

# Lees Hill CofE School

## Inspection report

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<b>Unique Reference Number</b>	112256
<b>Local Authority</b>	Cumbria
<b>Inspection number</b>	363788
<b>Inspection dates</b>	4–5 July 2011
<b>Reporting inspector</b>	Sue Sharkey

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 of pupils on the school roll</b>	42
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Malcolm Roberts
<b>Headteacher</b>	Mrs Jill Simpson
<b>Date of previous school inspection</b>	11 December 2007
<b>School address</b>	Lees Hill Brampton Cumbria CA8 2BB
<b>Telephone number</b>	01697 72577
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## Introduction

This inspection was carried out by one additional inspector. The inspector observed teaching and learning in four lessons and the work of three teachers. Meetings were held with the headteacher, pupils, representatives of the governing body and staff. The inspector observed pupils' work and looked at the school's system for tracking their progress, safeguarding documents and key policies. Inspection questionnaires from 25 parents and carers, four staff and 16 pupils were also taken into account.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The effectiveness of the school's work, including planning, to improve pupils' skills in writing.
- How well pupils use a wide range of information and communication technology resources and how this impacts on the quality of their work.
- The effectiveness of the school's monitoring of its performance and the impact on accelerating pupils' progress.

## Information about the school

This is a smaller than average size school. Most pupils are from White British backgrounds and the school has no pupils who are eligible for a free school meal. The proportion of pupils with special educational needs and/or disabilities is above the national average. Pupils are taught in two classes: Reception with Years 1 and 2 and Years 3, 4, 5 and 6. The number of pupils in each year group can be as low as 3. The school has the Artsmark Gold and the Intermediate International School awards.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Lees Hill Church of England School is a good school. Care guidance and support are outstanding; pastoral care across the school is strong, so that pupils are confident to ask any adults for help when needed. Pupils' spiritual, moral, social and cultural development is also outstanding and is evident in their mature and sensitive approach to supporting one another and their participation in lessons and assemblies. The skills and confidence that pupils develop ensure that they are well prepared for life as a young adult.

The school provides a rich learning environment in which pupils from the Early Years Foundation Stage to Year 6 say they enjoy school. Reception children make good progress and this continues throughout the school. Pupils' attainment at the end of Year 6 is above average in English and mathematics, reflecting good achievement. Due to the small numbers in different year groups there can be some fluctuation in attainment from year to year. Pupils with special educational needs and/or disabilities make similarly good progress; they benefit from extra support or adaptations to tasks so that their needs are met.

Teachers use questions effectively to check pupils' learning and to help them extend their language and other skills. Teaching is good. However, the marking of pupils' work in mathematics and the feedback they receive do not consistently advise pupils on what they have to do to improve their work. Pupils make good progress because the staff plan work well but there are not always enough opportunities for pupils to carry out independent work. The school's excellent curriculum successfully threads English, mathematics and information and communication technology (ICT) throughout different subjects and this is already helping to raise pupils' achievement in writing. Pupils' contribution to the school and wider community is excellent. They are proud of their school and are keen to help it improve. The school council talks excitedly about the training older pupils have had in order to become play leaders, so that they can help younger pupils enjoy activities at play time in a safe environment.

The headteacher has clearly identified what the school does well and the areas that need developing in order to maintain improvement. The school's accurate self-evaluation of its own performance, based on effective monitoring, has led to recent well-focused developments, such as those in writing, which are successfully improving the school. A strong sense of teamwork and a desire to continue to do better demonstrate that the school has good capacity to sustain its improvement.

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

- Raise the quality of teaching from good to outstanding, by:

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- - ensuring that marking in mathematics consistently provides clear guidance so that pupils know how to improve their work
- - ensuring that pupils have greater opportunities to be more independent in their learning during lessons.

## Outcomes for individuals and groups of pupils

2

Pupils enjoy all aspects of school life, they have positive attitudes and their enjoyment of learning is a key factor in their above average attendance and good progress. During a Years 1 and 2 lesson, pupils were enthusing about 'wow' words they could think of to describe different watery pictures. They shared these with the teacher, developing their speaking and language skills whilst extending their vocabulary. Discussions in pairs and writing new words led some children to use alliteration. As the lesson developed, thesauruses were used well to find new words in order to help pupils write 'watery' poems using their computers. In Key Stage 2, pupils enjoyed investigating plant life in small areas of the school field. The data gathered was entered into a relevant computer program and pupils confidently found the percentages and fractions of different plants in their area of the field before converting this information into charts and graphs.

Overall, children enter the Early Years Foundation Stage with skills that are broadly in line with those expected for their age, although their skills are often lower in speech and in language and writing. This can vary from year to year. They make good progress across the school so that when pupils leave at the end of Year 6, their attainment is above average in English and mathematics. The school has introduced a range of strategies to raise attainment and improve pupils' achievement in writing. Recent assessment of pupils' progress indicates that these actions are proving to be successful. The progress made by pupils in writing is now as good as it is in reading. Attainment in English is rising as a result. Pupils with special educational needs and/or disabilities make similar progress to their peers due to well-tailored support provided by teachers.

Pupils are extremely kind and polite; they know the difference between right and wrong and the importance of helping others. They are morally mature, have very good social skills and an impressive sense of well-being and self-esteem. Older pupils demonstrate maturity, enviable self-discipline and a strong work ethic. Pupils speak confidently about what constitutes a healthy diet and lifestyle. They enjoy the many opportunities they have to take exercise both during lessons and after school. Pupils feel safe and well looked after, knowing that they can talk to any adult in school if they have a problem. Pupils thoroughly enjoy taking on responsibilities and doing things for the school and community, including raising funds for a wide range of local, national and international charities. They are proud to go out into their local and wider community where they perform music and dance, taking part in local festivals and shows.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Lessons are characterised by the positive relationships staff have with their pupils, which ensure pupils' good behaviour and good attitudes to work. Planning is based on effective assessment of pupils' progress so that there is challenge for different groups within the mixed-age classes. However, there are not enough occasions when pupils can carry out their own independent work. Good use is made of both group and paired work, so that pupils can learn together and develop their speaking and listening skills well and with confidence. Teachers assess pupils' learning well in lessons through effective questioning and good explanations of how to improve their work. However, the marking of pupils' work in mathematics does not consistently give enough precise information in order to help them understand how to improve. Teachers are adept at using a good range of teaching styles to stimulate pupils' interest and this is helping them to improve their writing.

Pupils benefit from an outstanding curriculum, which helps them to achieve well in both their academic and personal development. It responds successfully to the challenge of mixed-age classes. The curriculum is exciting and is used well by teachers to underpin pupils' learning. The wealth of visitors and extended opportunities available to pupils greatly enhance their learning. The curriculum is enriched through links with schools in the Netherlands and Sweden. This has successfully enabled pupils to compare and contrast how people live in different countries. Pupils in Years 3, 4, 5 and 6 enjoy the opportunity

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to take part in residential activities every three out of four years. These activities help to raise pupils' awareness of different people's needs and life experiences, ensuring they are well equipped for their future lives.

Staff know pupils very well. Their commitment to their charges is first class and is backed up by exceptionally well-organised systems and procedures. Pupils are identified at a very early stage if they have made slower progress over time and are very quickly given high quality support ensuring that learning is accelerated. Pupils identified as having particular strengths also benefit from planned provision and extra-curricular opportunities provided or identified by the school. Induction arrangements are admirable and Year 6 pupils say that they are very well prepared for entry to the secondary school.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The school is well led and managed by the headteacher who, along with all the staff, is committed to ensuring the best possible outcomes for pupils, both academically and personally. Close monitoring of lessons and the good tracking of pupils' progress mean that staff are well aware of what needs to be done to raise achievement further. The school is successful in promoting equality and tackling discrimination, as shown by the good progress made by all groups of pupils and the way in which pupils work and play well together. The governing body is supportive and well informed; its members visit school regularly, providing helpful support to staff and carrying out their monitoring role. They challenge school leaders appropriately and ensure that child protection and safeguarding procedures are good in all aspects.

The school actively promotes community cohesion through its good links with other schools locally and in the wider community. The school is aware that it needs to build and extend links in order to explore the diverse cultures that characterise contemporary Britain. The school values and is committed to working in partnership with other schools and organisations. These good links enable leaders to work closely together for support as well as to provide a wide range of opportunities to promote pupils' learning and well-being. The school deploys its resources effectively and achieves good value for money.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## **Early Years Foundation Stage**

The effectiveness of the Early Years Foundation Stage is good, giving children a commendable start in their personal, social and emotional development. Children quickly settle into their Reception Year because of the quality of care and support they receive, the good partnerships with parents and carers, and good induction processes. There are very positive relationships between staff and children, and good behaviour is evident, as are pupils' good personal and social skills and their awareness of their own and of others' needs. Children enjoy their learning; they share, play and work well together, quickly establishing politeness and courtesy. Children particularly enjoy the opportunity to use the outdoor area, which includes a roadway system with parking areas and a path and zebra crossing to enable children to learn about traffic and road safety.

Leadership and management are good, ensuring that planning reflects an understanding of how young children learn. A planned and purposeful day provides a good balance between child-initiated activities and those that are adult led. There is a good mix of indoor and outdoor learning. Teaching is good and effective use is made of assessment to identify what children need to do next. Children with special educational needs and/or disabilities make good progress because early assessment highlights their needs. As a result of good progress, by the start of Year 1 most children have reached the expected levels of knowledge, skills and understanding for their age and many exceed these.

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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

A large majority of parents and carers who returned the questionnaires were positive about the way the school cares for and educates their children. They feel that their children enjoy school, are kept safe and are pleased with their children's progress. Some parents and carers took time to add comments to the questionnaire they returned, many to reinforce the strength of their positive views. A very small minority of parents and carers are concerned about how the school takes account of their suggestions. The inspector found the school usually responds to parents and carers individually but that it is now looking at how responses can be shared with all parents and carers through the school's regular newsletter.

A few parents and carers are concerned about how well the school is led, how the school deals with unacceptable behaviour, how the school helps parents and carers to support their children's learning and how well prepared pupils are for their future learning. The inspector judges that the school's leadership and management are good, that behaviour is well managed by staff and that pupils' behaviour in lessons and around the school is good. Parents and carers have the opportunity to find out about how to support their children's learning through guidance sent home from school, guidance on the school's website and through workshops held in school for parents and carers. The inspector found induction and transition procedures to be very effective.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lees Hill CofE School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 25 completed questionnaires by the end of the on-site inspection. In total, there are 42 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	14	56	10	40	1	4	0	0
The school keeps my child safe	16	64	8	32	0	0	1	4
My school informs me about my child's progress	12	48	12	48	1	4	0	0
My child is making enough progress at this school	13	52	9	36	1	4	0	0
The teaching is good at this school	14	56	9	36	2	8	0	0
The school helps me to support my child's learning	13	52	7	28	4	16	0	0
The school helps my child to have a healthy lifestyle	14	56	9	36	2	8	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	13	52	8	32	3	12	1	4
The school meets my child's particular needs	13	52	10	40	2	8	0	0
The school deals effectively with unacceptable behaviour	11	44	9	36	4	16	0	0
The school takes account of my suggestions and concerns	10	40	8	32	3	12	3	12
The school is led and managed effectively	12	48	7	28	2	8	2	8
Overall, I am happy with my child's experience at this school	12	48	11	44	2	8	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



6 July 2011

Dear Pupils

**Inspection of Lees Hill CofE School, Brampton, CA8 2BB**

Thank you for making me so welcome when I visited your school recently. I thoroughly enjoyed talking with you and watching you learn in lessons. It was good to find out that you feel safe and that you have a good understanding of keeping healthy. I was very impressed with your school council members who work hard to support your school. Your behaviour is good. Well done for raising money for so many charities. All the jobs you do in and around school help the school enormously, but I was also impressed with all you do outside school in your dance and music, as well as when you help others. Your headteacher and teachers are good at working with other teachers in other schools as well as other groups of people. This helps you to develop lots of skills as you grow up. Overall, I found that your school provides you with a good education and the progress you make is also good.

There are two things that I have asked the school to do to help to make it better.

Firstly, I would like teachers to mark your mathematics work differently so that they add comments to let you know what you need to learn next. Secondly, I would like teachers to give you more opportunities to work independently in lessons, so that you can find things out for yourselves.

I was really impressed with your outdoor areas, especially the Sycamore area and the amphitheatre, although I wasn't keen on the midges! I was also impressed with how well you care for each other. Congratulations on all you do to help the school. I was really delighted that you said that you enjoy coming to school. Please remember always to do your best and help your teachers.

Thank you for helping me and for being so polite.

Yours sincerely,

Sue Sharkey

Lead inspector

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