

# Lanercost C of E Primary School

## Inspection report

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<b>Unique Reference Number</b>	112254
<b>Local Authority</b>	Cumbria
<b>Inspection number</b>	310829
<b>Inspection dates</b>	13 March 2008
<b>Reporting inspector</b>	Mr Brian Dower

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>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	59
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev Chris Morris
<b>Headteacher</b>	Mrs Alison Clarricoats
<b>Date of previous school inspection</b>	September 2004
<b>School address</b>	Lanercost Brampton Cumbria CA8 2HL
<b>Telephone number</b>	01697 72702
<b>Fax number</b>	01697 72702

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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	13 March 2008
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## Introduction

The inspection was carried out by an Additional Inspector who evaluated the overall effectiveness of the school and investigated the following:

- the rigour of the school's self-evaluation processes
- quality and standards in the Reception year
- the school's assessments and tracking of pupils' progress
- pupils' self-reliance and confidence, and their ability to work independently
- curriculum provision.

Evidence was gathered from:

- discussions with pupils, the headteacher, the Key Stage 2 teacher and the chair of governors
- observations of parts of lessons, analysis of school documentation, and samples of pupils' work
- the parental questionnaire returns.

Other aspects of the school's work were not investigated in detail, but the inspection 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

Lanercost is a popular, very small village school. All pupils are of White British heritage. They are taught in one Reception class and two mixed age classes comprising Year 1–3 pupils and Year 4–6 pupils. Pupils come from varied social and economic backgrounds and start at the school with a wide range of prior attainment, capabilities and attitudes. The proportion of pupils entitled to free school meals is well below average; that of pupils with learning difficulties and/or disabilities is above average. The incidence of pupils joining or leaving the school part way through an academic year is high.

## Key for inspection grades

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

## Overall effectiveness of the school

**Grade: 2**

This is a good school. There are outstanding features to its work.

The number of pupils assessed or entered for national tests in any one year is very small and therefore the pattern of results over time is a more reliable indicator of how well they are doing. Standards have been above average at the end of Years 2 and 6 and in some years significantly so. The progress pupils make and their levels of achievement are good. The school's assessment records and the standards seen in the pupils' work show that current pupils are achieving well. The school has rightly identified the development of pupils' investigative and problem-solving skills in science and mathematics as a priority for improvement in order to raise standards to the highest levels. A second priority in its development planning is to ensure that all pupils are able to write flexibly and accurately across subjects.

Christian values underpin the school's work. Care and support are exceptional because the academic, social and emotional needs of every child are known by all who work in the school. The systems for assessing and tracking pupils' progress are excellent and timely interventions ensure that weaknesses are addressed quickly. As a result, pupils, including those with learning difficulties and/or disabilities and those who join the school part way through a year, make good progress. Pupils are highly confident, self-reliant and able to work independently. They are extremely sensitive to each other's needs and know right from wrong. Behaviour is excellent and pupils say that bullying is rare and dealt with effectively on the few occasions when minor incidents occur. Attendance rates are above average and pupils enjoy coming to school. They understand the importance of keeping fit and well, and they eat healthily and take plenty of exercise. Older pupils undertake responsibility by helping to care for the younger children and school council representatives ensure that pupils have a strong voice in the school's development. They have been influential in securing additional equipment for the outside play areas and improvements in the school toilets. The school is at the heart of its community and has forged strong links with other small schools in the area, with the secondary school and with the church. Pupils are well placed to make the most of the next stage of their education because they attain above average standards and their personal development, including their spiritual, moral, social and cultural development, is outstanding.

Teaching and learning are good. Pupils have the ability to concentrate for extended periods of time and they collaborate really well in group activities. Through their marking of pupils' work and dialogue with pupils, teachers ensure that pupils know how well they are doing and what they must do to improve. Their excellent use of information and communication technology supports their independent working and the varied learning activities inside and out of school broaden their understanding of the wider world. Teachers plan well to meet the needs of the wide age and ability range in each class and they are supported by skilled and committed teaching assistants. They have high expectations of the pupils, tempered with a supportive and encouraging approach. Computer technology is used extensively and effectively as a teaching aid and there is now a 'learning platform' of children's work that facilitates out of hours learning and allows children to communicate and collaborate with one another. Learning activities are sometimes limited by accommodation

difficulties. Some rooms are small and occasionally restrict group activities, but plans are in place to extend and improve the buildings.

Pupils benefit from an excellent curriculum. Adults give generously of their time to broaden pupils' experiences and the enrichment provision is extensive. There are many trips out of school to explore the area's rich natural and cultural heritage and visits to places of worship to broaden pupils' understanding of other faiths. Provision for the performing arts is strong, despite the restrictions on space, and nearly all pupils make music. Pupils enjoy dance and have performed at the Sands Centre in Carlisle. French and German are taught, strengthening pupils' language skills and broadening their awareness of other cultures. After school clubs are well attended, including those for netball, orienteering, chess and football. Pupils even have the opportunity to learn the basics of rock climbing. There is very good provision for developing pupils' basic skills, augmented by additional support for those with learning difficulties and/or disabilities and extension work for the highest attaining pupils.

Leadership, management and governance are good. Governors are fully involved in the life of the school and know the pupils and their families well. They work closely with the headteacher who is providing very strong leadership. Committed teachers, learning assistants and administrative staff support her well. The vast majority of parents are supportive of the school and particularly appreciate its warm and welcoming atmosphere which fosters pupils' confidence as learners. School improvement planning is excellent because self-evaluation is extremely rigorous and accurate and built upon wide consultation. As a result, the school has identified appropriate priorities for development. Good use is made of individual performance targets for each pupil to raise standards. Child protection procedures are in place, safety audits are conducted on a regular basis and risk assessments are carried out for all activities, particularly for trips away. There have been good improvements since the previous inspection, notably in teachers' marking and subject leadership. The school therefore has good capacity to improve further.

## **Effectiveness of the Foundation Stage**

**Grade: 2**

Teaching and learning in the Reception year are good. Children's development when they start in September is typical for that of their age. They make good progress in developing their social, numeracy, language and communication skills. By the following summer these are more advanced than expected for children entering Year 1. Aspects of provision are excellent. Effective induction procedures mean children feel welcome, settle quickly and soon feel safe and secure. Their progress is monitored carefully and additional support put in place if needed. There have been significant improvements in the quality of the indoor and outdoor learning environment since the previous inspection and there is now a wide range of equipment and materials to enable children to explore the world around them. As a result, they learn to share and play together and are aware of their own needs and those of others. Children achieve well because the Reception year is well led and teaching is good.

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

- Develop pupils' investigative and problem-solving skills to raise standards to the highest levels in science and mathematics.
- Ensure that all pupils are able to write flexibly and accurately in all subject areas.

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**Annex A**

## Inspection judgements

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

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	<b>2</b>
Effective steps have been taken to promote improvement since the last inspection	<b>Yes</b>
How well does the school work in partnership with others to promote learners' well-being?	<b>1</b>
The effectiveness of the Foundation Stage	<b>2</b>
The effectiveness of boarding provision	<b>NA</b>
The capacity to make any necessary improvements	<b>2</b>

### Achievement and standards

<b>How well do learners achieve?</b>	<b>2</b>
The standards <sup>1</sup> reached by learners	<b>2</b>
How well learners make progress, taking account of any significant variations between groups of learners	<b>2</b>
How well learners with learning difficulties and disabilities make progress	<b>2</b>

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	<b>1</b>
The extent of learners' spiritual, moral, social and cultural development	<b>1</b>
The extent to which learners adopt healthy lifestyles	<b>1</b>
The extent to which learners adopt safe practices	<b>1</b>
How well learners enjoy their education	<b>2</b>
The attendance of learners	<b>2</b>
The behaviour of learners	<b>1</b>
The extent to which learners make a positive contribution to the community	<b>1</b>
How well learners develop workplace and other skills that will contribute to their future economic well-being	<b>2</b>

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	<b>2</b>
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	<b>1</b>
<b>How well are learners cared for, guided and supported?</b>	<b>1</b>

<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.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	<b>2</b>
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	<b>2</b>
How effectively leaders and managers use challenging targets to raise standards	<b>2</b>
The effectiveness of the school's self-evaluation	<b>1</b>
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	<b>2</b>
How effectively and efficiently resources, including staff, are deployed to achieve value for money	<b>2</b>
The extent to which governors and other supervisory boards discharge their responsibilities	<b>2</b>
Do procedures for safeguarding learners meet current government requirements?	<b>Yes</b>
Does this school require special measures?	<b>No</b>
Does this school require a notice to improve?	<b>No</b>

## Annex B



14 March 2008

Dear Pupils

**Inspection of Lanercost Church of England Primary School, Cumbria,  
CA8 2HL**

Thank you for the warm welcome I received when I visited your school. I enjoyed the day I spent with you and only wish I had had more time to see all the interesting things you are doing. Many of you spoke about how much you enjoy your lessons and the breaks and lunch hour with friends. I was impressed by how hard you work and how you get on so well together. Please thank your parents for sending in the questionnaire returns. Their comments have been helpful.

Lanercost School is providing you with a good education. You progress well and achieve above average standards in your work. There are many interesting things for you to learn in school and on trips away, particularly about the beautiful area you live in. You are well cared for and you said that you are known and valued as individuals by all who work in the school. The way you are developing as confident and independent minded young people is excellent and you have the skills and personal qualities to make the most of the next stage of your education when you move on to secondary school.

Your teachers told me that they are working with you to improve your skills further. Two areas to work on are the way you find out about things in science and the way you use your good mathematics' skills to solve problems. I looked at a lot of your literacy books when I visited you and saw how accurate and interesting your writing is. Some of you find it difficult to write like this in all subjects and you will be encouraged and helped to improve.

Thank you again for making my visit so enjoyable. I wish you all every success for the future.

Yours sincerely

Brian Dower  
Lead Inspector