

Foxhill Primary School

Inspection report

Unique Reference Number	107432
Local Authority	Bradford
Inspection number	356155
Inspection dates	9–10 November 2010
Reporting inspector	Kath Halifax

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

Type of school	Primary
School category	Foundation
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	233
Appropriate authority	The governing body
Chair	Mr Chris Mudd
Headteacher	Mrs Sally Hey
Date of previous school inspection	10 April 2008
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 17 lessons or parts of lessons taught by eight different teachers. Further time was spent looking at pupils' records of achievement, work books, and information about pupils' progress. Inspectors held meetings with governors, staff, pupils and other professionals and looked at the school's review of its work, the current development plan, minutes of governors' meetings, and documentation to ensure pupils are safe. The responses to 59 parental questionnaires were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- The effectiveness of actions taken to reverse the downward trend in standards.
- The effectiveness of actions taken at Key Stage 1 to raise the attainment of more-able boys in writing, and more-able girls in science.
- How well pupils with special educational needs and/or difficulties achieve.
- The effectiveness of the interim leadership team in driving school improvement.

Information about the school

This is an average-sized school where most pupils come from the immediate area. It has a predominantly White British population. Very few pupils are known to be eligible for free school meals. The proportion of pupils with special educational needs and/or difficulties is below average. While the numbers of pupils with special educational needs is low, the range of needs is becoming more complex and includes specific learning difficulties, behavioural needs, sensory impairment, and autism. Following the retirement of the headteacher, the deputy headteacher has been leading the school for almost four terms. The school did not participate in the 2010 national tests.

The Kids Before and After-School Club uses the site but was not part of this inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. It has gone through a difficult period since the last inspection. For three years, while standards at the end of Year 2 remained above average, attainment by the end of Year 6 fell year-on-year to broadly average. The new leadership team identified that pupils' progress through the school was erratic. Over the past four terms, under the leadership of the acting headteacher, staff have worked with determination and tenacity to tackle this. As a result of accurate self-review and a much-improved tracking system, leaders have been able to pinpoint pockets of underachievement and remedy these. Consequently, pupils' progress has speeded up and gaps in learning have almost all been filled. Attainment has returned to be above average, with the proportion of pupils attaining the higher level (Level 5) being well above the national average. However, some pupils do not achieve as well in science as they do in English and mathematics.

Pupils' achievement has improved because of better teaching and a more imaginative curriculum. Teacher assessment is now accurate and is mostly used well to plan further learning, though this is not always so in all classes. Through daily routines and an extensive programme for their personal education, all pupils make good gains in their spiritual, moral, social and cultural development. They receive good care, guidance and support.

Despite being an interim leadership team, leaders and managers know the school very well and have made remarkable progress during their time in post. Faced with a slowing in pupils' progress and the resultant drop in standards, their focus on improving classroom practice has paid dividends. The systems and structures they have introduced alongside their knowledge and enthusiasm give the school good capacity to continue to improve.

What does the school need to do to improve further?

- Raise achievement in science by:
 - providing more opportunities for pupils to take responsibility when setting up and organising practical activities
 - providing more opportunities for pupils to record their investigations
 - undertaking a check of staff knowledge and providing training as necessary.
- Ensuring the quality and use of day-to-day assessment are consistently good in all classes.

Outcomes for individuals and groups of pupils

2

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Pupils enjoy their time in school, acquiring new knowledge and skills at a good rate. They show good levels of concentration and are keen to do well. Classrooms are very lively places with pupils wanting to take their learning further. Pupils show great pride in their school. They keenly embrace new experiences, particularly with the increasingly wide range of ethnic and religious groups.

The attainment of children entering the school is broadly typical for their age. Children make good progress in the Early Years Foundation Stage so by the end of their year in the Reception class they are working comfortably in all the required areas of learning. The good progress continues in Key Stage 1 and by the end of Year 2, pupils' attainment is above average. Recognising that boys in this age group were not writing as well as girls, teachers introduced imaginative activities that have boosted their achievements. For example, boys were full of enthusiasm as they excitedly told of the day Dr Who's Tardis landed on an enormous snowdrift outside their classroom and of the ensuing imaginative writing. The erratic progress of pupils in Key Stage 2 has been eradicated and standards are back up to where they were prior to the previous inspection. While achievement overall is good, progress in science is inconsistent in Key Stage 2 and for girls in Key Stage 1. Though pupils have a reasonable understanding, they struggle to explain how to set up an investigation, and they have limited experience of recording their experiments. For the past year, pupils with special educational needs and/or difficulties have received additional help in class and in small group work. As a consequence, their achievement is now good.

Pupils are proud of their school, drawing inspectors' attention to their high-quality displays that celebrate achievement and further their learning. They conscientiously undertake their numerous responsibilities, visibly growing in confidence as they fulfil their roles as 'buddy', 'ECO warrior' or school councillor. Pupils are generous fund-raisers and make a marked contribution to the school and wider community through, for example, the 'Bradford Curry Project'. Pupils are well prepared for their future lives and are eagerly looking forward to 'Enterprise Week'. Attendance is satisfactory. A concerted effort has eradicated persistent absenteeism, but too many families take holidays in term time.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Pupils make good progress because adults have high expectations of their behaviour and what they will achieve. Teachers plan their lessons in detail and, on most occasions, pupils of all abilities are suitably stretched. Lessons are generally fun and exciting, inspiring pupils' imaginations. For example, pupils in Year 2 extended their vocabulary as they 'exterminated' the adjective 'cold' and replaced it with 'blustery'. In most lessons there is a sense of urgency, but occasionally the pace slows, or pupils are kept sitting for too long and so the rate of learning decreases. Overall, teachers have a good understanding of the subjects they teach but there is too much variation in the teaching and support for science. Teachers generally make good use of assessment. Skilled questioning is used in lessons to gauge pupils' understanding and to reshape tasks where necessary. Day-to-day assessment is mostly linked to pupils' prior learning and used when planning further work. However, there are differences between classes. Furthermore, while teachers mark pupils' books conscientiously, giving guidance on how work can be improved, this loses its effectiveness when the same target is repeated time after time.

Considerable changes are being made to the curriculum to make it more interesting, exciting and matched to individual needs. The increase in individual and group work alongside these changes has seen an improvement in the progress of pupils with special educational needs and/or difficulties. Similarly, catch-up sessions for pupils with gaps in their English and mathematical knowledge have been of benefit to those pupils. The

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introduction of 'key skills' lessons allow pupils to build on their numeracy, literacy and computer skills. Pupils say they particularly enjoy residential visits and activities such as 'Play in a Day'. Relevant visits out of school give pupils a good background to new topics and make learning meaningful.

The good care and support provided enable pupils to learn well and have access to all activities. Carefully targeted support for pupils experiencing difficulties results in notable improvement in their behaviour, attendance, confidence and relationships. The most vulnerable are supported especially well and are helped to overcome their barriers to learning. The school is pivotal in planning additional provision with other professionals for these pupils, and ensures this occurs in the agreed time span. Good quality advice and curriculum topics encourage pupils to make well-informed choices about healthy lifestyles and keeping safe.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The acting headteacher has high levels of ambition for the staff and pupils. One of her first actions was to form a senior leadership team. The team has provided high-quality professional training for teachers, and ensured consistency in classroom practice. A thorough check on pupils' progress is now undertaken each half term with follow-up meetings with each class teacher. As teachers' understanding and accountability have increased, standards have risen and the gap between the attainment of boys and girls is narrowing. Good use is made of the information to set challenging targets for pupils and groups, and these are linked to teachers' performance targets. The decision was taken not to take part in national tests, so the school arranged to undertake scrupulous moderation within and between other primary schools to ensure the accuracy of teacher assessment.

Considerable changes have been made to the structure and working of the governing body over the past year. Individual governors now have a much clearer picture of the school and are undertaking their roles with enthusiasm. Alongside the leadership team, they ensure all pupils and adults have equality of opportunity so all are helped to reach their potential regardless of need or background. The promotion of community cohesion is a priority and is already making a big impression on pupils. Pupils are justifiably proud of their choir, talking at length about the friends they have made with pupils from diverse backgrounds from eight other schools. Equally, they relate how sporting fixtures and links with the local multicultural secondary school are increasing their understanding of different faiths. Although parents and carers were initially apprehensive of joint events with other schools, they now look forward to these. At the time of the inspection, the arrangements

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to safeguard pupils were good. Leaders have successfully created an atmosphere where pupils are confident to talk about any concerns. Through regular updates, adults are clear about their role and well equipped to deal with anything which may arise.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children enjoy their time in the Early Years Foundation Stage and make equally good progress in both the Nursery and Reception classes. As a result of well thought- through planning and imaginative use of the unusual accommodation, children grow in confidence with the majority attaining the nationally expected levels in almost all areas of learning. Adults work imaginatively to make the good use of the two-level accommodation, which is like a rabbit warren of small rooms. As a result, children are given magical experiences, and make best use of the nooks and crannies for quiet reading time or when inventing their own games and stories. Children make the most progress in their language because every activity provides a wealth of opportunities for them to speak and listen, and to gain a greater understanding of the world around them. For example, children were mesmerised as they used fans to control the movement of a balloon. This turned to sheer joy as they continued their investigations outdoors. Chuckling with glee, they suggested words such as 'dancing', 'swirling' and 'twirling' as gale force winds propelled leaves and ribbons across the exposed playground. Leaders recognise that children's mathematical knowledge is less well developed and so take every opportunity to count, solve mathematical problems and widen children's mathematical vocabulary. For example, an indoor lesson on 'counting' and 'one more than' was reinforced as children pegged their washing on the line outdoors. Very good links with parents, carers and agencies ensure children's physical well-being, and enable those with special educational needs and/or difficulties to be fully included in all activities. The leadership of the Early Years Foundation

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Stage is good, with teachers' in-depth knowledge of how young children learn being used effectively to support the manager. All the welfare requirements are met.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Approximately one third of parents and carers returned the inspection questionnaire. The majority are supportive of the school, commenting on the friendly atmosphere, the dedication of staff, the support for pupils who join the school in the middle of the year, and the support given to pupils and families for those with special educational needs and/or difficulties. A minority disagreed with some of the questions. Of those who provided a comment, individual concerns were expressed that 'school meals are not enough', that their child is not stretched, and that there is a lack of after-school activities by outside agencies. Inspection findings endorse the strengths identified by the parents and carers. Pupils have a good choice of well-cooked lunches with suitable portion sizes. Teachers' planning identifies activities designed to challenge all capabilities. School staff provide a number of lunchtime and after-school clubs, but funding does not stretch to buying in other agencies.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Foxhill Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 59 completed questionnaires by the end of the on-site inspection. In total, there are 233 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	52	67	25	32	1	1	0	0
The school keeps my child safe	53	68	24	31	0	0	1	1
My school informs me about my child's progress	36	46	40	51	2	3	0	0
My child is making enough progress at this school	34	44	41	53	3	4	0	0
The teaching is good at this school	42	54	33	42	1	1	0	0
The school helps me to support my child's learning	33	42	44	56	1	1	0	0
The school helps my child to have a healthy lifestyle	32	41	44	56	2	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	27	35	43	55	1	1	0	0
The school meets my child's particular needs	34	44	42	54	1	1	1	1
The school deals effectively with unacceptable behaviour	33	42	39	50	2	3	1	1
The school takes account of my suggestions and concerns	32	41	38	49	5	6	1	1
The school is led and managed effectively	42	54	33	42	1	1	0	0
Overall, I am happy with my child's experience at this school	48	62	29	37	1	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



10 November 2010

Dear Pupils

Inspection of Foxhill Primary School, Bradford, BD13 1LN

First, may I say what an enjoyable time my colleagues and I had when we visited your school. Thank you for talking to us and for showing us your work. We especially enjoyed hearing about the charity work you do and your visits out of school. We were most impressed by the choir, especially when you sang in two parts and as a round. It was very clear from our chats and the questionnaire replies we received from you and from your parents and carers that you enjoy school, and think that you are safe and well cared for.

Your school is providing you with a good education. The new leadership team has made a big difference to your school. As the result of the high expectations of your teachers, you have a good attitude to your work and so you are making good progress. You enjoy your lessons, you are well behaved, and you particularly enjoy working with your link schools.

Here are a couple of ways that would make your school even more successful:

- You are making good progress in English and mathematics; now you need to make the same rate of progress in science.
- Your teachers mark your work and record your achievements regularly; this needs a bit of fine-tuning in some classes.

We know you will do all you can to help your teachers and wish you every success in your future.

Yours sincerely

Mrs Katharine Halifax

Lead inspector

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