

# Fulwood and Cadley Primary School

Inspection report

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<b>Unique Reference Number</b>	119151
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	291338
<b>Inspection dates</b>	15–16 March 2007
<b>Reporting inspector</b>	George Crowther

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

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<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 on roll</b>	
School	291
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Janice Rosebury
<b>Headteacher</b>	Mrs Samantha Oates
<b>Date of previous school inspection</b>	1 April 2002
<b>School address</b>	Cadley Causeway Fulwood Preston Lancashire PR2 3QT
<b>Telephone number</b>	01772 717087
<b>Fax number</b>	01772 787159

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Fulwood and Cadley is a larger than average primary school whose social context is no more or less favourable than most schools nationally. The proportion of pupils eligible for free school meals is below average. Pupils' attainment when they start school is below average and has declined over recent years. The proportion of pupils with learning difficulties and/or disabilities is below average. About 80% of the pupils are from White British backgrounds, 10% from Indian backgrounds, and the rest come from a range of minority ethnic heritages. A very small minority of pupils are at the early stages of learning English.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Fulwood and Cadley is a good school. It provides a purposeful, caring environment in which pupils enjoy learning, develop their personal qualities well and make good progress with their work. The headteacher, senior staff and governors have a clear picture of what the school does well and what needs to be improved, and so the quality of pupils' learning is getting better all the time. Parents say the school is a friendly place, where they feel comfortable approaching the staff to discuss how well their children are doing. These strengths enable all pupils, whatever their ability or background, to make good progress throughout the school. By Year 6, they usually reach above average standards. They are confident when expressing their views and have good personal skills that equip them well for the future.

Achievement is good and standards are above average at the end of Key Stage 1 and Key Stage 2. Children make good progress in the Reception classes because a rich and interesting range of activities is well-matched to their needs. Good teaching supports pupils' learning well, including those at the early stages of learning English. In Years 1 and 2, a calm and purposeful approach to learning, along with good teaching, ensure that the pupils develop their skills quickly. Lessons are lively and interesting and so the pupils enjoy their learning. Pupils continue to improve in Years 3 to 6 but progress, although satisfactory, is not as consistent. In a small minority of lessons, the teaching lacks pace and the work is not matched well enough to pupils' needs. This is because teachers do not always make full use of the information they have about pupils' progress to plan the next steps in pupils' learning. In most lessons, however, learning is lively and challenging and so the pupils achieve well.

Pupils' personal development is good. They say they enjoy school because there are lots of interesting things to do in and outside lessons. They are keen to learn, behave well and are considerate of others. Pupils know about being healthy and staying safe because an increasing range of experiences is raising their awareness; for example the after school sports and healthy food choices at lunchtime. They contribute well to the school community; for example, through the school council. Also, they are sensitive to the needs of others when fundraising for charity. Strong basic skills and a good ability to communicate prepare them well for the future. The good curriculum is strong in English and mathematics and provides a wide range of enrichment activities. A lack of resources and facilities for information and communication technology (ICT) limits the scope of the curriculum for this subject.

Since her appointment 18 months ago, the headteacher has provided a very strong lead in raising standards. Systems for tracking pupils' progress and tackling potential underachievement have been put in place. There is already evidence that these measures are having a positive impact of pupils' achievement, but it is not reflected in higher standards.

The school has improved since its last inspection. It has an accurate view of its current effectiveness, which gives it a good capacity to make further improvements. It provides good value for money.

### What the school should do to improve further

- Increase the proportion of lessons in Years 3 to 6 where teaching is good or better so pupils make consistently good progress.
- Make better use of information about pupils' progress to identify and tackle potential underachievement.

## Achievement and standards

### Grade: 2

The current Year 6 pupils started school with attainment typical of children of their age, and have done well to reach above average standards. Children do well in the Reception classes because good teaching identifies what they need to learn and provides the right activities to help them succeed. By the time children join Year 1, most reach the expected standard. In Years 1 and 2, pupils continue to learn quickly. Good teaching and a variety of interesting activities make lessons enjoyable, which motivates the pupils to succeed. Results of the Year 2 national tests have been above average, as are current standards. Overall progress is satisfactory in Years 3 to 6, but the quality of learning is inconsistent ranging between satisfactory and good. In many lessons, pupils make good progress, particularly in the current Year 6, but, in a small minority of lessons, the pace of learning and the work are not challenging enough. In the recent past, measures of pupils' progress from Year 2 to Year 6 have been average. There is now good evidence, however, that pupils' progress is improving because leaders are taking a more rigorous approach to identifying and tackling weaknesses. Pupils with learning difficulties and/or disabilities and those at the early stages of learning English are well supported, which enables them to be fully involved in all lessons and to make good progress.

## Personal development and well-being

### Grade: 2

Pupils enjoy school because they are encouraged to be enthusiastic and confident learners. A typical comment was, 'I like lessons because the teachers make them interesting and fun', which explains why pupils are keen to learn. Around the school, pupils are friendly and polite; for example, spontaneously holding doors open for adults. Relationships between all ages are very positive and pupils work well together in lessons. Everyone agreed when one pupil said, 'I like the people in my class because they are all friendly'. Attendance is average. Pupils' spiritual, moral, social and cultural development is good. Activities such as assemblies and the day to day life of the school help pupils to learn valuable moral and social lessons. For example, they reflect on moral issues during prayers in assembly, and learn to socialise during team games and by working collaboratively in lessons. Pupils know how to make healthy choices in the food they eat and the exercise they take. They feel safe in school and know how to stay safe out of school. Lots of opportunities to take on special responsibilities, such as when Year 6 pupils look after the Reception children, help pupils to make a good contribution to the school community. Good basic skills and well-developed personal qualities prepare pupils well for the future.

## Quality of provision

### Teaching and learning

#### Grade: 2

The quality of teaching and learning is good, but satisfactory in a small minority of lessons for pupils in Key Stage 2. Good relationships help pupils to be confident learners and teachers give lots of praise, which motivates pupils to do even better. Lively whole-class teaching and imaginative activities promote pupils' learning effectively. Good support from teachers and teaching assistants, particularly for pupils who find learning difficult, helps everyone to do their best. In most lessons, learning moves at a brisk pace and the work provides the right challenge

for pupils of varying abilities. In a few lessons, however, the pace of learning is too slow. Occasionally, the tasks pupils are given are not sufficiently challenging. The school is developing its systems for assessing pupils' attainment and tracking their progress. This is giving all the teachers a much clearer picture of how well pupils are doing and how they can improve. As yet, however, this information is not being used consistently to ensure that lessons help pupils to take the next step in their learning.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum provides a good range of learning experiences that meets the needs of all pupils well. For example, those who have learning difficulties and/or disabilities benefit from work that is matched to their specific learning needs. The curriculum for English and mathematics is strong, which helps pupils to make good progress. In ICT, provision is not as strong, but there are plans for better resources and a new computer suite. Pupils' good personal development owes much to a strong programme of personal, social and health education. For example, work on bullying has given pupils a greater awareness of this issue. A good variety of activities outside lessons, from Reception to Year 6, is much enjoyed by the pupils and helps them to learn new skills. For example, the youngest pupils get a lot of fun from their mathematics club and the older ones learn French. Outdoor play for the youngest children and activities in the school grounds enrich pupils' learning.

## **Care, guidance and support**

### **Grade: 2**

The school takes good care of all its pupils in a happy and supportive environment. Pupils say they feel safe, secure and valued. Relationships are good and pupils are comfortable talking over any worries they have with staff. Pupils with learning difficulties and/or disabilities and those at an early stage of learning English are supported well by the staff. Their classmates are sensitive to their needs and willing to help in any way they can. This ensures that these pupils are fully involved in all that the school has to offer. Good links with outside agencies give extra support when needed. Child protection and all other checks to safeguard pupils are securely in place. Academic guidance is satisfactory. Teachers set learning targets which are helping pupils to improve their work. This is a recent innovation, however, and together with teachers' marking of pupils' work, is not yet used consistently enough in all classes to help pupils improve the standard of their work.

## **Leadership and management**

### **Grade: 2**

The headteacher focuses strongly on raising standards in pupils' academic and personal development. She is determined that pupils should have the best opportunities to enjoy and achieve. Over the past year, with good support from the deputy headteacher, she has enabled others to share in the leadership of the school. As a result, the senior staff and governors are united in their wish to improve pupils' achievement. For example, the school responded quickly to below average results in the 2006 Year 6 science tests, and standards are now above average. The school's systems for checking on the quality of teaching and learning are satisfactory and improving. The headteacher has a clear picture of the school's performance, but subject leaders are still developing their skills in identifying areas for development. Nonetheless, plans for

improvement set out clearly the actions that need to be taken to move the school forward. For example, the success of an initiative to value everything that is positive about pupils' behaviour is reflected in their conduct around the school. The views of all members of the school community, including parents and pupils, are sought and acted upon. Governors bring a good range of skills to their roles and have a perceptive view of the school's strengths and weaknesses. They fully support the headteacher in her drive to raise standards.

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## Annex A

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

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

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

### The quality of provision

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

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

Fulwood and Cadley Primary School

Cadley Causeway

Fulwood

Preston

Lancashire

PR2 3QT

17 March 2007

Dear Children

Thank you for being so helpful when we visited your school to find out how well you are doing. There are lots of good things about your school, but we also found a few ways in which it could be even better. The strengths we found are:

- you all behaved in a very polite and friendly way, which made us feel welcome;
- we enjoyed talking to you because you express your ideas confidently;
- you enjoy lessons because the teachers make them interesting and you try hard;
- you all get on very well together and support each other in a caring way;
- children in the Reception class and Key Stage 1 are making good progress;
- those of you who are learning the English language are doing really well;
- in most lessons, teachers do a good job in helping you to learn quickly;
- you enjoy the wide range of activities outside lessons, such as mathematics club and French;
- special jobs for the older pupils are an enjoyable way of helping everyone in school;
- you like the way the staff care for you and make sure you are safe;
- your headteacher and all the staff do a good job in helping your school to improve.

We would like you to work with your teachers to improve the way you learn.

- In a few lessons in Key Stage 2, we found that some of you did not make enough progress. We have asked your teachers to make sure the activities in lessons and the work they give you help you to learn quickly. You must try your best as well.
- Your teachers have good ways of finding out what you already know and what you need to learn next. We want them to make better use of this information to give you work in lessons that is challenging.

Thank you for helping us with the inspection of your school.

Yours sincerely

George Crowther

Lead Inspector