

# Inspection of Fellview Primary School

Caldbeck, Fellview Primary School, Wigton, Cumbria CA7 8HF

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|---------------------------|--------------------|
| Inspection dates:         | 7 and 8 May 2025   |
| The quality of education  | <b>Good</b>        |
| Behaviour and attitudes   | <b>Outstanding</b> |
| Personal development      | <b>Good</b>        |
| Leadership and management | <b>Good</b>        |
| Early years provision     | <b>Good</b>        |
| Previous inspection grade | Good               |

## **What is it like to attend this school?**

The school has established a strong culture of mutual respect and collaboration for staff and pupils alike. This inspires pupils to support each other and keep trying even when they find tasks challenging. Staff and pupils treat each other with kindness. These relationships are at the heart of everyday routines at Fellview Primary School. Together, staff have created an environment that helps all pupils to feel fully included in the life of the school. Pupils are happy and safe in this caring place.

The school has established an ambitious curriculum. In the early years, children quickly acquire the important language and speaking skills that they need. They are well prepared for their future education. The school deliberately enhances the curriculum through well-chosen trips and visits. Pupils are confident and independent learners, and they achieve well in most subjects.

Pupils' behaviour is exemplary. They follow the positive examples that adults set for them. Older pupils use these to act as role models for younger pupils. Some contribute as art or sporting ambassadors. Others contribute as members of the school council. These roles inspire pupils to play their part to improve their school. Pupils enjoy their learning and want to attend school. Their attendance is high.

## **What does the school do well and what does it need to do better?**

The school has implemented a broad curriculum. In the early years, including in the two-year-old provision, staff help children to understand the world around them. Children find out about their local area and how this differs from other countries and climates. They explore seasonal changes by planting seeds and exploring how plants grow. Children quickly develop very positive attitudes to their learning. This continues across school. In mathematics, children quickly develop their understanding of number. Older pupils apply their mathematical learning effectively. Teachers successfully identify and address pupils' misconceptions.

In many subjects, teaching helps pupils to explicitly connect new learning to what they already know. In art and design, for example, pupils use their knowledge of specific terminology and techniques to develop their own ideas and creations. They apply the individual elements that they have learned and combine them to create high-quality finished pieces. However, in some subjects these links are not made clearly enough. When this happens, pupils explore new learning without connecting it to the things that they already know. This means that, on occasion, some pupils struggle to remember some of the important knowledge that they need to know well.

Reading is the bedrock of this school. Staff skilfully help pupils to become fluent readers. In the early years, children master new sounds quickly. Across the school, pupils read a variety of texts across a range of subjects fluently and confidently. This contributes significantly to their learning and fuels their curiosity.

Older pupils take their roles as 'reading buddies' very seriously. They inspire younger pupils by sharing texts together. Pupils with special educational needs and/or disabilities (SEND), and those pupils who find reading more difficult, benefit from high-quality support to help them to become fluent readers. Throughout the school, adults invest in carefully chosen literature and regularly bring stories to life for pupils. One pupil summed up the views of others by saying, 'You feel like you are the characters in the story.' Pupils thoroughly enjoy reading.

The school quickly identifies pupils' additional needs. The support that pupils with SEND receive helps them to learn the intended curriculum well. When pupils have different starting points, the school makes sure that it adapts the delivery of the curriculum so that it is just right for them. This helps pupils to successfully develop their knowledge and confidence.

The curriculum for personal, social, health and economic (PSHE) education helps pupils to understand and appreciate individual differences. They know that everyone deserves to be treated with respect. Pupils speak with maturity about how to stay safe when online. However, some aspects of the PSHE curriculum are less well developed. As a result, pupils struggle to remember important information about different ways of life.

The school broadens pupils' experiences effectively. For example, pupils take part in various residential visits. They also visit the theatre and watch different plays. Some take part in the school choir and hone their singing skills. All pupils participate in a range of outdoor learning to explore the natural environment. These opportunities motivate pupils and help them to learn about positive citizenship. Many pupils take on leadership roles. They help others by improving pupils' experiences during breaktimes and lunchtimes. Pupils are rightly proud of the difference that they make.

Governors make sure that school leaders are taking the right actions in the best interests of all pupils. The workload and well-being of all staff is a priority. The school makes sure that staff are well equipped to carry out their responsibilities. The sense of 'family' that permeates this school helps staff to feel well supported. Staff are proud to work in this school.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- In some subjects, including in PSHE, the delivery of the curriculum does not help pupils to connect new learning to the things that they already know consistently well. As a result, some pupils struggle to remember aspects of important knowledge. The school should ensure that staff are equipped to help pupils to make these connections so that they remember more of the important learning in the curriculum.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked-after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

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| <b>Unique reference number</b>             | 112238   |
| <b>Local authority</b>                     | Cumberland   |
| <b>Inspection number</b>                   | 10377948   |
| <b>Type of school</b>                      | Primary  |
| <b>School category</b>                     | Maintained   |
| <b>Age range of pupils</b>                 | 2 to 11  |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 51   |
| <b>Appropriate authority</b>               | The governing body   |
| <b>Chair of governing body</b>             | Jon Brown  |
| <b>Headteacher</b>                         | Alex Irving  |
| <b>Website</b>                             | <a href="http://www.fellview.cumbria.sch.uk">www.fellview.cumbria.sch.uk</a> |
| <b>Date of previous inspection</b>         | 6 February 2020, under section 8 of the Education Act 2005                   |

## Information about this school

- The school does not make use of alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth-form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with senior leaders, subject leaders and teachers.

- The lead inspector held a meeting with the governing body, including the chair of governors.
- Inspectors carried out deep dives in these subjects: reading, mathematics, and art and design. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector also listened to some pupils read to a familiar adult.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors scrutinised a range of other documentation, including minutes from governing body meetings and leaders' evaluation of the school.
- Inspectors also spoke informally to pupils to gather their views on school life.
- To gather parents' views, inspectors took account of the responses from the Ofsted Parent View, including free-text comments. Inspectors also met with parents and carers at the start of the school day.
- Inspectors met formally with staff to gather their views.

### **Inspection team**

Jen Sloan, lead inspector

His Majesty's Inspector

Chris Wilkins

Ofsted Inspector

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