



# Fulwood and Cadley Primary School

**Address:** Cadley Causeway, Fulwood, Preston, Lancashire, PR2 3QT

**Unique reference number (URN):** 119151

## Inspection report: 3 March 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

## ⊗ Safeguarding standards not met

Leaders have not ensured that there is an open and positive safeguarding culture at the school. This puts pupils at significant risk of harm.

Leaders do not carry out their safeguarding responsibilities sufficiently well. They do not make sure that vulnerable pupils, especially those who are disadvantaged, receive the support that they need to stay safe and well.

Leaders do not ensure that pupils are adequately supervised during the school day. This is particularly true at breaktimes. Leaders do not make sure that staff know where pupils, especially the most vulnerable pupils, are at all times of the school day. Some pupils stray or loiter in areas of the school that are out of sight and/or hearing of staff.

Allegations of bullying or other derogatory incidents are sometimes not taken seriously enough. Pupils are not confident that adults will resolve the issues or concerns that they raise. This makes them feel insecure while in school.

### How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

## ⊗ This school requires special measures

His Majesty's Chief Inspector is of the opinion that this school requires **special measures** because it is failing to provide an acceptable standard of education, and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

## Needs attention ●

### Attendance and behaviour

Needs attention ●

Leaders' expectations for pupils' behaviour are not high enough. They have not established effective routines that ensure that pupils focus on learning. Moreover, leaders do not provide consistent support or guidance to ensure that staff are equipped to manage pupils' behaviour. Consequently, low-level behaviour incidents are common in some classes, and some pupils spend long periods of time out of class. Leaders do not intervene well enough when pupils participate in risky behaviour during breaktimes. They rely on older pupils to manage the behaviour of younger pupils, rather than staff. This places unreasonable

demands on pupils who should be enjoying their social time with friends.

Incidents of bullying, and the use of derogatory language, occur. This spoils the experience of school for some pupils. Mostly, these incidents are dealt with in a suitable manner, but this is not consistently the case. As a result, some pupils lack trust in the actions that will be taken when they encounter such harmful behaviour.

Pupils' rates of attendance are similar to the national average. However, disadvantaged pupils are absent more often than other pupils in the school. Leaders have made slight improvements to the attendance rates of some disadvantaged pupils. However, for many, this means that they miss significant periods of time from school.

## **Early years**

**Needs attention** ●

Children do not learn all they need to be fully prepared for Year 1 and beyond. This is most evident in their weak writing skills. Many children do not master how to correctly form letters. This makes it difficult to express their ideas and demonstrate what they have learned in written work.

The curriculum lacks clarity for some areas of learning, such as aspects of children's physical development. In other areas of learning, staff understand and follow logical steps in their teaching to help children achieve success. This is particularly true in the phonics programme. Most children develop a secure understanding of phonics as a result. They typically use this knowledge effectively to begin to read words accurately.

Children work well together. They develop positive relationships with staff. Staff typically intervene when children find learning more difficult. Staff interact well with the children, using language that supports and extends their understanding of vocabulary.

Staff know the children well. They work productively with parents and carers. Children develop confidence and resilience during the Reception Year.

## **Personal development and wellbeing**

**Needs attention** ●

Leaders' approach to promoting pupils' personal development is not wholly successful. The personal, social, health and economic education programme does not impact sufficiently well on pupils' behaviour and attitudes. Leaders do not make sure that pupils put their learning from this aspect of the curriculum into practice consistently well.

Pupils have a varying understanding of how to keep themselves safe. They know how to stay safe when online. Pupils recognise times when they should tell trusted adults about safeguarding concerns. However, they are less sure about other aspects of personal safety. This includes staying in sight of adults at breaktimes or knowing how to cross the road safely.

The relationships and sex education that pupils experience at school is effective. Pupils are well prepared for the changes that will happen to their bodies as they grow older. They have an age-appropriate understanding of consent. However, pupils' understanding of fundamental British values is variable. This is also true of their recall of different cultures and

faiths. Pupils are not as well prepared as they should be to embrace and celebrate differences between people in modern British society.

Pupils take part in a range of clubs, trips and other experiences to broaden their skills and talents. Many clubs are successfully targeted at disadvantaged pupils. These activities help build pupils' confidence. Pupils typically make the most of social times to forge firm friendships. They participate in regular physical exercise. Pupils learn about democracy. For example, they vote to select members of the school council.

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## **Urgent improvement** ●

### **Achievement**

**Urgent improvement** ●

Many pupils do not achieve well. Weaknesses in their basic reading, writing and mathematics knowledge hold them back. For example, many pupils do not master the correct formation of letters in the early years. This continues uncorrected as pupils move through each year group. As a result, most pupils' writing is unclear and incoherent.

Pupils struggle to build their knowledge over time. Some pupils fare even less well as they find it difficult to access the curriculum. Disadvantaged pupils and those with special educational needs and/or disabilities do not make the progress that they should through the curriculum.

Pupils are not adequately prepared for the Year 7 curriculum and beyond. This is reflected in the results from the tests and assessments that they complete at the end of Year 6. Over time, the proportion of pupils meeting the expected standard in reading, writing and mathematics has been below the national average.

### **Curriculum and teaching**

**Urgent improvement** ●

The curriculum is not well structured. It is incoherent at times. Pupils' experiences do not successfully help them to develop the knowledge that they need in many subjects, including reading, writing and mathematics.

Teachers are often unclear about what they need to focus on with their class. Pupils frequently struggle to make sense of their learning. This is especially true for pupils with special educational needs and/or disabilities. Leaders do not make sure that teachers are confident in meeting the needs of these pupils.

Leaders' understanding of the quality of the curriculum is inaccurate. This is because they have not identified the root causes of pupils' underachievement. Leaders do not ensure that teachers have the subject knowledge that they need to help pupils learn all that they should, especially in terms of writing.

There is a suitable phonics programme to help children in the early years and pupils in Year 1 master early reading. This is beginning to have some impact. However, the changes to the

phonics programmes over time means that staff do not teach early reading and writing knowledge in a consistent manner. This hinders pupils' success.

Teachers are not equipped to spot and correct gaps in pupils' knowledge. This means that errors and misconceptions persist over time.

## **Inclusion**

**Urgent improvement** ●

Leaders do not accurately identify the barriers that some pupils, including those who are disadvantaged and pupils with special educational needs and/or disabilities (SEND), face. Leaders' and teachers' expectations of what these pupils should and could achieve are low. They do not take appropriate action when these pupils underachieve. Leaders' checks on the support that pupils receive to overcome barriers to their learning and wellbeing are not effective.

Teachers do not focus on what pupils who face barriers to success need to learn. They do not make suitable use of the adaptations or resources available to help these pupils access the curriculum. Pupils with SEND are most affected by this situation. Teachers do not know the differing needs of these pupils. Teachers do not make sufficient use of specialist advice from other agencies or the information that they receive from pupils' parents or carers. Some pupils with SEND spend extended periods of time away from their classroom. This means that they do not access the full curriculum and they are not successful in their learning.

Leaders' plans for the additional funding to support disadvantaged pupils are unclear and ineffective. These plans are unproductive in ensuring that these pupils thrive.

## **Leadership and governance**

**Urgent improvement** ●

Leaders at all levels demonstrate limited capacity in tackling long-standing weaknesses at the school. This is because they do not accurately identify the underlying causes of these shortcomings. Leaders do not focus on the right priorities. They do not take the most appropriate action to bring about the urgent improvement that is needed at the school.

Leaders do not understand the reasons why pupils do not achieve or behave as well as they should. They make changes without thinking through their decisions carefully enough. For example, in recent years, leaders have made several changes to the curriculum without finding out what prevented a previous version from working effectively. Most of the changes that they have made have not improved how well pupils achieve. Moreover, they have done this without due consideration of the considerable impact that this has on teachers' workload. Leaders do not make sure that staff have the knowledge and expertise that they need to carry out their respective roles effectively. This includes the subject knowledge that teachers need to deliver each area of the curriculum successfully.

Governors do not uphold their statutory duties. They do not provide sufficient challenge when decisions are not made in pupils' best interests. Leaders at all levels do not balance the needs of disadvantaged pupils and those with special educational needs and/or

disabilities (SEND) against the needs of staff and other pupils well enough. They do not make sure that all pupils with SEND receive their full educational entitlement.

## **What it's like to be a pupil at this school**

Although children in the early years make a positive start to their primary education, older pupils are not adequately prepared for their next steps. They do not achieve well. This is because the curriculum, and the way in which it is taught, does not enable pupils to build their reading, writing and mathematics knowledge sufficiently well as they progress through the school. Disadvantaged pupils and pupils with special educational needs and/or disabilities do not receive the support that they need to succeed. Some of these pupils do not receive full access to the curriculum.

Most pupils try their best during lessons, even when they find learning difficult. Many pupils behave as they should in classrooms and around the school. However, some pupils cause disruption to the learning of others. Unkind behaviour, including incidents of bullying, means that some pupils do not enjoy school or feel safe. At times, leaders deal with incidents of bullying in a suitable way. However, this is not consistently the case. Leaders have not ensured that staff know how to manage pupils' behaviour effectively. Furthermore, the school's systems to ensure that pupils are safeguarded are not effective.

Most pupils attend school regularly. Even so, some disadvantaged pupils miss large chunks of their learning due to absence.

Pupils learn about the differences between people in their school community. They gain an understanding of diversity within British society. However, this does not stop some pupils from calling each other names on a regular basis. This means pupils are not prepared well enough for life in modern Britain.

Most pupils appreciate spending time with their friends at breaktimes. They enjoy helping others. For example, pupils in Year 6 support children in Reception Year on the playground. Pupils take part in a range of activities to develop their interests and talents. These include sports, reading and chess clubs. Some pupils develop useful leadership skills, such as acting as a librarian, school councillor or a 'wellbeing warrior'.

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## **Next steps**

- Leaders must ensure that they develop a positive safeguarding culture so that pupils feel safe and are safe when at school.
- Leaders must ensure that there is a coherent curriculum that is delivered well by teachers so that pupils build a secure body of knowledge across the curriculum. This is particularly important in reading, writing and mathematics so that pupils are well prepared for the next stage of their education.
- Leaders must ensure that teachers are suitably equipped to identify and then resolve gaps in pupils' basic reading, writing and mathematics knowledge, so that pupils can

access their learning and achieve success.

- Leaders must ensure that they identify the needs of pupils who face barriers to learning, especially pupils with special educational needs and/or disabilities (SEND). Leaders must then make sure that these pupils receive the support that they need to thrive and flourish.
  - Leaders and governors must ensure that pupils with SEND receive their full educational entitlement so that they can experience success.
  - Leaders should ensure that the curriculum in the early years enables children to master all that they should, especially in writing, so that they are well prepared for Year 1.
  - Leaders, including governors, must ensure that they gain an accurate insight into the root causes of the weaknesses at the school, and then use this information to bring about sustained improvement so that pupils achieve well and gain a sense of enjoyment in belonging to the school.
  - Governors must ensure that they meet all of their statutory duties. They must gain the skills, knowledge and expertise to offer well-informed challenge to leaders in order to contribute to the school's recovery.
  - Leaders should ensure that they provide staff with the support and guidance that they need so that incidents of bullying, name-calling and disruption to learning cease and pupils regain confidence in staff to deal with any issues that they raise.
  - Leaders should build on their recent strategies to improve pupils' attendance so that the rates of persistent absence for some disadvantaged pupils reduce.
  - Leaders should revisit their programme to promote pupils' personal development so that pupils learn all that they should in readiness for life in modern Britain.
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## About this inspection

The chair of the board of governors in this school is Elizabeth Hodgkinson.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with the headteacher and other leaders during the inspection.

An inspector spoke with a group of governors, including the chair of the governing body.

An inspector spoke with a representative of the local authority.

In accordance with section 44(1) of the Education Act 2005, His Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

The school may not appoint early career teachers before the next monitoring inspection. The position regarding the appointment of early career teachers will be considered again during any monitoring inspection that we carry out.

The inspectors confirmed the following information about the school:

The school does not currently make use of alternative provision for pupils.

Headteacher: Kirsty France

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### **Lead inspector:**

Claire Cropper, His Majesty's Inspector


### **Team inspectors:**

Joanna Atherton, Ofsted Inspector

Kathryn Pym, His Majesty's Inspector

## **Facts and figures used on inspection**

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 3 March 2026

## **School and pupil context**

### **Total pupils**

**318**

Close to average

### **What does this mean?**

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

### **School capacity**

**315**

Close to average

## What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

## Pupils eligible for free school meals (FSM)

**26.42%**

Close to average

## What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

## Pupils with an education, health and care (EHC) plan

**1.89%**

Below average

## What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

## Pupils with special educational needs (SEN) support

**18.87%**

Above average

## What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

## Location deprivation

**Below average**

## What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

## Resourced Provision or SEND Unit (if applicable)

### No resourced provision

## What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

## All pupils' performance

### Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	46%	61%	Below
2024/25 (revised)	41%	62%	Below
2023/24 (final)	49%	61%	Below
2022/23 (final)	49%	60%	Below

### Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	67%	74%	Below
2024/25 (revised)	70%	75%	Close to average
2023/24 (final)	64%	74%	Below

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>2022/23 (final)</b>	69%	73%	Close to average

### **Pupils reaching the expected standard in teacher-assessed writing**

The percentage of pupils meeting the expected standard in teacher-assessed writing.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	61%	72%	Below
<b>2024/25 (revised)</b>	57%	72%	Below
<b>2023/24 (final)</b>	66%	72%	Close to average
<b>2022/23 (final)</b>	60%	71%	Below

### **Pupils reaching the expected standard in mathematics**

The percentage of pupils meeting the expected standard in mathematics.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	68%	73%	Close to average
<b>2024/25 (revised)</b>	63%	74%	Below
<b>2023/24 (final)</b>	66%	73%	Close to average
<b>2022/23 (final)</b>	76%	73%	Close to average

### **Disadvantaged pupils' performance**

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

### **Disadvantaged pupils reaching the expected standard in reading, writing and mathematics**

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	45%	46%	Close to average
<b>2024/25 (revised)</b>	36%	47%	Close to average
<b>2023/24 (final)</b>	54%	46%	Close to average
<b>2022/23 (final)</b>	43%	44%	Close to average

### **Disadvantaged pupils reaching the expected standard in reading**

The percentage of disadvantaged pupils meeting the expected standard in reading.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	61%	62%	Close to average
<b>2024/25 (revised)</b>	64%	63%	Close to average
<b>2023/24 (final)</b>	54%	62%	Close to average
<b>2022/23 (final)</b>	71%	60%	Close to average

### **Disadvantaged pupils reaching the expected standard in teacher-assessed writing**

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	58%	59%	Close to average
<b>2024/25 (revised)</b>	45%	59%	Below
<b>2023/24 (final)</b>	69%	58%	Close to average

Year	This school	National average	Compared with national average
2022/23 (final)	57%	58%	Close to average

### Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	55%	60%	Close to average
2024/25 (revised)	45%	61%	Below
2023/24 (final)	62%	59%	Close to average
2022/23 (final)	57%	59%	Close to average

### Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

### Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	45%	68%	-22 pp
2024/25 (revised)	36%	69%	-33 pp
2023/24 (final)	54%	67%	-14 pp
2022/23 (final)	43%	66%	-23 pp

## Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	61%	80%	-18 pp
2024/25 (revised)	64%	81%	-17 pp
2023/24 (final)	54%	80%	-26 pp
2022/23 (final)	71%	78%	-7 pp

## Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	58%	78%	-20 pp
2024/25 (revised)	45%	78%	-33 pp
2023/24 (final)	69%	78%	-8 pp
2022/23 (final)	57%	77%	-20 pp

## Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	55%	80%	-25 pp
2024/25 (revised)	45%	81%	-35 pp
2023/24 (final)	62%	79%	-18 pp
2022/23 (final)	57%	79%	-22 pp

## Absence

### Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	5.7%	5.2%	Close to average
2023/24 (3 term)	6.0%	5.5%	Close to average
2022/23 (3 term)	6.0%	5.9%	Close to average

### Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	13.4%	13.3%	Close to average
2023/24 (3 term)	17.3%	14.6%	Close to average
2022/23 (3 term)	16.4%	16.2%	Close to average

## Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

### **Strong standard** ●

The school reaches a strong standard. Leaders are working above the standard expected of them.

### **Expected standard** ●

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

### **Needs attention** ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

### **Urgent improvement** ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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