

Inspection of Fulfen Primary School

Rugeley Road, Fulfen Cp School, Burntwood, Staffordshire WS7 9BJ

Inspection dates: 21 and 22 November 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Good

What is it like to attend this school?

This school is a special place to be – a place where pupils thrive due to the care and dedication of the adults that support them. There exists a quiet determination to be the 'best they can be' for the community they serve, and an unwillingness to sit back and accept that things cannot be improved. Leaders at all levels model their high ambition with passion.

Pupils feel safe because adults go 'above and beyond' to get to know them and their worries. Care for pupils is exemplary and staff leave 'no stone unturned' to ensure that pupils do well in their learning. They know that happy children are more likely to thrive, and many do.

Pupils do well both academically and in their wider development. They demonstrate kindness and exceptional manners when interacting with others. They welcome visitors with an inquiring mind and enjoy showing them their school. Behaviour is exceptional and pupils speak of this being the case both in and outside of the classroom.

The school's LEAD values support the curriculum. These values are successfully developing pupils' learning behaviours. Adults take every opportunity to teach how being 'determined' and 'adaptable' are important characteristics to show. Staff provide opportunities for pupils to demonstrate these during visits or when supporting others in their community.

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

There is an 'open culture' at this school, where everybody is receptive to the advice and guidance of others. They seek to assess their performance by inviting experts into school to help them to identify areas for improvement. Any advice they receive is acted upon without delay. Leaders know the things that make this school a special place to be. They remain steadfast in their insistence that there should be a 'child-first' approach to school improvement. When assessing if changes are necessary, they use tried and tested methods to improve the quality of education they offer. They make sure that all staff know the purpose of such changes and how to deliver them.

There is an exceptional curriculum on offer. Pupils develop a deep understanding across all subjects. Careful consideration has been given to what staff want pupils to know. Staff make precise assessments about what pupils can do before they move learning on. Pupils who do not understand concepts receive same-day additional sessions to help them 'keep up' with their peers.

Pupils' learning is enhanced by the effective use of technology. The result is that staff are often able to stretch pupils' learning beyond what was previously possible. This use of technology in lessons appears effortless, but significant time has been spent by staff replanning their curriculum to maximise the impact of it.

Children in the early years get off to an exceptional start. High levels of concentration and positive learning behaviours are quickly established. Adults are highly skilled in promoting learning while being aware that children need to develop a personal curiosity and enjoyment of what they are doing. Children learn how to read quickly, segmenting and blending words with increasing accuracy. Adults read books, rhymes and songs to children, who listen with smiles on their faces. The learning environment is vibrant, with everything having a place and purpose.

Pupils love to read. The school has supported them to do so by investing in a wide range of books from different authors and time periods. Class libraries are stocked with non-fiction books that are linked to current learning. These are often rotated to make sure they reflect new topics. Pupils feel that having access to these books really supports their learning. Most pupils learn to read by the time they leave Year 1. Those who fall behind receive one-to-one support to help them catch up. The school has focused on developing pupils' reading fluency.

Pupils with special educational needs and/or disabilities (SEND) are extremely well supported to learn. They receive high-quality support from staff who have been well-trained to identify and assess their needs. Intervention spaces are stocked with useful resources and familiar prompts. There is consideration given about when these interventions take place so that pupils do not miss other learning. Support plans are highly effective in identifying why pupils find learning difficult. Teachers use these plans very well when planning for the pupils.

Pupils demonstrate exceptional character. The experiences they get to develop civic and moral responsibility include raising money for those less fortunate than themselves. All pupils know that it is their duty to help others in need. Pupils feel that the school provides lots of opportunities for them to visit new places and join new clubs. Pupils believe that being included and showing tolerance towards other people is how everybody should feel and behave. They feel well prepared for life beyond this school.

Safeguarding

The arrangements for safeguarding are effective.

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

Unique reference number	124209
Local authority	Staffordshire
Inspection number	10290563
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	407
Appropriate authority	The governing body
Chair of governing body	Jack Boardman
Headteacher	Jane Davies
Website	www.fulfen.staffs.sch.uk
Date of previous inspection	17 May 2018, under section 8 of the Education Act 2005

Information about this school

- The school does not use alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- 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.
- To evaluate the effectiveness of safeguarding, the 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 met with a range of leaders, including those responsible for the curriculum, teaching and learning, the early years, behaviour, attendance, personal development and safeguarding.
- Inspectors carried out deep dives into early reading, mathematics, science, computing and art and design. For each deep dive, inspectors spoke to subject leaders, visited a sample of lessons, spoke to teachers, talked to pupils about their learning and behaviour and considered samples of pupils' work.
- Inspectors also considered the curriculum in other subjects including, but not limited to, personal, social and health education, history and English.
- The lead inspector also spoke with the local authority school improvement adviser.
- Inspectors met with the chair of governors and eight other members of the governing body.
- Inspectors considered the responses to Ofsted Parent View and the free-text comments from parents.
- Inspectors considered the responses to staff and pupil surveys.

Inspection team

Antony Bradshaw, lead inspector

His Majesty's Inspector

Lorraine Lord

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