skills and time wisely. Through effective communications, governors are kept well informed by the headteacher and senior leaders about areas for improvement and the progress pupils are making. They are able to hold the school to account in a rigorous yet respectful and supportive way which enables them to contribute effectively to setting the strategic direction of the school.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
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	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

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Early Years Foundation Stage

Most children start school with skills and abilities below those expected for their age, especially in communication, language and literacy. However, children make excellent progress, particularly so in reading and their creative development, so that they are well prepared to continue their learning at the start of Key Stage 1. Induction and transition arrangements from pre-schools are very well managed to ensure children make the smoothest of starts to their time in school. Trusting and supportive relationships are quickly established between the school, children and their parents and carers. Similarly, good communications ensure high levels of satisfaction and include frequent opportunities for parents and carers to contribute to the recording of their children’s achievements, for example through contributing to children’s learning journals.

Improvements since the previous inspection to the assessment and monitoring of children result in teachers developing a comprehensive understanding of their strengths and next steps in learning. This ensures teaching is of the highest quality and centred on the needs of the individual child. The learning environment inside is well resourced and all activities are carefully thought through to engage and support children’s learning. For example, children enjoy independent learning activities that are well resourced, with many features that appeal particularly to the high number of boys currently on roll, such as construction games, Christmas card making and ‘shopping,’ to learn about money and giving change. There are plenty of opportunities for children to develop their writing skills indoors as well.

The leader of the Early Years Foundation Stage is highly reflective and ambitious for further improvements within the setting. The outdoor environment does not meet the high standards found indoors and this is why provision is good rather than outstanding. However, the school has devised plans to further develop the outdoor environment to bring it in line with the good quality of provision enjoyed by children indoors. The leader’s commitment and determination to ensure equality of provision so that children have every opportunity to develop their learning skills underpins the excellent progress most children make. All adults are exemplary role models and work very effectively together as a team, which further strengthens and ensures the rates of children’s learning, and progress remains excellent.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	1

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Views of parents and carers

The overwhelming majority of the parents and carers who responded to the questionnaire were very positive about the school. In particular, parents and carers have confidence in the school's leadership and say how much their children enjoy school. One parent summed up the views of the majority by writing, 'I have been, and continue to be, impressed with the support and level of teaching my children are receiving. The school makes a continued effort to engage parents and pupils in decisions about our children's education.' Another satisfied parent wrote, 'I have been thrilled at my child's progress at Lanscore and the interest shown by all teachers towards him. I find the headteacher and his team to be dedicated to enhancing children's lives.'

In essence, the findings of the inspectors endorse these positive views. A very small minority of parents expressed their concerns about the standards of behaviour within the school. A few others feel their concerns are not always listened to or acted upon. The inspectors discussed all these issues with the school. For behaviour, inspectors observed behaviour in lessons and around the school, held discussions with staff and pupils and scrutinised behavioural records. The findings are in the report.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lanscore 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 108 completed questionnaires by the end of the on-site inspection. In total, there are 303 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	73	68	31	29	3	3	1	1
The school keeps my child safe	65	60	38	35	3	3	0	0
The school informs me about my child’s progress	55	51	50	46	2	2	1	1
My child is making enough progress at this school	52	48	52	48	2	2	1	1
The teaching is good at this school	65	60	42	39	1	1	0	0
The school helps me to support my child’s learning	59	55	42	39	4	4	0	0
The school helps my child to have a healthy lifestyle	57	53	46	43	4	4	1	1
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)	53	49	47	44	1	1	1	1
The school meets my child’s particular needs	57	53	46	43	3	3	1	1
The school deals effectively with unacceptable behaviour	51	47	37	34	14	13	2	2
The school takes account of my suggestions and concerns	43	40	53	49	7	6	2	2
The school is led and managed effectively	66	61	34	31	5	5	1	1
Overall, I am happy with my child’s experience at this school	73	68	32	30	1	1	1	1

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see 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"> ■ 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.

5 December 2011

Dear Pupils



Inspection of Lanscore Primary School, Crediton EX17 3JH

Thank you for making us so welcome when we visited your school recently. I particularly enjoyed seeing the Victorian assembly and how you were all enjoying preparing for your Christmas Fair. I trust all your hard work and support from your families ensured it was a success. We have decided that yours is a good school. Your headteacher, governors and all those who work in the school care for you very well. They ensure the support and guidance you enjoy are exceptional because your headteacher, staff and governors work very closely together to provide you with good learning experiences. I was not surprised therefore to find that your attendance is well above the national average. Well done!

Inspectors noticed your good behaviour in school and outside, and your enthusiasm to learn in lessons. You make good progress and achieve high standards in mathematics and above average standards in English by the time you leave school at the end of Year 6. Those of you we spoke with told us the school is a very safe place, and that you learn a lot about staying healthy through regular exercise and eating a healthy diet. You work well together in lessons and have plenty of opportunities to extend your learning through clubs, trips out and good use of the school grounds that have been carefully filled with activities and experiences to support and extend your learning. I was particularly impressed with 'the hairy house', the current work to build a commercial greenhouse and how outside learning is often used to support your personal development and well-being, especially for those of you who sometimes find learning in class a challenge.

Even in good schools like yours, there will always be room for improvement. We have asked your headteacher to make sure that you are provided with more opportunities to participate actively in lessons, that your teachers provide you with time to reflect and respond to their marking, and that you have more regular times to write independently and at length.

Finally, I would like to say how much I enjoyed visiting your school and I wish you well for your futures.

Yours sincerely

David Edwards
Her Majesty's Inspector

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