



Fulwell Infant School

Inspection Report

Unique Reference Number 108764
LEA Sunderland
Inspection number 278043
Inspection dates 24 January 2006 to 25 January 2006
Reporting inspector Mrs Margaret Shepherd

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

Type of school	Infant	School address	Ebdon Lane
School category	Community		Fulwell
Age range of pupils	3 to 7		Sunderland, Tyne and Wear
Gender of pupils	Mixed	Telephone number	0191 5535548
Number on roll	287	Fax number	0191 5535550
Appropriate authority	The governing body	Chair of governors	Mrs Hilary Hartnack
Date of previous inspection	1 February 2000	Headteacher	Mrs Marian Stromsoy

Age group 3 to 7	Inspection dates 24 January 2006 - 25 January 2006	Inspection number 278043
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Fulwell Infant School serves an area with average social and economic circumstances. It is larger than average with 286 children on roll. Three fifths of the children start school in the nursery and the remaining two fifths join the school in reception from over fifteen different pre-school provisions. There are three parallel classes in each of the year groups. Children enter the school with standards that are above average. The number of children with special educational needs is lower than average and no pupils have English as an additional language. The school identified a trend of lower achievement by boys than the girls in reading and writing.

The school has the Healthy School Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school with outstanding features. The school judged itself as good. Achievement is good overall. Standards in Year 2 have been consistently high in mathematics and reading over time. Due to the school's systematic efforts to improve, boys and girls achieve equally well. The school places a high value on care, guidance and welfare and this results in outstanding personal development and well-being. Teaching and learning are good overall. Teachers manage behaviour extremely well. They do not use computers enough in lessons. The quality and standards in the Foundation Stage are good overall. The provision in the Nursery is outstanding and in Reception it is satisfactory. In Reception the independent learning does not have enough variety or challenge and teachers do not extend the learning of more able children well enough. The curriculum is good with outstanding opportunities for enrichment. Leadership and management are good and ensure that the school has made steady improvement since the previous inspection. Due to the clear sense of direction set by senior managers and governors, the school has a good capacity to succeed. The school provides good value for money.

not applicable

What the school should do to improve further

- Raise the quality of teaching in Reception by:-
- consistently challenging more able children
- improving the quality, range and organisation of the independent learning
- Extend the teachers' use of computers in lessons.

Achievement and standards

Grade: 2

Standards and achievement are good overall. Children enter the nursery with standards that are above average. They make outstanding progress in this class due to the very high quality teaching and curriculum. The large number of children who join the school at the beginning of Reception have not benefited from the very high quality nursery provision. Data shows that standards at the beginning of reception are above average. These children make satisfactory progress overall through reception and standards remain above average by the end of the year.

The rate of achievement accelerates in Years 1 and 2 and is good. This results in very high standards by the end of Year 2. The standards in mathematics at the end of Year 2 have been consistently high over time. This is due to the strong emphasis on practical mathematics and the clear direction set for improvement by the co-ordinator. The school identified the need to raise standards of boys in reading and writing and over the past two years has put effective strategies in place to support their learning and set demanding targets. Standards are now at the same high level as in mathematics. Boys' achievement is now comparable with girls.

Children with special educational needs have additional support and make good progress through the school. More able children achieve well in Years 1 and 2 but not in Reception. The school has identified this weakness and is looking to improve their rate of progress.

Personal development and well-being

Grade: 1

Personal development and well-being are outstanding. Children enjoy school and are keen to participate in the full range of the school's provision. Attendance is well above average. Attitudes to learning are extremely positive and behaviour is outstanding. The range of school clubs is excellent and extends both the children's personal and academic development. Spiritual, moral, social and cultural development are outstanding. Assemblies make a considerable contribution to the development of spirituality, as well as an understanding of the importance of caring for others. Children thoroughly enjoy the exciting range of visits out and visitors into the school and this develops their contributions to the community well. They have a very good sense of their responsibilities to each other. They express their views very confidently because they have regular opportunities to develop these skills through interviews and questionnaires.

Children develop basic skills very well and learn about the world of work through visitors, such as firefighters. They have an excellent understanding of safe and healthy living. Children are very confident that they could go to an adult if they are worried or upset about anything. They appreciate the importance of eating healthy foods and are keen to take part in sporting activities. They make full use of the extremely high quality outdoor play equipment.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good with outstanding features. Teaching in Years 1 and 2 is good, it is satisfactory in Reception and outstanding in the Nursery. Teachers manage behaviour extremely well. They plan carefully together in teams to ensure that all children within the same year group receive similar experiences across the curriculum. Teachers work closely with their teaching assistants to meet individual needs and to ensure that children are fully included in lessons. The teaching in the computer suite is good and children's learning in this subject is good. However, teachers do not use the computers in their classrooms consistently enough to extend children's learning in other subjects. Teachers work hard to target boys as effectively as girls; this has had a positive impact on standards.

Children in the Nursery learn equally well in whole class sessions, small groups and independent learning. The teacher uses resources extremely effectively to stimulate and sustain children's curiosity. In Reception teachers plan whole class and group tasks

effectively. However, they do not provide enough interesting tasks, organise children systematically enough for independent learning or ensure that the more able are challenged consistently. Therefore, the rate of progress and achievement are less than they could be.

Curriculum and other activities

Grade: 2

The quality of the curriculum is good with outstanding enrichment. Staff plan a well-balanced programme of work, which includes a systematic programme for personal development. A high priority is given to the basic skills of literacy, numeracy and ICT. The curriculum needs of the boys have been considered very carefully in order to raise standards. The organisation of creative writing twice a week in Year 2 is contributing very well to increasing children's rate of progress. The provision of whole school projects, such as the Sports week, is very effective. The nursery curriculum is outstanding and provides a rich, varied and exciting curriculum for each child. The school organises a wide range of interesting visits out and visitors in, which very effectively develop learning across the curriculum. The school provides an excellent range of high quality clubs.

Care, guidance and support

Grade: 1

The quality of care, guidance and support is outstanding. The excellent level of care is evident throughout the school. A friendly, secure and happy atmosphere prevails, which has a very positive impact on children's learning. Experienced support staff play an important role in helping children to feel safe and valued. There is a high emphasis on safeguarding children and procedures for child protection and risk assessment are outstanding. Parents are overwhelmingly positive about the standards of care provided for their children. There are high quality partnerships with external specialists, which the school uses skilfully to support vulnerable children. There are very effective systems for tracking children's progress which the school communicates very well to parents and children.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher sets a clear educational direction for the work of the school, with a clear focus on raising standards and promoting children's personal development and well-being. She works in an effective partnership with the deputy headteacher. Together they analyse data carefully and identify strategies for raising standards further. The deputy headteacher ensures that, through the careful tracking and support for children with particular individual needs, there are very high levels of inclusion. Coordinators have a good understanding of their own areas of responsibility. Subject coordinators play a valuable role in finding

out children's views about their subjects and making modifications in the light of their comments.

The governing body is very effective. Governors have a good understanding of the strengths and weaknesses of the school. The school provides good value for money. It manages its budget carefully and makes good use of additional grants. This is particularly evident in the spending on the high quality playgrounds which contribute very well to personal development and physical skills. There is a high level of commitment by the school to creating partnerships within the community. A wide range of external expertise is used to support children with specific individual needs. There are high levels of consultation with parents and carers resulting in an excellent partnership for supporting children.

The school has good quality self-evaluation systems in place. It has worked hard to improve the issues raised in the previous inspection and has been successful in these efforts. The systems set up to tackle weaknesses and consolidate strengths, together with the staff's commitment to improving provision, ensure that there is a good capacity for further improvement.

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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>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	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

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	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	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	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

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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

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SR6 8ED

26 January 2006

Dear Children

Thank you very much for welcoming us into your school. We really enjoyed talking to you and looking at your work.

The best things about your school are:

the quality of your work and the good progress that you make as you move up the school

the way that you enjoy your work and try your best to finish your work

your outstanding behaviour in your lessons and around the school

the way that you eat healthy food and take lots of exercise

your excellent clubs at lunchtimes and after school

your playground areas

the excellent nursery class

your good teachers and other staff

the way that your headteacher, your deputy headteacher and your governors run your school

the way that your school is really interested in your views as well as your parents' views.

One of the things that we have asked your school to do to improve is to make the activities that you do on your own in lessons in Reception more interesting. Two more things are to make sure that the faster learners in Reception have harder work and to get you all to use the computers in your classrooms more often.

Best wishes

Maggi Shepherd, Gerry Stephenson, Rosemary Rodger

Lead inspector and team inspectors