

Frizington Community Primary School

Inspection report

Unique Reference Number	112156
Local Authority	Cumbria
Inspection number	325541
Inspection date	11 December 2008
Reporting inspector	Derek Sleightholme

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	106
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Fred Lightfoot
Headteacher	Mr James Blackwell
Date of previous school inspection	1 January 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Main Street Frizington Cumbria CA26 3PF
Telephone number	01946 810611

Age group	4–11
Inspection date	11 December 2008
Inspection number	325541

Fax number

01946 814768

Age group	4-11
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Introduction

The inspection was carried out by two Additional Inspectors.

Inspectors evaluated the overall effectiveness of the school and investigated the following issues:

- The effectiveness of strategies used to raise standards and improve achievement.
- The effectiveness of strategies used to close the gap between boys' and girls' attainment.
- The effectiveness of all leaders in promoting community cohesion.
- The after school childcare provision, 'Kidzclub', managed by the governing body.

Evidence was gathered from discussions with senior leaders, governors, pupils and the headteacher. In addition, parts of lessons were observed, school documents, samples of pupils' work and the parents' questionnaires were scrutinised.

Other aspects of the school's work were not investigated in detail but the inspectors found no evidence to suggest that most of the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

This is a small primary school. Most pupils are from White British backgrounds and none are at an early stage of acquiring English. The number of pupils eligible for free school meals is average. The proportion with learning difficulties and/or disabilities is well above average and a well above average percentage has statements of special educational need. The Early Years Foundation Stage (EYFS) provision covers Reception year children taught in a class with some Year 1 pupils.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school. 'We could not choose a better school', is a written comment that typifies most parents' high regard for the school.

Achievement is outstanding. All pupils achieve equally well. Children make outstanding progress in the EYFS and this is sustained from Year 1 to Year 6. Small numbers of pupils in each year group leads to some variation in standards from year-to-year. Current standards in Year 2 are average in reading, writing and mathematics. Current standards in Year 6 are above average and are an improvement on previous years. Standards of spelling are variable. Pupils often make simple errors when writing. School leaders resolutely implement very effective strategies to raise achievement. These include selecting topics that appeal to boys and encouraging all pupils to extend their range of writing skills. In recent years, test results have consistently shown progress to be outstanding. In the 2007 Year 6 national tests, results overall were above average. They were average in English and mathematics and exceptionally high in science. The provisional 2008 Year 6 results show standards are expected to be average in English and mathematics and above average in science. These pupils also made outstanding progress as they entered the school from very low starting points. Pupils with learning difficulties and/or disabilities often make outstanding progress.

Pupils' personal development and well-being are outstanding. Their spiritual, moral, social and cultural development is good. Pupils reflect deeply on issues such as care of the environment. They value their time at school and they love the activities it provides. Pupils are polite, helpful and show very positive attitudes to learning. Their behaviour is outstanding. Pupils feel very safe and they know how to look after themselves, for example they know the risks posed by accessing the Internet. They value exercise. Through their efforts the school has gained the Activemark and designation as a Healthy School. Pupils have a strong voice in the school, a parent noting, 'Children are always at the centre when planning various projects'. Pupils' contribution to the community is outstanding. A terrific example is that pupils made gifts to sell at the local Victorian Christmas market to raise money for Frizington to have its own Christmas lights. Pupils' rapid gains in basic skills ensure all are very well prepared to cope with life ahead. Attendance is average.

Teaching and learning are outstanding. Very effective planning ensures pupils of all abilities access tasks that challenge them appropriately. Brisk, lively teaching keeps pupils on their toes. Progress is very good in numeracy and most aspects of literacy because the teaching of these important skills is regularly exceptional. Strong progress in science stems from stimulating experimental activities. The curriculum is excellent. Topics are used very effectively to improve learning across subjects. A lesson where pupils design a 'marvellous medicine from revolting ingredients' is typical of strategies taken to engage boys more fully. The 'Forest School' project, where pupils learn by using their own special area of woodland, provides outstanding opportunities for personal and academic development. Care, support and guidance are outstanding. Child protection, risk assessments and safeguarding meet requirements. The management of the after school 'Kidzclub' meets childcare registration requirements. Pupils with learning difficulties and/or disabilities benefit from the very good, sensitive support provided by skilled teaching assistants and strong partnerships with external agencies. Academic guidance is excellent. Assessments are timely and comprehensive. Pupils know their own targets for literacy and numeracy. Marking provides them with explicit guidance on what they must do to improve.

Leadership, management and governance are outstanding. The headteacher provides inspirational leadership and direction for the work of the school. He is well supported by committed staff working diligently together. This ensures pupils have every opportunity to meet the challenging targets they are set in this highly inclusive school. Leadership has successfully improved all aspects of provision that impact on standards and personal development. The excellent monitoring practices include a formal cycle of activities to check progress against targets within the exemplary school improvement plan. Governors are fully involved in holding the school to account. They help school leaders to implement a very effective and accurate self-evaluation process. Given the track record of success there is excellent capacity for further improvement. Leaders make a good contribution to promoting community cohesion. Residential city experiences help pupils' awareness of Britain's richness and diversity. The school provides outstanding value for money.

Effectiveness of the Early Years Foundation Stage

Grade: 1

Provision in the EYFS is outstanding. Children begin in Reception from starting points that are very low compared to what is typical for their age. Although small cohorts lead to some variation, children are regularly admitted with particularly weak speech and language skills, restricted social and number skills and limited knowledge. Although excellent teaching leads to rapid achievement across all areas of learning, by the end of Reception most children are below average. The high quality teaching is embedded in exceptional knowledge of how children learn. It is strengthened by the skilled support of classroom assistants. Consequently children of all starting points make outstanding progress.

Children respond very positively to the stimulating learning experiences they encounter. Effective planning ensures a good balance between adult led and child-selected activities. Children have fun outdoors, especially when they handle natural materials during regular visits to their dedicated forest outdoor classroom. Here children learn about sharing and cooperating. They gain confidence quickly and academic skills develop at a rapid rate. By encouraging parents to be directly involved in their child's learning experiences, the EYFS contributes to the excellent partnership the school has with the local community. Reception children can access 'Kidzclub' where they are provided with activities that complement those of school.

Leadership and management, currently undertaken by the headteacher, are outstanding. Children benefit from very good daily management and supervision. Care and welfare arrangements meet requirements. Assessment practices are diligently undertaken and children's progress is tracked meticulously. Intervention is rapid and based on accurate assessment of children's needs.

What the school should do to improve further

- Improve the accuracy of spelling across the curriculum.

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Annex A

Inspection judgements

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

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

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

Achievement and standards

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

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

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

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

Leadership and management

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

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

12 December 2008

Dear Pupils

Inspection of Frizington Community Primary School, Cumbria, CA26 3PF

We enjoyed our recent visit to your school. Thank you for helping us. We enjoyed meeting you and looking at your work. You were helpful and polite and we were impressed by your outstanding behaviour. Your attendance is average.

These are the things we found out about your school during our visit. You attend an outstanding school. All the people who work in school are doing a great job. Outstanding teaching ensures learning is fun. Consequently you all make excellent progress throughout the school. You play your part by working hard in lessons. By Year 2 most of you have reached average standards and by Year 6 standards are above average. We were very impressed with the improvements you have made with your writing and especially interested in how boys are just as keen as girls to do well. We did, however, notice that many of you make silly mistakes with your spelling and this is not just in literacy books. You can help improve this by learning to spell accurately and checking your work before you hand it in for marking.

You told us you really enjoy school and it is a happy place to be. Your school leaders have devised an excellent learning programme for you to follow that makes learning lively and challenging. We saw from photographs how much you enjoy the activities that take place in your own area of forest. The staff provide you with outstanding care and you told us that you feel safe and know how to get help. They organise excellent support for those of you who need extra help quickly. You receive very good guidance on how to improve your work and clear targets to work towards. We know you value exercise. You told us it was your idea to have the special climbing wall installed in the yard. You help the school in many ways and your excellent fund raising has helped the village have its own Christmas lights. Well done!

Finally we want to congratulate you all on your Christmas Concert. The expressions on your parents' faces showed you made them feel very proud. We wish you and all the staff the very best for the future.

Derek Sleightholme

Lead inspector