

Fellgate Primary School

Inspection report

Unique Reference Number	108706
Local Authority	South Tyneside
Inspection number	337127
Inspection dates	4–5 November 2009
Reporting inspector	Clive Petts

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	137
Appropriate authority	The governing body
Chair	Mr Alan Smith
Headteacher	Ms Carol Wilson
Date of previous school inspection	Not previously inspected
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited eight lessons, and held meetings with governors, staff, groups of pupils, and parents and carers. They observed the school's work and analysed questionnaire responses from parents and carers. The team also looked at data on pupils' progress, the school improvement plan, school policies and procedures; scrutinised pupils' work; and spoke to the School Improvement Partner to discuss his views of the school.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the current achievement, progress and attainment of pupils, especially the more able pupils in mathematics and science, to determine whether or not teaching has high enough expectations and presents consistent challenge
- the achievement and attainment of children in the Early Years Foundation Stage and in the resourced provision for pupils with autistic spectrum disorders
- the effectiveness of leadership and management in maintaining a sharp enough focus on learning to eradicate the legacy of underachievement.

Information about the school

Fellgate is a smaller than average school where the number of pupils on roll is falling year on year. It serves the surrounding estates in Jarrow just south of the River Tyne. There is an attached resourced provision for 30 pupils with autistic spectrum disorders. These pupils make up one quarter of the school roll. As a consequence, the proportion of pupils with special educational needs and/or disabilities is close to twice the national average with over ten times the average number of pupils with a statement of special educational needs. Nearly all pupils are from a White British background with no pupils who speak English as an additional language. There are a small number of looked after children. The proportion of pupils eligible for free school meals and the number joining or leaving the school at other than the normal time have risen sharply in the last two years and are now much higher than average. The school holds the Activemark, BECTA information and communication technology and Healthy Schools awards.

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?

3

The school's capacity for sustained improvement

3

Main findings

Fellgate is a satisfactory school which is improving securely and quickly. This is because the headteacher has established a strong focus on getting the best out of every pupil in a calm and positive climate for learning. Overall, behaviour is good with older pupils displaying considerate and positive attitudes towards each other and staff. The majority of parents and carers are supportive and nearly all appreciate the high level of enjoyment their children get from school life, which is reflected in their good attendance. The school makes concerted efforts to promote equality of opportunity. This is why pupils with special educational needs and/or disabilities sustain good progress. Those pupils in the resourced provision and those who face challenging circumstances make equally good progress because support is effective and often inspired and imaginative.

The starting points of many children in Reception are below those expected for their age. They make good progress in terms of their personal development. Academically their progress is satisfactory, although attainment by the end of Year 6 remains well below average overall. Secure and speedy progress has been made in tackling underachievement, especially in literacy. Attainment in English is now broadly average and in mathematics and science it is steadily improving but remains low as not enough pupils reach higher levels. Although teaching quality is satisfactory, there is some good and inspiring practice. The good progress made in Reception and Year 1 slows before picking up again in Years 5 and 6.

Much of the pupils' personal development is good because the school takes good care of everyone and gives them good guidance, support and encouragement. From the moment they arrive, all pupils are known as individuals and their personal needs are carefully considered. Pupils cope with responsibility very well, as seen for example in older pupils eagerly applying for a job as a play leader, thoughtfully preparing for interview and signing contracts when successful. Good opportunities are provided to participate in local community events and find out about the diversity that exists in the wider and global communities.

The headteacher has tenaciously tackled a legacy of underachievement and inconsistencies in the quality of teaching. Staffing is now more settled. Self-evaluation is accurate and pinpoints strengths as well as what needs to be addressed next. Senior leadership has been restructured and strengthened. Good use is made of partnerships to enhance provision and boost achievement, for example using the expertise of Barnados staff. Governors provide good commitment and sound support but are aware that their routines of holding the school to account require greater rigour. The convincing gains in the quality of learning demonstrate a satisfactory and strengthening capacity to sustain

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improvements. Together, this enables the school to provide satisfactory value for money.

What does the school need to do to improve further?

- Raise achievement and standards in mathematics and science, especially for the more able pupils by:
 - making certain that all activities allow pupils to apply their skills to solve problems
 - ensuring that all activities are purposeful, challenging and provide opportunities for pupils to analyse, explain and justify their methods.
- Achieve greater consistency in teaching in order to improve the rate of progress in all years by:
 - making more effective use of lesson planning to make certain activities stretch all pupils
 - regularly sharing the good and inspiring practice that exists in school
 - sharpening the use of assessment information to inform lesson planning and the next steps in the pupils' learning consistently.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 visit.

Outcomes for individuals and groups of pupils**3**

Achievement is satisfactory. Learning and progress has been satisfactory over time but is currently improving rapidly as a result of the strong leadership of the headteacher. Many pupils have difficulty learning and while they make good progress towards their individual targets, they struggle to reach average levels of attainment. Attainment at Year 6 is low overall due to well below average attainment in mathematics and science whilst English is broadly average. Pupils are prepared to apply themselves and listen carefully in lessons when activities are interesting and make them think. In those lessons observed where tasks are well matched to ability and interests, lively questioning probed their understanding and opportunities were created to apply their skills to solve a range of problems. Consequently, good and accelerating progress was consistently made. In contrast, when activities lack variety and work is insufficiently demanding because expectations of what can be achieved are not high enough, pupils' progress slows. Opportunities are missed to boost their confidence and their understanding is not augmented.

The school is working hard to change the pattern of low attainment and achievement. For example, the positive outcomes achieved in English are the result of initiatives which promote imaginative thinking and more sophisticated writing. Cross-curricular topics are successfully used to generate interest, develop writing opportunities and generate a desire to read more widely. Pupils with special educational needs and/or disabilities make good progress because the support they receive is effectively coordinated and

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their progress carefully checked. Similarly, pupils facing challenging circumstances, in both mainstream and the resourced provision, make good progress because their individual needs are carefully considered. Outcomes in mathematics and science are not so positive. Lesson observations reveal that concerted efforts are starting to have an impact as pupils' confidence and skills are boosted. This is enabling pupils to use their skills to consider problems, estimate, speculate and explain their thinking well.

Pupils demonstrate a good awareness of why it is important to adopt a healthy lifestyle and be responsible and safety conscious. As one pupil remarked, 'If I do eat chocolate I have to burn it off.' They enjoy the active playtimes, especially using the wide range of activity equipment. They show much respect for each other and display tolerance and application when working alongside pupils with difficulties and disabilities. Pupils are keen to make the school better and enjoy having a voice when making improvements. They are confident that bullying is rare and say that staff are never far away to sort out any problems or worries. They readily listen to each other's views and freely share ideas. The result is a happy, friendly atmosphere in which older pupils willingly help those in need of support. Spiritual, moral, social and cultural development is good, provides a strong focus on mutual respect and successfully supports personal development.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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How effective is the provision?

The quality of teaching is satisfactory with instances of good and occasionally inspirational teaching. Strengths in teaching include skilful, probing questioning to check knowledge and understanding, and giving the more able pupils the confidence and skills to tackle more complex problems. Weaker teaching features too little challenge, variety and pace and teachers' expectations of the presentation of pupils' work are often too low. In most lessons subject knowledge is sound and enhanced by effective use of up-to-date technology. In the resourced provision, the excellent relationships, intimate knowledge of needs and skilled support ensures that tasks are precisely matched to each pupil. This is fundamental to their good progress.

The curriculum is increasingly effective as more creative ways are employed to link subjects and skills together, for example when pupils study rainforests. There are more planned opportunities to apply literacy, numeracy, and information and communication technology skills, which are helping to boost achievement. The use of visits and visitors, for example a local arts centre artist working in the classroom and a visit to a local mosque, are well planned to enrich the curriculum and give pupils an insight into the diverse world around them. A good range of clubs and theme days add to the strength of provision.

The quality of care and support, especially for those who are potentially vulnerable or who have demanding individual needs, is very good. A wide range of external agencies are accessed by the school to boost achievement and well-being, for example speech and behaviour specialists. Pupils with a statement of special educational needs are given helpful and valuable support and guidance. This also includes successful family learning support.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The strengths in the headteacher's leadership lie in the determination to make teaching and learning more effective. The legacy of underachievement, particularly of the more able and talented pupils, is being successfully tackled. Patient approaches are used to deal with past inconsistencies in the quality of teaching. Consequently, the rate and consistency of pupils' progress is improving. Curriculum leadership has been bolstered and as teamwork develops, the leaders' impact increases. Staff skills, experience and

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talents are being successfully nurtured, for example using regular assessments to check performance and construct more creative and demanding activities. The school works hard to ensure that parents and carers are aware of the rate of their children's progress, so pupils can receive consistent messages from home and school. The full impact of the strategies adopted to raise achievement has yet to be seen over time, especially in mathematics and science.

Governors provide satisfactory support and expertise and recognise the importance of being more evaluative in their approaches. The school has good procedures to safeguard its pupils. These fully meet government requirements, especially in relation to child protection. Issues of safety are well integrated into pupils' learning, for example adopting good internet safety habits. The mainstream school and the resourced provision operate as a harmonious community enabling all to have the same happy experience of school life. The school demonstrates that it makes a good commitment to community cohesion and is particularly successful in reaching families in challenging circumstances. The curriculum is increasingly used to engage pupils and increase their understanding of the diverse range of national and global communities.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children thoroughly enjoy being in Reception because teaching is lively and fun and activities indoors and outdoors are well planned. All children are very well cared for and looked after. A strength is effective systems of checking progress, assessing what has been learnt and what the next steps are. Staff work tirelessly to make sure that

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individual needs are met. Plenty of opportunities are provided for children to solve problems and find things out for themselves. There is a strong emphasis on developing personal skills and independence. Children are confident to lead their own learning and adults are skilled at following their lead, although the right sorts of questions are not consistently asked to provoke children's curiosity and interest. Role play is used to good effect, especially outside, for example using the Fellgate Airways plane to act out going on holiday. A firm speaking and listening focus helps children's thinking and early introduction into reading and writing. Although children join Reception at below average starting points, clear routines and expectations ensure that children of all abilities and backgrounds make equally good progress. Most children reach the nationally expected levels by the start of Year 1. Good relationships with parents and carers help them support their children's learning. Despite some unsettled staffing, the setting is well led and managed.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

In their responses to the questionnaire most parents and carers were very positive about the school. Parents and carers appreciate the high quality of care that staff provide in the resourced provision, where targeted support for potentially vulnerable youngsters is skilfully and successfully deployed. A small minority of parents and carers did express concerns about the management of unacceptable behaviour. While the inspectors did recognise that a few individual pupils displayed some inappropriate behaviour, especially when moving between classrooms, staff management of behaviour is very effective. In classrooms older pupils displayed exemplary behaviour characterised by considerate, patient attitudes in calm, orderly lessons and responsible, safe behaviour at playtimes.

The inspection team received 48 completed questionnaires. In total there are 126 parents and carers registered at the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Fellgate 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 inspector received 48 completed questionnaires by the end of the on-site inspection. In total, there are 137 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	58	20	42	0	0	0	0
The school keeps my child safe	29	60	17	35	2	4	0	0
The school informs me about my child's progress	21	44	20	42	5	10	0	0
My child is making enough progress at this school	21	44	22	46	2	4	1	2
The teaching is good at this school	25	52	17	35	2	4	1	2
The school helps me to support my child's learning	22	46	19	40	3	6	0	0
The school helps my child to have a healthy lifestyle	25	52	19	40	2	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)	22	46	17	35	6	13	0	0
The school meets my child's particular needs	22	46	22	46	2	4	1	2
The school deals effectively with unacceptable behaviour	20	42	13	27	11	23	2	4
The school takes account of my suggestions and concerns	16	33	23	48	4	8	2	4
The school is led and managed effectively	20	42	19	40	5	10	1	2
Overall, I am happy with my child's experience at this school	21	44	22	46	3	6	1	2

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 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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



06 November 2009

Dear Pupils

Inspection of Fellgate Primary School, Jarrow, NE32 4XA

Thank you for being so friendly, polite and helpful when we visited your school. We really enjoyed our time at Fellgate, particularly the discussions we had with you.

We would like to tell you about some of the good things about your school.

- The school staff look after you and care for you well.
- Your behaviour and enjoyment of school life are good and this is reflected in your good attendance.
- You know how to stay safe and healthy.
- The school enjoys good relationships with your parents and carers and there are good links with other schools, help agencies and local community groups.
- Those of you who find learning difficult make good progress, including those pupils from the unit.
- You have a good headteacher and some hardworking staff.

Your school provides a satisfactory education. By the time you leave school, although your attainment in English is average, in mathematics and science it is low. A small number of you do not reach the higher levels that you should. To help your school get even better and make sure you always achieve higher standards, we have asked for some improvements to be made. These will make sure that:

- your work is at the right level for you; challenging but not too easy or too hard
- all of you improve the quality of mathematics and science and the more able and talented pupils reach even higher standards
- all staff have high expectations for your work and use information about your progress to plan even more interesting activities for you.

You can play your part by continuing to work as hard as you can.

Thank you for helping with this inspection. I hope the school will continue to build on its strengths.

Best of luck to you all

Clive Petts

Lead inspector

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