

# Loddiswell Primary School

Loddiswell, Kingsbridge, Devon, TQ7 4QU

**Inspection dates** 24–25 October 2012

<b>Overall effectiveness</b>	Previous inspection:	<b>Satisfactory</b>	<b>3</b>
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Standards in English and mathematics are rising quickly at the end of Years 2 and 6 and are now above average.
- Nearly all groups of pupils are making better than the expected progress.
- Teaching is consistently good and sometimes of high quality. Pupils enjoy their lessons very much and work hard.
- The assessment of pupils' work is accurate and teachers' marking helps them understand clearly what they have to do to improve.
- Pupils' behaviour is outstanding. They are exceptionally polite and work very hard to make visitors welcome.
- Pupils say they feel very safe in school and are well cared for. All parents and carers agree.
- The school has benefitted immensely from its federation with two other schools in the area and this has led to improvements in all aspects.
- The executive headteacher, joint governors and other senior staff have taken decisive action to make sure teaching is good.
- Provision for children in Reception has improved substantially in response to the previous report.

### It is not yet an outstanding school because

- Fewer pupils achieve higher levels in mathematics than in English.
- Insufficient attention is paid to ensuring that pupils record their working out in mathematical calculations and problem solving.
- There are too few planned opportunities for pupils to use higher-level skills in information and communication technology (ICT).

## Information about this inspection

- The inspector spent eight hours in classes, observed eight lessons or parts of lessons and observed three teachers. In addition, the inspector made a number of short visits to other lessons.
- Meetings were held with groups of pupils, members of the joint governing body, the federation executive headteacher, the head of teaching and learning and subject coordinators. A telephone conversation was held with a representative of the local authority.
- The inspector took account of the 30 responses to the on-line questionnaire (Parent View) in planning the inspection. He also listened to the views of a number of parents during the inspection. The staff submitted seven questionnaires, all of which were taken into account.
- The inspector observed the school's work and looked at a number of documents, including the school's own information on pupils' current progress, planning and monitoring documents, and evidence about behaviour, attendance and safeguarding.

## Inspection team

Stephen Dennett, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The school is very much smaller than most primary schools.
- The proportion of girls at the school is well below average.
- The majority pupils are from White British backgrounds, with a small minority from mixed White and Black African backgrounds.
- No pupils speak English as an additional language.
- A well-below average proportion of pupils are known to be eligible for the pupil premium funding. This is additional funding for pupils known to be eligible for free school meals, those whose families are in the services (such as the army) or who are looked after by the local authority.
- The proportion of disabled pupils and those with special educational needs supported on school action is well below average. The proportion of pupils supported on school action plus or with a statement of special educational needs is also well below average.
- Part-time outreach provision is made for pupils with disabilities as necessary. This is not run by the governing body and was not inspected.
- The school meets the government floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school became part of a local federation in September 2011, when the present head of teaching and learning was appointed. The executive headteacher for the three schools in the federation oversees the school's work. There is a joint governing body for the federation.

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

- Building on what has already been put in place, raise standards in mathematics by:
  - developing pupils' mathematical language so that they are better able to explain their methods and reasoning
  - ensuring that pupils record the steps they are taking in solving problems accurately
  - improving planning so that more able pupils are given more opportunities to reach higher levels.
- Improve provision and planning for ICT so that pupils have more opportunities to use new technology and develop their ICT skills in a range of subjects.

## Inspection judgements

### The achievement of pupils is good

- Most children enter Reception with skills that are close to those expected for their age. Improved provision for exploratory and adventurous play since the previous inspection has led to good progress so that standards are above average by the time pupils enter Year 1.
- Pupils continue to make good progress through the school and by the time they leave in Year 6, standards in English and mathematics are securely above average.
- Most pupils, including those eligible for the pupil premium and from the minority ethnic groups, make better progress compared with all pupils nationally. This is because teaching reacts to individual need, such as in reading, where extra tuition is having a strong impact.
- Nearly all disabled pupils, including those with hearing impairment, and those with other special educational needs, make good progress, because the school includes them fully and fosters good relations.
- Pupils communicate well and speak clearly and with expression. Younger pupils use descriptive language well, when describing a walk along a muddy lane, for example. Older pupils use a wide range of words when making up stories, including dialogue.
- Most pupils read well and widely, so that standards of reading are above average by the end of both key stages. Many pupils can name favourite authors and explain why they like them.
- Standards of writing develop well through the school. Pupils use a wide range of words for effect and their spelling and punctuation are accurate. Nearly all older pupils are developing a clear, legible and fluid handwriting style.
- Pupils apply their writing skills well in subjects across the curriculum and their work shows a good range of different styles.
- Pupils' numeracy skills are improving rapidly, although at Key Stage 2 some pupils have minor gaps in their knowledge and understanding of mathematics. This means they are not always able to explain their working out or record their work on paper accurately.
- Pupils use their ICT skills appropriately to produce printed stories and graphs. However, their ability to use this technology in a range of subjects is less well developed.

### The quality of teaching is good

- The quality of teaching is consistently good, with some examples of teaching of high quality in literacy. Teachers really challenge pupils to use a wide range of interesting words in their writing.
- A wide range of engaging activities motivates pupils to learn, and teachers use effective strategies to develop their social skills, including the use of different groupings, so that pupils learn to work together well.
- Teachers effectively encourage pupils to work on their own and persevere with difficult tasks. For example, in one mathematics lesson, a group of boys in Year 2 concentrated very hard for nearly 20 minutes in a measuring activity.
- All teachers have good subject knowledge and expertise, which they use effectively to develop pupils' skills in literacy. They provide a wide range of activities that promote pupils' vocabulary and confidence when speaking. Children in Reception, for example, use a variety of different words to describe the five senses.
- The pace of lessons is nearly always brisk, so that learning is rapid and pupils quickly acquire new skills. In mathematics, however, teachers do not always plan work that makes the most able pupils really think and, in consequence, not enough pupils reach the higher levels.
- Teachers help pupils link sounds and letters systematically so that they develop good reading skills. Reading is also promoted effectively through guided reading sessions and individual help for pupils who need it.

- Teachers and teaching assistants support disabled pupils and those with special educational needs well in lessons. They set tasks that are well matched to pupils' needs and actively engage them in learning.
- Other adults make a valuable contribution to learning by supporting pupils in small groups that take place outside the classroom. This has had a very positive effect on standards in reading, for example.
- Teachers generally make good use of resources, but provision for ICT is hampered by limited resources and insufficient opportunities to use them.
- Information on pupils' progress is used well to ensure that work is carefully matched to pupils' different abilities, with the result that nearly all pupils make good progress.
- Teachers' marking is consistent and supportive and clearly tells pupils the next steps they need to take to improve their work and to move on to the next level.

### **The behaviour and safety of pupils** are outstanding

- Pupils have excellent attitudes to learning. They concentrate exceptionally well and nearly all try really hard to complete their work.
- Behaviour in lessons and around the school is outstanding. Pupils are polite, respectful and friendly towards visitors.
- Parents agree that behaviour at the school is excellent and pupils are kept very safe. Pupils say that they are looked after very well. One said, 'Teachers are always asking how you are.'
- Pupils say they feel very safe and can give examples of how to keep themselves safe, including internet safety.
- Instances of bullying are almost unheard of and pupils say that any minor incidents are dealt with quickly and effectively. Pupils are fully aware of the different types of bullying, including cyber bullying, and actively prevent it from happening.
- All groups of pupils are included in the full range of activities provided by the school. Play times are sociable times, with pupils playing well together. For example, when a boy was refereeing a netball game, the other pupils respected his decisions and there was no arguing about them.
- Children in Reception develop excellent social skills. They play together harmoniously, share equipment and ask and answer questions extremely politely. Older pupils take their responsibilities very seriously and carry them out conscientiously.
- The high levels of attendance and punctuality show that pupils thoroughly enjoy school and all the activities offered, including sports and the outdoor activities that comprise 'Forest School'.

### **The leadership and management** are good

- Leaders and the governing body consistently communicate high expectations and their ambitions for improvement. All the issues raised in the previous inspection report have been dealt with effectively. This shows that the school has strong capacity to improve further.
- The school has greatly benefitted from federating with others. There have been increased opportunities for teachers' professional development and training. Joint planning and the interchange of staff mean that there is now greater consistency of good practice in the school.
- Leaders set ambitious targets for teachers and provide effective training to ensure good teaching, linking teachers' targets to overall development plans. Teachers' performance is linked closely to pay progression.
- The school has improved its procedures for evaluating its own performance, consulting widely with pupils, staff and parents.
- Detailed analysis of pupils' performance helps to set challenging targets for improvement, as well as ensuring that pupils are working at an appropriate level.

- Except for the use of new technology, the curriculum provides a good range of interesting activities that are well matched to the needs of pupils, including disabled pupils and those with special educational needs.
  - The school places a strong emphasis on equality of opportunity, so that no groups are disadvantaged. For example, it has taken steps to ensure physically disabled pupils are given the correct equipment to take part in all activities. Learning is carefully planned to ensure appeal to girls as well as boys. Specialist provision outside the school is brought into use as necessary, for instance, bringing benefit to pupils with impaired hearing.
  - Learning is supported well by an imaginative range of field trips and residential visits. The 'Forest School' outdoor activities greatly increase pupils' confidence and ability to work together as teams, and promoting pupils' spiritual, moral, social and cultural development very well. There is a very successful emphasis on fostering pupils' social skills.
  - The school works extremely well with parents. They are very appreciative of the regular and informative newsletters and the fact that the school has a genuine 'open door' policy. Almost all those responding to the Parent View survey would recommend the school to other parents and carers.
  - The school works effectively in partnership with the federation, other schools and the wider community. There are good links with the local secondary school, and pupils in Year 6 are very confident about moving on to their new school at the end of the academic year.
  - The local authority supports the school effectively by providing advice and training. The most recent monitoring report has been usefully incorporated into the school's improvement plan.
  - **The governance of the school:**
    - The governing body carries out effective checks that challenge and support the school. They have ensured that improvements are made. The governing body has made effective use of the pupil premium funding to ensure that pupils are helped to overcome barriers to learning and improve progress, particularly in reading. They have used the money to pay for extra teaching time and to subsidise school visits for pupils eligible for free school meals. Robust steps ensure that the school's budget is well managed. The governing body checks all aspects of the school's work to ensure that the school meets statutory requirements, including those relating to safeguarding.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	113207
<b>Local authority</b>	Devon
<b>Inspection number</b>	405455

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

<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 of pupils on the school roll</b>	62
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jane Greaves
<b>Headteacher</b>	Susan Jezard (executive headteacher)
<b>Date of previous school inspection</b>	17–18 November 2010
<b>Telephone number</b>	01548 550295
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