



# Fulbridge Primary School

## Inspection Report

**Unique Reference Number** 134461  
**LEA** PETERBOROUGH CITY OF PETERBOROUGH LEA  
**Inspection number** 282580  
**Inspection dates** 13 October 2005 to 14 October 2005  
**Reporting inspector** Mrs. Alison Pangbourne LI

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

<b>Type of school</b>	Primary	<b>School address</b>	Keeton Road
<b>School category</b>	Community		PE1 3JQ
<b>Age range of pupils</b>	5 to 12		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01733343989
<b>Number on roll</b>	647	<b>Fax number</b>	01733 319403
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs.Helen Bath
<b>Date of previous inspection</b>	Not applicable	<b>Headteacher</b>	Mr. Iain Erskine

<b>Age group</b> 5 to 12	<b>Inspection dates</b> 13 October 2005 - 14 October 2005	<b>Inspection number</b> 282580
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## **Introduction**

The inspection was carried out by a team of three Additional Inspectors.

## **Description of the school**

This school opened as a new primary school in September 2004 on the closure of the separate infant and junior schools on the site. It is in an area of high social and economic disadvantage. About half the children come from a wide range of minority ethnic backgrounds, which is a higher proportion than in most schools. Most of these children are from Pakistani backgrounds. About 16% of children are at an early stage of learning English. This includes some children from refugee and asylum seeking families. The number of children with learning difficulties and disabilities is higher than in most schools. These children have mainly moderate learning difficulties, problems with speech and communication or behavioural difficulties.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 3**

Fulbridge Primary School rightly thinks of itself as an improving school which gives children a satisfactory but exciting education. Parents think it is a good school and in many ways they are right. The previous junior school had many weaknesses and gave children an unsatisfactory education. This has taken time to put right. Although there is still some way to go, there have been significant improvements; for example, children's behaviour, the quality of teaching, the good curriculum and the way the school is led and managed. When children start in the nursery, many of them find it hard to talk or do not speak English. They do well in the reception classes. Most children are benefiting from the good things put in place to help them improve. However, the children in Year 6 are not doing as well as most children of their age. This is because they have a lot of catching up to do from what they missed when they were younger. The school has made a good start in helping children do better, particularly in writing. It has begun to help them understand what they are going to learn. The headteacher and the assistant headteachers work well to help children do better and the things that have already happened show that there is a good capacity to improve further. The school gives sound value for money.

### **What the school should do to improve further**

- Raise standards in English, mathematics and science, but particularly in writing.
- Improve the way that teachers share what children are going to learn with them.
- Continue to work closely with parents to improve children's attendance and punctuality.

## **Achievement and standards**

### **Grade: 3**

When children start in the nursery and reception classes, very few have the skills and knowledge typical of three- and four-year-olds. They make good progress because of the good teaching and the interesting things to do. Last year, most children in Year 2 did not do as well as most children of their age. This was mainly because the low skills they had on starting school meant that they had a lot of ground to make up. The school has introduced new ways of teaching reading, and children now make sound progress. The older children, while not doing as well as many of their age, did better last year in reading, mathematics and science. Although there is much more to be done to help them improve their writing skills, they make sound progress overall. Those who left last year met the challenging goals that were set for them. As children move through the school they benefit from the improved teaching and the exciting curriculum and, as a result, standards are rising. Children with learning difficulties and those who speak English as an additional language get lots of good support from teachers and teaching assistants and they do as well as they can. Children who have been identified as being particularly able are given challenging work to help them do well.

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

### **Grade: 2**

Children behave well. They are friendly and polite. Relationships are harmonious. Sometimes there are incidents of bullying and racism, but children say confidently that these are dealt with very quickly and are reducing. Children enjoy learning and try their best in lessons, although sometimes the oldest are less enthusiastic about their work. Children willingly accept responsibility. The school council has been influential and their suggestions have led to exciting improvements in the school grounds such as 'Mount Fulbridge'. Attendance is lower than in most schools but it is getting better because the school is working very hard to promote it. Not all children arrive at school on time, but this too is improving. Spiritual, moral, social and cultural development is good. The school celebrates well the wide variety of cultures and languages represented in the school. Children respect others' beliefs and customs. Safe and healthy lifestyles are very strongly encouraged. Children make a positive contribution to the community surrounding the school. This helps them to understand their responsibilities as young citizens. There are many successful strategies in place to raise children's self-esteem and confidence. Their different achievements are celebrated and children really value this. There is more to be done to improve their basic skills, which will aid them when they leave the school.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory overall, with some examples which are good and some outstanding. In the best lessons children are eager to learn and are totally involved by their teachers' enthusiasm, the calm classroom atmosphere and the exciting activities. Lessons move on briskly and build on what the children already know and understand. Consequently, children do well. Teachers use the imaginative and inspiring classrooms and corridors to help children learn. For example, the corridors are transformed into a post office, a castle or a bomb shelter. These are linked closely to the themes being covered for the term. Teachers use a very good range of methods to interest the children, for example dressing in role as a farmer's wife or giving them the experience of what it was like to be an evacuee. Where the teaching has some shortcomings, the pace is slower. Teachers usually share the intentions of the lesson with the children so they know what they are to learn. Sometimes, these intentions are not clear enough and are not referred to during the lesson. Mostly, teachers use their assessments of the progress being made to plan further work at the right level but this is not always the case. The teachers' marking is developing but rarely tells children how to improve their work. The children have targets for what they need to learn in English and mathematics by the end of each term; some know theirs, but others do not.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is planned well to meet the children's needs and to build on their skills and knowledge consistently. Ways of developing their language skills are woven imaginatively into the whole curriculum. All subjects are planned carefully to make the most of the stimulating environment that has been developed; for example, the areas of the school that have been adapted as a museum or a travel agency. There are many exciting opportunities to extend the children's experiences through, for example, the wide variety of visits and visitors in many subjects. Provision for health education, including drugs awareness, is built into the curriculum well. The programme of activities outside the school day is outstanding, with clubs before, during and after school. Provision for children who have learning difficulties is good; procedures are well-organised and reviews held regularly. The children's individual plans are written well and the adults who work with them support them well.

## **Care, guidance and support**

### **Grade: 2**

All adults are extremely skilled in supporting and caring for children with a wide range of languages, cultural traditions and social backgrounds. The learning mentors provide valuable support and work closely with children who find school difficult. Child protection procedures are very secure and children who are at risk, for any reason, are quickly identified and supported. Children say they feel safe, they trust the adults who work with them and know where to turn to for help. There are very good arrangements for health and safety. Parents and carers feel welcome in school and are strongly encouraged to be involved in their children's education. There are good arrangements for helping children who join the school during the academic year. As a result, new arrivals, including those who have very limited spoken English, settle quickly and soon make friends. Teachers know what children can do, but there is more to be done to show them how to improve their work and learning.

## **Leadership and management**

### **Grade: 2**

The headteacher is an inspirational leader. He has transformed the school into a place where children love to come and enjoy learning. Imaginative use of the building with vibrant displays and play areas make it an attractive place to be. He has reorganised the way that other teachers help to manage the school and has appointed teachers who share his commitment. The assistant headteachers support him ably in this. The strong sense of teamwork between staff and governors is helping to drive the school forward. The governors watch over the school effectively and manage the finances well. The inspection team agrees with the school about how well it is doing. The school examines every aspect of its work to find and address areas of weakness. It rightly knows that standards need to rise and it is working very hard towards this. For example, this year, children in Year 6 are taught English, mathematics and science in smaller

groups to give them more individual attention and to help them do better. The hard work put in by the school's leaders is paying off; although Year 6 have a lot of catching up to do. Standards are rising in the rest of the school. The views of all members of the community are welcomed and parents are very supportive. There are plenty of well qualified teaching assistants who help children to do as well as they can.

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## 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>	<b>16-19</b>
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### 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>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	4	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

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

Thank you for letting us visit your school. We enjoyed talking to you and your teachers and watching you learn. This is what we thought about your school. What we liked best - You made us all feel very welcome and greeted us with a friendly smile. - You all behave well around the school. You play nicely with your friends and you are polite to teachers and visitors. - You all looked very smart in your school uniforms. - Most of you are learning well because teachers give you the right things to do in your lessons. - We thought the wonderful displays and interesting places to play and learn in your corridors help you to learn. - You have lots of very interesting and exciting things to do before and after school and at lunchtimes. - Your headteacher runs the school very well and all the teachers and teaching assistants take good care of you. What we have asked your school to do now to make it even better: - We have asked the teachers to help you to write better and to help you do better in English, mathematics and science. - When you are working we have asked your teachers to remind you about what you are learning and to tell you how to improve your work. - You can help by coming to school unless you are ill and by arriving on time.