

Inspection of Lansdowne Primary School

Gladstone Drive, Sittingbourne, Kent ME10 3BH

Inspection dates: 13 and 14 December 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Good

What is it like to attend this school?

Ambitions are extremely high at Lansdowne Primary School. Leaders and staff strive for excellence in everything they do. Every pupil receives the support they need to excel. Pupils attend very well and benefit consistently from the education offered. They enjoy school because they experience a high-quality education.

Pupils are respectful. They speak to each other positively and develop strong relationships. Bullying, albeit incredibly rare, is skilfully managed by staff, who take decisive, immediate actions to ensure that it does not become a bigger issue. Pupils are safe and have trusted adults they can go to if they are ever worried about anything.

In lessons and around school, pupils behave admirably. Respectful of adults, they listen to instructions and explanations attentively. Lessons capture pupils' interest. As a result, they are fully immersed in learning. The school's values of truth, compassion, respect and friendship are lived out fully by pupils. Equality and difference are celebrated. Pupils demonstrate good morals. They know right from wrong.

Pupils' personal development is exceptional. They experience a very wide range of opportunities. The school council develops pupils' leadership skills exceptionally well. One boy told inspectors, 'You have to take your role seriously, as it's a huge responsibility.'

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

Leaders have created a culture of high expectations for all. The headteacher and other leaders, with the support of the Trust, have strengthened the curriculum since the last inspection. Leaders have focused on the right priorities. The teaching of reading is a strength. Importantly, children in early years start learning to read straightaway. Staff are trained well to teach phonics. Pupils read confidently and fluently. Books are matched closely to pupils' ability so that they experience success. Plenty of interesting books of different genres are available in classrooms and the school's well-stocked library. Consequently, pupils read widely and often.

Teaching and the resources used by staff are carefully adapted so that all pupils learn effectively. This includes pupils with special educational needs and/or disabilities. Staff understand the needs of pupils. They do everything possible to remove barriers that prevent learning. Every classroom has an 'inclusion trolley'. These are full of useful equipment that help pupils to learn. Pupils use this equipment independently as needed. Lessons are generally very well delivered. However, very occasionally, in a small number of lessons, the activities teachers choose for pupils do not match well enough with what it is that they want pupils to

learn. Consequently, there is a risk of pupils developing gaps in learning. This is something leaders are aware of and are tackling.

Pupils are taught a well-planned curriculum that is exciting and fun. Their knowledge and skills develop quickly in a wide range of subject areas. Leaders have ensured that the curriculum is well sequenced from Reception through to Year 6. Children in early years love playing. Clear and consistent routines mean that they behave very well. They engage well in the many rich and varied activities that are planned for them. They sustain concentration incredibly well and persevere when things are difficult. They successfully learn to take turns, share, interact with others, including adults, and problem solve. Their numeracy and literacy skills develop quickly. This gives pupils an excellent foundation on which to build as they move into Year 1 and beyond.

Teachers are knowledgeable about what they teach. The use of technology has a significant and positive impact on pupils' learning. For example, pupils will often check their own understanding of prior learning using iPads. Teachers are adept when it comes to asking pupils questions and checking their understanding. As a result, they quickly spot any mistakes and ensure that pupils are corrected so that they do not learn misconceptions.

A comprehensive personal, social, health and economic education programme gives pupils important knowledge and skills for the future. Pupils learn about risks and how to keep themselves safe. They learn how to maintain a healthy lifestyle. Preparing pupils to be independent starts early at Lansdowne. Leaders give deliberate thought and attention to teaching pupils how to tie a tie or understand laundry labels, for example. A range of trips and clubs develop pupils' talents and interests.

Trustees support the school's development effectively. They are on the same page as leaders and challenge them to ensure that standards are as high as possible. Trustees keep a watchful eye on their statutory duties. They also check on staff workload and well-being. Subsequently, staff feel very well supported and enjoy working at Lansdowne.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff are knowledgeable about their responsibilities to safeguard pupils. They are trained regularly. As a result, they are fully aware of the latest changes to guidance. Supported by the trust, there are clear systems and processes in place, which help staff to pass on any concerns they have about pupils. Safeguarding leaders take decisive, swift action to ensure that the right support is in place for pupils and their families. The curriculum takes account of the potential risks pupils face. This helps to give them the tools they need to stay safe, including online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The activity choices in a very small number of lessons are not matched precisely enough to the overall purpose of the lessons. This creates a risk of pupils developing gaps in their learning. Leaders need to ensure that staff are better supported to match activity choices to the knowledge and skills they want pupils to develop.

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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	141548
Local authority	Kent
Inspection number	10242208
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	398
Appropriate authority	Board of trustees
Chair of trust	Fiona Trigwell
Headteacher	Claire Jobe
Website	www.lansdowne.kent.sch.uk
Date of previous inspection	20 to 21 September 2017, under section 5 of the Education Act 2005

Information about this school

- Lansdowne Primary School is part of The Stour Academy Trust.
- The work of school leaders is closely supported by central trust leaders.
- The proportion of disadvantaged pupils is above average.
- The proportion of pupils who speak English as an additional language is above average.
- The school does not currently use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors held a wide range of meetings with the headteacher, other senior leaders and central trust leaders.
- The lead inspector met with the chair of the board of directors.
- Inspectors carried out deep dives in these subjects: reading, mathematics, history and computing. For each deep dive, inspectors discussed the curriculum with leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors looked at pupils' work, including on iPads, to consider the curriculum across a wide range of curriculum areas.
- Inspectors checked a range of policies and documents, including the school's single central record. They reviewed a number of individual safeguarding records.
- Inspectors spoke to a range of staff and pupils throughout the inspection to gain their views about the school. Inspectors met with groups of pupils during the inspection.
- Inspectors considered the views of parents and carers submitted through Ofsted Parent View. The views of staff were also considered through the Ofsted staff survey.

Inspection team

Shaun Jarvis, lead inspector	His Majesty's Inspector
Oliver Allen	Ofsted Inspector
Stephen Jackson	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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