

## National Society Statutory Inspection of Anglican and Methodist Schools Report

### Landscope Church of England Voluntary Aided Primary school

Landscope  
Ashburton  
Newton Abbot  
TQ13 7LY

**Diocese: Exeter**

Local authority: **Devon**

Dates of inspection: **9<sup>th</sup> May 2013**

Date of last inspection: **23<sup>rd</sup> June 2008**

School's unique reference number: **113464**

Headteacher: **Robin Smith**

Inspector's name and number: **Wendy Simmons - 127**

#### School context

Landscope Church of England school has 103 children and is one of a six school federation of four church and two community schools, each with its own substantive headteacher. Many come from nearby villages and towns. Pupils are mainly of white British origin and eligibility for free school meals is below average. Standards are consistently above average. There are an average number of children with specific educational needs. The school building is well equipped and the grounds provide good facilities for a creative, spiritual curriculum.

#### **The distinctiveness and effectiveness of Landscope as a Church of England school are good.**

The outstanding relationships between the headteacher, staff and Rector, based on 6 core Christian values, ensure effective models for the pupils, enabling high standards of achievement and a desire for everyone to succeed and realise their potential. Collective worship and Religious Education (RE) support the Anglican foundation of the school well. Good teaching and learning accelerates pupil progress. However, the Federation governing body is not yet effective in contributing to the promotion and evaluation of the school as a Church school.

#### Established strengths

- The Leadership, experience and Christian vision of the headteacher.
- The care, guidance and support for all children regardless of need, which maximises their potential.
- The relationships between all members of the school community which enable consistently high expectations and promote an effective work ethic in school.
- The way in which the school's Christian values impact on the school's behaviour strategies, with excellent outcomes.

#### Focus for development

- Establish the new collective worship (CW) programme and build upon the existing system of evaluation to provide a more formal approach, using evidence from adults and children.
- Ensure the Federation governors have secure systems in place to monitor and evaluate school progress and continue to develop leadership roles throughout the federation.
- Implement a rigorous system of priorities for the ethos committee to include regular written feedback to the Federation governors.

**The school, through its distinctive Christian character, is outstanding at meeting the**

### **needs of all learners.**

The established Christian values of '*Respect, Responsibility, Trust, Perseverance, Empathy and Forgiveness*' are the 'anchor' for the school's Christian character. These are displayed and re-enforced in worship time daily. Living out these Christian values has enabled an effective learning environment for pupils, resulting in high achievement. All pupils are now making very good and sometimes outstanding progress and standards are above average in all areas. Key stage 1 pupils achieve even higher in writing. Key stage 2 pupils make above average progress and attainment, significantly so in 2012. Spiritual, moral and social development is outstanding due to excellent provision for RE and related cross curricular experiences. For example the shared activities with federation schools together with day and residential visits offer a wide range of life and faith experiences. Cultural development is limited to children's enthusiasm and knowledge of the recipients of their fund raising activities, such as the Shoe Box appeal for the Ukraine and Africa. Displays and artefacts throughout the school reflect the outstanding Christian character of the school. For example, a display of Year 3/4 RE work on the Lord's Prayer and an interactive display on children's rights and responsibilities from CW. Art and Music play an important part in the life of the school with vibrant art work related to learning. The school has talented musicians who can enthuse and inspire others to achieve. All parents spoken to value the care, guidance and support for all children, some travelling a distance to bring their children to school. They speak of a tangible, loving, nurturing atmosphere with a strong Christian ethos. They celebrate the ability of the headteacher in obtaining grants and resources for the school. The Christingle service and the 'Mothering Friday' service make a significant impact on children's spiritual development. Services are well attended by parents and the church community, honouring the Anglican foundation of the school. The relationships between staff, governors, parents and the community are outstanding and support all children, contributing the Christian distinctiveness of Landscope Church of England school.

### **The impact of collective worship on the school community is good**

Collective worship is managed well and the new programme re-enforces core Christian values selected by the school, and the Church's year of festivals. Monitoring evidence is currently limited. The Rector is a regular school visitor, who leads worship insightfully and supports RE effectively. On the day of the inspection the outstanding worship observed, led by the co-ordinator, made a significant impact on the spiritual development of all children. As it was Ascension Day, she used a helium balloon and an extinguished candle to very good effect, helping children to reflect upon and understand the last time Jesus showed himself to his disciples. This helped children to develop their understanding of the Christian belief in God, the Father, God the Son and God the Holy Spirit. One pupil said, '*God the father watches over us, God the son walks with us and God the Holy Spirit works through us*'. Children's attitudes and response to worship are very good. They sing well, know the Lord's Prayer and can recall examples of worship they experience. Younger pupils particularly enjoy Bible stories told through the eyes and ears of 'Maximus Mouse'. Prayer is central to school life. Each class takes ownership of specific prayers displayed in their classrooms, many written by pupils themselves. Pupils can identify Christian signs and symbols and describe their meaning appropriately. They have started to create and deliver worship; but this is in the early stages of implementation. Festivals and special occasion services held in the local church empower church/school links and develop positive attitudes within the whole school community to the spiritual search and its Anglican expression. The evaluation of worship is in the early stages of development. The next step is a more formal evaluation system so that adults and learners' comments can be regularly analysed and actioned.

### **The effectiveness of the religious education is good.**

Standards in RE are above average, in line with other core subjects. Achievement in RE is good. Pupils make good and sometimes outstanding progress from their starting point. Teaching and learning in the two lessons observed was judged to be good, with all children making at least good progress in line with their ability. The lessons had good pace and questioning techniques challenged pupils to understand deeper the beliefs explored. Resource provision supports pupils, who are enthusiastic and responsive. In year 1/2 linked to the unit, 'Belonging to God – The Israelites', children were exploring the events around the

life of Joseph. They displayed good learning of previous lessons and were able to comment on how Joseph might be feeling in relation to their own lives. For example, using the words, *hate*, and *lies* and *laughing at him*. Year 5/6 children were studying '*It matters to me, It matters to others*' from the unit 'What it means to be a Christian'. With good use of reflection time, children considered what is important to them and related these to identified Christian values of compassion, trust and respect. One child commented, '*Being a Christian means to accept others and walk in the path of God*'. Children understand that religions have different beliefs and relate this understanding to their own lives. One child commented after learning about the 'Lord's Prayer', '*We can thank God and ask for forgiveness and help*'. RE makes a good contribution to the school's distinctive Christian character and has a significant impact upon learners' spiritual development in particular. RE is planned and delivered according to the Devon agreed syllabus, which prioritises challenge as a learning strategy. Learning objectives are accurately targeted to meet the needs of pupils in mixed age and ability classes. Assessment procedures are in place and the school is at present trialling whole class formative and summative assessment exercises to ascertain how they might support and improve learning. RE makes a good contribution to Christian distinctiveness, is taught on a weekly basis but is also linked to other curriculum areas. The RE subject leader provides an annual action plan which is incorporated into the school development plan. Evidence from work scrutiny shows that progress in RE across the school is at least good and that children's learning in RE supports their overall achievement.

**The effectiveness of the leadership and management of the school as a church school is good.**

The experienced head teacher's outstanding leadership ensures the Christian vision of the school is owned by everyone. He has provided insightful and succinct evaluation of the school which has benefitted the process to form the recent federation of schools. His personal vision is that, '*the school should be a warm, welcoming and inclusive place where all can work and learn well without fear of criticism*' and that '*this model is underpinned by clear Christian values, some explicit and some implicit*'. The headteacher and the school are particularly well supported by the Rector who is not a Federation Governor, but who, '*holds us all in his hands*'. The good RE subject leader, aware of areas for development and improvement, has raised both the status of RE and standards achieved. The impact of Christian distinctiveness and values ensures that children of all abilities make very good year on year progress and a significant number often exceed national expectations. Additionally, the range of curricular and other activities which children have enjoyed with their partner schools, has increased pupil motivation and extended collaboration skills. Links with the federation partnership schools and the church community impact on the children's understanding and awareness of their school as a Christian school. Federation Governors are involved in self-evaluation processes and have systems in place to secure the future of the federation, although strategies for a leadership structure are not yet fully embedded. They have established a programme of '*learning walks*' to evaluate teaching and learning through a programme of visits. Ethos committees have been set up to ensure, over time, effective staff links and to prioritise the Christian values the schools promote. Governors recognise that, as yet, these committees are not yet reporting formally to the full federation governing body. The areas for development at the previous inspection have been successfully addressed. Links with the Diocese of Exeter are maintained by advisor visits and in service training. The school enjoys good links with the local community and parish church, such as festival services in St Matthew's church and village events where the school and community work together. Children's understanding of their village environment, Christian school identity and their wider locality, together with links with their partner schools makes a significant impact upon their understanding of community cohesion, team work and respect for others.

SIAMS report, May 2013, Landscope, Newton Abbot, Devon TQ13 7LY