

Foxhills Junior School

Inspection report

Unique Reference Number	115956
Local Authority	Hampshire
Inspection number	357853
Inspection dates	4–5 November 2010
Reporting inspector	Joy Considine

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	332
Appropriate authority	The governing body
Chair	Ann Arscott
Headteacher	Mike Espezel
Date of previous school inspection	5 March 2008
School address	Foxhills Lane Colbury, Southampton Southampton SO40 7ED
Telephone number	023 80292126
Fax number	023 80293092
Email address	headteacher@foxhills-jun.hants.sch.uk

Age group	7–11
Inspection dates	4–5 November 2010
Inspection number	357853

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 1234 234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 1234 234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by three additional inspectors. They observed 22 lessons taught by 12 teachers. They held meetings with senior leaders, groups of pupils, staff and governors. They looked at pupils' work, the school's assessment and pupil tracking information, school policies and other documentation relevant to the inspection. Inspectors analysed the questionnaires received from 84 parents and carers as well as responses from pupils and staff.

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

- The attainment for all pupils in English and mathematics to see if they are making enough progress.
- How well the quality of teaching meets the needs of all pupils, particularly boys and those pupils who have special educational needs and/or disabilities. How effective school leaders have been in implementing strategies to improve teaching and raise attainment in English and mathematics.
- How effective school leaders have been in implementing strategies to improve teaching and raise attainment in English and mathematics.

Information about the school

Situated in a village on the edge of the New Forest, this school is larger than most primary schools. Most pupils are from a White British heritage with few who speak English as an additional language. The proportion of pupils who are eligible for free school meals is much lower than average. The proportion of pupils who have special educational needs and/or learning difficulties is broadly average. Their needs mainly relate to moderate learning difficulties and a few who have speech, language and communication difficulties.

There is a breakfast club and an after-school club. ♦ Both are managed by an external provider and did not form 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

The school provides a good quality of education for pupils. School leaders have successfully addressed the issues from the last inspection and continue to reflect and evaluate their practice to establish appropriate priorities for further improvement. Strong teamwork underpins its work and so pupils get a consistent approach as they move through the school, and this helps them to make good progress.

Attainment in English, mathematics and science has been consistently above average for several years because teaching is good overall, although there are variations, with some that is outstanding. In most lessons, teachers have high expectations and they use assessment information well to plan lessons that challenge pupils and make them work hard. However, there are a few lessons which are not planned well enough to meet the learning needs of pupils and this slows the progress they make. Teaching is supported by an imaginative curriculum which makes good use of the extensive school grounds and the local area which is rich in history and culture. The broad range of extra-curricular activities adds to pupils' enjoyment while making a good contribution to their health and fitness.

Parents appreciate the high quality of care provided for pupils. One parent wrote, 'Foxhills is a lovely school that really cares' and this was reflected in a number of questionnaires received. Staff have a good understanding of the personal and emotional needs of pupils and are able to meet the needs of all pupils, including those who are vulnerable and have significant barriers to learning. Arrangements for safeguarding pupils are robust and child protection procedures are secure.

School leaders are ambitious and have high expectations of themselves and of their pupils. There is a systematic approach to monitoring teachers' work and targets are set for improvement. However, in some instances, these targets are not sharply focused enough to bring about the improvements needed. The school has a good understanding of its strengths and areas for improvement. This, coupled with its good track record of successful development, such as in raising the performance of boys, ensures the school has good capacity to improve further.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better in all lessons by:
 - raising teachers' expectations of what pupils can achieve
 - making more focused use of assessment information to plan lessons that are matched to the needs of all pupils

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

- making use of the good examples of teaching already in the school as models for improvement planning more challenging activities in lessons so that pupils make even better progress, particularly in those lessons where pupils are set in ability groups.
- planning more challenging activities in lessons so that pupils make even better progress, particularly in those lessons where pupils are set in ability groups.
- Provide more guidance for leaders so that when they monitor teachers' work, they are able to give more specific advice to help them to improve their skills.

Outcomes for individuals and groups of pupils**2**

For several years, attainment in English and mathematics has been above average with little variation between groups of pupils and between subjects. In 2009, the school identified that boys did not make as much progress in English and mathematics as girls. Staff adapted the curriculum and introduced more practical teaching activities which has resulted in the gap between boys and girls closing. At the end of Year 6 in 2010, attainment in English and mathematics was broadly average but this represented good progress for this particular year group and sustained the year on year trend. The school provides targeted support for pupils who have special educational needs and/or disabilities and this has enabled them to make good progress especially in reading. In lessons, pupils of all abilities are enthusiastic and respond keenly when teachers challenge them with open-ended questions to make them think hard. ♦

Pupils behave well in lessons and in and around the school. They are friendly and polite and appreciate the wide range of activities that teachers provide for them. They are given plenty of opportunities to take on responsibilities within school. For example, they act as 'Playground Champions' to help and support other pupils who find playtimes difficult. The school council provides a good platform for all pupils to make a contribution to decisions regarding school development and there is a strong focus on sustainability issues. For example, pupils have liaised with a village in India to design and make a sustainable bag to help to eliminate the need for plastic bags. The school provides pupils with good opportunities to develop their enterprise skills which prepares them well for their future economic well-being. Pupils have a good understanding of their local community and organise fundraising events for various charities. For instance, pupils recently planned and ran a coffee morning to support Macmillan Cancer Support. Although the school has worked hard to improve attendance, it remains satisfactory rather than good. This is because a number of parents take family holidays during term time. Pupils' spiritual, moral, social and cultural development is good. They have a good appreciation of right and wrong and they are developing a good understanding of the faiths and beliefs of those from backgrounds different to their own.

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

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	2
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?

The quality of teaching is good, although there are some variations between classes and year groups. In lessons seen during the inspection, pupils made good progress because teachers planned imaginative learning activities that engaged their interest and the pace of lessons was good. In the better lessons which accounted for the majority, teachers made good use of assessment information to plan lessons that were well matched to the learning needs of pupils. Teachers share learning objectives with pupils so that pupils know what they are expected to do. Relationships between adults and pupils are good and so pupils behave well and work with concentration. However, there are some instances where some teachers do not have high enough expectations of what pupils can achieve and opportunities are missed to challenge pupils to the full.

The curriculum is broad and balanced and well planned to provide pupils with opportunities to learn about cultures and faiths of people in different parts of the world, as in Year 5 where pupils have been studying the Aborigines as part of their work on Australia. Teachers make good use of the local area to support their lessons. For example, pupils in Year 6 visited the Mary Rose as part of their study of the Tudors in history. Other groups of pupils were using the school grounds to collect leaves to make some symmetrical patterns in art and design. There are good opportunities for pupils to practise their literacy skills in other subjects such as history and Religious Education, although

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

equivalent opportunities for pupils to practise their numeracy skills in other contexts are more limited.

The school provides good quality care and guidance, and this is reflected in the comments made by pupils and in their personal development. The delightful school environment is well cared for and offers opportunities for pupils to use the immediate environment to develop their learning. Good quality care is provided for pupils who have additional needs and those who are more vulnerable. This is because the school seeks out specialist advice from the local authority to support these pupils. While the school is able to identify success for these pupils, staff need to increase the frequency with which they track pupils who have special educational needs and/or disabilities to ensure that all pupils in this group receive appropriate interventions.

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 headteacher leads a strong team of staff with a broad range of skills and expertise. They are ambitious and determined to secure a high quality of education for all pupils. Teachers are effectively encouraged to reflect on their practice and to develop their skills through a programme of professional development linked to the management of their performance and this is instrumental in maintaining progress rates. School leaders review the work of teachers and provide guidance for improvement but this sometimes lacks rigour and so does not always bring about changes quickly enough. Governors provide good support to the leadership team and being well informed are prepared to challenge the school's performance where appropriate. School leaders are committed to, and successful in, ensuring that there is no discrimination and that all pupils have equality of opportunity, and are quick to identify gaps which occur from time to time. Consequently, any gaps in performance between groups are rapidly closing. The school promotes community cohesion well. Staff have carried out an audit of provision and have an action plan in place showing how this work is to be further developed. The school has established links with a number of schools globally and pupils are developing a good understanding of the backgrounds and faiths of those from other parts of the world through the well-planned curriculum. Staff and resources are well deployed in order to achieve good value for money.

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

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	2
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

Views of parents and carers

Most parents and carers are very positive about their child's experience at Foxhills Primary School. They comment on the high quality of care given and the approachability of staff. They say that communications with the school are good and that they are kept well informed. All parents and carers agreed that school keeps their child safe and well cared for. A very small minority felt that the school did not deal well enough with unacceptable behaviour. The inspection team found during the inspection that the school has clear procedures for dealing with unacceptable behaviour and that pupils were confident that if issues did arise, they would be dealt with.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Foxhills Junior 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 84 completed questionnaires by the end of the on-site inspection. In total, there are 332 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	45	54	35	42	4	5	0	0
The school keeps my child safe	42	50	42	50	0	0	0	0
My school informs me about my child's progress	28	33	49	58	7	8	0	0
My child is making enough progress at this school	31	37	49	58	3	4	0	0
The teaching is good at this school	33	39	50	60	1	1	0	0
The school helps me to support my child's learning	31	37	48	57	2	2	1	1
The school helps my child to have a healthy lifestyle	36	43	47	56	1	1	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)	26	31	54	64	1	1	0	0
The school meets my child's particular needs	31	37	48	57	3	4	0	0
The school deals effectively with unacceptable behaviour	30	36	42	50	6	7	0	0
The school takes account of my suggestions and concerns	33	39	43	51	1	1	0	0
The school is led and managed effectively	45	54	37	44	0	0	1	1
Overall, I am happy with my child's experience at this school	41	49	38	45	4	5	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.



8 November 2010

Dear Pupils

Inspection of Foxhills Junior School, Southampton SO40 7ED

Thank you for making us so welcome when we visited your school. We enjoyed meeting you and hearing what you had to say about Foxhills. You told us that teachers care for you very much and that they always try to make lessons interesting and enjoyable. You told us that there was a good range of activities that you could do after school and that you enjoyed the trips and visits your teachers plan for you. We have judged that yours is a good school. We are glad you and your parents and carers agree with us.

Many of you are working hard and making good progress so that by the time you leave Year 6, your standards in English and mathematics are usually above average. In some lessons we visited, we found that some of you could make more progress, and this is what we have asked your school leaders to do to improve matters.

- Make sure that all teachers have the same high expectations by making better use of assessment information to plan lessons that are better matched to your learning needs.
- Make sure that when teachers observe each other's work, they identify specific actions that will then help you to improve your work.

All of you can help your teachers by telling them when you find the work too hard or too easy. There are many good things going on in your school and I know that you will do all you can to help Foxhills Junior School to become even better. On behalf of the inspection team, I would like to wish you every success in the future.

Yours sincerely

Joy Considine

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 1234 234, or email enquiries@ofsted.gov.uk.