

Landscope Church of England Primary School

Inspection report

Unique Reference Number	113464
Local Authority	Devon
Inspection number	311280
Inspection date	11 June 2008
Reporting inspector	Grahame Sherfield HMI

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	106
Appropriate authority	The governing body
Chair	Chris Biggs
Headteacher	Robin Smith
Date of previous school inspection	26 April 2004
School address	Landscope nr Ashburton Nr Ashburton TQ13 7LY
Telephone number	01803 762656
Fax number	01803 762526

Age group	4-11
Inspection date	11 June 2008
Inspection number	311280

© Crown copyright 2008

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by one of Her Majesty's Inspectors. The inspector evaluated the overall effectiveness of the school and investigated the following issues: • how successfully the school has improved achievement and standards in mathematics • how well pupils are equipped for their future economic well-being and the quality of their contribution to the community • how effectively assessment is used to inform the next steps in pupils' learning • the effectiveness of leadership at all levels in the school. Evidence was gathered by observing lessons, scrutinising documents and pupils' work, and from discussions with governors, staff and pupils. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

Landscope Church of England Primary School is a smaller than average school that serves the rural village of Landscope. Most pupils are not from the immediate area, which has few houses, and their parents have chosen Landscope as a preference. The proportions of pupils known to be eligible for free school meals and of those with learning difficulties and /or disabilities are well below average. Nevertheless, a wide range of additional needs is represented and the school has an above average proportion of pupils with a statement of special educational needs. Most pupils are White British and all speak English as their first language.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Landscape Church of England Primary is an outstanding school that strives with great success to enable all pupils to do very well in their academic work and in their personal development. The school enjoys very strong support from parents. As one commented, 'Landscape is a fantastic school and this is demonstrated by the good results achieved and the happy children.' The inspector agrees that this is an excellent school; many other parents expressed similar views.

Pupils make outstanding progress in English, mathematics and science and, by the time they leave at the end of Key Stage 2, reach standards that are well above national averages. Excellent progress in English is well established as there has been consistently very good leadership of the subject. Good systems have been established for rigorous monitoring of progress, resulting in a very clear picture of priorities for development, and teachers have been well supported in improving their practice. In 2007, significant progress was made in mathematics by the end of Year 6, which matched that achieved in English. This was because the school's very good systems for checking pupils' progress as they move through the school identified that some pupils were falling behind in aspects of mathematics. As a result, focused extra help was provided, enabling pupils to consolidate skills and knowledge where they were unsure and move forward rapidly. Progress in science is excellent because of very good leadership and some specialist teaching in this subject. Unavoidable staffing changes in the past had an impact on achievement in reading, writing and mathematics in Key Stage 1 and as a result, progress has been slower than elsewhere in the school. Pupils are now making better progress, particularly in mathematics.

The school is particularly successful in achieving a caring, family ethos, recognising the worth of all pupils and ensuring that their welfare is safeguarded. As one parent correctly observed, 'The atmosphere is supportive and nurturing.' As a result, pupils' personal development and well-being match the outstanding progress they make in their work. The spiritual, moral, social and cultural development of pupils is excellent overall, with particular strengths in moral and social aspects, and supported by good links with the church. Pupils have a very good understanding of the importance of exercise and diet in a healthy lifestyle and they feel safe and well cared for. Pupils report that, on the very rare occasions when bullying occurs, they are very confident that this is tackled quickly and effectively.

Behaviour is outstanding in classrooms and around the school and pupils enjoy all aspects of the life and work of the school. They particularly value the richness of the opportunities provided by educational visits, whether residential or for the day, and the way in which staff listen to them. One observed that 'they all listen to you' while another commented on teachers' approachability and that there was 'not a single teacher who never smiled'. Pupils make an excellent contribution to the community and the school council is well established so that pupils can contribute their ideas on the running of the school. For example, pupils were successful in securing new playtime equipment. Pupils enjoy the wide range of responsibilities they have in the school, for example the new playleaders scheme, helping in collective worship and other roles such as collecting registers. Pupils also raise considerable sums for charities and this includes routinely putting forward ideas of their own as well as supporting initiatives from the staff. They are very well equipped for their future economic well-being as they reach well above average standards in English and mathematics, have very good skills in working together and are increasingly confident in using information and communication technology. Pupils' attendance is satisfactory and improving because of the school's efforts to explain to parents the impact of missing school in term time.

The quality of teaching is strong throughout the school and particularly well established for the oldest pupils. Typically, lessons are well planned to ensure that pupils are appropriately challenged in their learning and that activities motivate and engage them. The deployment of additional adults to support pupils' learning is well organised and makes an important contribution to their progress. Relationships with pupils are very good indeed and they value the way teachers 'help you find the answer' rather than just tell them and thus build their capacity to be independent learners. Pupils' work is marked frequently and this generally includes encouraging and supportive comments. However, while pupils have individual targets for improvement in their books, marking does not provide enough clear guidance on how their work could be improved.

The school provides a well balanced and broad curriculum. It has been well planned and is innovative in developing good links between subjects so that learning for all pupils is more purposeful. The school is completing the work of revising the curriculum to ensure that pupils' knowledge, skills and understanding progress systematically in the second year of the cycle, which starts next September.

The headteacher provides outstanding leadership, setting a clear direction for the development of the school, and is ably supported by other teachers who take their multiple responsibilities very seriously. The governors discharge their functions well, although almost all are parents or work at the school and, as a result, the governing body is wisely striving to recruit new governors who could offer a more detached perspective in holding the school to account and setting its strategic direction. The systems for checking pupils' progress are very strong and used effectively to identify appropriate actions to secure improvement, although sometimes the school's judgements of its own performance are a little too harsh or generous. The school's record in improving pupils' progress and ensuring their personal development is excellent. The school has outstanding capacity to improve further.

Effectiveness of the Foundation Stage

Grade: 2

The youngest children get off to a very good start and parents rightly have high regard for the care taken to ensure that their children settle in to school well. The children's attainment on entry is generally higher than that expected nationally and they continue to make good progress so that by the time they start in Year 1, they mainly exceed the levels of attainment expected for their age, for example in their literacy work. Good progress is particularly evident in their confidence, maturity and ability to work independently or together on challenging tasks. The reason for this is the good quality of the teaching they receive and the leadership and management of the team of adults working with this class. Progress is monitored carefully through good assessment and observations, and care is taken to ensure that the children develop socially as well as academically. Although they are working in one class with Year 1 pupils, the school ensures that, appropriately, they are taught separately for parts of the day and they are well supported by staff in the interesting and engaging activities linked to a whole-class theme. However, at present, curriculum planning for the youngest children in the class is not drawn explicitly from the national guidance for the Foundation Stage and as a result, the school cannot be sure that all areas of learning are covered before introducing the National Curriculum subjects.

What the school should do to improve further

- Ensure that marking provides consistently clear guidance for pupils on how to improve their work.
- Ensure that there is an appropriately planned curriculum for the youngest children when they start school which fully reflects their age and stage of learning.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

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

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
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?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	1

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
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?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

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?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
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	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
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 June 2008

Dear Pupils

Inspection of Landscope Church of England Primary School, Landscope, TQ13 7LY

I would like to thank you for your involvement in the recent inspection of your school, particularly for the friendly and open way in which you talked to me in discussions, in lessons and around the school.

You are rightly very pleased with the wide range of opportunities that the school provides for you to ensure that you make very good progress in your work and in your wider development as young people. Your school is outstanding and has many significant strengths, including:

- the excellent progress you make in your work
- your outstanding behaviour and the contribution you make to the school community
- the excellent leadership of the headteacher and his staff.

We have asked the school to improve two areas of its work.

- The teachers' marking does not provide enough consistently clear guidance on how you could improve your work. You can help by following the teachers' suggestions.
- The school needs to plan more carefully how the youngest children learn before they start on the National Curriculum.

Thank you again for your help during the inspection and I wish you every success for the future.

Yours sincerely

Grahame Sherfield Her Majesty's Inspector

12 June 2008

Dear Pupils

**Inspection of Landscope Church of England Primary School,
Landscope, TQ13 7LY**

I would like to thank you for your involvement in the recent inspection of your school, particularly for the friendly and open way in which you talked to me in discussions, in lessons and around the school.

You are rightly very pleased with the wide range of opportunities that the school provides for you to ensure that you make very good progress in your work and in your wider development as young people. Your school is outstanding and has many significant strengths, including:

- the excellent progress you make in your work
- your outstanding behaviour and the contribution you make to the school community
- the excellent leadership of the headteacher and his staff.

We have asked the school to improve two areas of its work.

- The teachers' marking does not provide enough consistently clear guidance on how you could improve your work. You can help by following the teachers' suggestions.
- The school needs to plan more carefully how the youngest children learn before they start on the National Curriculum.

Thank you again for your help during the inspection and I wish you every success for the future.

Yours sincerely

Grahame Sherfield
Her Majesty's Inspector