



Frizington Community Primary School

Inspection Report

Unique Reference Number 112156
LEA Cumbria
Inspection number 278864
Inspection dates 31 January 2006 to 1 February 2006
Reporting inspector Mrs Jennie Platt

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

Type of school	Primary	School address	Main Street
School category	Community		Frizington
Age range of pupils	4 to 11		Cumbria, CA26 3PF
Gender of pupils	Mixed	Telephone number	01946 810611
Number on roll	106	Fax number	01946 814 768
Appropriate authority	The governing body	Chair of governors	Mr Fred Lightfoot
Date of previous inspection	1 November 1999	Headteacher	Mrs Margaret Wiltshire

Age group 4 to 11	Inspection dates 31 January 2006 - 1 February 2006	Inspection number 278864
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Introduction

The inspection was carried out by one additional inspector.

Description of the school

This is a small village school. Pupils are taught in four, mixed-age classes. It is situated in an area of socio-economic disadvantage. A high number of pupils are entitled to free school meals. No pupils come from minority ethnic groups. An above average number of pupils are assessed as having additional learning needs. Attainment on entry to school is lower than average. The school is a partner in a community campus, providing a range of services for pupils from the school and the wider community. The school has achieved the Healthy Schools' award, the Foundation Stage Kite Mark and Investors in People status.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The school and parents are correct in their belief that this is a good school. The community feeling is very strong and the school deserves its good reputation. Pupils are friendly and well behaved. Strong leadership has developed a team dedicated to providing rich experiences. The curriculum is good and subject leaders have good plans to develop their subjects. The next step is to make explicit how the proposed actions will improve standards and how success will be measured. Pupils' personal development and the care, guidance and support they receive are good. Teaching and learning are good and enable pupils to make good progress and leave school with high standards. Provision in the Foundation Stage is good. Achievement is good and, from a low starting point, most reach the level expected by the end of the reception class, except in reading and writing. Progress in the infants is satisfactory, although more could be achieved, especially in writing which is below average. Pupils in Key Stage 2 have individual targets and know clearly how to improve their learning. This good practice is not yet established in the infants. Standards have risen considerably since the last inspection and the school is well placed to continue to move forward. Value for money is good.

not applicable

What the school should do to improve further

- Improve progress in Key Stage 1, especially in writing, by more challenging teaching and showing pupils how they can improve.
- Ensure that the school's plans for improvement make it clear how they will raise standards and how success will be measured.

Achievement and standards

Grade: 2

Overall achievement is good. Attainment on entry to the school is low, especially in numeracy and literacy. Children make good progress because of the warm relationships and the focus on practical activities. By the end of reception, most reach the standards expected, except in reading and writing. Caution must be taken when analysing the school's performance in national tests because of the small number of pupils involved. Nevertheless, results show clearly that standards have risen in Key Stage 2. Overall achievement is good and standards are above average in mathematics and science and average in English. Higher attaining pupils performed very well in tests in science and mathematics in 2005. This continues to be the case because pupils are taught to follow up their own lines of enquiry. Fewer pupils are working at above average levels in English and so standards are not as high. Targets are challenging and were exceeded last year. Results of national assessments in Year 2 show a more variable picture. However, over time standards and achievement are satisfactory. This is the current picture except in writing which is below average because work is not always sufficiently

challenging. Pupils with additional learning difficulties are identified swiftly and with effective help make good progress.

Personal development and well-being

Grade: 2

This is an extremely caring and happy school. Personal development is good. Pupils are lively and eager to participate in all aspects of school life. They say they really enjoy school, especially the visits and clubs. Behaviour is good and everyone gets on well together. Pupils are courteous and polite and offer a warm and confident welcome to visitors. Attendance is satisfactory. By carrying out duties diligently, and as members of the school council, pupils learn that belonging to a community involves supporting others and accepting responsibility. Thorough attention is given to pupils' welfare and they say they feel safe and secure. The excellent promotion of physical activity makes pupils very aware of the need to keep fit and healthy. They leave school as mature young people with secure basic skills and self confidence which provide a firm foundation for their future economic well-being.

Spiritual, moral, social and cultural development is good. Pupils have a clear understanding of what is acceptable in school because of their involvement in writing rules and acting plays to get across the message that bullying hurts. They celebrate their own culture but do not have a deep enough understanding of life in a multicultural society.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. The best teaching seen was in Key Stage 2 where it is more challenging. Teachers organise lessons extremely well so that pupils work at a level that extends their thinking. Pupils have time limits to complete their tasks and so they work hard. In Key Stage 1, this pace of learning and challenge is less evident and pupils' work shows they could achieve more. This is especially evident in writing, where pupils need more sharing of writing followed by opportunities to write structured pieces of work. Teaching in the Foundation Stage is good. The variety of practical activities, used to sustain children's interest, is good. The teacher has correctly identified the need to improve writing and is extending skills through a structured approach. In many lessons seen throughout the school, the use of the interactive white board was strong and made learning more interesting. Teachers have high expectations of behaviour and as a result lessons run smoothly. Support staff play a valuable role in working with small groups, especially those with additional learning needs. Their help is guided by very detailed individual education plans and joint discussions with teachers to make sure that work is well matched to pupils' needs.

Curriculum and other activities

Grade: 2

The curriculum is good, with some outstanding features. A major strength is the attention given to providing experiences that will stand pupils in good stead for life. Annual planning is very thorough and ensures that pupils do not cover the same content more than once. Literacy, numeracy and information and communications technology are used imaginatively in other subjects. The Foundation Stage curriculum is rich and carefully dovetailed into the National Curriculum requirements for Year 1 pupils. Pupils with additional learning needs are supported well and the school is currently developing its support for gifted and talented pupils. The focus on encouraging pupils to be creative in their ideas is raising standards as pupils enjoy trying out different solutions to problems. The school recognises that some pupils have limited experiences beyond the village and the enrichment through clubs, visits and visitors is outstanding. These are organised most effectively by the study support group which has achieved special recognition for the range and variety of activities provided.

Care, guidance and support

Grade: 2

Overall, care, guidance and support are good. Pastoral care is outstanding and pupils are valued as individuals in a caring, family context. Pupils appreciate the messages taught in personal and social development lessons. Child protection and risk assessment are very rigorous. Links with external agencies are good and a bereavement councillor is available if needed. The school cares extremely well for pupils seen to be vulnerable. A special nurture group provides advice for pupils and families. This sensitive support is shared with other schools as an example of good practice. Induction into the reception class is good and children settle happily. It is less easy to link with secondary school because pupils go to several schools. Assessment procedures are good and data is used well to identify pupils needing additional support. To involve pupils more in their learning, those in Key Stage 2 have individual targets and also evaluate their own achievements. This good practice is not evident in Key Stage 1 where pupils are unclear about how to improve.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher is pivotal to the success in providing education for life and to extending pupils' horizons. She has been supported fully by the deputy headteacher in this vision which has led to a rich, relevant curriculum and to enjoyable learning. The utilisation of surplus accommodation to support the wider community is another very positive management decision. Good attention to staff development and the determination shown by the headteacher and staff have led to improved standards. The school is well placed to move forward.

Self-evaluation is a regular feature of the school year. It incorporates views from parents, pupils and governors. Consequently, the school has an accurate view of what is working well and of the next priorities. Subject leaders draw up action plans containing a good range of ideas. At present these ideas are not linked closely enough to raising standards and do not provide measures of success. Governance is good. The governors keep a watchful eye on the budget and make careful decisions giving due regard to the effect of falling roles on income. Additional funds are doggedly pursued and used efficiently to improve the school. Governors play a full role in setting future priorities.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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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?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Frizington Community Primary School

Main Street

Frizington

Cumbria

CA26 3PF

2 February 2006

Dear Pupils

Thank you for the friendly way you greeted me when I visited your school. I was disappointed the weather did not allow me to see the wonderful mountains but your warm welcome overcame my disappointment. I very much appreciated the way you chatted to me and showed me the way when I got lost.

I liked these things the most.

You told me you enjoy science and maths and you make good progress in these subjects.

I agree with you that teachers make lessons interesting.

You appreciate the many visits and clubs you can attend and this is more than I usually see in schools. You are very lucky to have so many opportunities.

This is a caring school and you support each other and also know how to look after yourselves and keep healthy.

The school is led well and checks learning is exciting and relevant.

I have asked the teachers to look at the following things to make your school and your progress even better:

pupils in the infants could make more progress, especially in writing

the governors and teachers of the school set targets to improve your school; I would like these to be linked more closely to improving your skills and raising test results.

I am sure you will have many wonderful memories of your time at school and wish you well for the future.

Best wishes

Mrs J E Platt

Inspector