

Inspection of Landscope Church of England Primary School

Landscope, Nr Ashburton, Devon TQ13 7LY

Inspection dates: 28–29 January 2020

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| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Early years provision | Good |
| Previous inspection grade | Not previously inspected under section 5 of the Education Act 2005 |

What is it like to attend this school?

There is a strong sense of community at this school with strong Christian values. Many parents and carers travel long distances so that their child can attend Landscope. This is their school of choice.

Leaders prepare pupils well for life in modern Britain. Teachers ensure that pupils learn about local, national and global affairs. Pupils hold mature views on racism and climate change. They respect how people with other faiths and cultures live in Britain. Pupils support many local and international charities.

Pupils are confident that they enjoy school. They work hard in lessons. This is because staff have high expectations. These are set from the moment children enter the early years. Behaviour in lessons is positive. Pupils are adamant that bullying does not happen. They told us that, through their life skills work, they know how to raise any concerns they may have, and that staff help. Pupils say that they are all friends.

Pupils have many additional opportunities. Trips and visits in the curriculum help develop pupils' learning. Pupils told an inspector that 'Trips help bring learning alive.' Children in the early years develop a curiosity for learning. This is because the curriculum captures their interest from the moment they start in Reception.

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

The quality of education is good. There has been considerable change in staff over the past few years. There is support in place to guide teachers new to the profession. However, the support has not been specific enough. This has led to some inconsistencies in the planning and leadership of some subjects.

The quality of art is of a high standard. Pupils develop knowledge and skills in a logical sequence. This enables pupils to build on what they already know. Children in Reception secure the fundamental knowledge and skills. These develop as pupils move through the school. Pupils in Year 2 are able to critique the work of Van Gogh and Monet. They can discuss how their works link to their studies. Older pupils are able to draw upon their knowledge of history to design and make Egyptian masks. Teachers find the curriculum as engaging as pupils. The physical education (PE) curriculum is also a strength. However, this is not the case for all subjects. For example, computing and modern languages are not organised as well. The order of lessons is not thought out well enough. This means that pupils do not build on what they have already learned. This leads to weaknesses in pupils' knowledge and understanding.

Reading is a strength of the school. Over time, leaders have refined their approach to reading. This includes investment in books and staff training. Pupils are very positive about the books they read. They are familiar with many authors. Books link to what pupils are learning. In Year 5 and 6, pupils say that their class book, 'Viking

Boy', helps them with their Viking topic. There are effective systems in place to help pupils who find reading challenging. This includes pupils with special educational needs and/or disabilities (SEND). Books match the sounds that pupils know. This ensures that pupils develop confidence and fluency. Parents and carers recognise the value of reading. They support their children well.

Plans for phonics and early reading are well thought out. Children in the early years quickly learn the fundamental skills to read. Staff use language well in the classroom. This helps children apply their reading skills to writing. Children are keen to write and to enjoy other activities. During the inspection, children were able to put in order the planets as part of their space topic. This sense of achievement left children wanting to know more.

Pupils behave well in lessons. They are rarely disrupted from their work. This is because most activities are well planned.

Pupils' attendance has improved. Nevertheless, some parents and carers continue to take their children on holiday during term time. This means that pupils miss lessons that build on what they have learned. This leaves gaps in their knowledge and understanding.

The very small proportion of pupils with SEND achieve well. Teachers know their pupils well. They match work closely to their ability. This ensures that pupils with SEND access the full curriculum. This work is overseen by the trust. The resources and expertise from the trust ensure that pupils with SEND get the support they need to be successful.

Staff morale is high. They are adamant that their well-being is at the forefront of leaders' decision making. One comment that encapsulates many was, 'This is a brilliant place to work.'

Safeguarding

The arrangements for safeguarding are effective.

Leaders provide staff with regular training about keeping pupils safe. Staff know how to recognise a pupil that may be at risk of harm. The trust provides a range of additional support for vulnerable pupils and their families.

Pupils know how to stay safe. They told us that their 'Child Assault Prevent' (CAP) workshop gives them the confidence to use the internet safely. Pupils also say that the work with the NSPCC helps them to stay safe outside school. Parents are clear in their views that their children are safe at school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teachers who are in the early stages of their careers need further support to improve their subject planning. Where support is in place, teachers are able to pinpoint what pupils need to do next to be successful. Leaders must ensure that all staff new to the profession are provided with the appropriate skills and expertise to be able to plan and deliver the whole curriculum.
- Pupils are learning successfully. However, in some subjects, the content is not organised as well as it needs to be. Plans do not show teachers enough detail about what pupils need to learn and when. In these subjects, leaders have not considered sufficiently what they want pupils to achieve by the end of each year group. Leaders need to ensure that the content of all subject plans is carefully organised. This will enable pupils to develop their knowledge and skills in a logical order.
- Pupils' attendance has improved and is now in line with the national average. However, there are a few pupils who are persistently absent and do not attend as regularly as they should. Leaders must continue to be diligent, and challenge and support families and advise parents about the impact of taking their child on holiday during term time.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

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

Further information

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

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

School details

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| Unique reference number | 142641 |
| Local authority | Devon |
| Inspection number | 10133453 |
| Type of school | Primary |
| School category | Academy |
| Age range of pupils | 4 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 91 |
| Appropriate authority | Board of trustees |
| Chair of trust | Isabel Cherrett |
| Headteacher | Jill Ryder |
| Website | www.landscope.thelink.academy |
| Date of previous inspection | Not previously inspected |

Information about this school

- Over the past few years, there have been many staff changes. The headteacher took up post in 2014.
- In April 2016, the school joined Link Academy Trust. The trust is made up of 15 primary schools. The work of the school is overseen by the board of trustees.
- The school is designated as having a religious character and received its section 48 inspection in May 2018. This aspect of the school's work was graded as outstanding.

Information about this inspection

We carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a section 5 inspection under the same Act.

- We met with the chief executive officer of the trust, the headteacher, curriculum leaders, the leader with responsibility for pupils with SEND, the early years leader, and a sample of staff.
- The lead inspector met with the chair of the local governing body and the chair of trustees.

- We examined a range of documentation provided by the school, including leaders' self-evaluation, improvement plans and documentation relating to attendance and behaviour of pupils.
- A significant proportion of the inspection focused on ensuring that pupils are safe. We scrutinised records, tested staff's safeguarding knowledge and spoke with pupils. The lead inspector also met with the designated safeguarding leader.
- We considered the 40 responses to Ofsted's online survey, Parent View. The lead inspector also met with parents at the end of the first day.
- We did deep dives in reading, modern languages, art and writing. This included visiting lessons, looking at pupils' work, meeting with senior and subject leaders and discussions with teachers and pupils. On Day 2 of the inspection, the lead inspector looked further into the quality of education in computing and PE.

Inspection team

Matt Middlemore, lead inspector

Her Majesty's Inspector

Matthew Shirley

Ofsted Inspector

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