

Inspection of a school judged good for overall effectiveness before September 2024: Landscope Church of England Primary School

Landscope, Nr Ashburton, Devon TQ13 7LY

Inspection date: 1 April 2025

Outcome

Landscope Church of England Primary School has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of the school is Jill Ryder. This school is part of Link Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Nicola Dunford, and overseen by a board of trustees, chaired by Cheryl Diane Mathieson.

What is it like to attend this school?

Pupils benefit from the school's clear and consistent values and ethos, which are woven through every aspect of school life. The school creates an inclusive and nurturing environment where every pupil is welcome. Pupils form positive relationships with staff and each other. These relationships underpin the impeccable behaviour that pupils demonstrate throughout the school day. At social times, older pupils support and mentor younger children and take great pride in doing so. As a result, pupils feel safe.

The school has high ambition of what pupils can achieve. Starting in the early years, children get off to a great start. They learn the foundations of the school's curriculum through carefully designed activities. As they move through the school, pupils continue to learn well and meet the school's expectations.

Pupils' voice is sought and valued. They help to make decisions about things that are important to them. For example, pupils in the eco council petitioned trust leaders successfully to change the school's lights to energy-efficient bulbs. School councillors organise community coffee mornings or cake sales to raise money for charity. Pupils enjoy a range of sporting and creative activities in the extra-curricular programme, such as football, multisport, Spanish and gardening club.

What does the school do well and what does it need to do better?

The school implements a well-designed curriculum. It clearly details the important knowledge, skills and vocabulary pupils need to learn. It is progressive, and over time, pupils build on what they already know. For example, in the early years, children learn about farming, which helps them understand the world around them. Older pupils link this knowledge to weather and climate when they find out about 'where does food come from?' In lower key stage 2, pupils build on their previous learning in science on 'states of matter' when learning about the water cycle.

Staff check routinely on pupils' learning during 'time to shine' and 'flashback' sessions. These opportunities help pupils recall prior learning. The school has recently introduced a more rigorous approach to teaching writing. However, these improvements are not securely embedded. Some pupils have gaps in their understanding of spelling, punctuation and grammar. Occasionally, staff do not provide sufficient opportunity for pupils to write at length and to use, practise and apply their writing knowledge.

Reading is a whole school focus. The school responded swiftly to a dip in the proportion of pupils who met the expected standard in the phonics screening check in 2024. Pupils learn the sounds letters make. They quickly develop fluency and read with increasing accuracy. Where needed, staff expertly deliver extra support so that pupils keep up with the phonics programme. Books are matched to pupils' reading levels. Pupils read a diverse range of challenging texts as they move through the year groups. Over time, they develop a love of reading.

Pupils with special educational needs and/or disabilities (SEND) learn well alongside their classmates. The school has effective systems in place to identify these pupils' needs. Staff make careful adaptations where needed to enable pupils with SEND to learn effectively. This means that pupils with SEND progress well through the curriculum.

The school takes effective action to improve pupils' attendance and reduce persistent absenteeism. The school challenges and supports families where attendance is a concern.

The personal development programme prepares pupils well for life in modern Britain. Pupils learn how their bodies change as they get older, healthy and unhealthy relationships, staying safe online and what qualities make a good friend. Pupils demonstrate a secure understanding of fundamental British values. They visit the Houses of Parliament to develop their understanding of democracy. Pupils deepen their knowledge of places of worship through visits to mosques and churches. Through assemblies, pupils debate current affairs and topical news issues. Links with a school in Uganda help them to build cultural awareness. Pupils contribute to the community by attending events such as the village summer fair and maypole dancing. The school looks for ways to develop pupils' talents. For example, the school choir regularly performs with other local schools.

The trust and local academy committee ensure there is a balance between challenge and support. This has led to the school sustaining its standards. Staff appreciate the care provided by leaders to support their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Much of the school's work to improve pupils' writing is not securely embedded. Some pupils have gaps in their understanding of spelling, punctuation and grammar. The trust and the school should strengthen the approach to writing and ensure that sufficient opportunities are in place for pupils to write accurately, independently and at length.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we the school to be good for overall effectiveness on 28 and 29 January 2020.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	142641
Local authority	Devon
Inspection number	10344706
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	89
Appropriate authority	Board of trustees
Chair of trust	Cheryl Diane Mathieson
CEO of the trust	Nicola Dunford
Headteacher	Jill Ryder
Website	www.landscope.thelink.academy
Dates of previous inspection	28 and 29 January 2020, under section 5 of the Education Act 2005

Information about this school

- The school does not currently use alternative provision.
- The school runs a breakfast and after-school club for pupils who attend the school.
- The school has a Christian character. It is part of the Diocese of Exeter. The last section 48 inspection was inspection on 9 May 2018. The next section 48 inspection is due in 2026.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- The inspectors visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors spoke with school leaders, subject leaders, parents, pupils, members of the local academy committee, trustees and representatives from the trust.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors observed pupils' behaviour in lessons and around the school.
- The inspectors considered responses to the online survey, Ofsted Parent View, including the free-text responses. They also considered responses to the Ofsted staff and pupil surveys.

Inspection team

Gavin Summerfield, lead inspector

His Majesty's Inspector

Sarah Tustain

Ofsted Inspector

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