

School Inspection Update: Ofsted Findings & Next Steps

Parent Information Meeting

Date: Thursday 18th June 2026

Purpose: To share findings and explain immediate actions



Purpose of This Meeting



- Share the inspection findings
- Explain the areas requiring urgent improvement
- Outline what this means for pupils
- Present the school's **next steps and recovery plan**
- Explain how we will work with parents moving forward

Overall Outcome



Ofsted Judgement: Special Measures

- The school is not currently providing an acceptable standard of education
- Leadership and governance require significant improvement

Urgent action is required to improve:

- Safeguarding
- Behaviour
- Achievement
- Curriculum quality

Inspection report: 3 March 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Ofsted Report Card

Needs attention 
<u>Attendance and behaviour</u>
<u>Early years</u>
<u>Personal development and wellbeing</u>
Urgent improvement 
<u>Achievement</u>
<u>Curriculum and teaching</u>
<u>Inclusion</u>
<u>Leadership and governance</u>

Safeguarding



Safeguarding standards: NOT MET

Key concerns raised:

- Inconsistent safeguarding culture across the school
- Weak supervision at key times, especially breaktimes
- Vulnerable pupils not consistently identified or supported
- Some pupils able to access unsupervised areas
- Bullying and concerns not always handled consistently

Impact:

- Some pupils do not consistently feel safe at school

Next Steps



We will:

- Build a **consistent, positive safeguarding culture across the school**
- Strengthen supervision at breaktimes and transitions
- Improve identification and support of vulnerable pupils
- Ensure staff know exactly how to respond to concerns
- Make sure all safeguarding procedures are consistently followed

Goal: Every pupil feels safe every day

Action already taken to improve Safeguarding



- Strengthen Induction procedures – policies shared and an employment review included at 8wks
- PREVENT training completed and Policy updated and shared
- Additional staff deployed to classes with most complex SEND
- Increase supervision at lunchtime with recruitment of 3 additional welfare assistants
- Extra adult on break duty and on the door in the morning
- Toilet passes to manage pupil movement within the school day
- Additional Safeguarding training for welfare assistants carried out – safeguarding, behaviour, roles & responsibilities and supervision.

- Welfare Lead – Access CPD for Positive Playtimes Thurs 21st May
- Remove self-regulation space from the corridors – relocate to classrooms
- Additional cameras on the school site to address blind-spots
- SEND teaching assistants and additional TA's deployed at lunch to supervise SEND
- Improved reporting procedures – tailoring categories on C-Poms to support effective record keeping and communication
- Forms implemented for Welfare and TA's in order to report safeguarding, welfare and behaviour concerns.
- Personalised learning schedules to support self-regulation and effective management of emotions and behaviour using the garden and pastoral support
- Successful recruitment of a Children and Family Support Worker to ensure chd feel safe and supported in school
- Use of outside agencies to support well-being – Inside Out Programme
- Recruitment of a new school counsellor – in process

To do



- Safeguarding Audit to be carried out
- Implement anonymous reporting system – Wish & Worry Box on the main corridor
- Carry out Pupil Voice half termly
- Part 2 Welfare Training – Restorative Approaches – Sep 2026



Behaviour & Attendance

Behaviour: Needs urgent improvement

- Low-level disruption affects learning
- Inconsistent routines across classes
- Risky behaviour at breaktimes not always well managed

Attendance:

- Overall attendance is average
- Disadvantaged pupils miss more learning time
- Persistent absence remains a concern



Next Steps

We will:

- Introduce consistent behaviour expectations across the school
- Reduce disruption to learning
- Improve management of bullying and name-calling
- Strengthen attendance strategies, especially for disadvantaged pupils
- Ensure pupils trust staff to resolve issues fairly and consistently

Goal: Calm, safe, positive learning environment

Action Already Taken to Improve Behaviour & Attendance



- Connect with RISE attendance group – Alison Walsh requesting relevant training
- Attendance Team – Mrs France & Mrs McGown meeting every 4 weeks or as required – analyse PA & vulnerable grps. Track the attendance of PA across: SEND, FSM, EAL, SB and others who do not fall into a vulnerable grp.
- Letter sent to parents regarding persistent absence
- Celebratory certificates for improved attendance in assembly
- Implement Conduct Cards for challenging behaviour
- Implement Restrictive Intervention guidance into the policy and communicate with families when actioned in school with individual children.
- Training for welfare regarding behaviour management at lunchtime
- Teacher support in relation to behaviour reflecting on systems, procedures and logical consequences.

To Do



- Attend a RISE attendance meeting
- Attendance meeting with LEA scheduled for 29th June 2026 –minutes to be shared with Sue Penney LEA Advisor
- Continue to monitor pupil behaviour
- Use C-poms to track pupil behaviour
- Implement behaviour plans where appropriate
- Update behaviour policy based on findings



Achievement & Curriculum

Achievement: Urgent improvement

- Many pupils do not reach expected standards in reading, writing, maths
- Gaps in basic skills persist over time
- Disadvantaged pupils and pupils with SEND underachieve
- Pupils are not fully prepared for secondary school

Curriculum:

- Not consistently structured or coherent
- Teachers are often unclear on learning priorities
- Inconsistencies affect progress across year groups



Next Steps

We will:

- Develop a **clear, coherent curriculum across all subjects**
- Ensure consistent delivery in reading, writing and maths
- Support teachers to identify and address learning gaps quickly
- Improve consistency in teaching across all year groups
- Strengthen phonics and early writing progression

Goal: Pupils build secure knowledge over time

Action Already Taken To Improve Achievement & Curriculum



- Develop Ready to Progress criteria – identify gaps in learning
- Implement assessment of reading - Benchmarking kit. Teacher and TA training. Purchase of additional reading books to support all abilities. Implementation of intervention.
- Tracking of reading age and comprehension implemented
- Increase opportunity for moderation – R/W/Maths – internal and external sessions – cluster and LEA.
- EYFS and KS2 Local Education Authority Moderation – 17th June
- Number Stacks assessment used to identify gaps in learning and implementation of focused intervention.
- QLA used in arithmetic to ascertain gaps in learning and inform planning/teaching.
- Phonics assessment on Phonic tracker used to identify gaps.
- Structured bespoke phonic intervention implemented to address individual needs
- Improve teacher knowledge– LEA Advisor Ian Richardson to work with staff on a 1:1

...continued



- Curriculum on a page to guide staff and support with effective planning and workload
- Staff training – GPS – I Approach, Reading into Writing process
- Introduce New handwriting scheme across the school
- Strategic mapping of trips across the years groups to support learning, retention and parents.
- Eng & Maths planning broken down – cold/hot writes mapped out reading, GPS skills sequenced
- English curriculum mapped with Katie Giles LEA Advisor
- Current data outcomes are showing an upward trend this year in phonics, KS2 reading and writing, awaiting EYFS and MTC

To Do



- Pupil Voice to evaluate retention of knowledge
- Improve teacher knowledge– LEA Advisor Ian Richardson to work with staff on a 1:1 - 3rd & 6th July
- Review sequencing of foundation subject curriculums.
- Rewrite Computing Curriculum – inclusion of laptops
- Curriculum Audit to be carried out
- Focused staff support for Eng with Katie Giles.

Inclusion & SEND



Inclusion: Urgent improvement required

- Needs of pupils with SEND not always accurately identified
- Support is inconsistent across classes
- Some pupils do not access full curriculum
- Disadvantaged pupils not consistently supported effectively
- SEND funding not yet fully effective in improving outcomes

Impact:

- Some pupils are not able to thrive or make expected progress



Next Steps

We will:

- Improve identification of pupils' additional needs
- Ensure all pupils with SEND receive appropriate support
- Guarantee full access to the curriculum for all pupils
- Strengthen use of external specialist advice
- Improve impact of disadvantaged pupil funding

Goal: Every pupil can access learning and succeed

Actions already taken to Improve SEND & Inclusion



- Strengthen in class support - SEND Teaching assistants deployed into class
- Additional support for SEMH for SEND/Non-SEND pupils
- Recruitment of CFSW completed Fri 12th June
- Child on roll but not in school – Specialist provision implemented – Sir Tom Finney & Thrive Sensory centre. Sect 19 request actioned
- New ITP's reflect needs, have measurable targets and are shared with parents
- Recruitment of SENCO –completed 15th May
- Relaunch Nurture Room – focus on well-being
- Covering SENCO to ensure all Annual Reviews are complete and provision is balanced between class and individual support.
- Enhance school offer: HLTA completing ELKLAN training & TA access NHS Speech and Language training
- SEND children accessing specialist sensory session at All Thrive - Leyland

To Do



- SEND Pupil Voice to be carried out
- Review EHCP – Pupil Passports – Triggers, strategies, communication needs and adaptations
- Recruit additional Teaching Assistants to support SEND- advert currently out
- ITP's reflect needs, are SMART and measurable and the impact is evident in recorded outcomes for individuals.
- LEA SEND meeting to be completed – Helen Mansfield
- Update SEND training for all staff – ASD/ADHD, Sp & Lang
- New SENCO monitor SEND – attendance, behaviour, impact of intervention/provision
- Access additional specialist provision at Sir Tom Finney



Personal Development & Wellbeing

Needs improvement

- Inconsistent understanding of safety beyond online safety
- Variable knowledge of British values and diversity
- Bullying and name-calling not consistently addressed
- PSHE curriculum not consistently impacting behaviour

Strengths:

- Clubs, trips, and enrichment opportunities are in place
- Pupils take on leadership roles and enjoy social times



Next Steps

- Strengthen PSHE impact on behaviour and attitudes
- Improve pupil understanding of safety
- Strengthen safeguarding awareness – supervision
- Improve understanding of British Values
- Strengthen consistency of personal development
- Build in strengths within enrichment and pupil leadership
- Develop the evaluation and impact of personal development: monitoring, pupil voice, curriculum content & design

Action Already Taken to Improve Personal Development & Well-being

- Learning to Learn behaviours – series of assemblies – outlining expectations – transitions etc.
- Staff presence on corridors – transition times
- Additional staff at break, actively circulating the playground
- Immediate action taken if behaviour is unsafe
- Behaviour Policy updated and shared with staff - Centralised consequence and guidance on restrictive intervention
- C-Poms categories refined to support effective recording and tracking
- Social & Emotional support implemented
- Update collective worship plan – learning to learn, school values and British Values
- Zones implemented on yard to support play and behaviour
- NSPCC sessions booked for Y2 & Y6, assembly to take place Mon 11th May –Speak Out, Stay Safe
- Police led session with Y5/6 on knife crime – Operation Spectre
- CFSW recruited Fri 12th June to start in the last week of the summer term
- Additional hours for social and emotional support built in to the budget for Sep.



To Do



- Pupil Voice – safety in school
- Walk it Out! – additional provision for those chd who have experienced conflict at lunch and need to calm before going into class – TA deployed
- Update PSHE/RSE curriculum in line with statutory requirements Sep 26



Early Years

Generally positive start, but gaps remain

Strengths:

- Positive relationships between children and staff
- Strong phonics teaching supports early reading
- Children develop confidence and social skills

Areas for improvement:

- Weak writing and letter formation
- Inconsistent curriculum planning in some areas
- Not all children fully prepared for Year 1



Next Steps

We will:

- Strengthen writing development in early years
- Ensure clear curriculum progression across all areas
- Improve preparation for Year 1
- Strengthen PSHE and personal development curriculum
- Improve pupils' understanding of safety, diversity and British values

Goal: Strong foundations for lifelong learning and citizenship

Action already taken to Improve Early Years



- Implementation of new handwriting scheme following trial in 3 classes
- Whole staff training booked – Thurs 11th June
- Taster sessions introduced prior to summer break.
- EYFS Moderation session attended: cluster session at Sherwood and LEA
- Year 1 staff attend professional development on effective environments to support transition – Mon 15th June
- Implementation of Part 1 of Oracy Training
- HLTA recruited onto ELKAN training – Speech, Language and Communication
- Continued implementation of whole body movement sessions and fundamentals

To do



- EYFS Moderation session & action plan formulated Fri 19th June
- Environment audit – Catherine Cummins & Claire Cherry TBC
- Additional resources order as a result of the environment audit.



Leadership & Governance

Leadership: Urgent improvement required

- Leaders have not identified root causes of underachievement
- Changes have been made without sufficient evaluation
- Governance challenge has not been strong enough
- Safeguarding and inclusion responsibilities are not consistently met

Impact:

- School systems are not improving outcomes quickly enough

Next Steps



We will:

- Identify and address root causes of underperformance
- Strengthen leadership capacity at all levels
- Ensure governors meet all statutory duties
- Improve accountability and external challenge
- Provide staff with high-quality training and support

Goal: Sustainable, long-term school improvement

Action taken to Improve Leadership & Governance



- Update monitoring schedule – weekly learning walk with key focus
- Feedback timely – strengths and no more than 3 areas for improvement
- Reflect on half termly/termly attainment data – compare vulnerable v non-vulnerable.
- Analyse attendance data – focus on PA across vulnerable groups
- Book scrutiny for core areas with feedback to individuals
- Continue to inform Governors on the following : attendance, behaviour, safeguarding, attainment & progress: RWM, quality of teaching & staffing
- Continue to celebrate success: Star of the wk assemblies, rewards, newsletters, social media, displays – ensure chd feel noticed and valued
- Y6 Show & End of Year Talent Show
- Target LEA support for teachers
- Concise HT reports to Full Govs – using Arbour software
- LEA Chair of Govs provided to support current governing body

To Do



- Pupil Voice – behaviour and safety, learning.
- Reflect on updates to behaviour systems – staff & pupil voice
- Awards ceremony whole school – focused on school values
- Develop social media and online communication to celebrate individuals and events across the school
- SENCO to reflect on progress data
- Governor Audit to be carried out
- Update Link Governor role to reflect Ofsted actions: Safeguarding, Inclusion, Behaviour/Attendance, Achievement and Personal Development/Well-being –work in pairs – Thurs 2nd July



Our Improvement Plan

Priorities for rapid improvement:

1. Safeguarding and pupil safety (highest priority)
2. Behaviour systems and consistency
3. Curriculum structure and teaching quality
4. Support for SEND and disadvantaged pupils
5. Leadership capacity and accountability

Working With Parents



We are committed to:

- Open and honest communication
- Listening to concerns
- Strengthening home–school partnership
- Ensuring parents are informed of progress

Parents will receive:

- Regular updates
- Clear behaviour and safeguarding information

Academisation



Regional Department for Education (DfE) Directors

Transparency data

Decisions to be taken: June 2026

Updated 17 June 2026

A proposal for The Sea View Trust to sponsor Fulwood and Cadley Primary School (URN: 119151), Lancashire local authority.

- A final decision will be made on the 26th June.
- We will find more information out about the process and expected time frame hopefully on that day.

Sea View Trust



SEA VIEW TRUST

- The Sea View Trust is a multi-academy trust (MAT) in North West England that runs a group of schools and specialist education settings. It was formed in November 2019 through the merger of the former View Trust and Blackpool Multi Academy Trust. The Trust serves children and families across areas including Blackpool, Rossendale, and Preston.
- Its vision is to bring together schools that share values of nurture, respect, aspiration, and achievement, while allowing each school to maintain its own unique identity. The Trust works with primary schools, special schools, and post-16 provision, and places a strong emphasis on inclusion and supporting children with diverse needs.
- The Trust currently includes schools such as:
 - Anchorholme Primary Academy, Devonshire Primary Academy, Revoe Learning Academy, Park Community Academy, Tor View School, and Valley College, Applebee Wood.
- For parents, the Trust's stated aim is that families feel valued and are actively engaged in improving and shaping the Trust, working in partnership with schools to support children's learning and wellbeing.
- You can find more information on the Trust's official website:
[The Sea View Trust](https://www.seaviewtrust.org.uk).



Angela Holdsworth MBE, CEO of The Sea View Trust.

Closing Commitment

- The findings are serious, and we are acting immediately
- Safeguarding and pupil wellbeing are our top priority
- A structured improvement plan is already underway
- Progress will be monitored closely and shared with Governors and parents

Our aim is clear:

To ensure every child is safe, supported, and successful.



Thank you for your support and
attendance this evening



Fulwood and Cadley Primary School

"Wish it, Dream it, Do it. Be Unique."