

# Loddiswell Primary School

## Inspection report

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<b>Unique Reference Number</b>	113207
<b>Local Authority</b>	Devon
<b>Inspection number</b>	311154
<b>Inspection dates</b>	27–28 February 2008
<b>Reporting inspector</b>	Mark Lindfield HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	77
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Paul Harvey
<b>Headteacher</b>	Judith Holden
<b>Date of previous school inspection</b>	1 January 0001
<b>School address</b>	Loddiswell Kingsbridge TQ7 4QU
<b>Telephone number</b>	01548 550295
<b>Fax number</b>	01548 550295

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors.

## Description of the school

This small primary school is situated in the centre of the village of Loddiswell. Most pupils come from the village and surrounding area, and are from a broad range of social and economic backgrounds. Few pupils are from minority ethnic backgrounds and no pupil speaks English as an additional language. The percentage of pupils with learning difficulties and/or disabilities, including statements of special educational needs, is well above average.

## 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. It has strong links with outside agencies and a caring and well qualified support staff. It provides excellent guidance to pupils with learning difficulties in speech and language and to those with physical disabilities who make outstanding progress as a result. Teaching is good across the school. Pupils in Years 3 to 6 respond positively to lessons from specialist teachers whose enthusiasm and subject knowledge contribute to the good levels of progress pupils make. Younger pupils benefit from good teaching of basic reading skills and make strong progress in reading across Years 1 and 2 as a result. In the best teaching, pupils are set suitably challenging work, based on a review of their previous learning, but this is not consistent across the school or in all subjects.

Most children start in the Reception Year with attainment broadly at the level expected. At the end of Year 2, they reach average standards and by the time they leave the school in Year 6, they are achieving standards that are significantly above average in all subjects. The results in the mathematics tests in Year 6 dipped in 2006 and, although they improved last year, the standards in this subject are not as good across the school as in other subjects. The school has rightly identified the need to give pupils increased opportunities to develop their calculation skills. The school is currently setting personalised learning targets but these are not yet specifically focused enough on mental calculation skills to be fully effective.

The strong relationships throughout the school provide the pupils with good levels of pastoral support and they know where to turn for assistance when needed. Pupils recognise and appreciate this aspect of the school and correctly describe it as having a 'family atmosphere'. They enjoy many aspects of the school and have an extensive list of favourite subjects with the consensus being that art, physical education and science as most enjoyable subjects. The behaviour of the vast majority of pupils is good in lessons and, if pupils' attention drifts, staff are quick to respond.

Links with parents are strong and supportive where they are directly involved in their children's education. Parents clearly enjoy activities such as a morning working alongside their children and finding out more about the school's provision for social and emotional development. This aspect of the good curriculum is particularly strong. Much encouragement is given to pupils' personal development and they respond by helping each other out and showing good attitudes to learning. Pupils take on responsibilities in classrooms and on the playgrounds and make a positive contribution to the life of the school. At playtimes, older pupils keep a careful eye on the youngest children and many enjoy the opportunity to play with pupils in a different age group.

The leadership and management are committed to raising standards while simultaneously providing a breadth of learning opportunities. Senior staff have a direct impact on raising standards through their implementation of a clear and detailed improvement plan. An active governing body and knowledgeable subject leaders carefully monitor the plan to ensure its effectiveness. The school has established sound tracking systems to monitor the progress made by each pupil and to react quickly to support any slowing of progress that may occur. All members of the school work closely as a team to ensure that the school is a caring and inclusive environment. The school has made good progress since its last inspection, particularly in developing information and communication technology (ICT), and is well set to improve further.

## Effectiveness of the Foundation Stage

### Grade: 2

Children in the Reception Year benefit from a caring and supportive environment. Good teaching is supported by clear links between assessments and daily planning which provide children with activities carefully matched to their abilities. This ensures that children make good progress. Regular meetings keep parents well informed and through activities, such as the sharing of reading resources, parents contribute to their children's progress. In a well organised and attractive environment, children are able to select from an appropriate range of activities. This encourages children to become increasingly independent. Leadership is good and, for example, results in strong links with the local preschool provider through sharing resources and joint training sessions for staff. Regular weekly visits by preschool children help them to make a smooth transition into Reception when the time comes. Action to share planning and a standard assessment framework is set to make this partnership even more effective.

### What the school should do to improve further

- Ensure that pupils' learning is continually reviewed and that they are consistently set suitably challenging work in all subjects.
- Make personalised learning targets in mathematics more effective by focusing specifically on developing mental calculation skills.

## Achievement and standards

### Grade: 2

Most children arrive in school with broadly average attainment, although there is a wide range of abilities within each year group. Pupils make satisfactory progress overall across the first years of school life, with good gains made in Reception. By the time they reach Year 2, they are reaching standards that are in line with the national average. Their progress in reading is more rapid than in other areas. For the last three years, pupils have achieved reading results in the end of Year 2 national assessments that are above average. Over the same period, progress in mathematics has been slower than in other areas.

The progress pupils make across Years 3 to 6 is good, putting the school in the top 20% nationally in science, mathematics and English. The very good progress pupils make in science is one of the strengths of the school. Over the last five years, the school has regularly achieved similar levels of progress in these subjects, with the exception of one year when results in mathematics dipped. Whilst the improved mathematics results in 2007 show that the school has reacted effectively, it recognises that pupils' progress in this subject requires careful monitoring. Pupils with speech and language learning difficulties and those with physical disabilities receive excellent support and encouragement and this results in the outstanding progress this group of pupils makes during their time at the school.

## Personal development and well-being

### Grade: 2

The school has a family atmosphere and pupils mix well. It is rare to see preschool children playing so confidently and moving freely without fear alongside pupils of all ages and this sums up the inclusive atmosphere of the school well. Pupils report that bullying is rare and, when it does occur, they know whom to turn to for help and support.

Pupils are pleased to be involved in a range of activities as monitors in classrooms and on the playgrounds and they clearly make a positive contribution to the life of the school and local village community. They are encouraged to take plenty of exercise and show good understanding of the importance of eating and acting healthily. The successful introduction of activities to develop their social and emotional skills is apparent in pupils' good behaviour. 'Wonder' wall displays in classrooms stimulate pupils' spiritual and moral development and reveal their good understanding.

Pupils' cultural development is evident in much of their work and especially the high quality art displays. Pupils clearly enjoy opportunities to work with visiting artists and professional musicians. They value the after school clubs and annual residential trips. Their good levels of attendance and the good behaviour in lessons of the vast majority gives testament to their enjoyment of school. Pupils are well prepared for the next stage in their education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching across the school is good. Teachers are encouraged to teach to their subject strengths. Their good subject knowledge enhances the standard of questions they ask of pupils and gives them confidence to use a range of teaching strategies. In a science lesson, for example, pupils enjoyed being set a problem requiring them to justify and explain their thinking about electricity in scientific terms. Pupils in Years 3 to 6 respond positively to being taught by different teachers.

Where teachers identify specific learning intentions for lessons, they are able to more accurately assess the progress each pupil makes. The best teaching uses these assessments to set a range of challenges in each lesson and thereby meet the different learning needs within the class. This approach is not used consistently, however, and the work set is not always sufficiently challenging to meet the full range of pupils' abilities.

### **Curriculum and other activities**

#### **Grade: 2**

The great majority of learners enjoy their education and achieve well because the school provides good opportunities for pupils to develop skills and knowledge in a wide range of subjects. There is good provision for information and communication technology and this contributes to the progress pupils make, by engaging their interest and allowing them to increase their independent research skills. A strength of the school is the quality of music and art work produced. Visiting artists and musicians enhance the quality of provision in these subjects. Subject leaders have successfully structured the curriculum to ensure that pupils build on their learning from year to year while remaining in the same class.

The curriculum provides opportunities for all pupils. A high quality gymnastics display, for example, included pupils of all abilities who each individually made valuable contributions to a polished team performance. There is good provision for literacy and improving provision for numeracy. Good links with other schools further enhances the provision of physical education and science.

## Care, guidance and support

### Grade: 2

Good quality care for pupils is seen in the commitment of what a parent rightly described as a 'dedicated and caring staff.' The school has robust procedures to ensure that any learners at risk are identified and their progress is monitored. The school provides particularly effective support for pupils with learning difficulties and/or disabilities, including those with statements, who receive enormous encouragement in a very caring environment. Well qualified teaching assistants are deployed effectively. The school has developed good links with a wide range of local agencies that provide additional support.

Arrangements for the safeguarding of pupils and health and safety procedures are securely in place. Marking is completed consistently across the school and, in the best practice, pupils are provided with comments in their books or on notes that give them clear and achievable targets. The school has introduced a comprehensive system of personalised learning targets but these are not yet fully effective in raising standards in all year groups, particularly in mathematics.

## Leadership and management

### Grade: 2

The headteacher is committed to raising standards and achievement while simultaneously providing a fully inclusive education for all. Alongside a large teaching commitment, she has developed thorough systems for evaluating the school's performance in all areas. Senior leaders have successfully established a shared sense of purpose amongst the staff and have set a clear direction for future improvements. Effective systems are in place to monitor the development of each individual pupil. Based on a careful analysis of previous results, the senior leaders have produced a clear and detailed improvement plan that is effective in improving the quality of education. Subject leaders have a good knowledge of the relative strengths of their subject areas across the school and are able to provide effective support and advice to colleagues. The governors are regularly involved in monitoring the work of the school and, as a result, have a secure knowledge of its strengths and weaknesses. Governors and senior leaders are intent on improving communications with parents further so that they are more directly involved in supporting the school and more fully aware of the school's considerable strengths.

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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 <sup>1</sup> 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	1

### 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

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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**

28 February 2008

Dear Pupils

Inspection of Loddiswell Primary School, Kingsbridge, TQ7 4QU.

Thank you for your kindness and the warm welcome you gave me while I was in your school. I enjoyed meeting you and listening to what you had to say about your school. I was impressed by many things that you were doing. Your art work around the school is good and you told me how much you enjoy working with visiting artists. You enjoy the after school clubs and school camps. You understand all about the need to eat healthy food and take regular exercise. You help out around the school by doing small jobs and I visited the brightly decorated village bus shelter. In lessons, you respond well to the different teachers who take you for different subjects. Their knowledge and enthusiasm for their subjects help you to make the good progress that you do. The way you look after and play with the preschool children is particularly impressive.

Your school is good. Your results in the national tests were very good last year and have often been as good over the last few years. You do well in science and in reading, in particular, but you could all be helped to do better in mathematics. I have asked your teachers to help you to improve your work in mathematics. I have also asked them to make sure that they check after each lesson to see how much you have understood and then set work the next time that challenges every member of the class.

You have many really kind and helpful adults in your school. They are good at what they do. The extra help given to those of you who find learning more difficult results in some of you making outstanding progress.

Thank you for letting me watch your gymnastics rehearsal. I thought it was excellent. I hope that you managed to perform it as well when you had a large audience.

Thank you.

Yours faithfully,

Mark Lindfield