

# Inspection of Lanscore Primary School

Threshers, Crediton, Devon EX17 3JH

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Inspection dates: 29 and 30 March 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Early years provision	<b>Good</b>
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Previous inspection grade	Good
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## **What is it like to attend this school?**

Pupils enjoy their time at this school. They feel well looked after and appreciate the care and support that staff provide. Staff have high expectations of pupils' behaviour. From early years onwards, staff help children to manage their behaviour and feelings. Pupils benefit from a broad and ambitious curriculum. This helps them to become confident and successful learners.

Pupils are proud to live up to the school's values represented by 'ACHIEVE'. They learn how these values are reflected in a range of world religions and cultures. Pupils collaborate well and listen to each other's views. Pupils learn about healthy relationships and that it is wrong to judge people because of their beliefs or appearance. Pupils say that bullying is rare and that staff help to resolve issues when they occur.

Pupils enjoy taking on responsibility. This includes helping in the school garden and looking after the hens and quail. They care about the environment and organise the school's recycling scheme. Pupils take part in raising money for charities. For example, they sponsor a schoolchild in Uganda. This helps prepare pupils to become responsible citizens.

Pupils enjoy a range of after-school activities, including in sport and music.

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

Leaders are determined that each pupil in the school will succeed. They are committed to providing high-quality education and to supporting pupils' social and emotional needs. The quality of education that pupils receive is good.

Leaders have designed a curriculum that identifies clear steps of learning in all subjects. From early years onwards, teachers use their secure subject knowledge to provide meaningful and interesting learning opportunities across the curriculum. Staff encourage pupils to discuss issues, and they promote and model the use of precise vocabulary.

Leaders and staff carefully identify pupils' individual needs. They support pupils with special educational needs and/or disabilities to access the full curriculum and to benefit from specific interventions. This helps these pupils to learn well.

The school promotes a love of reading. There is a well-thought-out reading programme throughout the school. Right from the start in Reception, staff guide children through a clear and structured phonics programme. Pupils learn to read using books that help them practise the new sounds they are learning. Pupils talk confidently about their favourite books and authors. They benefit from a wide and varied range of high-quality books in the school library. As a result, pupils learn to read well.

In mathematics, teaching builds securely on an understanding of pupils' prior learning. As a result, pupils apply their mathematical knowledge well. However, in some other subjects, the checks on what pupils know and understand are not as precise. At times, this leads to pupils having gaps in their knowledge.

Some subject leaders are developing in their roles. However, they need to develop greater rigour in checking how well staff are implementing the curriculum, as they do not have sufficient oversight of how well pupils are learning the curriculum.

Pupils are polite and well mannered. They behave well in lessons and have positive attitudes to learning. This means that they can concentrate on learning with very little disturbance.

Pupils learn about democracy and have voted for representatives on the school council. They have recently been involved with a parliamentary select committee about online behaviour. Staff regularly remind pupils how to stay safe when online. Pupils know that it is their responsibility to seek help if they see or hear of any harassment. If they have worries, they know they can rely on the support of staff in school.

Governors support and challenge school leaders well. They monitor the school improvement plan and check its impact on learning. This helps them to understand the school's strengths and areas for development. Staff feel well supported by leaders. Staff feel that their workload and well-being are considered well. Parents and carers, pupils and staff appreciate that the school is well led and managed.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have created a strong culture of safeguarding. Staff know that safeguarding is everyone's responsibility. They know how to recognise signs of abuse or neglect. They record their concerns diligently. Leaders follow up any concerns appropriately. Leaders work effectively with other professionals and agencies to minimise pupils' risk of harm. Pre-employment checks on adults working in the school are carried out thoroughly.

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

### **(Information for the school and appropriate authority)**

- In some subjects, assessment is not used consistently well to check what pupils know and understand. This slows pupils' learning down. Leaders should ensure that assessment is used effectively so that pupils can build on their prior learning to develop the knowledge they should in every subject.
- The leadership of some subjects is not well developed. As a result, leaders do not know how effectively the curriculum is being delivered, or how well pupils are

learning. Leaders should ensure that subject leaders get the training and support needed to be able to monitor and account for the quality of the curriculum in all subjects.

## 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 information from Ofsted Parent View 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

<b>Unique reference number</b>	113117
<b>Local authority</b>	Devon
<b>Inspection number</b>	10205764
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	273
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	David Smith
<b>Headteacher</b>	Debbie Main
<b>Website</b>	<a href="http://www.landscoreprimary.co.uk">www.landscoreprimary.co.uk</a>
<b>Date of previous inspection</b>	29 September 2016, under section 8 of the Education Act 2005

## Information about this school

- The headteacher has been in post since shortly after the previous inspection.
- The school uses one alternative education provider.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders, and have taken that into account in their evaluation of the school.

- Inspectors carried out deep dives in these subjects: reading, mathematics, science and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.

- Inspectors met the designated safeguarding lead (DSL) and deputy DSL, checked the single central record of adults working in the school and looked at safeguarding records.
- Inspectors met governors, including the chair of governors.
- Inspectors observed pupils' behaviour in class, around school and at breaktimes.
- Inspectors gathered parents' views by considering responses to Ofsted's online survey, Parent View, and by talking to parents before school.
- Inspectors gathered the views of a range of pupils by considering the pupil survey, talking with the pupil council and through discussions with pupils.
- Inspectors held discussions with staff and considered responses to the Ofsted staff survey.

### **Inspection team**

Martin Greenwood, lead inspector	Ofsted Inspector
Sally Hannaford	Ofsted Inspector
Claire Fortey	Ofsted Inspector

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