

# Lee Mount Primary School

## Inspection report

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<b>Unique Reference Number</b>	107483
<b>Local Authority</b>	Calderdale
<b>Inspection number</b>	309407
<b>Inspection date</b>	1 November 2007
<b>Reporting inspector</b>	Robert Robinson

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	320
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr J Collins
<b>Headteacher</b>	Mr D Bosley
<b>Date of previous school inspection</b>	29 September 2003
<b>School address</b>	Lee Mount Road Lee Mount Halifax West Yorkshire HX3 5EB
<b>Telephone number</b>	01422 352856
<b>Fax number</b>	01422 361423

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## Introduction

The inspection was carried out by one Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: achievement and standards; the curriculum; teaching and learning; the Foundation Stage (Nursery and Reception); and leadership and management. The inspector gathered evidence from lesson observations, examination of pupils' work, assessment data, interviews and documents. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

This is a larger than average-sized primary school. Most pupils are of White British backgrounds. The proportion of pupils with learning difficulties and/or disabilities is above average. The socio-economic circumstances of the area are below average. The headteacher took up the post in September 2006. The school is an Investor in People. It has gained the Activemark (Gold), Artsmark (Gold), Basic Skills Quality Mark, Healthy Schools, Football Association Charter Standard and information and communication technology (ICT) mark awards.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 1

Lee Mount Primary School provides an outstanding education for its pupils and serves its community exceptionally well. Excellent leadership and management and teaching and learning result in pupils' very high levels of achievement and broadly average standards by the end of Year 6. Pupils are extremely well prepared for their future learning. This is because of their superb personal development, their enjoyment of learning and their keenness to do well. Their spiritual, moral, social and cultural development is outstanding. Pupils are proud that they fulfil the school's motto: 'We are a CAN DO school'. 'We work hard'. 'We play fair'. 'We do our best'. Parental comments praise all aspects of the school's work reflecting on the advantages to their children. Typical remarks include: 'My child is very happy, eager to learn and looks forward to school every day'; 'My children are progressing well academically and pastorally because of excellent teaching and the ethos at Lee Mount'.

Pupils' achievement during their time at the school is outstanding. Children have a wonderful start to their learning in the Foundation Stage unit. Their skills on entry are well below those expected for children of their age. By the time they start Year 1, standards remain below national expectations although they have made good progress. In Years 1 and 2 pupils continue to make good progress. In the national tests since the last inspection their standards have been below average in reading, writing and mathematics. Results in 2007 at the end of Year 2 were lower than in previous years because this group of pupils included a high proportion with learning difficulties. Nevertheless these pupils achieved well from their low starting points. In Years 3 to 6, pupils build on their previous attainment exceptionally well and by the time they leave the school standards are broadly average. This has been the case for the past three years.

The reason for pupils' fast progress in their learning is the consistency of high quality teaching as well as a first rate curriculum. Throughout the school, the organisation and planning of lessons inspires pupils to learn at a rapid rate. In lessons, time is not lost dealing with behaviour issues. This is because of the staff's skill in managing behaviour and the effective use of the learning mentor to support individuals with specific behavioural problems. As a result, the behaviour of most pupils is exemplary. A strong emphasis on practical approaches to learning and use of ICT help pupils to practise and extend their learning. Relationships between pupils and between pupils and staff are harmonious. Teachers and capable teaching assistants provide very effective help for all. Pupils have a very clear understanding of what they are expected to learn and from an early age take work with the learning intention. The marking of work is very informative and celebrates effort and suggests positively what pupils need to do to improve. Displays in classrooms and around the school create a stimulating place to learn with a strong emphasis on art and the use of English in other subjects. Pupils' pride in their work is seen in the high quality of handwriting. Visits and visitors add an extra dimension to learning. Pupils appreciate the very broad range of extra-curricular opportunities available at lunchtimes and after school. They are proud of the numerous sporting awards they gain.

The excellent leadership of the school identified at the last inspection has been maintained. Astute governance has ensured that the change of headteacher has been seamless. The recently appointed headteacher has built upon the strengths of the previous leadership. He has developed an able senior management team to lead all aspects of the school's work, including a community support manager. Pastoral care as well as academic care for its pupils is at the forefront of decision-making. Successful initiatives have been put in place to improve standards. For example, the school has focused on improving writing. The 2007 national test results show an increased

proportion of pupils reaching the levels expected nationally and above in writing. Standards in writing are now close to those in reading. Targets set for the proportion of pupils to reach the national average and above in English were exceeded. Governors listened and responded to the recommendations of the last inspection and created an exceptionally well resourced and effective Foundation Stage unit. This has greatly benefited the youngest children. The school knows what it needs to do to improve. Its improvement plan is very thorough and guides both staff and governors. The tracking of pupils' progress is rigorous and assists management to monitor the progress of all pupils and to spot any underachievement. Help is quickly arranged for pupils who are not making sufficient progress. The school is not complacent and is continually seeking ways to improve. For example, although attendance rates are broadly average, the school makes strenuous efforts to improve attendance and to ensure that parents realise the importance of good attendance on their children's education. It has also begun to work with a member of staff from a local senior school to record pupils' progress in an electronic form to improve further the analysis of data. The professional development of staff is given high priority. Several members of staff are leading teachers within the local authority. Their expertise has benefited pupils at the school as well as in other schools. The strengths in the leadership and management, the quality of teaching and learning and the exceptional care, guidance and support for pupils provide the school with excellent capacity to continue to improve.

### **Effectiveness of the Foundation Stage**

#### **Grade: 1**

Provision in the Foundation Stage (Nursery and Reception) is outstanding as is the leadership and management. A vibrant and exciting learning area greets children which excites their interest in learning. A strong emphasis on personal, social and emotional development helps children to settle into school routines quickly. Children enjoy the wide range of exciting activities that extend their skills in all the areas of learning, including outdoor education. From a low starting point children make good progress though their standards by the time they leave the Foundation Stage unit are below national expectations. The school day is organised extremely well. Younger and older children benefit socially from working together in the unit. Teachers and teaching assistants take responsibility for teaching focused groups, and the checking of children's learning and their progress is very thorough. Individual records of children's attainments are very detailed and used very well to plan future learning. This ensures that work is matched closely to each child's needs. Parents are supportive and staff work hard to involve them in their children's learning.

### **What the school should do to improve further**

There are no significant areas for improvement. The school's improvement plan clearly identifies what it needs to do to maintain its great strengths and to improve even further.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

### Achievement and standards

How well do learners achieve?	1
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No



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**Annex B****Text from letter to pupils explaining the findings of the inspection**

I really enjoyed the day I spent with you. It was a privilege to inspect your school as Lee Mount provides you with an outstanding education. This is because it is led and managed exceptionally well by the headteacher who is very ably helped by other staff and the governors. There are no significant areas for improvement. Your school knows what it needs to do to maintain its great strengths and to improve even further.

Your Foundation Stage has improved extremely well since the last inspection. It is an exciting place to learn where children make rapid progress. This wonderful start to schooling continues in Years 1 to 6 because teaching and learning are of a high standard. This enables you to achieve extremely well and helps you to reach nationally expected standards by the time you go to secondary school. I was impressed by your exemplary behaviour and interest in lessons. You told me that you enjoy lessons, feel safe and are proud of your school. Staff look after you extremely well and I was pleased that you all get on so well together. You fulfil your school motto: 'We are a CAN DO school'. 'We work hard'. 'We play fair'. 'We do our best'.

I appreciated talking to you about your work and watching you learn. I trust that you will continue to work with the staff and your headteacher to help them to improve the school further. I wish you well for the future.