

# Inspection of Fulwell Junior School

Sea Road, Fulwell, Sunderland, Tyne and Wear SR6 9EE

---

Inspection dates: 9 and 10 March 2022

## **Overall effectiveness**

**Outstanding**

---

The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Previous inspection grade

Outstanding

## **What is it like to attend this school?**

Nothing is ordinary about Fulwell Junior School. Pupils are inspired on a daily basis by the education that they receive. The corridors and classrooms buzz with excitement. Pupils are enthusiastic about what they learn. They talk joyfully about the books that they are reading. The curriculum is well designed so that pupils make connections between the subjects they learn. A recent project on Leonardo da Vinci helped pupils to link their knowledge from science and art. A parent told us that the school provides 'a first-class education'. Inspectors agree.

Leaders want pupils to achieve excellence and become well-rounded citizens. They achieve this goal. Values such as respect and resilience are central to life in school. Pupils have high expectations of themselves. They behave impeccably. Everyone feels safe. Pupils from the school council are proud of their roles. They told us that it gives them 'a sense of duty'.

Pupils understand that difference is something to be valued. Pupils genuinely care for one another. Barely any pupils can remember anyone being bullied. Everyone is confident that any bullying would be dealt with swiftly.

Pupils learn about careers throughout their time in school. Pupils were animated when talking about visits from pilots, florists, engineers and vets. These visits help pupils understand how what they learn in school will help them in the world of work.

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

Leaders have a clear vision. They want pupils to appreciate important values and achieve well. Leaders have found the right balance between academic success and developing well-rounded citizens. As a result, pupils leave in Year 6 more than ready for secondary school and life beyond.

Leaders have made sure that a well-planned and well-taught curriculum gives pupils the knowledge needed to succeed. The curriculum is highly ambitious and has breadth and balance. Important subject content is taught in a logical order so that pupils build their knowledge over time. Teachers are experts in their craft. They spot opportunities to connect knowledge from across the curriculum during lessons. Pupils link what they have learned in different subjects.

Assessment is used well in school. Teachers check that pupils have the necessary knowledge before teaching new subject content. Leaders use assessment information intelligently. For example, in mathematics, leaders identified that pupils found problem-solving difficult. The curriculum has been adapted so that pupils have more time to practise this element of mathematics.

Reading is taught exceptionally well. Pupils who need help with phonics when they arrive in Year 3 are identified quickly and get the support that they need. Leaders

keep a close eye on how well pupils achieve in reading throughout the school. If pupils fall behind at any stage, they are helped to catch up quickly.

The needs of pupils with special educational needs and/or disabilities (SEND) are accurately identified. Teachers and teaching assistants provide excellent support for pupils with SEND. They are helped to become independent learners. Pupils with autism spectrum disorder are particularly well supported because staff have been well trained to meet pupils' needs.

Pupils behave with maturity and integrity. Their attitudes to learning are exceptional. This has not happened by accident. Staff have high expectations of pupils. Teachers talk intelligently to pupils about behaviour. Pupils show genuine respect for one another.

The personal development offer is extensive. Leaders track which pupils engage in the opportunities available in school. Leaders make sure that the most disadvantaged pupils do not miss out.

There is a well-planned programme of personal, social and health education (PSHE). Pupils learn about different faiths and cultures. They value diversity. They know that everyone is equal. The school's focus on educating pupils about careers is impressive. Employers are regularly in school. Pupils were keen to tell inspectors about what they learn about careers. This superb work inspires pupils. They do not see any limits to what they can achieve.

Senior leaders lead by example. Staff who are new to subject leadership are developed well. Staff consistently told inspectors that leaders genuinely care about their workload and well-being.

Governance has strengthened considerably. The governing body has the skills necessary to hold leaders to account. Governors strike the right balance in supporting and challenging leaders.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have regular and effective training in safeguarding. As a result, all staff have a clear understanding of the signs that might indicate that a pupil is at risk of harm. The procedures to raise any concerns are well understood by staff. Pupils who need support are identified quickly and get the help that they need. Leaders work well with external agencies where pupils need additional support.

The PSHE curriculum teaches pupils about how to stay safe, both in the community and online. Pupils learn about healthy relationships in an age-appropriate way. They understand what a good or bad friendship might look like.

## 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>	108763
<b>Local authority</b>	Sunderland
<b>Inspection number</b>	10212544
<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	353
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Ben Young
<b>Headteacher</b>	Peter Speck
<b>Website</b>	<a href="http://www.fulwelljunior.co.uk">www.fulwelljunior.co.uk</a>
<b>Date of previous inspection</b>	26 September 2017, under section 8 of the Education Act 2005

## Information about this school

- The school is a larger-than-average-sized junior school.
- A new chair of governors was appointed in the autumn term 2021.
- No pupils attend alternative provision.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and senior leadership team, the special educational needs coordinator and other middle leaders, including the leaders for reading, behaviour and personal development. The lead inspector met with members of the governing body, including the chair of the governing body, and a representative from the local authority.

- Inspectors carried out deep dives in these subjects; reading, mathematics, science, and art and design. For each deep dive, inspectors met with subject leaders, visited lessons that were taking place, spoke to teachers, spoke to some pupils about their learning and looked at a sample of pupils' work. The lead inspector listened to pupils reading to a familiar adult and visited some reading intervention sessions.
- Inspectors also looked at curriculum plans and visited lessons in physical education and religious education, as well as speaking to the leaders of these subjects.
- Inspectors met with leaders responsible for personal development in school and looked at curriculum plans for PSHE.
- Inspectors met formally and informally with pupils. This included pupils with leadership responsibilities in school and pupils with SEND. An inspector also met with some pupils who are supported with their behaviour.
- Meetings were held with teachers and other members of staff, including an early career teacher.
- Inspectors reviewed a range of school documentation, including minutes of governing body meetings, the school's self-evaluation and planning documents.
- To inspect safeguarding, meetings were held with the headteacher and deputy headteacher who are the designated safeguarding leads. Inspectors reviewed a range of safeguarding documentation, including the single central record and safeguarding logs. Inspectors also spoke to staff about their safeguarding knowledge.
- Inspectors considered the views given by parents, pupils and staff through Ofsted's online questionnaires.

### **Inspection team**

Graham Findlay, lead inspector

Her Majesty's Inspector

David Milligan

Her Majesty's Inspector

Julie McGrane

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022