

# Fellview Primary School

## Inspection report

---

<b>Unique Reference Number</b>	112238
<b>Local Authority</b>	Cumbria
<b>Inspection number</b>	357072
<b>Inspection dates</b>	1–2 February 2011
<b>Reporting inspector</b>	Sue Sharkey

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	59
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr John Brown
<b>Headteacher</b>	Mrs Norma Bagot
<b>Date of previous school inspection</b>	18 March 2008
<b>School address</b>	Caldbeck Wigton Cumbria CA7 8HF
<b>Telephone number</b>	01697 478437
<b>Fax number</b>	01697 478437
<b>Email address</b>	admin@fellviewcumbria.sch.uk

---

<b>Age group</b>	4–11
<b>Inspection dates</b>	1–2 February 2011
<b>Inspection number</b>	357072

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited six lessons and observed three teachers. Meetings were held with the headteacher, pupils, parents and carers, representatives of the governing body and staff. The inspectors observed pupils' work and looked at the school's system for tracking pupils' progress, safeguarding documents and key policies. Inspection questionnaires from 25 parents and carers, six school staff and 28 pupils were also taken into account.

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

- whether teaching is challenging enough for pupils to make the best progress possible
- what strategies the school has in place to raise attainment and achievement in Key Stage 1 in reading, writing and mathematics
- how the school makes use of assessment to support pupil's learning
- whether planning for the Early Years Foundation Stage enables full use of both the indoor and outdoor environment.

## Information about the school

This is a smaller-than-average primary school in a rural area. The proportion of pupils known to be eligible to free school meals is lower than the national average. The proportion of pupils with special education needs and/or disabilities is below the national average. Pupils are usually taught in three classes: Reception with Years 1 and 2, Years 3 and 4, and Years 5 and 6. The number of pupils in each year group is usually less than 10 and can be as low as six. An independent provider runs a nursery on the school site and this is subject to a separate inspection and receives a separate report which is available on the Ofsted website. The school has Healthy School status and Activemark.

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

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

## Inspection judgements

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

**2**

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

**2**

## Main findings

Fellview Primary School provides a good education for its pupils. The strong relationships between staff and pupils create a positive atmosphere which helps develop pupils into confident, articulate and caring young people. Pupils have positive attitudes and their enjoyment of learning is a key factor in their above-average attendance. Parents and carers are very supportive of the work of the school and remark about their children's school experience. A typical comment is, 'The school provides an excellent and safe learning environment. Our children love coming to school.'

Teaching and learning, the curriculum and the care, guidance and support that pupils receive are all of good quality. The school is an energetic community providing a purposeful environment in which pupils from the Early Years Foundation Stage to Year 6 say they enjoy school. Opportunities for Reception Year children to use the outdoors are limited and daily planning does not include sufficient time for children to experience a wide range of outdoor activities regularly. Reception Year children make good progress and this continues throughout the school. Pupil's attainment at the end of Year 6 is above average in English and mathematics, reflecting good achievement and progress. Due to the small numbers in different year groups, there can be some fluctuation in attainment from year to year. Pupils with special education needs and/or disabilities make similarly good progress; they benefit from extra support and amended tasks meet their needs well.

Teachers use questions well to check what pupils have learned and to help them extend their language and learning. However, the marking of pupil's work is less honed and does not always give clear help to pupils so that they know how to improve their work. Lessons are well planned to make them interesting, with good quality resources, but there are not always enough opportunities for pupils to pursue their own independent learning. The school works successfully with many partners to boost pupils' learning, personal development and well-being, for example in the wide range of sporting activities available. This helps pupils to have a good understanding of a healthy lifestyle.

The school has an effective system for tracking pupils' progress, but it is not rigorous enough to check pupils' targets clearly or identify pupils who may need extra support or challenge. The school's evaluation of its own performance is accurate and the monitoring of teaching and learning enables leaders to identify what needs to be done to make the school better. Improvements since the last inspection and actions taken to boost achievement have had a positive impact, showing that the school has good capacity to improve further.

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

- Ensure that teaching is consistently good or better by:

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

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

- - allowing pupils to have greater opportunities for independent learning
- - sharpening the quality of marking so that pupils understand better how to improve their work.
- Improve the outdoor learning experience for children in the Early Years Foundation Stage by ensuring that there are sufficient planned opportunities for children to experience a wide range of outdoor activities regularly.
- Ensure that the tracking of pupils' progress is more rigorous so that there is clearer identification of their targets and of pupils needing additional support and challenge.

**Outcomes for individuals and groups of pupils****2**

Pupils enjoy learning and are keen to succeed, particularly as they say they are always learning new work. The school has a focus on improving writing and during a lively Years 5 and 6 lesson pupils were engaged in identifying connective words and where they fit into a sentence. The teacher challenged them to find new words and quickly displayed these on the wall. During a mathematics lesson in Key Stage 1 pupils were doubling letters and the teacher was encouraging them to talk about how they worked out the next number. Pupils were keen to offer numbers and were excited when they were accurate and also when some pupils ventured into 3 digit numbers. The teacher encouraged a small number of pupils to continue the number pattern while others worked happily with partners on computers to tackle further number problems. Overall, pupils enter the Early Years Foundation Stage with skills that are below what is expected for their age, particularly in reading, writing and mathematics. They make good progress in the Reception class. They sustain good progress and achievement over time so that when they leave school in Year 6, their attainment is above average. Pupils with special educational needs and/or disabilities progress well due to the well-tailored support provided by teaching assistants.

Throughout lessons pupils are motivated, their behaviour is good and they show respect for each other as well as for the adults working with them. Pupils agree they feel safe in school and are unanimous in their view that teachers look after them well and that they can talk with any adult if they have a problem. The school is a close-knit community where pupils get on well together. Pupils make a good contribution to the life of the local community. They talked animatedly about the Food Week when members of the village were invited into school to try different styles of food. The school council were proud that they had initiated this venture and proud that they were able to invite the community into their school. Pupils say they enjoy raising funds for local, national and international charities. They have supported a child in Africa for many years and this gives them a greater understanding of the needs of others. Pupil's good spiritual, moral, social and cultural development is evident in their mature and sensitive approach to supporting each other and in their participation in lessons and assemblies.

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

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

*These are the grades for pupils' outcomes*

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

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

## How effective is the provision?

Teaching is good and helps pupils to learn and achieve well. Teaching assistants make a good contribution to pupil's learning through working with small groups and individuals. They provide valuable support to teachers. Teaching is typified by very good relationships and activities which are interesting and sometimes practical. Coverage of subjects is through a topic-based approach, which is very effective in emphasising the development of pupils' thinking, talking and questioning skills. Teachers use different skills within a range of subjects. For example, opportunities for writing are practised across the curriculum so that different styles can be explored. Assessment is used well. However, marking, while up to date, is not always sharp enough to inform pupils about how to improve their work. Pupils make good progress because the staff plan lessons well and this is particularly important as pupils are taught in mixed-age classes. However, planning does not always allow for pupils to work independently and to direct their own learning.

Pupils benefit from a good curriculum which helps them to achieve well in both their academic and personal development. It responds successfully to the challenge of mixed-age classes. The breadth and the balance of the curriculum are good and pupils enjoy and participate enthusiastically in a wide range of activities outside lessons. Music is a focus in the school and pupils have the opportunity to learn a wide range of instruments, as well as singing and working collaboratively with other schools in a musical performance. Pupils in Key Stage 2 take part in residential visits to local areas or further afield to Manchester.

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

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

Visiting a city enables pupils to explore different cultures and urban life. These activities help to raise pupils' awareness of the needs and life experiences of different people, helping to ensure that they are well equipped for future life.

Good arrangements are in place to support and care for pupils and to help them develop and learn. Links with outside agencies are used well in ensuring the well-being of pupils, especially those with special educational needs and/or disabilities. Staff have good knowledge of all pupils in school enabling them to be well aware of their personal and academic needs. Good systems are in place to ensure that pupils are safe, helping them enjoy their learning and develop good personal skills.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The well-respected headteacher and the efficient teamwork of all adults in school make a strong contribution to the good standards in pupils' personal and academic work. Subject leaders are involved in monitoring their subjects so that they can ensure that attainment and achievement are always a priority. The governing body has developed its role well through close links with the school and also through training. It provides considerable support and challenge and evaluates most aspects of the school's work extremely well so that it is very aware, not only of its strengths, but also its weaknesses. It ensures that safeguarding requirements reflect good practice and that the school promotes equal opportunities and tackles discrimination well. This is exemplified through the good progress made by all groups of pupils and the way in which pupils work and play well together. The school's involvement in the local community and its success in extending pupils' awareness of other beliefs and ways of life show good community cohesion.

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

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

*These are the grades for leadership and management*

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

## **Early Years Foundation Stage**

Children gain a good experience in the Reception Year. They settle quickly into school and are happy because of the very good partnership with parents and carers, as well as the strong links with the nursery on the school site. Children behave well and are confident and independent when working on tasks they have chosen for themselves. They absorb themselves into role play, writing the sign for Red Riding Hood's house or curling up in bed waiting for Red Riding Hood to visit with a basket of goodies. Other children use a range of colours to paint the wolf in the forest on the way to granny's cottage. Teaching and learning are good because adults assess children regularly, plan exciting activities that closely match children's needs, and identify what children need to do next. Children's happiness in learning contributes to their good progress so that by the time they reach Year 1 most have reached expected age-related skills levels. Reception Year children work alongside Years 1 and 2, but good planning ensures that all groups are well provided for so that all children are suitably challenged. Leadership and management are good, ensuring that planning reflects an understanding of how young children learn. However, planned activities are mostly indoors and children have limited opportunities to explore activities outside. Children with special educational needs and/or disabilities make good progress because early assessment highlights their needs and very good teaching assistant support is provided for them.



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

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

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

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

## Views of parents and carers

All parents and carers who returned the questionnaires are positive about the way the school cares for and educates their children. They feel that their children enjoy school, are kept safe and are pleased with their children's progress. Some parents and carers took time to add comments to the questionnaire they returned, many to reinforce the strength of their positive views. A small minority of parents and carers raised concerns and these were looked into during the inspection. Some parents and carers were concerned about their children's progress. During the inspection, inspectors found that pupils were making good progress. Parents and carers are informed of this on the annual report as well as having a range of opportunities to talk with teachers at parents' evenings and monthly 'open-door' sessions.

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

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

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

The inspection team received 25 completed questionnaires by the end of the on-site inspection. In total, there are 59 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	13	52	12	48	0	0	0	0
The school keeps my child safe	17	68	8	32	0	0	0	0
My school informs me about my child's progress	10	40	12	48	3	12	0	0
My child is making enough progress at this school	11	44	10	40	4	16	0	0
The teaching is good at this school	11	44	11	44	1	4	0	0
The school helps me to support my child's learning	9	36	15	60	1	4	0	0
The school helps my child to have a healthy lifestyle	15	60	8	32	1	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	12	48	9	36	2	8	0	0
The school meets my child's particular needs	12	48	11	44	2	8	0	0
The school deals effectively with unacceptable behaviour	10	40	9	36	1	4	0	0
The school takes account of my suggestions and concerns	10	40	12	48	1	4	0	0
The school is led and managed effectively	12	48	9	36	2	8	1	4
Overall, I am happy with my child's experience at this school	14	56	11	44	0	0	0	0

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

## Glossary

### What inspection judgements mean

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

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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

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

## Common terminology used by inspectors

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

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



4 February 2011

Dear Pupils

**Inspection of Fellview Primary School, Wigton, CA7 8HF**

Thank you for making us feel so welcome when we visited your school recently. We enjoyed talking with you and watching you learn in lessons. We were pleased with how well you understand the importance of keeping healthy. We thought your behaviour was good and congratulate you for raising money for various charities. Overall, we found that your school provides you with a good education, so that you are able to make good progress in your work and reach a good standard before you leave school in Year 6.

There are some things that I have asked the school to do to help to make it better. First, for teachers to give you more time to carry out your own independent work. Second, I have asked teachers to look at the way they mark your work so that it is always clear what you can do to improve your work and get better. Third, I have asked the school to give Reception Year children more time to work outside on lots of different activities. I hope they enjoy this. Last, I have suggested that the school looks at how they record the results of your assessments so that they can keep a tighter check on how well you are doing and make sure that everyone who needs extra help gets it quickly.

Congratulations on everything you do with the community and other schools. I noticed that sometimes you win competitions. Well done! I noticed also how many of you play a musical instrument. Keep practising, but most of all enjoy it.

I am pleased that you said that you enjoy coming to school. Remember always to do your best and help your teachers. Thank you for helping me and for being so polite.

Best wishes

Mrs Sue Sharkey

Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**