

Landkey Primary School

Inspection report

Unique Reference Number	113159
Local Authority	Devon
Inspection number	311129
Inspection dates	10–11 December 2007
Reporting inspector	Denise Morris

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 on roll	
School	159
Appropriate authority	The governing body
Chair	Neil Hookway
Headteacher	Kate Fairbrother
Date of previous school inspection	27 January 2003
School address	Bakery Way Landkey Barnstaple EX32 0LJ
Telephone number	01271 830421
Fax number	01271 830421

Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a smaller than average primary school. Children's skills on entry to Reception vary from year to year but are generally as expected for their ages. The headteacher is relatively new to the school having been in post since January 2007.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school and is improving. One typical parent said 'it has a lovely supportive atmosphere', whilst another commented that 'it is a fun, energetic and inspirational place to be'. The school has many strengths, the key one being the good achievement of the pupils as a result of the strong drive by the good leadership team to improve standards. The provision is also good. Pupils make good progress during their time at the school, including those with learning difficulties and disabilities. Although standards vary from year to year, they are rising and are above average. Pupils with the potential for higher attainment across the school do not always achieve as well as they could, particularly in mathematics.

Pupils behave well and their attitudes to learning are positive. They enjoy coming to school as shown by their above average attendance. Overall, personal development and well-being are good with particular strengths in moral and social development. Although pupils are well prepared for their futures, cultural development is not as well developed as it could be. This is because provision to help pupils appreciate the different cultures and beliefs of many of the communities that make up modern Britain is limited.

Teaching is consistently good leading to good learning. Lessons are harmonious and pupils receive good levels of support. Challenge for the highest attaining pupils in the school is not always evident in lessons, particularly in mathematics. The curriculum provides a good, rich and stimulating range of learning activities and some exciting additional activities and clubs that are well attended. It caters well for pupils with learning difficulties and disabilities, but less successfully for higher attaining pupils.

Pupils are well cared for by the whole school community. Procedures to keep them safe and secure are robust. Academic guidance is improving as a result of good new procedures to monitor and track pupils' progress that are just beginning to have an impact on achievement and standards.

Good leadership and management are helping the school to improve and are instrumental in helping standards to rise. The relatively new headteacher has a very clear sense of what needs to be done and she has already identified the key issues that this inspection confirms. Good self-evaluation is accurate in highlighting the school's strengths and areas for development. Senior managers are committed to raising standards. Parents are supportive of the school and governors regularly challenge decisions and hold the school to account. There has been good improvement since the last inspection and the school has a good capacity to improve further.

Effectiveness of the Foundation Stage

Grade: 2

Children quickly settle into the Reception class. They behave well and enjoy school. For example, they showed high levels of enthusiasm and were very excited about their forthcoming visit to see a Christmas display at the local garden centre. On entry to Reception, children's skills are as expected in all areas except in writing and calculation where they are below expected levels. They make good progress in the Reception class so that they enter Year 1 above average in all areas except writing and calculation which, by then, are average. Children receive good teaching and small group support, enabling them to develop their skills in a supportive environment where they feel confident.

Children are well cared for and are safe and secure at school. They have access to good outdoor play facilities and a good range of resources to develop their skills. Their achievements are assessed and tracked carefully to ensure that they make good progress and to highlight any areas of underachievement. The Foundation Stage is well led and managed and experienced staff foster high quality relationships with the children.

What the school should do to improve further

- Raise standards for the highest attaining pupils, particularly in mathematics, by ensuring that pupils are given harder work.
- Improve pupils' awareness of the range of cultures and lifestyles in multi-cultural Britain so that pupils are better prepared for their futures.

Achievement and standards

Grade: 2

Achievement is good leading to standards that are improving and above average. Because of good progress across the school, pupils achieve well in each class. This results in the above average standards in reading, writing and mathematics seen in the 2007 assessments at the end of Year 2. In Years 3 to 6 pupils also achieve well in all aspects of learning. In 2007 standards by the end of Year 6 were above average in English, mathematics and science. Most groups of pupils achieve well, including boys and girls as well as pupils with learning difficulties and disabilities, because of consistently good teaching. Higher attaining pupils do not always achieve as well as they could, particularly in mathematics, because of a lack of challenge in some classes for this particular group.

Personal development and well-being

Grade: 2

Pupils feel safe, behave well in lessons, and appreciate their teachers saying 'they always help us to do better'. Pupils' spiritual, moral, social and cultural development is good overall, but understanding of the issues that affect a multicultural society are not sufficiently developed. Pupils have learned to adopt safe practices in their approaches to learning, showing good awareness of safety in the ICT suite, for example, and understanding the need to walk rather than run in the corridors. Pupils enjoy school and are particularly appreciative of the school's reward systems that promote and celebrate good work. They contribute well to the school through many simple responsibilities. Older pupils take care of younger ones and help them in their 'family groups' at lunch times. They know how to keep healthy and fit. Pupils' contribution to the wider community includes raising funds for many charities, such as Red Nose Day and Children in Need, and singing to, and helping, elderly people. The good school council work hard to help improve the school environment and playground equipment. The above average standards that pupils achieve, and their good personal development, ensure that they are well prepared for the future.

Quality of provision

Teaching and learning

Grade: 2

Consistently good teaching in all areas of the school leads pupils to enjoy their education and make good progress. As a result, they achieve well. Teachers are skilled in managing behaviour

in lessons so that pupils are fully engaged and keen to learn. Resources, including computers and interactive whiteboards, are used well to involve pupils in learning. Lessons are well planned and pupils are given many opportunities to answer questions and take part actively, often presenting their work to others. Tasks are usually matched well to individual abilities, although there are not always sufficient challenges set for the highest attaining pupils in some classes. This is particularly evident in mathematics lessons. Because of this, the skills of this particular group are not always extended as well as they might be. Teaching assistants are used effectively to support vulnerable pupils and those with learning difficulties and disabilities so that they achieve as well as other pupils.

Curriculum and other activities

Grade: 2

The good curriculum has improved and is now balanced, well organised, and planned to meet the needs of most pupils well. There is a strong emphasis on the acquisition of basic skills in numeracy and literacy, which are being successfully built upon from one year to the next. As a result, pupils are well prepared for their next stage in education. Information and communication technology is used well to support other subjects. Pupils appreciate the extent of the good enrichment that supports the curriculum. The new clubs that are available, including a wide range of sports and arts activities, are well attended. School trips in every year group and a residential trip for the older pupils make a good contribution to pupils' personal development.

There is a concerted effort to plan activities to teach pupils how to lead healthy lives. As a result, pupils are confident and know what actions they need to take to stay healthy and safe. Opportunities to help pupils develop greater understanding of life in multi-cultural societies are more limited.

Care, guidance and support

Grade: 2

The good care, guidance and support for pupils are reflected in the individual pupil targets and the good assessment and tracking procedures that now exist. In a relatively short time these have helped to improve achievement. Targets are carefully monitored. Pupils know them and know what they need to do to achieve them. Targets are also shared with parents. The impact of the 'learning journals' in the Foundation Stage is an excellent example of how assessment is helping to improve learning and this is being replicated throughout the school. Measures to safeguard pupils' welfare, including child protection procedures, are good. Pupils are very well cared for. Pupils would like to improve the provision at lunch times with better structure and a greater variety of play equipment to make the experience more enjoyable. Parents agree with this suggestion. The good induction and transition procedures ensure that pupils feel secure and are confident to do their best.

Leadership and management

Grade: 2

The relatively new headteacher has a clear vision for the future of the school and has put many good procedures in place to enable the school to develop a clear view of its own strengths and weaknesses. Formal procedures for school self-evaluation are good. Recent restructuring of

teaching has had a positive impact on raising standards. Subject leaders are beginning to manage their areas of responsibility well. The headteacher, ably supported by the deputy headteacher, rigorously monitors the impact of provision for all pupils. This has helped the school to set challenging targets and enabled leaders to identify accurately the areas for improvement. Governors are helpful and effective in their management. They know the school well and regularly offer a critical viewpoint to help guide the school forward. Parents are supportive of the school and the new management.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

12 December 2007

Dear Pupils,

Inspection of Landkey Primary School, Barnstaple, Devon EX32 0LJ

Thank you very much for your help during our recent inspection of your school. We enjoyed meeting you and talking to you. This letter is to tell you about the things we found out about your school and how you can help to make it even better.

You told us that yours is a good school and we agree with you. You make good progress in your lessons and achieve well. Because of this, you achieve above the levels of other pupils of your age in English, mathematics and science by the time you leave Year 6. Most groups of pupils achieve well, but more could be done to make sure that those of you who have high levels of ability reach even higher standards. You behave well and enjoy school. We are pleased that you come to school regularly so that your attendance is better than in other schools.

The teaching that you receive is good and helps you to do well. Teachers plan some exciting activities for you to do and you told us that you particularly enjoy the regular trips that you go on. However, not enough is done to help you understand more about the different cultures and lifestyles that make up modern Britain.

Your leaders and managers keep you safe at school. They have put some good things in place to help them check your work to make sure you achieve as well as possible. You can help with this by continuing to work hard in your lessons.

We are asking the school to do two things to make your education even better.

- Make sure that the highest ability pupils always have work that is hard enough so that they do even better.
- Make sure that you all have more opportunities to learn about people with different beliefs and lifestyles from your own.

Thank you again for your help and good luck for the future.

Best wishes.

Denise Morris Lead Inspector