

INSPECTION REPORT

Frizington Community Primary School

Frizington

LEA area : Cumbria

Unique Reference Number : 112156

Headteacher : Mrs M Wiltshire

Reporting inspector : Mr B Cooper
10182

Dates of inspection : 1st - 4th November

Under OFSTED contract number: 707117

Inspection carried out under Section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school : Infant and Junior

Type of control: County

Age range of pupils : 4 to 11

Gender of pupils: Mixed

School address :
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Frizington
Cumbria CA26 3PF

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Appropriate authority: Governing Body

Name of Chair of governors: David Routledge

Date of previous inspection : May 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Barrie Cooper (Registered Inspector)	Mathematics Physical Education	Attainment and progress Teaching Leadership and management Efficiency
Barbara Sinclair (Lay Inspector)		Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community.
Dave Byrne	Science Information technology Design and technology Geography History	Curriculum and assessment Special educational needs
Penny Ward	Under-fives English Religious Education Art Music	Pupils' spiritual, moral, social and cultural development Staffing, accommodation and learning resources

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MAIN FINDINGS

What the school does well

- .The pupils' behave well and they are keen to learn. They get on well with one another and their teachers. The school has a positive ethos.
- . Pupils with special educational needs in Key Stage 2 make good progress.
- . The school is a very caring community and the pupils are well looked after.
- . The school makes good provision for the social and moral development of the pupils.
- . The school has an excellent partnership with parents and the community.
- . The school makes very good use of homework to help raise standards.
- . The school provides a very good range and number of extra-curricular activities.
- . The school makes very good use of the local area to support learning.
- .The governors are supportive and have a strong and active role in the running of the school.

Where the school has weaknesses

- I. Standards of attainment are below the national averages at the end of both key stages in English, mathematics and science.
- II. Standards of attainment in information technology are below the national expectation at the end of Key Stage 1
- III. Pupils are achieving below the expected standard in religious education at the end of Key Stage 2.
- IV. The school has no effective way of knowing what the standards are in each class and each subject.
- V. Lesson plans are not always precise enough to guide the teachers.
- VI.The pupils' work is often untidy.

The weaknesses are outweighed by what the school does well but they will form the basis of the school's action plan, which will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

The school has made satisfactory improvement since the last inspection. It has continued to build on and develop the high level of support given by parents and the community. The school has tried hard to raise standards in English, mathematics and science but has not yet been fully successful as there is too little checking up on teaching and the work the children are producing. A policy for more able children has been recently introduced but has not yet had time to make much impact on standards. The school has introduced more ways of finding out how the pupils are progressing in their school work. In addition children are now given extra standard assessment tests each year throughout Key Stage 2. The school has produced a clear curriculum statement. The headteacher still teaches but is now available to see parents each morning. She carries out her administrative duties each afternoon. The school has also reviewed the use of exits and entrances in order to keep the children away from the busy road outside the school. The school has satisfactory capacity for improvement in the future.

Standards in subjects

The table shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key	
			<i>well above average</i>	A
			<i>above</i>	
			B	
			<i>average</i>	
			C	
			<i>below</i>	
			D	
			<i>well below average</i>	E
English	D	D		
Mathematics	C	B		
Science	D	C		

This information shows that for example standards in English are below national averages and below those for similar schools.

The inspection findings show that standards are below average in English, mathematics and science. Pupils achieve average standards in information technology, but below average standards in religious education at the end of Key Stage 2. Standards are below average in information technology at the end of Key Stage 1.

Children achieve satisfactory standards by the age of five, but have a limited knowledge and understanding of the world. Progress in physical education in Key Stage 1 and music and art through the school is unsatisfactory as the pupils do not develop their skills sufficiently in these subjects and often repeat activities. Older children make good progress in their history through Key Stage 2. Pupils in both Key Stages make satisfactory progress in all other areas of the curriculum.

QUALITY OF TEACHING

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Satisfactory	Satisfactory	Satisfactory
Mathematics	Satisfactory	Satisfactory	Satisfactory
Science		Satisfactory	Satisfactory
Information technology		Unsatisfactory	Satisfactory
Religious education		Satisfactory	Satisfactory
Other subjects	Satisfactory	Satisfactory	Satisfactory

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that strengths outweigh any weaknesses.

The quality of teaching was good or very good in 33 per cent of lessons observed,

satisfactory in 65 per cent and unsatisfactory in 2 per cent which represents just one lesson.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
Behaviour	Good. Pupils behave well in classrooms and around school
Attendance	Attendance is satisfactory.
Ethos*	The school has a positive ethos. There is a commitment to high standards. Relationships throughout the school are good.
Leadership and management	Satisfactory. The Governing Body, headteacher and staff have agreed a clear educational direction for the school.
Curriculum	The pupils receive a broad and balanced curriculum with sufficient emphasis on literacy and numeracy.
Pupils with special educational needs	Good overall and there is particularly good provision for these pupils in Key Stage 2.
Spiritual, moral, social & cultural development	The school makes good provision in this area with particular strengths in the provision for moral and social development.
Staffing, resources and accommodation	There are sufficient teaching and support staff who are well deployed in the school. Resources for most subjects are good. Accommodation is mainly spacious and well used but rather cramped for the reception class.
Value for money	Satisfactory. The children receive a satisfactory quality of education and make satisfactory progress

* *Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

THE PARENTS' VIEWS OF THE SCHOOL

What most parents like about the school	What some parents are not happy about
<p>VII. Parents are encouraged to play an active part in school life</p> <p>VIII. The school encourages the children to get involved in more than just their daily lessons</p> <p>IX. Their children like going to school</p> <p>X. Teachers can be seen at any reasonable time</p>	<p>XI. Homework takes too much time and is</p> <p>XII. Consultation evenings take place</p>

The inspection team agrees with the positive views of parents. The school sets weekly homework which is appropriate and linked to work covered in school. Inspection evidence indicates that it is essential to carry on giving homework if standards are to be improved. The inspectors understand that consultation evening times will not be convenient for all parents, but confirm that teachers are happy to see parents at other times. The school has carried out a survey of parents to find the best time.

· **KEY ISSUES FOR ACTION**

The Governing Body, headteacher and staff should:

improve standards of attainment in the school in English, mathematics and science by;

- XIII. ensuring that written curriculum plans are implemented for each subject;
- XIV. improving the role of the subject co-ordinators so that they have a clearer idea of how their subject is being taught throughout the school;
- XV. providing more rigorous monitoring and evaluation of classroom practice;
- XVI. ensuring that teachers include clear learning objectives in their lesson plans;

(paras 38, 48, 77, 78, 84)

improve the standards of attainment in information technology in Key Stage 1 by;

- XVII. ensuring that pupils in Key Stage 1 are provided with sufficient opportunities to use computers in information technology and the other subjects of the curriculum.

(paras 14, 36, 46, 50, 70, 85, 89, 145, 146, 148)

improve the standards of attainment in religious education in Key Stage 2 by:

- XVIII. making sure that the locally agreed syllabus is being taught in full

(paras 15, 44, 50, 151, 155)

improve the presentation of pupils' work across the school

(paras 8, 39, 77, 118, 121, 132, 133, 143, 154, 174)

· **In addition the following points should be considered for inclusion in the action plan**

Fully implement the policy for higher attaining pupils in the school. *(para 17)*

Adopt a consistent approach to marking pupils' work throughout the school *(paras 41, 77, 133)*

INTRODUCTION

Characteristics of the school

1. Frizington Community Primary School is a small school situated in the village of Frizington in West Cumbria about 4 miles from Whitehaven. Frizington has high unemployment and the majority of pupils live in public-sector or low cost private housing. The original school was built in 1876 and extensively remodelled in 1990. The school has established strong links with the local community. Cumbrian Community Regeneration and Economic Development through Information Technology (CREDIT's) are based in the Community Development Centre and work in partnership with the school. The school currently has 152 pupils, 11 of whom come from out of the catchment area. Twenty seven per cent of pupils are eligible for free school meals which is higher than average. Twenty five per cent of pupils are on the special needs register of whom 7 (4.6 per cent) have statements which is higher than the average for Cumbria (2.7 per cent). The school has had the benefit of an extra Key Stage 1 teacher funded for this school year. The vast majority of pupils attend the local nursery school before joining the Reception class. Assessment on entry to the school indicates that there is full range of attainment with the majority of pupils below average.

2. The main aims of the school are:
 - To provide each child with a happy, secure and stimulating environment which will enable them to establish their full potential.
 - To provide opportunities for every child to widen their horizons by experiencing their immediate environment and the world beyond.
 - To encourage pupils to have confidence in themselves and have a positive attitude to their school and community.
 - To develop a working partnership with children, staff, parents, governors and the wider community in which all feel that their contribution is valued.
 - To set high expectations and to work with parents to raise their expectations.

The school's main targets are:

- To continue to work towards raising standards in reading, writing and mathematics.
- To extend the use of information technology.
- To widen the cultural/artistic experiences available to the children.
- To maximise use of the school's premises and consolidate community links by creating an after-school club.

1. Key Indicators

1. Attainment at Key Stage 1

Figures in brackets are 1999 results

Number of registered pupils in final year of Key Stage 1
for 1997/98:

Year	Boys	Girls	Total
97/98	11	15	26

National Curriculum Test/Task		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	8	8	8
	Girls	11	10	12
	Total	19	18	20
Percentage at NC Level 2 or above	School	73(68)	69(77)	77(72)
	National	80(82)	81(83)	84(87)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	7	7	7
	Girls	9	11	10
	Total	16	18	17
Percentage at NC Level 2 or above	School	62	69	77
	National	81	85	86

1. Attainment at Key Stage 2

Figures in brackets are 1999 results

Number of registered pupils in final year of Key Stage 2
for 1997/98:

Year	Boys	Girls	Total
97/98	9	7	16

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	3	2	4
	Girls	2	2	1
	Total	5	4	5
Percentage at NC Level 4 or above	School	31(59)	25(72)	31(77)
	National	65(70)	59(69)	69(78)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	5	2	4
	Girls	3	3	2
	Total	8	10	6

Percentage at Level 4 or above	School	50	63	38
	National	65	65	72

Attendance

Percentage of half days (sessions) missed through absence for 1996/97	Authorised Absence	School	per cent	5.8
		National comparative data		5.6
	Unauthorised Absence	School		1.2
		National comparative data		0.5

Exclusions

Number of exclusions of pupils (of statutory school age) during 1997		Number
	Fixed period	1
	Permanent	0

Quality of teaching

Percentage of teaching observed which is :		per cent
	Very good or better	8
	Satisfactory or better	98
	Less than satisfactory	2

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

1. **Attainment and progress**
2. Assessment indicates that there is a full range of attainment on entry to the Reception class with the majority of pupils below average for Cumbria.
3. Pupils of all abilities make satisfactory progress as they move through the school. Pupils' attainment is below the national averages in English, mathematics and science at the end of both key stages.
4. Children under five make satisfactory progress in their personal and social development, mathematics, creative development and most aspects of physical development. They achieve the desirable learning outcomes by the time they are five in these areas. Children have a good understanding of right and wrong. They are able to work in groups and most can dress independently. In mathematics, they can count to 20 and know the names of simple shapes. In creative work, they are able to use their imagination well through a range of art, music and imaginative play. In physical development, they are able to manipulate small objects such as pencils and scissors, and they participate successfully in gymnastic activities in the hall. In the area of language and literacy the majority of children show they are well on target to reach the desirable learning outcomes. Many find it difficult to listen for long or to express themselves clearly. A few can recognise letters from the alphabet and some can read their own names. Most handle books well. They try hard to write letters correctly and a few can write their names. In knowledge and understanding of the world, children will not reach the full range of the desirable learning outcomes. They have an understanding of where they live and of the past and present, but they have limited experience of work on computers and have limited opportunities to find things out for themselves.
5. In English, the results of the 1999 National Curriculum assessments at the end of Key Stage 1 indicate that standards in reading were below the national average and below average compared with similar schools. However 36 per cent of the pupils reached level 3. In writing, standards were below the national average, but in line with similar schools. At the end of Key Stage 2, the results of the 1999 National Curriculum assessments indicate standards in English were below national averages and below average compared with similar schools. In mathematics, the results of the National Curriculum assessments for 1999 at the end of Key Stage 1 indicate that standards were below national averages and those for similar schools. In mathematics at the end of Key Stage 2, the National Curriculum assessments indicate standards were in line with national averages and above average compared with similar schools. In science, at the end of Key Stage 1, teacher assessments for 1999 indicate standards were well below national averages. At the end of Key Stage 2, standards in science in 1999 as indicated by the standard assessment tests were below national averages but in line with the results of similar schools. The results of the end of Key Stage 2 standard assessment tests in 1999 in English, mathematics and science showed an improvement on the 1998 figures when standards were well below both national averages and those for similar schools.
6. The inspection findings indicate that standards are below national averages at the end of both key stages in English, mathematics and science. Standards in speaking are

below average as most pupils have a limited range of vocabulary. At the end of Key Stage 1, standards in listening are average. Some pupils find listening quite difficult, but still manage to follow their teacher's instructions. This improves through Key Stage 2 and by the age of 11 most are able to listen carefully to their teacher and to other pupils. In reading at the end of Key Stage 1, pupils recognise most letter sounds and are beginning to read simple sentences. Only a few read independently. At the end of Key Stage 2, few pupils read with expression or with a good level of understanding. Their restricted language limits their understanding of the text. At the end of Key Stage 1, letters are often poorly formed and writing is not joined up. Some pupils show an understanding of when to use capital letters and full stops and write short stories. By the end of Key Stage 2, the standards of presentation and spelling are low. Pupils write a good range of stories and reports but these are usually quite short.

7. At the end of Key Stage 1 in mathematics most pupils recognise numbers to 100 and take part successfully in mental arithmetic. However nearly one third of Year 2 have difficulty working with numbers below 20. Most understand halves and quarters and recognise simple shapes. By the end of Key Stage 2, half are confident in their multiplication tables. They know a range of mathematical terms such as factor and prime number. Most have difficulty understanding the connection between fractions and decimals. However pupils attainment is in line with national averages in handling data at the end of Key Stage 2. They are able to present the findings of a traffic survey in a variety of ways.
8. Pupils are making use of their literacy skills in other subjects but difficulties in reading and speaking do lower standards. Opportunities are given for pupils to use their numeracy skills in subjects such as design and technology, geography and history. They are also successfully used in conjunction with information technology in Key Stage 2.
9. At the end of Key Stage 1 in science, pupils carry out simple investigations. Whilst they name parts of the body and plants, and recognise different materials this work is not extended. They have a good understanding of electricity and circuits. At the end of Key Stage 2, pupils extend their knowledge in all areas of the subject but take part in few independent investigations. Pupils at the end of both key stages have great difficulty in explaining what they know because of limitations in language.
10. The majority of pupils make satisfactory progress overall in English and mathematics through both key stages. Progress is better in some classes where the teachers have clearer learning objectives in their lesson planning. The successful implementation of the literacy strategy is having a beneficial impact on progress in reading and writing in both key stages. Handwriting skills are not being developed systematically and some pupils in Year 6 still print their work.
11. In mathematics pupils' progress throughout the school is helped by the effective use of a published scheme which links in to the numeracy strategy. They develop their skills in all areas of number including mental arithmetic. Their knowledge of shapes acquired in Key Stage 1, enables them to work successfully on symmetry in Year 6. In science, most pupils make satisfactory progress. However in both key stages, pupils make unsatisfactory progress in the area of independent investigational work. They make good progress in their knowledge of scientific topics such as electricity. Many pupils find it difficult to remember scientific words and to use them correctly. This impacts on their performance in National Curriculum assessments.
12. Standards in information technology at the end of Key Stage 1 are below national

expectations and pupils make unsatisfactory progress. Pupils do not have regular access to the computer and display lower levels of keyboard skills than would be expected. Attainment in this subject is in line with national expectations at the end of Key Stage 2 and the pupils again make satisfactory progress. Pupils can use software to make some very professional presentations and also use the Internet. The recent implementation of a new scheme has meant the pupils have not yet fully developed their skills in control technology or monitoring the environment.

13. In religious education, attainment is in line with the expectations of the locally agreed syllabus at the end of Key Stage 1 and the pupils make satisfactory progress. At the end of Key Stage 2 standards are below those expected and pupils progress is generally unsatisfactory. By the end of Key Stage 1, pupils have an understanding of the ten commandments and relate them to their class rules. They know some Bible stories. They have some understanding of other religions. By the age of 11, pupils have not extended their knowledge of other religions. They know the story of Moses and talk about the lives of famous 20th century Christians such as Mother Theresa.
14. Pupils with special educational needs make satisfactory progress through Key Stage 1 and work towards the targets set out for them in their individual educational plans. In Key Stage 2, pupils with special educational needs make good progress as a result of the very good support offered to them both in class and in withdrawal groups. Work is well planned to meet their needs.
15. Higher attaining pupils make satisfactory progress through both key stages. The school now has a policy for higher attaining pupils but this has not yet been consistently implemented throughout the school. Whilst in some classes these pupils are presented with challenging work and expected to achieve more, this is not yet the case in all classes.
16. In design and technology and geography pupils make satisfactory progress through both key stages. In history, pupils make satisfactory progress through Key Stage 1 and good progress through Key Stage 2. This is mainly as a result of the very good use made of the local area as a teaching resource.
17. In art and music, the progress observed in lesson was satisfactory. However in both these subjects progress throughout the school is unsatisfactory overall. In both subjects, this is a result of a lack of skill development as pupils move through the school. In physical education, pupils make unsatisfactory progress in Key Stage 1 as there is no systematic development of skills. Progress is satisfactory in Key Stage 2 and reflects the quality of the long term planning written for these classes.
18. The school has set targets for the results in National Curriculum assessments at the end of both key stages in the core subjects up to 2002. These indicate that the school is expecting pupils to reach the national averages at the end of Key Stage 1, but remain below the national average at the end of Key Stage 2. The school has justified this through reference to the number of pupils with special needs in each Year 6 cohort. The 1999 targets were exceeded and if strategies to continue to raise attainment are successfully implemented, these targets may prove to be over pessimistic.

Attitudes, behaviour and personal development

19. Since the last report the standards of behaviour and the attitudes of pupils have been

maintained and continue to be good.

20. By the age of five, children are beginning to demonstrate good levels of concentration. Most listen attentively, follow instructions carefully and collaborate well in the routines and rules of daily school life. They work and play well together and share a range of resources.
21. At Key Stage 1 and Key Stage 2, pupils show a sustained willingness to undertake new learning experiences and participate in a variety of activities with enthusiasm, and on occasions, with deep and dedicated concentration. Pupils generally listen attentively to lesson content and to instructions. They are keen to join in discussions but in many cases the limitations in their language make it difficult for them to support their opinions with well reasoned argument. However Year 6 pupils were observed engaging in a good discussion about the difficulties of traffic flow and control around the village. They organise themselves quickly when tasks are set and are not afraid to ask for clarification and additional information or help. In general, independent learning and research skills are not fully developed throughout the school but many pupils demonstrate the potential and ability to improve this aspect of their learning skills. Pupils have positive attitudes to the learning of both literacy and numeracy. They participate well in lessons and most pupils try hard.
22. Pupils communicate sensibly and courteously with one another and adults. They respect the views, values and beliefs of others and are tolerant of differing opinions, whether expressed in class or during social occasions such as lunchtimes and when at play.
23. All pupils are expected to develop a responsible attitude and undertake specific tasks such as clearing away resources from Reception class onwards. These class responsibilities are developed as pupils move through the school. In Year 6 pupils undertake the role of prefect for two weeks at a time to enable all pupils to experience this specific responsibility. They also ensure that pupils arriving in Reception class are befriended and helped to become familiar with the layout and routines of the school.
24. The school successfully promotes high standards of behaviour through a range of reward systems. The pupils respect and observe the Code of Conduct which details the school's expectations. All pupils have a clear understanding of school routines and move around the school in an orderly manner. They are diligent and supportive of their peers and ensure that routines are observed. There was one fixed term exclusion last year.
25. Pupils' personal development is enhanced and provided for through involvement in local community activities, residential and local visits to places of interest.

24. **Attendance**

26. Attendance rates are satisfactory and generally in line with the national average. The rate of unauthorised absences is below the national average. Pupils arrive punctually at school. The attendance rates in the school are having a positive impact on standards of attainment and progress.
27. Since the last report the school has experienced some problems with unacceptable absence rates but has now successfully introduced strategies, which have overcome this problem and have led to increased attendance and positive attitudes and

recognition of the importance of attendance.

28. Discussions with pupils revealed that they appreciate the incentive of half-termly certificates for good attendance.

27. **QUALITY OF EDUCATION PROVIDED**

27. **Teaching**

29. The overall quality of teaching in the school is satisfactory. Eight per cent of lessons observed were very good, 25 per cent good, 65 per cent satisfactory and just two per cent unsatisfactory. The quality of teaching enables pupils throughout the school to make satisfactory progress in the core subjects of English, mathematics and science.
30. There has been a decline in the quality of teaching in the school since the last inspection when it was judged to be good overall with 60 per cent of lessons good or very good. Where there are strengths in teaching these match those identified in the last inspection. The previous report identified some concern over clarity of learning outcomes planned for each lesson; this remains an issue in this report.
31. The teaching of the under-fives is satisfactory and enables the children to make satisfactory progress and reach the desirable learning outcomes in all areas apart from in knowledge and understanding of the world.
32. The teacher has a clear understanding of the needs of children under five and plans her work successfully to meet the desirable learning outcomes recommended for children of this age, and prepares the children to start the National Curriculum at the age of five. The teacher makes some use of play but the accommodation has limitations and restricts what can be achieved. Many of the creative activities such as role-play and painting have to take place outside the classroom. The teacher is well supported by her classroom assistants who are aware of the role which they are expected to play in each lesson. The teacher works hard to improve the literacy skills of the children and she is careful to use clear speech herself. She places appropriate emphasis on this area of learning and has successfully adopted the National Literacy Strategy. Numeracy activities are well planned and a range of appropriate experiences is offered. Assessment is carried out within the first seven weeks of term, and regular on-going assessment is made of the pupils' progress. The information from this is used in daily planning.
33. Teaching in Key Stage 1 is satisfactory with 21 per cent of lessons good or very good, 72 per cent satisfactory and two per cent which represents just one lesson, unsatisfactory. Teaching in Key Stage 2 is also satisfactory with 43 per cent of lessons good or very good and the remainder satisfactory.
34. Teachers throughout the school have a satisfactory knowledge and understanding of the subjects they teach. They have successfully adopted the literacy and numeracy strategies although sometimes the planning of these sessions does not fill the whole time available. Some good understanding of subjects was observed in religious education in Key Stage 1 and numeracy and art in Key Stage 2. Teachers in Key Stage 1 have sufficient knowledge of information technology but it is under-used in lessons.
35. Teachers usually have high enough expectations of pupils and on occasions

challenge higher attainers to think for themselves. Literacy and numeracy sessions usually include some targeted questioning, but there are occasions when pupils can avoid having to answer the teacher. Whilst teachers are aware of the needs of higher attainers not all have yet adopted successful strategies to fully meet their needs. In Key Stage 2, teachers are successful in working with support assistants to bring about very good progress of pupils in the small withdrawal groups.

36. Teachers' lesson planning is thorough and shows an awareness of the needs of different ability groups. However it does not always include clear enough learning objectives and does not always accurately relate back to the long and medium term planning agreed in key stage meetings.
37. Teachers have successfully adopted the literacy and numeracy strategies and most make particularly good use of the plenary session to review the work completed. Teachers use a range of approaches including whole class and group teaching in other subjects. Teachers give clear instructions and most use open questioning. Lessons are well organised and encourage pupils to participate in a good range of activities. Teachers are aware of the importance of using every opportunity to develop speaking and listening skills. However some teachers are untidy in their own presentation of work on boards and in displays and do not use a consistent style of handwriting. This is a poor example for the pupils.
38. Teachers have resources ready and pupils are well used to finding these when they need them. Resources are well stored and accessible. Teachers make good use of support assistants. Their role in lessons is carefully planned and both they and parents helpers are well briefed before lessons. Occasionally they have too little to do during introductory sessions - particularly in the literacy and numeracy lessons. Most lessons are of sufficient pace but some include too long an introduction and are not always planned to fill all the time available.
39. Teachers mark the pupils' work thoroughly and some make helpful comments. However there is no consistent approach to marking throughout the school and the marking policy is very brief. Teachers regularly assess individuals and groups and use this information to adapt future planning.
40. Teachers in Key Stage 1 make good use of homework. All pupils are encouraged to read at home and choose books with their parents. The use of homework in Key Stage 2 is very good. Homework successfully reinforces and sometimes extends the work done in school. Teachers run a homework club once each week and are always prepared to help pupils with their homework and advise parents. Parents are encouraged to express any concerns they have about homework that has been set.

39. **The curriculum and assessment**

41. All pupils in the school receive a broad and balanced curriculum. They are taught each subject of the National Curriculum and religious education for an appropriate amount of time. The majority of time is appropriately spent teaching English and mathematics. The national strategies for teaching Literacy and Numeracy have both been successfully introduced. The National Literacy Strategy is contributing to improved progress in basic grammar and spelling and the Numeracy Strategy is beginning to improve the progress in some aspects of mathematics, especially mental arithmetic. The introduction of these strategies has reduced the amount of time spent upon art, design and technology, music and physical education across the school and

in geography and history in Key Stage 1, but the time spent on these subjects is at acceptable levels. The curriculum for children under-five is satisfactory and provides pupils with a range of activities which are suitable for their age by promoting the desirable learning outcomes.

42. The recent acquisition of new computers has improved the progress of pupils in Key Stage 1 and 2 in information technology. The curriculum for religious education does not fully reflect the expectations of the locally agreed syllabus and this restricts the progress of pupils in religious education particularly in Key Stage 2.
43. The curriculum for pupils in both key stages includes appropriate programmes for developing an awareness of health and sex education supported by suitable statements from the Governing Body. There is a satisfactory policy for drugs but no policy for personal and social education. The range of extra-curricular activities is very good. A wide range of activities is enjoyed by a high proportion of pupils.
44. The planning for children under five reflects the key areas for learning recommended for children of this age. There are some opportunities for children to experience structured play, but these are limited at times by planning, which does not give enough detail or structure. The planned curriculum for children under five successfully improves pupils' progress in basic literacy and numeracy by emphasising these areas. Sufficient opportunities are planned to extend children's physical development and their knowledge and understanding of the world. The development of early skills of information technology is limited due to the poor levels of resources and equipment.
45. Satisfactory provision is made for pupils with special educational needs in Key Stage 1 whilst in Key Stage 2 provision is good. The good support in Key Stage 2 enables pupils with special educational needs to make good progress overall and very good progress in mathematics. Each pupil with special educational needs has an appropriate individual education plan, which includes appropriate targets. The progress which pupils make towards the targets in their individual education plans is carefully and regularly checked and the outcomes used to inform the next stage of the pupils' learning.
46. Each subject of the National Curriculum is supported by a brief policy, which is approved by the Governing Body. Planning of the curriculum is satisfactory overall. Literacy and numeracy are planned around the guidance included in the documentation supporting the national strategies. Planning is, however, rather vague at times and does not include appropriate detail about the skills that pupils will develop in each year group. This is particularly the case in art and music in both key stages and physical education at Key Stage 1 which do not have suitably detailed schemes of work and this results in reduced development of pupils' skills in these subjects. Planning for mixed age classes in Key Stage 2 does not always match the needs of the range of maturity and age in these classes. Lesson planning throughout the school does not always include sufficiently clear learning objectives or link closely enough to long and medium term planning.
47. Homework is a strong feature of the school. It is regularly set for pupils across the school and increases markedly in Key Stage 2. The work complements lessons in school and contributes to improved progress among many pupils.
48. Children are assessed at the age of four when they are admitted to school. The results of the assessment are used to identify the strengths and weaknesses of children and to assist planning. The school's assessment, recording and reporting

processes in Key Stage 1 and 2 are satisfactory in English, mathematics and science. All statutory requirements are met regarding the implementation of procedures for the end of key stage assessments. The National Curriculum assessment results are carefully analysed and ways of improving school results are carefully considered. Systems for regularly assessing pupils in English and mathematics are good with effective use of standardised tests. Regular assessments are made in science. Although teachers know their pupils well, there are no systems for assessing pupils in information technology or religious education, a situation which the school recognises and has plans to rectify. Pupils with special educational needs are regularly assessed to identify their progress. Information is used to adjust the details of the targets in pupils' individual education plans.

49. There are occasions when pupils are encouraged to set their own targets for future improvement. This system is comparatively recent and is not yet impacting upon the progress which pupils make. There are portfolios of pupils' work which are used effectively to establish the levels at which each pupil performs in English, mathematics and science. Pupils' progress reports to parents are of a satisfactory standard.

48. **Spiritual, Moral, Social and Cultural Development**

50. The school's provision for spiritual, moral, social and cultural development is good overall.
51. The provision for pupils' spiritual development is satisfactory. The school's aims express clearly the values, beliefs and attitudes the school wishes to promote and these are reflected in its daily life and practice. Collective worship takes place each day and the requirements for a daily act of worship are fully met. Carefully planned opportunities are provided for pupils to consider their own experiences and feelings.
52. Planning documents indicate that at times pupils are made aware of other people's lives and beliefs. Teachers promote spirituality through drawing attention to the beauty of the natural world, for example in their work about Autumn and the impressive display in the 'awe and wonder' area that has been developed. Here pupils can sit quietly and reflect on the items displayed. During the assembly about Zaccheus, the good presentation resulted in pupils listening in awe. In the Reception class, when learning about taste, children demonstrated wonder at the use of the apple corer to change the apple into a beautiful star shape. Few staff remain in the hall during assemblies and this reduces the effectiveness and quality of collective worship as they are not able to participate or discuss what has taken place when pupils return to class.
53. Provision for pupils' moral development is good. There is a clear moral code of respect and care of others. Pupils are made aware of the difference between right and wrong. All staff set a good example for pupils through the quality of their relationships with one another and with the pupils. There is a moral code which is clearly understood and practised and the pupils make good progress in their understanding of the difference between right and wrong. Pupils are involved in developing class rules and the school rules are prominently displayed. Parents expressed satisfaction regarding the values that the school promotes.
54. Provision for pupils' social development is good. Pupils have been successfully involved in raising money for charities. The school provides a good range of social experiences which effectively raise standards. Older pupils are given the opportunity

to look after younger pupils in the playground. All teachers encourage pupils to take responsibility for aspects of the classroom routine. Parents and voluntary workers give generously of their time to enable pupils to participate in the football club, computer club and guitar club. During the summer term there is a country dance club and some pupils have participated in the West Cumbria country dance festival. The carefully planned educational visits in the locality and the residential experience to York which is provided for the older pupils further effectively support social development.

55. Overall the provision for pupils' cultural development is satisfactory although pupils' knowledge of their own culture is good. This is supported through a carefully planned range of educational visits to places such as the Heritage Centre and the mine at Egremont and Whitehaven docks. Very good use is also made of the immediate vicinity for fieldwork. Visitors to the school share their experiences of life in earlier times and pupils have been encouraged to contribute to the recording of reminiscences of every day life in Frizington. Visits to the theatre to see *Wind in the Willows* and *A Midsummer Nights Dream*, as well as a limited number of concerts from local musicians have also been used to broaden the cultural experience of pupils. The school has previously made positive Internet links with schools in America. Preparation for living in a multi-cultural society however is not so well developed and there are only limited links to other faith communities.
54. **Support, guidance and pupils' welfare**
56. The school remains, as reported at the time of the last inspection, a secure and caring environment where the welfare, health and safety of pupils is always treated as a priority.
57. Many parents recorded their high regard and respect for the staff at the school in the pre-inspection questionnaire, and during meetings and discussions They are very pleased with the way in which the school gives all pupils a very high level of support and guidance. Pupils with special educational needs are positively assisted to meet the targets in their individual education plans and receive a good level of support at all times. Discussions with pupils revealed that they feel safe and protected in the school and they are taught by staff who know them and their individual personal and academic needs well. Children under five are introduced to school life with care and sensitivity and quickly settle down to work and daily routines.
58. Very good procedures are in place for monitoring and promoting good behaviour and pupils receive appropriate praise, encouragement and rewards. The ethos throughout the school is on positive development and all adults act as good role models and have appropriately high expectations of pupils to behave well. Both parents and pupils feel that bullying is not a problem within the school and that any rare incidents that may occur would not be tolerated, and would be dealt with swiftly and effectively.
59. There is a named teacher responsible for child protection who undertakes this role in a dedicated and sensitive manner. All members of staff understand the procedures. The effective child protection policy is in accordance with local guidelines.
60. All pupils are well protected at school, and health and safety issues are regularly monitored. A formal risk assessment is carried out by the headteacher and governors as well as regular monitoring by all staff to ensure that issues are dealt with promptly. Staff are careful to ensure that all pupils understand and use safe

practices both in lessons such as physical education and science and during playtimes.

61. Parents and children both receive good support prior to their induction into school through classroom visits. Older pupils receive adequate support prior to transfer to their secondary stage of education.
62. The school tries to ensure that positive aspects of personal development are incorporated into all areas of school life, which includes a good and sensitively handled programme of health and sex education, combined with personal safety. First aid provision is very good with first aiders keeping their qualifications updated on a regular basis. An accident book is kept up to date and parents or carers are contacted in the event of their child having an accident or feeling unwell in school. Fire drills and evacuation procedures are currently held each term and are handled in a controlled and effective manner.
63. Good procedures are in place for monitoring attendance and any absences are followed up systematically. Parents understand the procedures for reporting absences and, as a result, there are very few unauthorised absences.

62. Partnership with parents and the community

64. The Key Issue in the last report, for the school to build on the current high level of support given by the parents and the local community, has been fully and successfully addressed.
65. Parents' active and purposeful support for the work of the school and their involvement in their children's learning is excellent. Parents are involved in a variety of activities throughout the school which include assistance in the classroom and extra-curricular activities such as football and netball. Parents feel well guided and supported by the school in the activities they undertake and are made to feel valued.
66. Information provided for parents is very good and the school uses a variety of strategies to ensure that parents are kept fully informed of events and activities, including regular letters, verbal reminders and effective marketing of events by 'Friends of Frizington.'
67. The 'Friends of Frizington' is extremely active and has been consistently successful in raising funds for the school by organising a wide range of activities and events throughout the year. They are also very practically involved in improving the school environment and have provided an extremely attractive wildlife mural within the central area of the school. A number of individuals show support for the school by visiting and sharing reminiscences about the life of the village during the last century, aspects of their work and roles in the community.
68. The school holds two meetings per year for parents to discuss the progress of their children. These are structured in such a way as to allow maximum flexibility of chosen days and appointment times to accommodate the variable working schedules of many parents. Parents are also welcome to visit the school at any time if they feel they would like to discuss any particular aspect or concern with members of staff. An annual report is issued for each pupil in the summer term. This contains information on the pupil's progress in all subjects, except information technology, which is not currently included in the present format. The report clearly outlines

strengths and areas for development. Both parents and pupils are given the opportunity to add their own comments. Parents with children who have special educational needs are encouraged to become fully involved at the earliest identification stage and in formal review procedures.

69. Excellent links are in place with the local community. Local residents who have known the school and the area for many years are highly valued for the expertise and support they can offer. The school is particularly proud of the recent introduction of CREDITS (Community Regeneration and Development through IT Services), which will considerably assist all areas of the community and further develop the secure and respected partnership which is in place. Many courses are already in place and it is planned, as funding allows, to introduce a further range of educational and personal development courses for both children and adults.
70. Because of the predominantly rural nature of the area there are limited opportunities to develop links with local employers. Small businesses in the immediate vicinity, however, continue to offer support and resources for social events at the school.
71. There are close links with the local Nursery school from which many children transfer into the primary stage of their education. The school continues to maintain and make every effort to further develop the existing links with local secondary schools. Pupils have the opportunity to meet teachers and visit schools prior to embarking on the secondary stage of their education.
72. Overall, these excellent links with parents and the local community are a rich, valued and welcome resource and model for pupils as they progress on their route towards good citizenship in the next century.

71.

71. THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

71. Leadership and management

73. The leadership and management of the school are satisfactory overall. The Governing Body, headteacher and staff have established a clear educational direction for the school. They share a strong commitment to working with the local community. Their long-term aim is to establish higher expectations from parents and to encourage them to recognise the value of education not only for their children but for the whole community. Many members of the local community now come in to school to take computer and other courses. There has also been a substantial increase in the number of parents wishing to help in school.
74. The Governing Body has a very good overview of what is happening in school. Members of the curriculum committee regularly visit school and monitor work in classes. They are very aware of the latest government initiatives and have taken a great interest in their impact in school by visiting classes to watch the literacy and numeracy hours being taught, as well as attending training days. They responded to the low results in the National Curriculum assessment tests in 1998 by thoroughly reviewing their role and working with staff and parents to write a new mission statement. They held a meeting with parents to discuss the results and are committed to raising and maintaining standards. They have been involved in target setting and have agreed these with local education authority. They have instigated a buildings maintenance review in order that they can plan premises expenditure up to four years ahead. The finance committee carefully monitors monthly expenditure and is involved

in setting future budgets. There is a health and safety governor and a special needs' governor. Both fulfil their roles well. The Governing Body is very involved in staff appointments and is fully involved in both short-listing and interviewing.

75. The headteacher and deputy headteacher have clearly defined management roles and work well together as the senior management team. The headteacher has a substantial teaching commitment and the deputy headteacher teaches full-time, Despite this teaching commitment they successfully fulfil most of their management roles. The day to day administration of the school is satisfactory. However curriculum planning and class teaching are not rigorously enough monitored by the senior management team or by subject co-ordinators. Whilst long term and medium term planning is satisfactory, the teachers' short term planning and the pupils' written work are not being monitored to make sure that these plans are being successfully implemented. Some teachers do not have clear enough learning objectives in their planning. In addition approaches to marking work and expectations relating to pupils' presentation of work vary from class to class.
76. The management role of the subject co-ordinator is not sufficiently clearly defined or developed and many are not fully aware of what is happening in their subject outside the key stage in which they are working. Only literacy and numeracy co-ordinators have had the opportunity to monitor teaching and planning throughout the school.
77. The school's aims are largely met as the school is happy and secure, pupils are given opportunities to widen their horizons and to become more confident in themselves. The school is very successful in its work with parents and the wider community. They are beginning to succeed in setting high expectations and to develop pupils' full potential.
78. The school has a positive ethos and there is a commitment to raising standards but an awareness that this may still take some time. Relationships in the school are good and classroom and hall displays help to make it an attractive learning environment. All pupils have equal opportunities to access the curriculum. The implementation of the homework policy is being well managed against a background of some parental opposition. However the school is maintaining its belief that the introduction of regular homework is fundamental to raising standards in the school.
79. The provision for pupils with special educational needs is led effectively by the co-ordinator. The management of special educational needs has only recently been transferred directly to school. This has been carried out successfully. There is a satisfactory policy for special educational needs which is interpreted successfully in practice.
80. The school has a three-year development plan with priorities clearly stated. Staff, governors and parents all have an opportunity to feed into the plan and it is regularly discussed. The annual management plan addresses each area in more detail, and includes clear costing, the person responsible and the criteria for success. Whilst the planning is satisfactory overall, few details are given about the review and evaluation of many of these initiatives.
81. The National Literacy Strategy has been successfully implemented throughout the school. The National Numeracy Strategy has also been put in place and is being regularly reviewed at the weekly staff meeting. The school has introduced home school agreements for the beginning of term and parents expressed positive views about these.

82. The school has made satisfactory improvement since the last inspection. It has continued to build on and develop the high level of support given by parents and the community. A variety of initiatives has been put into place to try to raise standards in English, mathematics and science but the implementation of these has not yet been fully successful as they are not being rigorously monitored. A policy for more able pupils has been recently introduced but has not yet had significant impact. The school has introduced more assessment procedures so that pupils' progress can be more accurately monitored. In addition pupils are now given extra standard assessment tests each year throughout Key Stage 2. The school produced a curriculum statement after the last inspection and it has since been reviewed. The headteacher has maintained a significant teaching commitment by teaching Year 4 for literacy and numeracy each morning. However she now has no class responsibility and is able to be free for 30 minutes at the beginning of each morning so that she can see parents and carry out any administrative duties. The school has reviewed the use of exits and entrances in order to keep pupils away from the busy road outside the school. All statutory requirements are met.

81.

81. Staffing, accommodation and learning resources

83. The number of teaching staff in the school is appropriate. There are sufficient qualified and experienced teaching staff to match the needs of the curriculum. Satisfactory use is made of the initial qualifications and experience of the teachers in relation to their current responsibilities. All the teaching staff have appropriate job descriptions. All teachers are satisfactorily deployed and have the responsibility of teaching most subjects to their classes. There are five trained mentors in school to enable new members of staff to quickly gain confidence and make a positive contribution to the teaching team. Teacher appraisal arrangements are temporarily suspended until national consultations are completed. Arrangements for the professional development of staff are satisfactory and are linked to the curriculum priorities identified in the school development plan. There are curriculum co-ordinators for all areas of the curriculum. At present there is a reasonable match of interest, expertise and qualifications for the areas which they co-ordinate. Appropriate expertise in Literacy and Numeracy has recently been developed through attendance at courses which have been helpful to staff. The school is aware of those areas where staff still require further development. These include information technology at Key Stage 1 and religious education, art and music throughout the school.

84. The support staff in the school are suitably experienced and qualified. All support staff have attended relevant courses to upgrade their skills. Those in charge of first aid in the school have the appropriate qualifications. The administrative support is efficient. Visitors and parents are given a friendly welcome to the school. The site manager and staff work hard to ensure that the building and the school grounds are kept safe, clean and tidy. The lunchtime supervisors make an important contribution to the smooth running of the school during the lunch break.

85. The school accommodation is generous in size for the number of pupils on role. Several areas of the building have been successfully redesigned to enhance the schools facilities and there are plans to make further alterations in order to extend the range of out of school activities, by making sensible use of the surplus space between the further education area and the school. The teaching area for the Reception class is too small. The class does have an additional area which accommodates the areas for role play. However these are not easily observable from within the classrooms

which makes it difficult for staff to supervise the children, There is no external access from the Reception class and this also limits the range of activities. The state of decoration in the school is satisfactory. The fabric of the building is in good condition. The governors and site manager ensure that the building is well maintained in order to provide a pleasant learning environment. The displays in the school are well presented The school has good access to the community library which is situated within the premises. Good use is made of the village and local environment to support teaching and learning.

86. There are outside play area is organised in zones. There is quiet area and one where pupils can play more vigorous games. The playground also has an area that is marked out with a good range of games such as hop scotch. There is some external seating where those pupils who wish to sit down chat and watch others involved in more energetic activities can sit in comfort. The school field is a very good facility that can be used all year. The school is developing a very good environmental area next to the field. The governors regularly review the school security.
87. Overall the resources in the school are good. They are used effectively to support teaching and learning. However provision in many subject areas will require enhancement as the policies and schemes of work for each area are reviewed or developed. The equipment for physical education is well maintained. The schools library areas contain a satisfactory range of books but the school has identified the need to replace worn books and extend the range of fiction and non fiction The resources for information technology are satisfactory but there is a shortage of software to enable the development of the investigative and research skills of the pupils. There is a satisfactory range of resources to support the teaching of pupils with special educational needs. There are sufficient artefacts in the school to support the teaching of history. Good use is also made of the local education authorities loan service.
88. The amount the school spends on resources is enhanced by the generous donations from the friends of Frizington and also through fund raising. The school has identified the need to extend the range of visitors to the school. A good range of educational visits enrich the learning experiences of pupils.

87. The efficiency of the school

89. The overall efficiency of the school is satisfactory, The school's financial planning is satisfactory. The school successfully prioritises its developments over a three-year period. The actions taken are listed in the school management plan which is carefully costed. The school has successfully acquired extra income from various sources including the standards' fund and community letting. This money is used efficiently to cover the cost of extra staffing, staff development and resources. Careful plans are made to ensure that the school can continue to meet maintenance and other costs following the full introduction of 'fair funding'.
90. Income for the pupils with statements of special educational need is used to provide additional staffing in line with their agreed requirements. These staff are employed through the learning support services. They contribute to the satisfactory progress made by pupils with special educational needs in Key Stage 1 and their good progress in Key Stage 2. Support staff, employed by the school, are effectively deployed so that the needs of all pupils with special needs are met.

91. Effective use is made of all staff. They are efficiently deployed within the school. The decision to teach literacy and numeracy in year groups in the mornings makes the best use of staff. Resources are well used and are accessible to pupils and staff. Accommodation is generally used satisfactorily. Outside the playground has been carefully divided into quiet and active areas which makes the most efficient use of the space available.
92. The Governing Body's finance committee has great involvement in both long and short-term financial planning. It efficiently monitors monthly and annual expenditure. The school makes good use of the local authority accountancy service at the busiest times of the year. The headteacher and school secretary carefully check monthly figures against the local authority's print out. The last audit was carried out in November 1998. All recommendations have now been fully met.
93. The school secretary successfully oversees much of the day to day administration and the school runs smoothly. Care is taken over the ordering of resources to make sure that they are of good quality and are purchased at the best price.
94. Taking into account the satisfactory progress of the pupils which is still resulting in standards below national averages, the satisfactory quality of teaching and the higher than average cost per pupil, the school is now providing satisfactory value for money.

93. **PART B: CURRICULUM AREAS AND SUBJECTS**

93. **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

95. At the time of the inspection there were 14 children in the Reception class who were under five. Attainment on entry to school includes the full attainment range with most below average for Cumbria. The majority of children have developed satisfactory social skills but there are many with poor literacy skills. Overall attainment is below average with a minority of children attaining what is usually expected of children of 4 years of age. Many children attend a pre-school nursery. There is a good induction programme. The children have access to a satisfactory range of activities and as a result are making satisfactory progress in most of the recommended areas of learning, however progress in their knowledge and understanding of the world is unsatisfactory.

Personal and social development

96. Personal and social development is satisfactory. By the time they are five most children are attaining the desirable learning outcomes. Well planned opportunities are provided to enable children to talk and play with each other. Most children are becoming independent in their dressing skills. They work well independently as well as in small groups. When participating as a whole class, the majority listen well. Children play sensibly and show consideration towards each other. Relationships between children and adults are good. There are clear expectations of good behaviour and children have a good understanding of right and wrong. 'Milk time' is not used well enough to promote children's social skills.
97. Teaching is satisfactory. Communication with parents is good. Prior to admission the teacher visits pupils in their home. Parents and staff also complete a home/school profile. This enables the teacher to plan to meet children's particular needs. Parents are welcomed into the activity area particularly in the mornings and at home time. Soon after entry to the school, an assessment is made to help teachers to identify children's strengths and weaknesses. Throughout the year there is constant informal assessment and monitoring of children's progress. Children with special educational needs receive good quality non-teaching support which enables them to make satisfactory progress in their work.

Language and literacy

98. In the area of language and literacy the majority of children show they are well on target to reach the desirable learning outcomes. Many find it difficult to listen well with sustained concentration and have a restricted level of vocabulary. They develop their language skills through role play in the home corner and through more structured teaching in the literacy hour. Children are beginning to make satisfactory progress in their early reading skills. A few can recognise alphabet letters, their own names, and familiar words. They handle books well and are beginning to use picture cues to help them in interpretation of the text. Reading books are taken home to their parents who support well the work that takes place in school. Children are beginning to attempt to write their letters correctly, and a few can write their name. The progress that pupils make is satisfactory mainly due to the well planned opportunities to recite rhymes, recognise sounds, to choose books and to write their names. The progress that pupils make in their listening, speaking, reading and writing skills is also well supported through the good standard of non-teaching support and the voluntary work of parents.
99. The quality of language and literacy teaching is satisfactory. Planning is thorough and

tasks are appropriately linked to the appropriate reading material. The literacy project has been introduced well. The teacher provides a good role model for clear speech and how to form letters correctly. At times, particularly when children are playing with the plasticine and using the sand tray, opportunities are missed to engage children in discussion, question them effectively and challenge them to think.

98. **Mathematics**

100. Most children will reach the desirable learning outcomes by the time they are five. Their mathematical development is satisfactory. Most can count to 20 and the majority can count backwards to ten and a few beyond. They are developing a satisfactory mathematical vocabulary. Good opportunities are provided to ensure that children are familiar with number rhymes and can sort and name and describe shapes.
101. The teacher demonstrates a secure knowledge and understanding of how young children learn mathematics. Well planned formal activities promote learning and understanding and enable children to make satisfactory progress particularly in acquiring skills in number work and recognition of shapes. There is a dry sand tray and a water tray. Each has suitable equipment for filling, pouring and measuring. Activities are well supported by the good quality non-teaching support worker.

Knowledge and understanding of the world

102. There are weaknesses in children's knowledge and understanding of the world on entry to the school, and they are not likely to meet the desirable learning outcomes in this area. Children know where they live and are growing in understanding of the past and present. When tasting fruit they are beginning to recognise differences in taste and texture. They fill containers with water and build constructions using large play equipment. They do not have sufficient opportunity to explore information held on the computer nor to observe, experiment or find things out for themselves.
103. Teaching is satisfactory. Lesson content and teaching methods include planned educational visits, for example to the Sheep Centre and their own local area. Children are given satisfactory opportunities to cut, stick and make models. The accommodation does not provide a stimulating learning environment. There are insufficient collections of objects, living things such as plants, and books and items to support children's investigative skills. Children are not sufficiently aware of cultures other than their own.

Creative development

104. Most children will reach the desirable outcomes by the time they are five. Their creative development is satisfactory. Children enjoy singing and playing instruments and are able to follow the signals of the teacher. They enjoy printing, painting and modelling with clay. The children, when given the opportunity, show an increasing ability to observe and use imagination through art, music and imaginative play.
105. The quality of teaching is satisfactory. During an art lesson there was good quality discussion with the non-teaching assistant. However too often when children are playing with the plasticine and making models, opportunities are missed to engage children in discussion, question them effectively and challenge them to think.

Physical development

106. Physical development is satisfactory. The children will reach the desirable outcomes by the time they are five. Children are developing physical competence in running, jumping and rolling. During a physical education lesson they worked well in pairs and individually, responding well to the teacher's instructions. There is plenty of opportunity for pupils to use pencils, paint brushes, scissors and modelling tools. During playtime and physical education lessons children throw, catch, hop, skip, jump and dance with increasing control. There is no external access from the classroom to a suitable outside area where children can use climbing and balancing apparatus and wheeled toys. This situation limits the opportunities for progress in their physical development in skills such as pulling, pushing and cycling. The school tries to compensate for this through the sensible use of the hall where the good quality large play equipment is used well to enable satisfactory progress in climbing, crawling and jumping activities
107. Teaching is satisfactory. Clear instructions and demonstration ensure children know what is required and good attention is given to safety. Pupils with special educational needs are well supported through good quality non teaching assistance which enables them to participate in activities alongside their peers.

106. ENGLISH, MATHEMATICS AND SCIENCE

106. English

108. The results of the 1999 National Curriculum assessments for seven year olds showed that attainment at age seven in reading was below the national average and below average compared with similar schools, although 36% of the pupils reached level 3. In writing attainment was below the national average but in line with similar schools. Taking the three years 1997-99, standards in reading have remained consistently just below or at national averages.
109. Attainment at age 11 on the basis of the National Curriculum assessments, shows that the performance of pupils was below the national average. It was also below average in comparison with similar schools. Standards were well below average in 1997 and 1998. Standards improved in 1999.
110. Inspection findings indicate that standards of attainment in English are below national averages at the end of both Key Stage 1 and Key Stage 2.
111. At the end of Key Stage 1, pupils still have limited speaking skills and a narrow vocabulary. However most listen well to their teacher. By the end of Key Stage 2, standards in listening for the majority of pupils are in line with the national averages. Most pupils listen carefully to their teachers and to other pupils' contributions. Standards in speaking are below average. Good opportunities are provided for pupils to express themselves through whole class and group discussion, however there are many pupils in Key Stage 2 who have a limited range of vocabulary. This makes it difficult for them when they try to explain their ideas and feelings.
112. At the end of Key Stage 1 reading standards for the majority of pupils are below the national average. A minority of pupils are attaining the national average. In Year 1, pupils demonstrate a growing knowledge of the alphabet and with assistance, use phonic and picture cues to establish meaning. They hold reading books correctly, turn

pages from left to right, know how to read from left to right, retell stories using pictures and show understanding of terms such as author, illustrator and front cover. A small minority of pupils read basic key words, however the rest of the class are not yet at this level. In Year 2 a quarter of the pupils still have difficulty in participating when the whole class are sharing a text. The majority retell a simple story and sequence the story. They know most of the letter sounds and are beginning to read simple sentences. A small minority of pupils read simple stories independently with fluency and accuracy. They recognise and name simple punctuation marks for example commas and speech marks. The higher attainers use expression in their voice when reading. Pupils' reading records contain several entries where parents have supported reading through hearing children read at home.

113. By the end of Key Stage 2 standards in reading are below the national average. In Year 3 when reading text in the whole class reading sessions a significant percentage of pupils are unable to read expressively or to show an acceptable level of understanding. A minority of pupils read at the expected level. Most pupils in Year 4 attain the national average and a small minority who are attaining higher standards describe the characters in the story and demonstrate good phonetical knowledge. The majority of the pupils in Year 6 demonstrate good understanding of the difference between fact and fiction and explain the use of a dictionary and the thesaurus. They are able to read for information and enjoyment. In a challenging lesson where pupils discuss the content of Shakespeare's A Midsummer Nights Dream, a high proportion of the pupils have a restricted language level, therefore had difficulty in interpreting the text.
114. The successful introduction of the National Literacy Strategy is clearly having a positive impact on standards in reading. During the hour which is allocated to literacy each day of the week there is shared reading with the teacher where there is a high emphasis on the teaching of reading and comprehension skills and group reading where pupils receive guidance and individual teacher teaching time. Pupils throughout the key stage talk about their favourite authors. Good use is made of class libraries and also the neighbouring community library. Staff are well aware of the need to have a higher focus on the teaching of skills to enable pupils to undertake personal study. The range of fiction and non fiction books is satisfactory but will require supplementing as the curriculum is developed.
115. At the end of Key Stage 1, pupils' writing is below national averages. Early writing tasks help the pupils to form their letters correctly. Younger pupils overwrite and copy the teachers' script. Only a small percentage write accurately and consistently in terms of size and few pupils are writing in a joined-up style. Most pupils use capital letters and full stops correctly and a few can write a linked story.
116. At the end of Key Stage 2, writing standards are not at the expected level of the National Curriculum. Pupils are not yet taking sufficient care with spelling or presentation of their work. The pupils are not yet writing consistently using cursive script and spelling skills are not yet well developed. Although pupils are writing for a satisfactory range of purposes which includes stories, book reviews, poetry and letters the quantity of writing is low. In Year 5 there are some interesting reviews of a story by Michael Rosen, and there are individual examples of pupils winning writing competitions and contributing to reminiscences of life in Frizington. However throughout the school there are insufficient examples of extensive writing. Information technology is beginning to be used well as a resource for pupils to find things out for themselves and also for the development of word processing skills.

117. Throughout the school pupils make satisfactory progress overall. In Year 1 the early learning skills, which are developed satisfactorily in the Reception class are consolidated and built on through skilful teaching which enables consolidation of previous knowledge and very good progress in the gaining of skills to assist pupils in their reading. Scrutiny of pupils' earlier work compared with that observed during the inspection shows that pupils are making very good progress in their handwriting skills. In Year 2 successful implementation of the literacy strategy ensures that pupils make satisfactory progress in their knowledge of letter sounds and word building skills. Throughout the key stage the good quality support from non-teaching assistants enables pupils with special educational needs to make satisfactory progress in their individual learning targets. At Key Stage 2 within the lessons observed, pupils progress is satisfactory overall. In Year 3 pupils make good progress in their understanding of the use of verbs. In Years 3 and 4 the additional literacy support in basic phonic skills and the good quality teaching enables pupils to make good progress in the use of rhyme to convey meaning. In Year 5 the higher attainers make satisfactory progress in using their dictionary skills. The progress of the present Year 6 class, during the time they have been in the school is less obvious. Scrutiny of the levels they attained in Key Stage 1 shows that through conscientious teaching they are making slow but steady progress. There are examples in both key stages where the higher attaining pupils are not always sufficiently challenged and therefore do not make the progress of which they are capable.
118. The majority of pupils have good attitudes to learning. They work hard and follow instructions well. The majority work well independently and collaboratively, are confident in their responses and persevere with their work. A significant minority of pupils have a short concentration span and find it difficult to follow the teaching points of the lesson. A small percentage do not use their own initiative and rely on adult support. Occasionally pupils become distracted when they are not sufficiently challenged or the level of the language used is out of their experience.
119. The quality of teaching is satisfactory overall. There are also some instances of very good teaching in Key Stage 1 and good teaching in Key Stage 2. In the best lessons teaching is energetic and lively. Persistent questioning is cleverly targeted to the learning needs of individual pupils and challenging, interesting and exciting teaching methods engage the pupils' interest and motivate them to think, work hard, and make good gains in understanding, knowledge and skills. Where teaching is less satisfactory, lesson plans are not precise enough to guide teaching and therefore tasks are not always matched to the learning needs of the pupils or sufficiently challenging. Some teachers do not take sufficient care in the presentation of their own work and accept too low a standard from the pupils. Systems for teaching reading, writing, handwriting and spelling skills are not consistently rigorous enough to enable pupils to make good progress. The individual teaching plans for pupils with special educational needs are satisfactory and the good quality non-teaching support is of great assistance to pupils in their learning.
120. There is a detailed policy document for English. The literacy strategy, which is being used as the scheme of work is being implemented successfully. The co-ordinator provides satisfactory leadership and has a clear vision of the initiatives required to tackle the raising of standards in English. Improvements since the last inspection include the changes in organisation and an increase in teaching staff to enable pupils to be taught in their age group. There is additional literacy support in Year 3 and the introduction of booster classes in Year 6 in preparation for the standard assessment tests. School targets have been set to improve spelling and presentation of work and individual pupils have also been involved in their own target setting. Good liaison with

outside agencies and well planned meetings with parents have been successful in encouraging a close partnership with the school in supporting teaching and learning.

121. The co-ordinator has also started to monitor the teachers' planning and the pupils' work. There have been good opportunities for her to observe lessons in order to identify the areas that need developing. This has not yet been formalised to be a regular arrangement, and therefore is not yet effectively assisting in her knowledge of the standards in each class or having enough impact on the raising of standards in teaching and learning. Samples of work have been collected and moderated and this has assisted teachers in judging levels of attainment. Pupils' progress is beginning to be systematically checked and there has been some careful analysis of the National Curriculum and teacher assessments. These assessments are used well in the identification of weaknesses, but are not yet being used well enough to ensure that the planning and implementation of the school's learning programme is applied consistently well throughout the school
122. Visits and visitors to the school, and the opportunities for participation during assemblies and school concerts, enhance the learning opportunities of the pupils. There is a satisfactory range of resources for English, which are of generally good quality. The school has identified the need to replace worn books and to extend the range of fiction and non fiction. Within some classrooms there is very little evidence of pupils' own work being displayed in order to celebrate their achievements in writing. There are however some interesting and well presented displays which help to raise pupils' knowledge and desire to learn more, a good example of this being the author focus area.

121. **Mathematics**

123. The results of National Curriculum assessments at the end of Key Stage 1 in 1999 were below national averages and those for similar schools. At the end of Key Stage 2, in 1999 standards were in line with national averages and above those for similar schools. This was a great improvement on the 1998 tests, when standards were well below national averages and those for similar schools.
124. Standards found during the inspection indicate that standards are below national averages at the end of both Key Stage 1 and Key Stage 2. At the end of Key Stage 2, pupils perform at national averages when handling data. In both Years 2 and 6, there are high percentages of pupils with special needs and the majority of them are expected to perform below the national average in their assessments.
125. By the end of Key Stage 1, most pupils think of a variety of ways to build up a number with tens and units with some able to use multiplication and division as part of their answer. Pupils use mathematics in other areas of the curriculum such as history, information technology and design technology. In mental arithmetic most pupils answer questions using tens and units and working up to 100. However about one third of the class still have difficulty working with numbers to 20 and do not fully understand place value. They also have difficulty with number formation. Most identify odd and even numbers up to 100. They count forward and backwards in tens and pick out simple number sequences. Most pupils use their number skills to work out change when working with money. They understand halves and quarters. They recognise simple shapes such as squares and triangles. They record the number of things they can do in one minute.

126. By the end of Key Stage 2, pupils successfully use their mathematical knowledge to carry out a survey of traffic outside their school and to present their findings in a range of graphs and diagrams which also make good use of information technology. About half of the pupils in Year 6 know their multiplication tables. They try hard with mental arithmetic and are confident with problems involving tens and units. Most pupils define the terms factor, prime number and square number. They understand the principle of multiplication and division. The children understand simple fractions but most have difficulty understanding the link between these and decimals. They round numbers up and down to the nearest ten or hundred but have more difficulty estimating answers. Most name the different types of triangle and know that the angles add up to 180. They recognise a right angle and know the directions of a compass. A few higher attaining pupils understand rotational symmetry whilst others pick out lines of symmetry. They have a limited knowledge of complex shapes and are not yet confident at using standard measures.
127. Pupils have a good understanding of the use of graphs to display data and interpret these. Most understand probability and state whether events are certain, possible or impossible.
128. Pupils of all abilities make satisfactory progress as they move through Key Stage 1. They benefit from the use of a published scheme with workbooks which links in well to the National Numeracy Strategy. Year 1 pupils demonstrate a good understanding of numbers to 10 when playing ten green bottles and using the game to learn number bonds. Higher attaining pupils are able to work more quickly through the scheme and receive appropriate challenge in oral work.
129. In Key Stage 2, pupils make satisfactory progress overall although it is inconsistent between age groups. In Year 3, pupils successfully count forwards and backwards in tens and hundreds. In Year 4, pupils learn how to round numbers up and down. In Year 5, they show how they multiply and divide using tens and hundreds. Many pupils in Year 5 demonstrate higher standards of mathematics than those in Year 6. Progress is helped by the good use of a published scheme which links in well with the numeracy strategy. Pupils with special needs make good and sometimes very good progress as a result of the patient and helpful support they are given outside the class. Work is not always matched to the needs of the higher attaining pupils and as a result they make only satisfactory progress. Progress is particularly good in Year 5 where teachers' planning includes very clear learning objectives.
130. At Key Stage 1, the response of the pupils to their mathematics is satisfactory overall. However they show great enthusiasm for their mathematics challenges and enjoy being involved in more practical activities. Younger pupils work together well, but lower attaining pupils in Year 2 find it harder to settle to their work and stay on task. Some pupils do not take sufficient care of their work and presentation is often untidy. At Key Stage 2, the response of most pupils is good. Most enjoy their mathematics and are keen to do well. They usually work well in groups. They are keen to answer questions and listen to their teacher. Once again presentation of work is often very untidy and little pride is taken in written work.
131. Teaching in Key Stage 1 is satisfactory in all lessons observed. Most lessons are carefully planned in line with the numeracy strategy but learning objectives are not always clear enough. Pace is variable and some lessons do not include sufficient activities to fill all the time available. Most questioning is satisfactory but is not always directed to individual pupils to ensure that all are involved. The teaching in Key Stage 2 is satisfactory overall but three very good lessons were also observed. There is a

good balance between revision and the introduction of new work. In the best lessons, which include those for pupils with special needs, explanations were very clear and expectations high. Good use is made of support staff in all mathematics sessions, and these staff are always very clear about their role in lessons. The teachers' own presentation of work on boards is often untidy and does not serve as a good example for pupils to follow. Whilst work is marked, the approach to marking is inconsistent.

132. Use is made of numeracy in other subjects such as information technology, history geography and design and technology. There are some very well designed and attractive displays in the school hall and around the school which promote mathematics as an interesting, practical and lively subject.
133. The subject co-ordinator has worked hard to introduce the numeracy strategy in school and has had some time to monitor numeracy work in the classroom, but this aspect of her role is still under-developed. She has worked hard to produce a carefully costed management plan for mathematics in the school. She is happy to demonstrate her approach to teaching mental mathematics to other staff and is committed to raising standards in the school. Resources for the subject are good and are accessible and available for pupils. Good use is made of the accommodation for group activities.

132. **Science**

134. The results of the science teacher assessments at the end of Key Stage 1 indicated that standards were well below national averages. Standards in science at the end of Key Stage 2 were below the national average in 1999, but in line with similar schools. This was an improvement over recent results. National Curriculum assessments between 1996 and 1998 show that pupils' performance was consistently well below the national average. Inspection findings are that the percentage of pupils in Year 6 attaining the nationally expected standard of level 4 remains well below national average by they age of 11. By the end of Key Stage 1, standards are also well below national averages according to teacher assessment in 1998 and 1999.
135. Despite the low performance of pupils in science, the large majority of pupils make satisfactory progress in extending and developing their knowledge. Many pupils begin school with a very narrow level of knowledge and understanding of the world around them. This factor coupled with a low standard of language and literacy depresses the overall attainment in science although the large majority of pupils make satisfactory progress. Pupils with special educational needs improve their knowledge and understanding of science at a satisfactory rate.
136. In Key Stage 1, pupils understand the idea of fair testing and develop the skills of observing and recording what they see accurately through drawings. They carry out simple investigations and tests but opportunities for them to do this independently are limited which makes progress unsatisfactory in this area of science. Pupils develop their knowledge of animals, plants and living things. During activities involving looking at ways of living healthily, pupils learn about the need for a healthy diet and combining it with exercise. Most pupils name the parts of their body and name the main parts of a plant, but pupils are less sure of ideas about the way that flowering plants make seeds. Pupils' knowledge and understanding of the range of different plants and animals in their area is weak. Most pupils accurately identify common materials such as paper, wool and glass but many have difficulty using appropriate language to describe their properties. Pupils have a good understanding of electricity and electrical

circuits. They know the importance of joining everything together and the need to behave safely. Many pupils have great difficulty in explaining what they know and understand because of difficulties with language and literacy.

137. In Key Stage 2, the vast majority of pupils make satisfactory progress in extending their knowledge and understanding of science, but their progress in developing their independent investigation skills is unsatisfactory. Despite recent improvements, pupils do not make sufficient progress in gathering information by measuring data accurately or in recording information collected in a suitable range of ways. Pupils know the importance of diet and exercise for a healthy life and explore the impact of exercise upon their pulse. Pupils improve their knowledge of the human body and the major organs within it. During one lesson, older Key Stage 2 pupils made good progress in learning about the human skeleton and the way it moves. By the age of 11, pupils extend their knowledge of plants and animals and learn about the links which exist between them. Most pupils develop their ideas about different materials and their properties. They know that some metals are magnetic and, in the context of studying the weather, pupils understand the processes of condensation and evaporation. They know that some common materials will dissolve in water and others do not.
138. Pupils make good progress in extending their knowledge and understanding of electricity and learn about the way only some materials conduct electricity. They study the solar system and understand basic ideas about the way planets move and the way such things as eclipses occur. Most pupils make satisfactory progress in using and applying scientific language but many have great difficulty in retaining essential words and in using them correctly. This is the major factor in the below national average performance of pupils in National Curriculum assessment tests.
139. Pupils enjoy science. They like to be given facts but are less happy when asked to plan and carry out activities independently. The majority of pupils are very reliant upon the direction of teachers. During lessons, pupils are very well behaved and listen carefully to teachers. Most pupils talk willingly with one another about the science they are studying although a higher than normal proportion lack the confidence to talk openly. Pupils in upper Key Stage 2 have satisfactory research skills and they are beginning to use the computer confidently to find out information for themselves.
140. The quality of teaching is satisfactory overall. A strength is the emphasis teachers place upon introducing essential scientific words to pupils and, in lower Key Stage 2, good use of questions to promote learning. This is slowly improving the low level of vocabulary and contributing to enabling pupils to do their best in National Curriculum assessment tests. Teachers understand the requirements of the National Curriculum and use the Department for Education and Employment produced curriculum scheme to guide planning. There is not always enough attention, given to promoting independent learning skills. Although practical activities are taught, the expectations for pupils to perform and record independently vary from class to class. The way in which pupils are asked to record investigations, also varies and this can confuse both pupils and teachers. Lessons are planned satisfactorily, although there are times when the objectives of lessons are not spelt out clearly enough. Care is taken to provide support and guidance for pupils with special educational needs especially those with statements of special educational needs. Despite a comparatively low number of higher attaining pupils, too little attention is given to their needs especially in Key Stage 1. Most lessons proceed at a satisfactory pace. Teachers introduce ideas in an interesting way but the low level of language in some classes slows the rate of pupils' progress.

141. Good use is made of equipment and resources to support learning and classroom assistants are effectively employed to work alongside pupils. Information technology features in teaching in upper Key Stage 2 where pupils are expected to use CD ROMs to carry out simple research activities into aspects of the body. Science is used at times to support some elements of literacy development. Pupils are encouraged to practise and apply report writing skills by recording their experiments and investigations. The contribution of science in applying numeracy skills is not well developed. Most science activities do not demand accurate measurements or recording linked to mathematics. The quality of pupils' recorded work is satisfactory, although presentation is often weak and teachers marking is very brief.
142. The science co-ordinator, has a good understanding of the needs of the subject and is working hard to improve progress and standards. There is a recognition of the need to improve the vocabulary of pupils and to establish a more consistent approach to the teaching and learning of independent investigations. Resources for science are satisfactory but the school has a very good nature reserve which enables pupils to learn about many aspects of environmental science. Assessment procedures are satisfactory and meet the requirements of the end of key stage assessments. The school effectively prepares pupils for the National Curriculum assessment results by teaching exam techniques and revising knowledge prior to sitting them. Systems for regularly assessing pupils' attainment at the end of each topic are underdeveloped which reduces ways of monitoring pupils' progress and attainment. Overall, the curriculum for science meets statutory requirements. Standards in the school have remained below national average since the last inspection despite the introduction of strategies to improve them.

141. **Other subjects or courses**

141. **Information Technology**

143. Standards in information technology are broadly in line with national expectations at the end of Key Stage 2. Recent improvements in teaching and the quality of the planned curriculum has improved progress, especially in pupils' ability to use the computer to communicate using writing and pictures. At the end of Key Stage 1, however, progress is unsatisfactory and standards have declined since the last inspection to a level below national expectations. The progress of pupils with special educational needs matches that of their classmates in each key stage.
144. In Key Stage 1, pupils make slow progress. There is a lack of planned opportunities for pupils to regularly use the computer. A minority of pupils have access to computers at home which increases the overall attainment. Most pupils can use the mouse to design and create simple designs on screen but the overall level of skill of using the key board is below expectations. In Key Stage 2, progress improves steadily and is currently good in Years 5 and 6. The computer is successfully used to support many aspects of the curriculum. In Year 5, the Internet is successfully used to find out about weather around the world and to research major international events such as earthquakes. In Year 6, pupils learn how to use Powerpoint to combine text, photographs and images to create very professional presentations. Good use is made of the digital camera and pupils have combined photographs of themselves with text about themselves. Some pupils have also added a spoken commentary. Pupils make good progress in using word processing packages and learn to use tools such as spell-check to improve the quality of their writing. Satisfactory progress is made using the computer to represent data in the form of graphs, tables and charts. Pupils in

lower Key Stage 2, control a programmable toy and use the computer to support the learning of spellings. Although the planned curriculum now includes each element of the information technology curriculum, the recent nature of its implementation means that most pupils have not made satisfactory progress in using information technology for controlling or sensing the environment.

145. Pupils' attitudes to information technology vary across the school, In Key Stage 1, most have very limited opportunities to experience it and subsequently many lack confidence. In Key Stage 2, however, attitudes improve and in Years 5 and 6, there is an enthusiasm which is driving standards up. The majority confidently use the available range of CD ROMs and the PC's to support their learning. There is an acceptance that information technology is part of everyday life. During lessons in the CREDITS room, pupils work well in pairs and those with more skills, willingly help out others.
146. The quality of teaching in Key Stage 1 is unsatisfactory overall, although improvements have occurred. Not enough attention is given to planning information technology activities and the class routines do not provide enough time for using computers. In Year 1, some good teaching occurs in which basic skills are taught to the whole class prior to pupils practising those skills independently. In Key Stage 2, the quality of teaching is satisfactory. Information technology is integrated into most subjects of the National Curriculum. Resources are well used and secure subject knowledge results in pupils being given appropriate guidance and support. Good use is made of support staff and parents who are well deployed so that pupils make good progress within lessons.
147. The information technology co-ordinator is very committed, knowledgeable and is successfully improving the overall progress and achievement of pupils by the age of 11. The strengths and weaknesses of information technology throughout the school have been successfully identified and a thorough action plan includes realistic targets for improving standards. There are some gaps in the curriculum and there is no systematic way of assessing pupils' attainment or progress. However, these weaknesses are recognised and effective steps are being taken to rectify them. Many changes in recent years resulting from a major input of resources through the National Grid for Learning have been very well managed so that pupils in Key Stage 2 benefit. Less attention has been given to supporting pupils in Key Stage 1 or Reception which has reduced their progress. A particular strength of the management of information technology is the effective manner in which the community is encouraged to use the equipment as part of the CREDITS programme. All resources for information technology are well managed and carefully maintained.

146.

146. **Religious education**

148. At the end of Key Stage 1 pupils' attainment meets the expectations of the locally agreed syllabus. Pupils understand that God cares for them. They are able to talk about the class rules and have heard about the ten commandments. They know that a vicar conducts marriages and christens babies. They understand that there are different religions. They listen to stories about Jesus the carer and can give examples of people who care for them. When discussing the story of Quentus and Festin they talk about what is meant by trusting and share their knowledge of the Bible story and the power of Jesus to change people's lives.
149. At the end of Key Stage 2 pupils' attainment is below the expectations of the locally agreed syllabus. During lessons pupils show that they are acquiring and developing

knowledge and understanding of Christianity but when talking about their work pupils have little knowledge of other principle religions. Pupils identify key points in the life of Moses. They show satisfactory knowledge of Bible stories and take the important points from parables they hear in class and in assemblies, for example the story of Zaccheus and relate them to every day life. They talk about the similarities between the ten commandments and the class and school rules. Pupils recognise special days and ceremonies. They discuss their knowledge of Mother Theresa and the work she did in India.

150. Scrutiny of previous work and discussion with pupils about the work displayed demonstrates that over the time they have been in the school from the Reception class to Year 6 progress in developing religious knowledge and understanding is unsatisfactory by the time pupils are 11 years of age. Although pupils have made satisfactory progress in acquiring knowledge of Bible stories, the ten commandments and Christian ceremonies, their knowledge and understanding of other faiths is limited. Many pupils have a narrow range of language and reading skills and this hinders them in the progress that they make in discussion and finding things out for themselves.
151. The pupils' attitudes to learning are good. Younger pupils listen attentively and respond well to questions. They are interested in their work and they help each other to answer the questions about the story they have listened to. Older pupils have a good relationship with their teachers. When discussing the school rules they demonstrate good respect for each other's views. A small minority of pupils have difficulty in sustaining concentration during lessons.
152. Teaching is satisfactory overall in both key stages. In one lesson at Key Stage 1 there was some very good teaching. Where teaching is best, planning reflects the agreed syllabus for religious education, and very good quality visual aids are used very well to bring understanding of what a Rabbi does and to prompt good quality discussion about the special clothes that he and Jewish children wear. Lessons are delivered at an appropriate pace and positive relationships encourage pupils to share their experiences and knowledge. Where teaching is satisfactory questioning is well targeted in order to encourage all pupils including those with special educational needs to participate in discussions and to express their feelings openly and confidently. At times teachers' lesson plans are too similar in content which results in repetition of work rather than lessons that encourage an increase in pupils' religious knowledge and understanding. There is also too much emphasis on drawing and colouring in pictures, rather than on the religious content of the lesson. An overuse of worksheets that require little completion fails to encourage pupils' writing skills or to develop good presentation of work.
153. Monitoring of teaching and learning within classes is at an early stage of development. The co-ordinator has not had time to visit classrooms to be able to judge the standards of teaching and learning within each class. There is a policy for religious education and the school has adopted the locally agreed syllabus. This is not yet being used well enough to help teachers in their planning or to enable pupils to learn about Christianity and other faiths in a systematic way. The co-ordinator has attended appropriate courses in Christianity and Judaism, but there has been no recent in school training for the staff in order to improve their knowledge and confidence in teaching the subject. Few resources or artefacts have been purchased since 1995. The school does however make good use of items that belong to members of the staff and their friends.

152. **Art**

154. At Key Stage 1 pupils are working at a level normally found for pupils of their age. Pupils experiment with a good range of materials. When painting Autumn leaves they successfully mix primary colours and carefully apply paint to paper to represent in visual form what they observe. They also print autumn leaves and make their own house tiles using clay and discuss the changes that take place to clay during baking in the kiln. Interesting and well presented displays contain previous work which includes pupils collage pictures of leaves, colourful painted trees and observational pencil drawings of historical artefacts which have been completed with care and satisfactory attention to detail.
155. At Key Stage 2, pupils have experimented with tone using various coloured tissue paper to successfully make collage scenes of the countryside and sunset silhouettes. During the inspection there was very little work observed where pupils used sketch books, apart from in Year 3 where pupils are beginning to successfully practice their observational skills. Throughout the key stage pupils' work shows that many pupils have not yet sufficiently developed practical skills to accurately record the different qualities of line and tone in their work.
156. At Key Stage 1 most pupils in the lessons observed, made satisfactory progress. This was due to the well prepared activities and also the skilful questioning from teacher and non teaching assistants who encouraged pupils to experiment, to describe what they were doing, and to gain satisfactory knowledge in their acquisition of knowledge and skills.
157. At Key Stage 2, good explanation by the teacher enables pupils to make satisfactory progress in their knowledge of the style of work of other artists, for example, Lowry and Monet. In both key stages the skilful interaction of teachers and non teaching assistants ensures that pupils with special educational needs make satisfactory progress alongside their peers.
158. Progress over the time pupils have been in the school, however, is unsatisfactory. The reason for this is that teachers' planning for individual year groups is very similar in content and often not precise enough to guide teachers in the teaching of skills and knowledge as pupils move from class to class. This often results in repetition and consolidation of work rather than systematic development and good progress in the development of pupils' skills and knowledge.
159. Pupils' attitudes to their learning are good. At Key Stage 1 they show interest in what they are doing and work with care. Most pupils listen well to their teachers and follow instructions well. The majority work well collaboratively and demonstrate enthusiasm, enjoyment, appreciation of others' work and pride in their own achievements.
160. Teaching is satisfactory overall. Within both key stages there is some good teaching and there is some very good support for teaching and learning from the non-teaching assistants whose high quality questioning skills promote discussion. Where teaching is at its best, pupils are encouraged to review and improve their work. Where it is satisfactory, teachers' planning does not always sufficiently build on what pupils already know. The present organisation of the Reception class and Years 1 and 2 having art on the same afternoon is too rushed and restricts the quality of provision and limits progress.

161. The co-ordinator has identified the need to review the school's policy for art which is out of date. There is no scheme of work for the subject in use at the moment to guide the work in the school. The range of visits and visitors to the school to promote the subject is narrow and they do not yet sufficiently promote the pupils' cultural development. Assessment is informal. The co-ordinator has had the opportunity recently to do some team teaching. However, at the moment, she is not the teacher who is teaching the subject at Key Stage 1 and she has not yet started to formally monitor the quality of teaching and learning within classrooms throughout the school. The quality and range of resources being used during the inspection were good and assisted the quality of teaching and learning.

160. Design and technology

162. Pupils in both key stages reach the standards expected for their age. Pupils make satisfactory progress across the school in most aspects of design and technology. Satisfactory progress has been maintained since the last inspection. Judgements are based upon samples of recorded work, scrutiny of the school's scheme of work and talking with staff and pupils.
163. In Key Stage 1, pupils develop the skills of using a range of construction materials to design and make a variety of models. They build houses and explore ideas related to mechanisms through making models such as wheeled vehicles. Some opportunities are provided in religious education for pupils to cook and learn basic cooking skills. In Key Stage 2, pupils improve their skills of designing and making although the progress of planning and evaluating their work on paper is a comparative weakness. As part of an investigation into shelters pupils know that a structure supports and holds things whilst a mechanism enables structures to move. They evaluate existing models of structures such as an umbrella. Planned opportunities for pupils to experience cooking or learn about textiles are a comparative weakness of the design and technology curriculum.
164. In the lesson observed, pupils' behaviour was good. Pupils work well in pairs and are co-operative and helpful. They are eager to share ideas and confidently express ideas and opinions during discussions. Most pupils are familiar with the notion of planning and evaluating products.
165. The quality of teaching is satisfactory. This judgement is based mostly upon documentary evidence. Not enough attention is given in some classes to teaching pupils how to plan and record their activities. The school has made the decision not to spend much time upon design and technology in order to accommodate the need to raise standards in literacy and numeracy. This decision is justified as the current provision for the design and technology still meets requirements. There is a strength in teaching skills and knowledge associated with structures and mechanisms. The emphasis is upon making at the expense of formally planning.
166. The co-ordinator of design and technology has a good understanding of the subject and works hard to maintaining the subject's place within the curriculum. Initiatives such as whole school events making and using candles enables staff to feel supported and promote an understanding of design and technology.

165. Geography and history

167. Pupils make satisfactory progress in both geography and history in Key Stage 1. In Key Stage 2, progress in geography is satisfactory but in history pupils make good progress overall. The progress of pupils with special educational needs matches that of other pupils. Progress has been maintained since the last inspection. Both history and geography contribute to the development of pupils' literacy skills. Opportunities are taken to encourage pupils to develop both narrative and descriptive writing as part of their studies. Throughout the school, the local environment is very well used to develop pupils skills of research. Books and computers are used well to support this research.
168. In geography, pupils in Key Stage 1 learn about Frizington and name the places around their village and describe common features. They understand the basic idea of

a map and use correct vocabulary to name such features as road, hill and river. They learn about weather and describe the way it affects their own lives and that of others. Pupils have interesting and well thought out opinions about the quality of Frizington's environment. Their progress in understanding a notion of other places is less well developed. Pupils understand the idea of "then" and "now" and as a result of a local study, they have learnt to identify features of their area which are from the past and how they compare with the present.

169. Pupils in Key Stage 2 make good progress in improving their knowledge and understanding of the local environment. Pupils in lower Key Stage 2, know about the impact of human activity upon their own environment. They express strong opinions about the negative effect of litter and maturely discuss ways of reducing it. Pupils in Year 4 and 5 learn how to use a map of the area to locate where they live. They use a plan of the school to identify areas where congestion occurs in and around the school. Linked with this topic, pupils in Years 5 and 6, have learnt how to carry out a survey of the traffic around the school. This is an ambitious project which successfully promotes good progress in many skills of geography. They gather first hand evidence using a speed "gun" and apply skills of information technology to represent and interpret the data. Pupils are developing a good grasp of how to care for the quality of their environment. Progress in other aspects of geography is satisfactory in terms of learning about the weather. Pupils compare and contrast Frizington with Grasmere and older pupils attend a residential centre to carry out field observations. As part of a system of using the Internet to find out about events in the news from around the world, opportunities are provided for learning about other countries but very little evidence exists of studies of a developing country.
170. Pupils' progress in history in Key Stage 2, is good. Very good use of the local environment enables pupils to develop and extend their knowledge and skills of a range of historical issues. Pupils learn about the way Frizington has changed over the last 150 years. Resources such as the census of 1841 and 1891 have been used to look at changes in the population and old maps are analysed to look at changes in the village. Pupils benefit from using objects from the past to learn about differences in lifestyle. As part of a lesson looking at the way Victorians washed clothes, pupils made good progress in discussing differences between today's methods and those of the past. Practical fieldwork around the main street helps pupils to understand that history is all around them and there are many ways of learning about it.
171. Pupils are keen and enthusiastic learners. During a lesson looking at ways of improving their environment, pupils in Year 3 and 4 maturely discussed how they might reverse the trend for dropping litter and a number expressed great concern about protecting their own school environment. The same pupils enjoy the stimulation of seeing real objects such as a washing dolly. Pupils are fascinated to learn about differences between their lives and those of others. The use of the locality very successfully develops pupils' interest in both geography and history.
172. The quality of teaching is satisfactory in Key Stage 1 in both geography and history. In Key Stage 2, it is satisfactory in geography and good in history. A particularly good feature of teaching is the determination to introduce pupils to real objects. Pupils are encouraged, for example, to act as archaeologists when investigating bottles discovered near to the school during landscaping work. Senior citizens of Frizington have worked closely with pupils from the school in compiling the local history publication "one Long Street." In the course of studying the Romans, pupils visit Birdoswald near Hadrian's wall, and in geography, Grasmere is visited as part of studies about a contrasting locality. Lessons are usually well planned and follow the

school's adopted Department for Education and Employment scheme. The quality of pupils' recorded work is satisfactory, although presentation is often weak.

173. The co-ordinators of history and geography perform a satisfactory management role. They look at the planning of the subjects across the school and support colleagues where they are able. There is no agreed method of monitoring the quality of teaching in history or geography or of the standards attained by pupils in each subject.

172. **Music**

174. Pupils attain standards expected for their age at the end of Key Stage 1 and Key Stage 2. During assemblies pupils sing enthusiastically but not all have yet developed sufficient control of their voices to sing in tune. In Key Stage 1 pupils demonstrate a satisfactory sense of timing and co-ordination when clapping and tapping parts of the body in time to the music. The majority of pupils play a steady beat in time to the recorded music. Only one lesson was observed at Key Stage 2 where pupils listened to the overture from Handel's music for the royal fireworks. The majority listen carefully then discuss the changes in tempo and pitch and make simple recordings with pencil and paper, reflecting what they heard. They identify instruments in the music. Discussions with pupils and teachers show that pupils have the opportunity to create sounds with untuned percussion instruments, to accompany simple songs and also to listen to a satisfactory range of music including 'The Planets' by Holst and music representing different times in history such as Victorian songs.
175. Although as a result of individual teacher's enthusiastic teaching, pupils' progress during the individual lessons observed during the inspection was generally satisfactory, progress over time, is unsatisfactory. The reason for this is that there is no whole school scheme of work in use to assist teachers in their planning. This results in lesson plans which do not sufficiently identify the skills and knowledge pupils are to acquire in each of the classes, in each year group, each term and in each lesson. There is often repetition and consolidation of work rather than the systematic development of musical knowledge and skills.
176. The quality of teaching during lessons observed is generally satisfactory. Some teachers provide well planned opportunities for pupils to listen to music whilst involved in other learning activities. This provides a pleasant calm learning environment as well as effectively broadening pupils' musical experience. Learning is also enhanced at the start and finish of assemblies when taped music is played whilst pupils enter and leave the hall, such as a recording of James Galway playing the flute. However opportunities to develop knowledge are missed, for example to inform pupils of the name of the music being played. Questioning is appropriately targeted to individual pupils in order to ensure that pupils with special educational needs have equality of opportunity to participate alongside their peers.
177. At Key Stage 1 the pupils' attitudes to learning are good. They have a positive and enthusiastic attitude to singing. They are eager to participate, listen well to instructions and show pleasure and pride when playing instruments. At Key Stage 2, pupils enjoy listening to music. They follow instructions well and when making their simple recordings, work well in pairs. Pupils who play their recorders during assembly do so with much confidence.
178. The school choir meets once a week during the lunchtime break. At the time of the inspection they were rehearsing singing songs which they are going to perform during the local community Remembrance Day Service. The quality of the singing is

satisfactory and the pupils clearly enjoy rehearsing and performing. There are also opportunities for some pupils to play the recorder. There is a guitar club which is well attended. When playing their instruments pupils show that they are gaining satisfactory musical skills.

179. The policy and scheme of work for music are out of date. The co-ordinator has rightly identified the need to review these as soon as possible. Her monitoring role is in the early stage of development. As yet she is unable to visit classrooms on a regular enough basis to know what the standards of teaching and learning are at Key Stage 2. Resources are adequate and of satisfactory quality to support the teaching of the curriculum. Last year each class participated in a Victorian music hall production. This year the school is to perform a Christmas and Millennium concert. When musicians visit the school this enhances the quality of education. A volunteer teacher who gives generously of his time to provide good quality tuition in guitar and recorder supports the school very well.

178. **Physical Education**

180. Pupils achieve the standards expected for their age at the end of both key stages. Pupils in Key Stage 1 make unsatisfactory progress in their specialist physical education lessons each Monday afternoon as there is little development over the work offered from Reception to Year 2. Lessons observed and planning confirm that there is too little focus on teaching of skills. However in the other lessons in Key Stage 1 taken by the class teachers, pupils do progress satisfactorily both during the lesson and over time. In Key Stage 2, pupils of all abilities make satisfactory progress and are beginning to develop and refine their skills as they move through the school.

181. Pupils at Key Stage 1 respond satisfactorily to their physical education lessons. However they become rather noisy and lose concentration when not being challenged with new and exciting work. Most listen to their teachers and follow instructions. At Key Stage 2, their response in lessons is satisfactory. They enjoy working in teams and work together well. They enjoy clog dancing and try hard to follow the rhythm. They appreciate the many extra-curricular activities offered by the school and enjoy playing football and netball. They welcome the opportunity to play against other schools and in tournaments.

182. The teaching of physical education is satisfactory in Key Stage 1, but unsatisfactory when the same work is offered to pupils of different ages. In the best lesson seen, the teacher had good control of the class and had planned a range of movement activities. In Key Stage 2, teaching is satisfactory. Teachers are keen to praise good work and to allow pupils to demonstrate their skills. Some opportunities are offered for higher attaining pupils to extend their skills in team games. Teachers manage the classes well and maintain good control. They are sufficiently aware of health and safety issues and all classes were given opportunities to warm up at the beginning of lessons and cool down at the end.

183. The school has very good facilities for physical education with a large school hall, a well organised hard play area and an excellent sports' field which is fenced and shared with a local football team. Resources are generally good but the school is short of a range of music for dance. Key Stage 2 pupils go on an annual residential course in the Lake District where they participate in a variety of outdoor adventurous pursuits. The school has an annual sports' day which is well supported.

184. The subject has a new co-ordinator who is already beginning to develop the subject. A scheme of work is being developed which will help to improve progress in the school, particularly in Key Stage 1.

183. **Swimming**

185. The inspection of this school included a focused view of swimming which is reported below.

186. All Key Stage 2 pupils receive ten weeks of swimming coaching each year with each session lasting 30 minutes. No swimming took place during the inspection period. The school has chosen to use a local secondary school swimming pool which has good facilities for the coaching of the pupils. The pupils are supervised on the bus to the pool and whilst changing by three members of staff. This is adequate supervision. Training at the pool is undertaken by two instructors with full swimming qualifications and a teacher and support staff who work to plans provided by the physical education co-ordinator. In 1999, 64 per cent of Year 6 pupils were able to swim 25 metres by the end of the year. There is no system in place for providing extra lessons for pupils who fail to meet National Curriculum requirements. The cost of swimming is funded by the Local Education Authority and parents are not required to make a contribution. The existing provision gives satisfactory value for money.

185. PART C: INSPECTION DATA

187. SUMMARY OF INSPECTION EVIDENCE

- A total of 48 hours 15 minutes was spent observing classes, sampling pupils' work and talking to pupils.
- All subject co-ordinators and teachers with specific areas of responsibility were interviewed.
- A sample of registration periods was observed in both key stages and in the nursery. Discussions were held with the secretary about the procedures for monitoring attendance.
- Pre-inspection meetings were held with the staff, governors and parents.
- Discussions were held with the headteacher.
- Parts of some extra-curricular activities were observed.
- Samples of pupils' work were scrutinised across all year groups.
- Pupils from each year group were heard reading aloud.
- Frequent discussions took place with pupils of all ages about their learning, achievements and views on aspects of the code of conduct.
- Inspectors took their meals with the pupils and observed lunchtime behaviour.
- Playtimes were observed and enabled informal discussions with pupils.
- Inspectors attended assemblies for both key stages.
- Additional documentation was scrutinised including long-term curriculum planning and some finance documents.
- An inspector made a detailed tour of the site to inspect the accommodation.

1. DATA AND INDICATORS

1. Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	152	7	37	43

Teachers and classes

Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)	7
Number of pupils per qualified teacher	22

Education support staff (YR – Y6)

Total number of education support staff	5
Total aggregate hours worked each week	99

Average class size:	25
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Financial data

Financial year:	1997/98
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	£
Total Income	286,656
Total Expenditure	286,553
Expenditure per pupil	1,747
Balance brought forward from previous year	15,347
Balance carried forwards to next year	15,470

PARENTAL SURVEY

Number of questionnaires sent out:

200

Number of questionnaires returned:

38

Responses (percentage of answers in each category) :

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	24	63	8		5
I would find it easy to approach the school with questions or problems to do with my child(ren)	26	61	10	3	
The school handles complaints from parents well	8	52	26	7	7
The school gives me a clear understanding of what is taught	16	63	18	3	
The school keeps me well informed about my child(ren)'s progress	16	68	8	8	
The school enables my child(ren) to achieve a good standard of work	8	79	13		
The school encourages children to get involved in more than just their daily lesson	24	52	24		
I am satisfied with the work that my child(ren) is/are expected to do at home	17	67	6	10	
The school's values and attitudes have a positive effect on my child(ren)	18	58	18		6
The school achieves high standards of good behaviour	11	61	21	7	
My child(ren) like(s) school	27	55	5	8	5