

# Fulwood and Cadley Primary School

## Inspection report

---

<b>Unique Reference Number</b>	119151
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	379736
<b>Inspection dates</b>	19–20 September 2011
<b>Reporting inspector</b>	Andrew Morley

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>	315
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Janice Rosebury
<b>Headteacher</b>	Samantha Oates
<b>Date of previous school inspection</b>	15 March 2007
<b>School address</b>	Cadley Causeway Fulwood Preston PR2 3QT
<b>Telephone number</b>	01772 717087
<b>Fax number</b>	01772 787159
<b>Email address</b>	head@fulwoodcadley.lancs.sch.uk

---

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 rates 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 purposes, as long as you give details of the source and date of publication and do not alter the information 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'.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
[enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)



© Crown copyright 2011

---

## Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 12 lessons and 10 teachers. Additional shorter observations were carried out. Meetings were held with a range of senior leaders, members of the governing body, and pupils. The inspectors observed the school's work and scrutinised a range of documentation, including the school's development plan, reports from the School Improvement Partner, teachers' planning and children's workbooks. The inspectors scrutinised 101 questionnaires returned from parents and carers and questionnaires completed by pupils.

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

- The current rates of progress of the pupils given their starting points.
- The steps leaders are taking to ensure all teaching is more consistent and of sufficient quality to provide maximum impact for pupils of all abilities.
- The effectiveness of leaders and managers at all levels in ensuring that teachers use assessment effectively to develop pupil learning.
- How well the curriculum meets the needs of lower attaining pupils.
- The rate of progress of pupils who learn English as an additional language and pupils who have special educational needs and/or disabilities.

## Information about the school

Fulwood and Cadley is a larger than average primary school. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils with special educational needs and/or disabilities is below average. About 70% of the pupils are from White British backgrounds, 16% from Indian backgrounds, and the remaining 14% from a range of minority ethnic heritages. A small minority of pupils are at the early stages of learning to speak English as an additional language.

**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

This is a good school. The headteacher, ably supported by the deputy headteacher, provides clarity and focus on raising standards in pupils' academic and personal development. Partnership work with schools, community organisations and outside agencies is increasingly driving improvement; partnership and engagement with parents and carers are outstanding. Parents and carers are very appreciative as to what the school does for their children and this is evident in comments such as, 'I find the staff of the school really encouraging, they help my child in her learning and there is a sense of belonging'.

Children generally enter the Early Years Foundation Stage with skills that are below the expected level for their age, particularly in communication, language and literacy. As a result of good progress, most children attain the early learning goals expected for their age by the time they enter Year 1, although opportunities for children to explore learning in outdoor play are not as effective as they might be. Good progress across Key Stages 1 and 2 ensures that there is high attainment overall by the time pupils leave Year 6. There are, however, differences year by year in the progress made by all groups of learners. While attainment by Year 6 is high and achievement outstanding, these inconsistencies limit the quality of pupils' learning and progress which is currently good.

Teaching in Key Stages 1 and 2 is generally good and promotes pupils' progress. There is evidence of outstanding teaching which ensures that pupils are challenged and progress is accelerated. In a few lessons, however, teaching is dominated by over long introductions and a lack of opportunities for pupils to develop independence and responsibility for their own learning. Assessment procedures, which include pupil progress reviews, ensure that pupils know how well they are doing and the necessary steps to further improve their progress. The good curriculum provides opportunities for pupils to develop their basic skills and to understand how their learning is connected across different subjects. The curriculum is having a positive impact on pupils' motivation to learn.

Pupils are very proud of their school and older pupils enjoy looking after the younger ones. All classrooms provide a very caring and secure environment for pupils to learn with good support provided by teaching assistants. Pupils with special educational needs and/or disabilities are taught effectively and are well cared for by both staff and children. Pupils' behaviour is consistently good and there are positive

relationships with their classmates and teachers. Attendance has improved since the last inspection and is now above average.

The school knows itself well: leaders, staff and members of the governing body have an accurate awareness of school performance in all areas of its life. Good self-evaluation processes link well and guide actions for improvement. This together with good improvement since the last inspection demonstrates Fulwood and Cadley Primary has good capacity for further improvement.

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

- Improve the quality and consistency of teaching so that all is at least good and increasingly outstanding by:
  - ensuring introductions to lessons are more concise to maximise time on task
  - providing more opportunities for pupils to explore learning for themselves and with their peers
  - sharing the exemplary practice in teaching, particularly in relation to its effects upon pupils' learning.
- Further develop the outdoor area in the Reception class in order to foster greater opportunities for creative and independent learning.

## Outcomes for individuals and groups of pupils

2
---

Pupils work hard in lessons. They are very appreciative and enjoy the many opportunities they have to share ideas and are delighted when they and their classmates achieve success in their learning. From low starting points, children in the Early Years Foundation Stage make good progress. Overall, progress at Key Stages 1 and 2 continues to be good including for those with special educational needs and/or disabilities and also those for who English is an additional language. Most pupils reach high attainment by the end of Year 6. Progress within key stages varies and is accelerated in certain classes. Pupils have a good understanding and commitment to their learning targets. They learn and practice skills well. When given opportunities to take responsibility for their own and the learning of their classmates they accelerate their progress. For example, Year 4 pupils appreciated the opportunity to work in groups to develop thinking in a lesson about growing old. At the end of the lesson all pupils had made at least good progress.

Pupils have the utmost confidence in their teachers and teaching assistants. As a result, pupils feel secure in school and also have a good awareness of how to keep themselves and others safe. For example, they are aware of how their behaviour contributes to ensuring everyone is safe and the impact it has on their progress in lessons. Pupils have a good awareness and, particularly the older ones talk confidently and accurately about living a healthy lifestyle. They take part in a variety of physical activities and their uptake of after-school sporting activities is high. They are proud and committed to their school community and are increasingly engaging in

the community beyond the school gates. Spiritual, moral, social and cultural development is good; pupils demonstrate a commendable level of social conscience and their involvement with the 'rotary club' and their work to rejuvenate Mill Lane Park reflect an impressive generosity of spirit. Pupils' outstanding achievement, their good behaviour and above average attendance are preparing them well for their next stage of development.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	1
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>

## How effective is the provision?

The overall quality of teaching is good. However, there is inconsistency in practice, with teaching varying from outstanding to satisfactory. In the best lessons teachers have a high expectation of what their pupils can do and ensure that pupils are actively engaged and responsible in contributing to their own outcomes and that of their peers. Planning for lessons is detailed and resources, particularly electronic whiteboards, are effective in stimulating and supporting the progress of all pupils. Questioning is very effective in stimulating pupil discussion and the pace of learning is brisk. Teachers regularly check the progress individuals and groups of learners are making. The outcome of this is that pupils are well behaved, enthusiastic, motivated and make at least good progress. In the few less effective lessons, the pace of learning is affected by too much teacher direction. As a result, opportunities for pupils to work on independent and collaborative tasks are restricted and thus reduced progress is made. Assessment and marking have continued to improve since the last inspection. All teachers know where pupils are in their learning and engagement of pupils in establishing next steps for learning is a strength of the school.

The curriculum makes a good contribution to pupils' personal and academic development. The new creative curriculum is having a very positive impact on pupils' enjoyment of learning and progress. The curriculum is adapted well to meet the needs of different groups such as those with special educational needs and/or disabilities, lower attaining pupils or those who speak English as an additional

<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

language. It is well planned to ensure links are made between subjects which makes learning more meaningful. Pupils are very appreciative of an extensive range of enrichment activity. Opportunities to visit relevant places are widening pupils' horizons and creating relevance in their learning. A group of children spoke with great enthusiasm about their visit to Ribchester as part of their study of the Romans. Pupils' understanding of the environment is fostered by the school's emphasis on Eco work. Pupils speak positively of the variety of after-school clubs, which they attend in large numbers.

Care, guidance and support are good. All staff, including the team of teaching assistants, ensure that individual pupils can access and be included in everything the school has to offer. Pupils are very aware of the personal care that the staff provide and are proactive in supporting their classmates and taking care of the younger children at playtimes. Pupils of differing abilities receive good support which is enhancing their progress. The comprehensive induction and transition arrangements are regarded highly by pupils and parents. Assessment work is ensuring that as pupils move from class to class there is clarity of learning needs. Children new to the school are assigned buddies to provide additional support. There are good links with a number of high schools to ensure pupils move securely to their next stage of development. Vulnerable pupils who face challenging circumstances benefit from good links with a range of outside agencies.

*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 headteacher and a committed senior team lead by example and engender good levels of teamwork across the school. As a result, staff feel valued and share a common vision for taking the school forward. The leadership team has worked hard to ensure self-evaluation is analytical, links to school improvement priorities and is the shared work of all staff. The governing body fulfils all statutory responsibilities and provides good support for everything the school does. It holds the leadership team to account, is ambitious for the school and increasingly involved in setting the strategic direction.

The school is most effective in encouraging parents and carers to play a full part in the life and development of the school. Engagement with parents is outstanding and this is exemplified by their significant contribution to the review of the new curriculum. The promotion of equality of opportunities is good and no form of discrimination is tolerated; the school quite rightly prides itself on its inclusive approach. Safeguarding and child protection procedures are good and meet current requirements. Risk assessments are well developed and training for staff is of a good quality. The school is increasingly benefiting from and taking a lead in developing partnership work, which includes links with high schools and a local cluster of

primary schools. The leadership team is focused on ensuring such activity has a positive impact on pupil outcomes. The school promotes community cohesion well. Increasingly, pupils are having the opportunity to lead community development, which is evident in their work with the school’s parent-teacher association, their links with ‘Rotary’ and further afield their links to a school in Gambia.

*These are the grades for the 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>1</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 enter the Reception class from a range of settings, with most having attended Nursery. As a result of good teaching and well-focused support, children make good progress in all the areas of learning. Good quality planning and organisation ensure that children are challenged through the learning experiences. Relationships are good and children work and play well together, taking turns and sharing resources fairly.

Leadership and management are good, teamwork is of the essence and staff have a secure understanding of the strengths of the setting and also where it can be developed. The outdoor area, for example, is not as vibrant as the indoor classroom and opportunities for development and exploring independent learning through play are less effective. Nonetheless, staff promote the welfare of each individual and safeguarding policy and practice are strengths. Accurate and ongoing assessment is a strength and this is having an impact on appropriate provision and progress of all children. Parents and carers are actively involved in ensuring their children are secure and happy, and they play a positive part in supporting their children’s learning

*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 in the Early Years Foundation Stage	2



## **Views of parents and carers**

There was around a 33% return of questionnaires. Almost all parents and carers returning questionnaires expressed the view that their children enjoy school and that the school keeps them safe. In addition, almost all are entirely happy with their children's experience at the school, that it meets their needs and that the teachers inform home of how well they are doing. A very small minority is of the opinion that the school does not deal effectively with unacceptable behaviour. Inspectors found no evidence to endorse this view and found pupils' conduct in lessons and around school to be good.

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

Ofsted invited all the registered parents and carers of pupils registered at Fulwood and Cadley 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 101 completed questionnaires by the end of the on-site inspection. In total, there are 315 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	54	53	46	46	1	1	0	0
The school keeps my child safe	63	62	37	37	1	1	0	0
The school informs me about my child's progress	35	35	54	53	6	6	0	0
My child is making enough progress at this school	38	38	52	51	6	6	0	0
The teaching is good at this school	46	46	49	49	1	1	0	0
The school helps me to support my child's learning	32	32	58	57	8	8	0	0
The school helps my child to have a healthy lifestyle	41	41	59	58	0	0	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)	37	37	57	56	0	0	0	0
The school meets my child's particular needs	35	35	59	58	2	2	0	0
The school deals effectively with unacceptable behaviour	36	36	60	59	2	2	0	0
The school takes account of my suggestions and concerns	31	31	67	66	1	1	0	0
The school is led and managed effectively	51	50	47	47	1	1	0	0
Overall, I am happy with my child's experience at this school	51	50	49	49	1	1	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 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 2010/11 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.**



21 September 2011

Dear Pupils

### **Inspection of Fulwood and Cadley Primary School, Preston, PR2 3QT**

Thank you for the friendly welcome you gave the inspectors and for being so polite and kind when we inspected your school. We enjoyed meeting you and seeing you enjoying learning and the many interesting things you do.

The inspectors judge that your school is good and that you are making good progress. Your teachers are working hard to help you in your learning and it was pleasing to see the improvement that you have made and that you are enjoying doing your topic work. Your behaviour in class is good and you play well together. We were impressed with how the older children cared for and helped look after the younger ones. Having lunch with you was very pleasant and it is good that you are adopting a healthy lifestyle. You know how to stay safe and many of you told us how much your teachers care about you.

Your headteacher, staff and governors are working hard to help you do even better. To help them in this we have asked them to:

- improve the quality and consistency of teaching so that all is at least good and increasingly outstanding by:
  - ensuring introductions to lessons are shorter to give you more time to learn
  - providing more opportunities for you to explore learning with your friends
  - your teachers helping each other to make sure that all teaching is as good as it can be.

As you know the children in Reception Year are very happy in class. Even so, we have asked your teachers to:

- further develop the outdoor area in the Reception class so that children have more opportunities for creative and independent learning.

Once again, thank you for making us so welcome. All of you are a credit to your school. Keep being kind to each other; help your teachers and work hard to make your school even better.

Yours sincerely

Andrew Morley  
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).