

Landkey Primary School

Bakery Way, Landkey, Barnstable, Devon EX32 0LJ

Inspection dates 17–18 September 2014

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher effectively develops the quality of teaching. Rigorous checks on how well pupils are doing lead to good levels of achievement. All leaders promote the learning of pupils well.
- Governors are highly proficient in checking that leaders and teachers are doing everything necessary to improve pupils' achievement. They know their school very well and take actions to maintain the school's strengths and improve it further.
- Pupils' spiritual, moral, social and cultural development is promoted well within a supportive and caring environment.
- The school ensures pupils are extremely safe. Pupils' behavior is outstanding and makes a very strong contribution to their learning. Pupils are keen to talk about their work.
- The quality of teaching is good, and some is outstanding. Teachers skilfully engage pupils through questioning to deepen their understanding.
- The achievement of pupils is good. They make good progress and by the end of Year 6, their attainment is above average, especially in reading and writing.
- Disabled pupils and those who have special educational needs make exceptional progress. Additional adults give appropriate guidance so that their learning needs are effectively met.
- The Early Years Foundation Stage is good. Children make a good start in Reception and develop their basic skills because they enjoy their learning.

It is not yet an outstanding school because

- Pupils do not have sufficient chance to apply their numeracy skills in solving real-life problems.
- Pupils do not routinely check their accurate use of grammar and spelling.

Information about this inspection

- Inspectors observed learning in 14 lessons, of which three were jointly seen with the headteacher. Inspectors also observed small group work, listened to pupils read and looked at pupils' work.
- Inspectors met with pupils and talked with them about their work. Meetings also took place with governors and subject leaders. A telephone conversation took place with a representative from the local authority.
- Inspectors reviewed documentation including safeguarding, how the performance of staff is managed, behaviour and safety, attendance and checks on pupils' attainment and progress.
- Inspectors took account of 36 responses from parents to the online questionnaire, Parent View. An inspector also talked to parents informally during the inspection.

Inspection team

Howard Jones, Lead inspector

Additional Inspector

Ann Sidney

Additional Inspector

Full report

Information about this school

- Landkey is smaller than the average-sized primary school.
- There is one Reception class in the Early Years Foundation Stage.
- Most pupils are of White British heritage.
- When compared with national figures, the proportion of disabled pupils and those who have special educational needs supported is above average.
- The proportion of pupils receiving support from the pupil premium funding is below average. This is additional government funding to support those pupils who are known to be eligible for free school meals or those who are in care. In this school, it is applicable to both groups of pupils. Numbers in Year 6 restrict comparisons being made for 2013.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The headteacher is a national leader in education.

What does the school need to do to improve further?

- Improve teaching, so that it is typically outstanding, to further improve pupils' achievement by:
 - ensuring pupils make greater use of their numeracy skills in solving real-life problems
 - developing pupils' accurate use of grammar and spelling.

Inspection judgements

The leadership and management are good

- Leadership and management are good. After a period of considerable disruption to the senior leadership team, the school is again on an upward trend. The headteacher is effective in ensuring pupils' achievement is good and that the quality of teaching is leading to pupils making consistently strong progress across all year groups. All staff work to promote pupils' well-being and there is a strong sense of community within the school.
- Subject leaders routinely check the progress of pupils. Actions taken to improve pupils' learning are effective.
- The professional development for teachers is excellent and staff work closely with each other to enhance their classroom practice. School evidence shows teachers' pay and progress within the salary scale is linked to how well pupils achieve.
- Support for disabled pupils and those who have special educational needs is exemplary. This is an inclusive school and these pupils have the same opportunities to be successful as others and so make excellent progress.
- The local authority recognises the school has the capacity to improve further and currently provides limited support. The headteacher works in partnership with colleagues elsewhere to develop more effective practice.
- Sport is highly valued within the school. Pupils share in a variety of competitive events including tag rugby and netball. The additional primary funding for sport is used very well to provide enhanced physical education. Pupils' participation in sport is high and their physical well-being is increasing.
- Subject work is planned well to deepen pupils' knowledge and understanding as they move through the school. Topic work serves to extend pupils' skills and ensure good provision for homework. Pupils frequently enjoy learning within an outdoor setting. New technologies are used well. Opportunities for pupils to apply their numeracy skills in problem solving and develop their accurate use of grammar and spelling are provided for less consistently.
- The school is effectively broadening pupils' experiences. Their spiritual, moral, social and cultural provision is comprehensive. Pupils ask questions, for example, about science and the existence of God. They explore other cultures such as in Uganda and support related charitable concerns. Pupils make educational visits to London to extend their understanding of Britain's heritage and to work on science projects. They participate in team building during residential events.
- Safeguarding procedures meet requirements and there are excellent risk assessments which cover all aspects of school life.
- **The governance of the school:**
 - Governors have an accurate view of their school and use this to challenge school leaders. They use their extensive expertise and training to check pupils' achievement. They know how well the school compares to others nationally and take actions to ensure the quality of provision continues to improve. Discrimination is not tolerated so all pupils have equal opportunity to do well. Governors check that the allocation of additional funding for eligible pupils is having a positive impact in closing gaps in attainment between them and other pupils. They make sure the headteacher's performance and teachers' pay and promotion reflect how well pupils are doing and compare this to the quality of teaching across the school. Governors use the primary sports funding to extend teachers' competency in providing effective physical education for pupils. They supervise recent changes made to subjects and in how pupils' progress is tracked. The school's general finances are secure and lead to the effective use of resources to promote pupils' learning.

The behaviour and safety of pupils are outstanding

- Pupils' behaviour is outstanding. They have excellent attitudes to learning. Pupils clearly enjoy talking about their learning and listen carefully to one another and their teachers. They work very well together and are eager to become successful.
- Movement in and around the school is orderly. During lunchtime the dining hall is typically calm. Pupils are very welcoming and talk confidently to visitors. Pupils of all ages get on extremely well together. Some pupils act as sports leaders and organise activities for other pupils. Pupils say they value taking on responsibilities around the school and feel fully included by their teachers.
- The school's work to keep pupils safe and secure is outstanding. Great care is taken to plan visits, for

example to London. Pupils say they feel safe at all times in the school because their teachers are always helpful should they have any concerns.

- Pupils say that bullying, including cyber-bullying, is not a concern for them. Pupils have a keen understanding of how to stay safe when using the internet. They say discrimination in all its forms is not tolerated and everyone is friendly. They are emphatic there is no name-calling.
- Attendance is high. Pupils enjoy coming to school because they say their teachers make learning interesting. Parents too are positive and the overwhelming majority who responded to the online questionnaire say their child is happy at this school.

The quality of teaching

is good

- The quality of teaching over time is good and some is outstanding. Pupils are enthusiastic and respond positively to the high expectations of their teachers. As a result, pupils are making good progress in each year group.
- Teachers are adept at using questioning to deepen pupils' understanding. An example of exemplary practice was seen in a Year 6 mathematics activity in which pupils very successfully applied their knowledge of factors in response to a discussion generated by their teacher.
- Teachers are quick to adjust tasks to move pupils forward in their learning, as seen in a Year 5 English activity requiring pupils to record conversations in their narratives. Detailed feedback ensured pupils knew how to improve their work and moved rapidly to the next level in their learning.
- Teachers plan learning that effectively builds on what pupils know and understand. For example, in a Year 2 literacy session, activities were challenging enough so that pupils from different abilities were successful in extending their use of 'because' in their writing.
- Additional adults within the classroom provide very effective support. This also includes small group activities in mathematics that enhance pupils' use of number work. Whatever the learning needs, pupils become increasingly competent because adults skillfully give help where required.
- Teachers' written guidance in their marking consistently enables pupils to develop their learning. Pupils respond positively to this and say how helpful it is in developing their use of subject vocabulary and skills. However, pupils are not routinely asked to check their accurate use of grammar and spelling in their writing.
- Pupils' progress is sometimes hindered in mathematics because teachers do not provide them with sufficient opportunities to practise their mathematical skills to solve real-life problems.

The achievement of pupils

is good

- Pupils' achievement is good. By the end of Key Stage 2, attainment is above average, especially in reading and writing. This represents good progress from often below expected starting points. While attainment in mathematics has lagged behind that in reading and writing, it was much improved in 2014.
- The achievement of the most-able pupils by the end of Key Stage 2 is consistently strong. They are especially successful at the higher levels in reading, writing and mathematics.
- Pupils enjoy reading. In the Year 1 phonics screening check (linking letters and sounds), pupils achieve above the national average. Pupils especially relish books by Roald Dahl. They read a range of texts and use their understanding of narrative to further extend their own writing skills.
- The gap in attainment between pupils supported through the additional funding and others is closing quickly across the school. There were very few of these pupils at the end of Year 6 in 2013 but school evidence shows this group of pupils made progress similar to their peers and in 2014. Their attainment was especially strong in mathematics when compared to all pupils nationally.
- Disabled pupils and those who have special educational needs make exceptional progress. Some of these pupils do especially well in their reading. These pupils receive well-tailored support to help them with their learning and to share in activities along with all pupils.
- Pupils do not always use grammar and spelling accurately which hinders their achievement. Progress in mathematics is not as consistently strong because pupils do not have sufficient opportunities to apply their numeracy skills in solving real-life problems.

The early years provision

is good

- Leadership of the Early Years Foundation Stage is good. There are strong links with parents so that children settle in quickly to their school life. Checks on how well they are doing are routine and adults closely scrutinise these to ensure they fully reflect children’s success in developing basic skills.
- Children enjoy a range of activities that promote their breadth of learning. This is a stimulating setting, with a good balance of tasks led by adults and those children choose for themselves. Opportunities for imaginative play effectively serve to enhance children’s personal and social skills.
- Children learn and play well together. They listen carefully and respond enthusiastically when talking about their learning. Their well-being and safety are effectively provided for.
- Teaching is good and some is outstanding, for instance as seen in one session in which children enjoyed using numbers in response to their teacher’s imaginative prompts. Adults have high expectations and use every opportunity to extend children’s learning, for example in their use of phonics.
- Most children enter Reception with skills below those expected for their age; they go on to reach a good level of development and so make good progress. They are well prepared to be successful learners in Year 1.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	113159
Local authority	Devon
Inspection number	449323

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	196
Appropriate authority	The governing body
Chair	Neil Hookway
Headteacher	Kate Fairbrother
Date of previous school inspection	28–29 June 2011
Telephone number	01271 830421
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Email address	admin@landkey-primary.devon.sch.uk

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