

# Felton Church of England First School

Inspection report

---

<b>Unique Reference Number</b>	122273
<b>Local Authority</b>	Northumberland
<b>Inspection number</b>	292355
<b>Inspection dates</b>	15–16 March 2007
<b>Reporting inspector</b>	Mary Sewell

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>	Voluntary controlled
<b>Age range of pupils</b>	3–9
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	52
School	
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Angela Smith
<b>Headteacher</b>	Mrs Barbara Pratt
<b>Date of previous school inspection</b>	1 April 2002
<b>School address</b>	Mouldshaugh Lane Felton Morpeth Northumberland NE65 9PY
<b>Telephone number</b>	01670 787315
<b>Fax number</b>	01670 787315

---

<b>Age group</b>	3–9
<b>Inspection dates</b>	15–16 March 2007
<b>Inspection number</b>	292355

---

© Crown copyright 2007

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

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

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.

## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

Felton C of E First School serves the rural community of Felton in Northumberland. It is smaller than average. Since the previous inspection the number of pupils has halved. There are currently no pupils from minority ethnic groups or who are in the care of the local authority or whose first language is not English. There are fewer pupils with learning difficulties and disabilities than average. Before and after school care is offered by another provider. This independent provision has recently been inspected.

## 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. The school's Christian ethos is reflected in the warm family atmosphere, excellent relationships and mutual trust and respect. The well-being and happiness of every child is truly the centre of all its work. As a result, school is a caring place where all are challenged to give of their best in a safe and secure environment. Pupils' social, moral, spiritual and cultural development is outstanding. Their behaviour and attitudes are excellent. They know how to stay healthy and safe. Pupils make an excellent contribution to the school's communal life and they are very well prepared for the next stage of their education.

Standards are well above average and pupils achieve very well throughout the school. In the 2006 assessments, pupils in Year 2 attained standards well above average. Standards have been significantly high for the last four years. By the end of Year 4, standards are well above the expected levels in writing, reading, mathematics and information and communication technology (ICT). Standards in ICT are exceptionally high; with Year 2 confidently constructing PowerPoint presentations and hyperlinks on their web sites. School has met its challenging targets in all subjects for each of the last three years. This is because the teaching is outstanding. Learning is of a consistently high quality because teaching is enthusiastic, lively and precisely matched to pupils' needs. The curriculum is outstanding. It provides an excellent balance between a focus on the basic skills of literacy and numeracy and ICT and an inspirational thematic delivery of other subjects.

Provision for children in the Foundation Stage is excellent. As a result, they make rapid progress in all aspects of their development and achieve levels above those expected nationally.

Leadership and management by the headteacher and governors are excellent. The governors provide very good challenge and support. The school's self-evaluation is accurate. The school offers very good value for money and is well placed to continue its excellent work. The headteacher's vision that all pupils should have the skills, motivation, enthusiasm and confidence to learn is understood and endorsed by all who work with her. This clear focus of teaching pupils how to be self-reliant and independent learners is fundamental to the work of the school and is overwhelmingly supported by parents.

### What the school should do to improve further

- There are no significant areas that require improvement.

## Achievement and standards

### Grade: 1

Standards are well above average and achievement is outstanding. Children in the Foundation Stage start school with broadly average levels of development and make very good progress. By the end of Reception, the majority of children reach levels above those expected nationally for children of this age. They make exceptional progress in calculation, writing, and linking sounds and letters. By the end of Year 2, standards are significantly above the national average with girls more than a year ahead of girls in other schools. These standards have been consistently high over the last four years, with just a slight dip in reading in 2006. Boys and girls continue to make very good progress in Years 3 and 4. Throughout the school, skills in mathematics and in speaking and listening are high. Pupils work well in groups and negotiate and articulate ideas clearly. Pupils with learning difficulties and disabilities make exceptional

progress because work is well matched to their individual needs. High quality extension work is provided for the most able pupils, which helps them achieve standards years ahead of their peers.

## **Personal development and well-being**

### **Grade: 1**

The personal development and well-being of pupils are outstanding. Pupils love school, they attend regularly, are sensible, confident and eager to learn. Their spiritual, moral, cultural and social development is exceptional; in the main because of the close links with the Church and the community. Worship and ethical discussions are part of their daily routine. As a result, pupils are comfortable offering up prayers or discussing the moral implications of world food shortages. They demonstrate a maturity and confidence well beyond their years and are impressive in the way in which they care for each other. They know how to stay healthy and safe.

Pupils make rapid progress in their personal, social and emotional development, which helps them settle into school quickly. Very swiftly, they start to assume responsibility and make decisions because of the many opportunities open to them. One such opportunity is through the school council where members are forthright in their views and have already helped make considerable changes to dining arrangements. Pupils are committed to taking care of the environment and thoroughly appreciate the spacious school grounds and the excellent outdoor play area. The links with the community are excellent and because of excellent basic skills and lessons learned through fundraising activities, pupils are very well prepared for the world of work.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

Teaching and learning are excellent. Inspection evidence found that the high standards pupils achieve are the result of rigorous and purposeful teaching of the basic skills combined with innovative and inspired teaching of cross curricular themes. Teachers have the confidence to work as a team, bringing together their own particular subject strengths and skills to deliver lessons that involve a wide range of techniques. As a result, pupils are never bored or uninterested because the work is focused precisely on their individual needs.

Teachers' expectations are high and lessons continually challenge pupils' understanding; for example, Reception class children discussed 'meanders and tributaries' as they reconstructed the River Coquet with guttering and sand. A major strength of the way in which pupils learn is that they become 'experts' and teach each other. Marking is very well focused on what pupils need to do to improve. Pupils share the assessment criteria and understand how they are progressing towards their learning targets. Parents feel their children become independent learners with 'an enthusiasm for investigation, which extends beyond the school environment.'

### **Curriculum and other activities**

#### **Grade: 1**

The curriculum is outstanding. A recent and radical move towards whole school, cross-curricular thematic links has brought inspiration to the whole school. Parents are delighted with the

changes and say there are 'excellent opportunities to learn beyond the classroom through a very diverse, creative and exciting curriculum.' An example of this is the recent study of the local area, where subjects were forged together to provide a lively and focused learning experience for pupils of all ages. The celebration of traditions of other cultures is reflected in work on India and Africa. This is enriched by visiting artists and speakers and by members of the local community who help with mosaic and felt making. Pupils are well supported by additional teaching to either extend their understanding or to support basic skills. Parents appreciate the broad and extended curriculum especially the wide range of extra sporting activities.

## **Care, guidance and support**

### **Grade: 1**

The care school takes of its pupils is outstanding. Parents say children are 'valued as individuals' and school is 'extremely caring'. All adults know the pupils well and are sensitive to individual needs. This is an exceptional school where care, kindness and respect are integral to all its work. All child protection and safeguarding issues are in place. School works very well with families; resulting in very strong parental support. Teachers and parents work together to provide holistic care and guidance. All the community feels a part of this school 'family'; as a result, pupils are confident of help and support whenever it is needed. Teachers collect information about pupils' progress each term and use this to plan work suitable for their individual needs. One of the keys to the school's success is the close monitoring and effective target setting, which ensures that pupils are constantly challenged and extended.

## **Leadership and management**

### **Grade: 1**

Leadership and management are excellent. The parents say the headteacher provides 'extremely enthusiastic leadership' and this is endorsed by staff and governors. She is inspirational, dedicated and well focused to making learning challenging and enjoyable; as a result, standards and achievement are high. Her vision is driven through by hardworking and passionate teachers who constantly strive to give pupils an enthusiasm for learning. The essence of the success of this school is its teamwork, which ensures the seamless delivery of the curriculum and smooth running of the school. The high expectations of the staff are recognised by the parents who feel the school is the 'heart of the community'. Governors are extremely supportive and well informed, which means they challenge and support the school very effectively. Teachers provide concise information on all aspects of their work, which supports the school's thorough self-evaluation. Improvement since the previous inspection has been very good.

Document reference number: HMI 2507 1 September 2006

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).

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Annex A

## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>
--	-----------------------

### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	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

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

<sup>1</sup> Grade 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.



## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
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

## Text from letter to pupils explaining the findings of the inspection

Felton Church of England First School

Mouldshaugh Lane

Felton

Morpeth

Northumberland

NE65 9PY

15 March 2007

Dear Pupils,

It was lovely to visit your excellent school last week. Thank you so much for making me feel so welcome. I particularly enjoyed your assembly when you became very cross about the small amount of food that some people who live in Africa and India have to eat and were keen to tell the grown-ups how to make things more equal.

It was wonderful to see how well you work with each other and with all the adults in school. Your school is like a large family, caring and supporting each other. One of the reasons you are learning quickly is because you trust and respect each other, feel safe and are confident. Another reason is that the teaching you receive is excellent. It is lively and interesting and in some lessons the whole school learns about the same topic together; like the river project. Pupils in your school gain very high marks in tests because they attend school regularly and are keen to work hard and learn well.

The school council were able to organise 'Red Nose Day' activities with very little help from grown-ups. You expressed your ideas clearly and maturely, were able to deal with money and organise your stalls well.

I found that your school governors and headteacher are excellent leaders. They have done such a good job that I cannot find anything specially that they need to do more for the school.

I wish you all the very best in the future,

Yours sincerely,

Mary Sewell.

[Lead inspector]