

# Inspection of a good school: Fulwood and Cadley Primary School

Cadley Causeway, Fulwood, Preston, Lancashire PR2 3QT

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Inspection dates:

19 and 20 January 2022

## Outcome

Fulwood and Cadley Primary School continues to be a good school.

## What is it like to attend this school?

Pupils said that the best thing about this school is the strong relationship that they have with staff. Pupils trust adults to help them to resolve any concerns that they may have. This makes pupils feel safe. Pupils said that staff deal with any occasional acts of unkindness or bullying swiftly.

Adults have high standards for pupils' behaviour. Pupils behave exceptionally well. The playground is a happy place to be. It is full of smiling faces. Older pupils are proud to support children in the early years. Pupils in key stage 2 act as 'gardeners' by looking after the children in the Reception Year who are their 'seeds'.

In lessons, pupils are attentive and listen carefully to their teachers. Teachers expect pupils to achieve highly. Children and pupils make strong progress through a well-planned curriculum. Pupils are well prepared for the next stage of their education.

Children and pupils across the school benefit from the attention that leaders give to their emotional well-being. Pupils value this support. They were keen to show the inspector their peace garden, where they can sit and reflect in a quiet space. Pupils spoke enthusiastically about the wide variety of clubs available to them such as mindfulness, dance fitness and cookery.

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

In recent years, leaders and governors have taken appropriate steps to ensure that the curriculum across all subjects is ambitious. Pupils, including those with special educational needs and/or disabilities (SEND), follow a broad range of subjects. Leaders have thought carefully about how topics and concepts within these subjects are linked, so that pupils make connections in their learning. As a result of a carefully planned curriculum, pupils across the school achieve well. By the time they reach key stage 2, pupils have developed a rich body of knowledge across many subjects.

The curriculum in the early years is equally well organised. Each class teacher has a secure understanding of what children in the Reception Year need to know and learn so that they are ready for the demands of the key stage 1 curriculum. Leaders and teachers in the early years have thought deeply about how knowledge and skills build over time. Children in the early years build on prior knowledge and learn new information well.

Across the school, teachers deliver the curriculum well. Pupils and children in the early years benefit from leaders' systematic approaches to developing speech and vocabulary. In key stage 2, pupils spoke articulately about their learning, using appropriate subject-specific language. Teachers in the Reception Year plan well-thought-out activities so that children can practise their vocabulary while learning new words.

Many teachers across the school routinely use assessment strategies well to ensure that pupils' knowledge is secure before they move onto new learning. These teachers are adept at identifying and remedying pupils' missing knowledge. However, leaders have not ensured that all teachers are equally confident in their approaches to checking how well pupils have learned the intended knowledge in the curriculum. This means that, very occasionally, a small number of pupils do not progress through the curriculum as well as they could.

Leaders have fostered a love of reading. Pupils read avidly. They spoke enthusiastically about the books that leaders have purchased for each year group. Children and pupils across the school experience a broad range of appropriate texts.

For the most part, staff deliver the current phonics programme well. Children and pupils, including those with SEND, learn and practise sounds each day. Well-trained staff support children and pupils who struggle with their reading to catch up quickly with their phonics knowledge. As pupils progress through the school, they read with increasing fluency and accuracy.

Leaders and governors have equally high aspirations for pupils with SEND. They ensure that pupils with SEND achieve well. Leaders identify these pupils' needs quickly. They provide staff with pertinent information so that all pupils with SEND are supported to succeed.

Across the school, children and pupils are inquisitive and resilient learners. Classrooms are harmonious places where children and pupils value teachers' expertise. They learn without disruption.

Through the many outdoor spaces, pupils engage in a variety of activities that support their physical and mental health. The personal development curriculum prepares pupils to be responsible citizens who understand their place in the world. Older pupils spoke proudly about the money that they had raised to buy new play equipment for younger pupils to use.

Staff were unanimous in their view that the strategies that leaders and governors have put in place to support their workload and well-being are praiseworthy.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders are tenacious in their approaches to keeping pupils safe. The strong culture of safeguarding at this school is underpinned by staff's expert knowledge of children, pupils and their families. Staff are well trained to spot the signs that any pupils or children may be at risk of harm. They record these concerns quickly, so that children and pupils can get the timely help that they need.

Leaders work effectively with the school counsellor and external agencies to quickly identify pupils and families who may need extra support. Pupils value the guidance that they receive from the family support officer.

Pupils are taught how to keep themselves safe, including when online.

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

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

- Leaders have not ensured that all teachers are confident in using a range of assessment strategies to check whether pupils have learned the knowledge in the curriculum. This means that some pupils do not achieve as highly as they could. Leaders should ensure that their systems for assessment are used consistently by all teachers to check that pupils' knowledge is secure before they move on.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in September 2011.

## 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## **Further information**

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

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	119151
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10211024
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	313
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Janice Rosebury
<b>Headteacher</b>	Kirsty Stewart
<b>Website</b>	<a href="http://www.fulwoodandcadleyprimaryschool.com">www.fulwoodandcadleyprimaryschool.com</a>
<b>Date of previous inspection</b>	22 November 2016, under section 8 of the Education Act 2005

## Information about this school

- The school does not use any alternative provision.

## Information about this inspection

- This was the first routine inspection that the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in her evaluation of the school.
- The inspector met with the headteacher, the senior leadership team, middle leaders and a range of teaching and support staff. The inspector spoke with three members of the local governing body, including the chair and vice-chair of governors.
- The inspector also met with a representative of the local authority.
- As part of this inspection, the inspector carried out deep dives in early reading, computing and science. The inspector met with subject leaders, looked at curriculum plans, visited some lessons, looked at pupils' work and spoke with pupils and teachers. The inspector observed individual pupils reading to their teachers.
- The inspector met with groups of pupils from Years 1 to 6. The inspector also observed breaktimes.

- The inspector checked the school's safeguarding procedures and the checks made on staff. The inspector met with leaders, staff and pupils to evaluate the culture of safeguarding.
- The inspector reviewed a range of documentation, including that relating to safeguarding, the school development plans, self-evaluation documents, curriculum plans, minutes from meetings of the governing body, and behaviour records.
- The inspector considered the responses to Ofsted's online survey for staff. There were no responses to Ofsted's online survey for pupils.
- The inspector also considered the views of the parents and carers who responded to Ofsted Parent View. This included the comments received via the free-text facility.

### **Inspection team**

Rachel Goodwin, lead inspector

Her Majesty's Inspector

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