

# Lanercost C of E Primary School

Lanercost, Brampton, Cumbria, CA8 2HL

## Inspection dates

18-19 September, 2012

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

## Summary of key findings for parents and pupils

### This is an outstanding school.

- The school inspires pupils to thrive in all aspects of their academic achievement and personal development.
- Pupils of all ages are highly motivated and high levels of attainment are embedded.
- Pupils are treated as individuals and, as a result, all pupils, including those eligible for pupil premium, have outstanding achievement.
- Teaching is outstanding. Teachers and teaching assistants work extremely well together in ensuring lessons are exceptionally well planned to meet the needs of every pupil. The pace of learning in lessons is rapid, and highly effective use of assessment for learning leads to pupils having an excellent understanding of how well they are progressing and what they need to do to improve their work further.
- From an early age, pupils clearly enjoy school and this is demonstrated in their eagerness to learn. They show a great deal of respect towards each other and to all the staff and visitors to the school. They are polite, courteous, work hard and take pride in all that they do.
- Pupils' behaviour in lessons, around the school, in the local community and beyond is often exemplary. Pupils willingly contribute to the school community through their school council. They are proactive in supporting those less fortunate than themselves by instigating fundraising activities.
- Throughout the school there is a supportive and caring ethos. Pupils work and play well together. All staff, members of the governing body, volunteers and visitors to the school together create an exceptional environment. This contributes to the pupils being extremely well prepared for the next stage in their education. Although they use information and communication technology (ICT) across the curriculum, this can be further improved by developing links with the local secondary ICT department.
- Leadership and management are of the highest quality. Highly effective performance management and appropriately matched professional development to meet the needs of individual staff have led to the development of extremely effective teaching which underpins pupils' high achievement.

## Information about this inspection

- The inspector observed four teachers and visited 10 lessons.
- Discussions were held with school staff, groups of pupils, a representative of the local authority and members of the governing body.
- The inspector observed the school's work and looked at a wide range of documentation including safeguarding documents, the school's self-evaluation and development plans, local authority evaluations, records of pupils' attainment and progress, and pupils' work.
- The inspector talked to parents and carers and took account of the surveys which the school has carried out with parents and carers. There were 15 responses to Parent View.

## Inspection team

Naomi Taylor, Lead inspector

Additional Inspector

## Full report

### Information about this school

- Lanercost is much smaller than the average-sized primary school.
- The vast majority of pupils are of White British heritage.
- The proportion of pupils supported through school action is below the national average.
- The proportion of pupils supported at school action plus or who have a statement of special educational needs is below the national average.
- The proportion of pupils eligible for the pupil premium is below average.
- There are breakfast- and after-school clubs.
- A nursery is a new addition to the school since the previous inspection, resulting in the age range now being 3–11 years.
- Children are taught in two classes: Class 1 comprises Nursery (mornings only), Reception, Year 1 and Year 2; Class 2 comprises Year 3, 4, 5 and 6. For English and mathematics Years 3 and 4 and Years 5 and 6 are taught separately. Some pupils are taught in small groups or individually for part of the week, depending on their particular needs.
- Improvements to the school building since the previous inspection include a new Nursery/Reception room and outdoor covered area as well as a new school office and improved access to the building from the playground.
- The Early Years Foundation Stage manager is a lead teacher for the local authority.
- The school is a Leading Literacy School for the University of Cumbria and an Assessment for Learning lead school.
- The school is accredited by Kidsafe and is a Kidsafe trainer.
- The school meets the government's current floor standard, which sets the minimum expectations for attainment and progress in English and mathematics.

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

- Extend the use of ICT with Key Stage 2 pupils across the curriculum to enhance transition to Key Stage 3 by:
  - developing further links with the local secondary school ICT department
  - increasing the opportunities for pupils to explore new software.

## Inspection judgements

### The achievement of pupils

### is outstanding

- As a result of excellent transition arrangements for children joining the Early Years Foundation Stage, they settle extremely well into the school and this was observed first-hand by the inspector. In the second week of term children were already playing respectfully with each other in their mixed-age class and interacting well with staff.
- Children join the Early Years Foundation Stage with skills and knowledge that vary from year to year but are generally in line with or below those expected for their age. The teacher, teaching assistants and volunteers are deployed very efficiently to ensure a well-balanced curriculum providing adult-led learning and child-initiated activities both in the classroom and outdoors. Through the Early Years Foundation Stage and Key Stage 1, children and pupils make outstanding progress, with the majority reaching or exceeding national expectations.
- Similarly, throughout Key Stage 2, pupils make outstanding progress and exceed national expectations. By the time they leave school almost all pupils are achieving Level 5 in English and mathematics. Those who are disabled or who have special educational needs and those who are known to be eligible for pupil premium support also make outstanding progress. Most reach Level 4 or higher in English and mathematics, which demonstrates the school's highly successful promotion of equality of opportunity.
- Since the previous inspection, there have been changes to the teaching of reading throughout the school. From an early age, children develop a love of reading through inspirational story-telling and having lots of fun in phonics sessions. For example, Nursery and Reception children having fun outdoors with their teacher as they played games based around consolidating their understanding of the letters 'a' and 's' while learning a new letter 't'.
- When reading, children demonstrated their ability to work out unfamiliar words by linking letters and sounds. They were able to retell the story in their own words, demonstrating a very good understanding of what they had read. Similarly, older pupils in Key Stage 2 are highly skilled in reading and have developed a high level of ability in their comprehension skills alongside the ability to justify their opinions of various authors.

### The quality of teaching

### is outstanding

- As a result of the senior leadership team's relentless drive to raise standards, the quality of teaching has improved since the previous inspection and is now outstanding. When teaching and learning are exceptional this is due to very well planned lessons, with rapid pace and use of a variety of activities which fully engage and enthuse pupils.
- During a mathematics lesson, pupils in Years 5 and 6 were making exceptional progress as they had lots of fun investigating and problem solving using negative numbers. After an inspirational introduction from the teacher, they moved into different ability groups in which they were given well-matched challenges. They enthusiastically demonstrated their ability to share their ideas and work independently while the teacher provided support through highly skilled questioning techniques which accelerated their progress.
- Pupils in Years 3 and 4 were seen to be making excellent progress in an English lesson which had been extremely well planned by the teacher, ensuring that the range of abilities within the group were presented with activities to meet the needs of individuals. Those with special educational needs were given direct support with their learning by the teacher who encouraged them to place the words from the envelope into the correct order to make a sentence. They were able to explain to the teacher whether or not their sentence made sense and why, which demonstrated their increased understanding of punctuation and grammar.
- There are regular specialist teachers who visit the school and this includes weekly coaching by sports professionals. During the inspection, Class 1 embraced with great enthusiasm their coaching lesson focusing on football training and skills. They gained a good understanding of the importance of teamwork while developing their sporting skills.

- Evidence from lessons observed, scrutiny of pupils' books and tracking of pupils' progress clearly demonstrate that assessment for learning is clearly embedded across the school. Regular and thorough marking of work by the teachers ensures that pupils are praised for their hard work, encouraged to correct any errors and have a very good explanation of the next steps they need to take to improve their work. Pupils have the skills to check and edit their own work, engage in peer, group and whole-class assessment of work and this accelerates their independent learning skills.

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

- From a very early age, pupils behave exceptionally well together. The older pupils are extremely mindful of the younger children and this was seen, for example, when one of the Nursery children accidentally spilt water on the floor. Without being asked, a Key Stage 1 pupil went to get a mop and happily cleared up the water to make things safe again and explained that only the older pupils could use the mops.
- An atmosphere of mutual respect pervades the school and this is reflected in the responses to the staff questionnaire, the school's surveys exploring the views of parents and the views expressed on Parent View. All those who responded to the latter would recommend this school to others and those who spoke with or wrote to the inspector expressed their confidence in the school.
- It is clear that there is confidence in Lanercost to provide not only a high standard of education for children but to ensure that children are safe and secure and learn how to keep themselves safe both within the school environment and beyond.
- Pupils say that bullying is not an issue at this school although they do learn about different types of bullying and, for example, how to stay safe when using the internet. They are adamant that they could turn to any adult in the school if they felt unsafe and that there are clear procedures that would deal with issues should they arise.
- Pupils clearly enjoy and value their school and this is reflected in above average attendance rates. Their punctuality in the mornings is extremely good and they move around the school calmly and quietly to ensure punctual starts to lessons. Pupils' attitudes to learning ensure that no time is wasted in lessons.
- The curriculum is enhanced by a raft of visits and residentials when pupils are exposed to unfamiliar surroundings. Pupils are prepared extremely well for such trips and learn first-hand how to stay safe beyond their school and local community environment. This prepares them very well for the next stage in their education.

### **The leadership and management are outstanding**

- Since the previous inspection the headteacher, senior leadership team and governing body have been determined to raise standards. Improving teaching and learning has been the top priority and this has led to very focused professional development for all staff. As a result there has been a marked improvement in teaching and learning which has led to outstanding achievement. As a result the local authority's involvement with this school is 'light touch'.
- All staff are dedicated and committed to providing an all-round education for pupils. This enables pupils to reach their full academic potential alongside ensuring their personal growth as individuals.
- Accurate and honest self-evaluation has enabled the school to address successfully a wide range of improvements since the previous inspection. The impact of these actions results in: the establishment of a comprehensive and accurate assessment and tracking system to measure pupils' progress; the improvement in the pace of learning for the great majority of pupils; and the rise in pupils' attainment. This demonstrates excellent capacity to sustain high standards and continue on the school's journey of continual improvement.

- Investment in professionals to enhance the curriculum has led to the weekly engagement of musicians, sports coaches, and teachers of modern foreign languages, which enriches the experience of pupils. In addition to this, there is a vast range of extracurricular opportunities and trips, residential and visitors to the school which broadens the experience of all pupils and, as one parent put it, 'brings learning to life'. There remain opportunities for the school to use ICT with the older pupils to further enhance transition to secondary school.
  - The annual Religious Education Week ensures that an understanding of the many faiths across the world is brought to life and this raises the awareness of the multicultural society of Britain and instils in pupils tolerance of those who are different from themselves.
  - **The governance of the school:**
    - Governors are extremely supportive of Lanercost School and are equally challenging. They hold the headteacher and senior leaders to account and are integral in making decisions relating to how the school should move forward.
    - Governors ensure the pupil premium is used to support those for whom it is intended, ensuring they make the same progress as other pupils.
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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>	112254
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	403175

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>	Voluntary controlled
<b>Age range of pupils</b>	3-11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	55
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Helen Sheridan
<b>Headteacher</b>	Alison Clarricoats
<b>Date of previous school inspection</b>	13 March, 2008
<b>Telephone number</b>	01697 72702
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