

Fox Hill Primary School

Inspection report

Unique Reference Number	109805
Local Authority	Bracknell Forest
Inspection number	356629
Inspection dates	30–31 March 2011
Reporting inspector	Carolyn Carnaghan

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	172
Appropriate authority	The governing body
Chair	Maureen Beadsley
Headteacher	Tracey Moyes
Date of previous school inspection	31 March 2011
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Introduction

This inspection was carried out by three additional inspectors. They saw 15 lessons taught by nine teachers and held meetings with parents and carers, pupils, staff and members of the governing body. They observed the school's work, and looked at policies, documents, plans and 112 responses to questionnaires for parents and carers.

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

- How effective have the school's initiatives for teaching and learning been in raising pupils' achievement, particularly for the more-able?
- How effectively have plans to improve assessment and monitoring of pupils' progress been in raising achievement in English and mathematics?
- Has the vision of the school's leaders and managers galvanised staff sufficiently in the development and delivery of the new creative curriculum?
- How well does the governing body understand and hold the school to account fully for the progress of its pupils?

Information about the school

This is a smaller-than-average primary school with larger-than-average and growing, proportions of pupils known to be eligible for free school meals. It has a larger-than-average proportion of pupils with special educational needs and/or disabilities. Most of these pupils have speech, language and communication needs. The majority of pupils are from a White British heritage although a growing proportion is of minority ethnic heritage. More pupils than average arrive and leave the school at times other than those associated with transition.

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. Pupils make good progress, often from low starting points to leave with broadly average attainment. This represents good achievement for pupils, particularly those who have been on roll since starting in the Nursery. Children make outstanding progress in the Early Years Foundation Stage so they are well prepared for the rest of their education. Those with speech, communication and language needs, and those known to speak English as an additional language, also make good progress.

Pupils' attendance is slightly below average, despite the school's efforts to ensure parents and carers send their children to school always. Senior leaders have worked hard to raise attendance from previously low levels and this has helped develop the considerable improvements seen across the school. Pupils work very well in teams and are often asked to cooperate in tackling the stretching activities that most lessons demand. This and good skills in information and communication technology are helping pupils to develop satisfactory skills that will help ensure their future economic well-being. Pupils are happy at school and confirm it is a safe place to be. Many cycle to school and active lunchtimes help them hone their fitness and health. Pupils give generously and enthusiastically of their time to the their school community. This helps them appreciate the importance of respect and care for others who live in different communities around the world.

The headteacher has ensured that most lessons deliver good opportunities and challenges and the new curriculum has helped teachers find more creative ways of engendering knowledge and understanding. Teachers' use of assessment has helped raise attainment in English and mathematics, but assessment is not used as consistently as it should be in every lesson. The headteacher has overseen a programme of rigorous evaluation, monitoring and re-focusing of all aspects of the school's work and senior leaders have a clear vision of where the school should be. This has been particularly effective in the Early Years Foundation Stage, which has improved markedly since the previous inspection. The staff have been enthused by the headteacher's positive disposition and because of this, the effective self-evaluation and the significant improvements since the last inspection, the school has demonstrated good capacity for sustained improvement. Members of the governing body are an active and supportive presence, often coming into school to help listen to pupils reading. They challenge the school also to continue improving and hold it to account across all its activities.

The good progress made by almost all groups of pupils and the obvious respect for the rights of every child to enjoy and succeed mean there is equal opportunity for everyone to do well at Fox Hill.

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What does the school need to do to improve further?

- Raise attainment and pupils' development of workplace skills by July 2012 by:
 - ensuring all lessons make better use of assessment and build on pupils' prior learning
 - raising levels of attendance.

Outcomes for individuals and groups of pupils

2

Children arrive in the Nursery with significantly lower-than-expected levels of age-related skills. They make outstanding progress in the Nursery. Pupils, particularly those who attend Fox Hill throughout their primary school years, go on to make good and sometimes better progress and achieve well across the rest of the school, leaving with broadly average attainment. Those with speech, language and communication needs also progress well. Pupils' good attitudes and behaviour help their good learning and the strong ethos of the school's community means that work and enjoyment are valued. Those who find good behaviour a challenge are well managed and learning is rarely disrupted. Pupils contribute well to the smooth running of the day and their ability to work independently, in groups or teams means that a lot of enjoyment can be had in the classroom.

Pupils who are more able are now making good strides towards the stretching targets their teachers set. Teachers' good understanding of the needs of pupils ensures no groups achieve less well than others and, although sometimes boys have not achieved as well as girls, this varies from year to year. Pupils' learning is supported through lively activity and challenge. For example, inspectors saw individual targets being used creatively to help build a group-devised story, when the challenge was to make writing exciting and communicative. Challenges in mathematics have, similarly, helped raise attainment in the subject by making work fast paced and fun.

Pupils have confidence that their school is a safe place to be. They are sensible and careful moving around the building and at break-times. These are lively times, when pupils enjoy the many activities on offer, which helps build good understanding of how to be fit and healthy. Pupils' good attitudes to one another, often being generous with offers to help or to be in their group while working on a project, ensure Fox Hill is a harmonious community. Newcomers are welcomed warmly and soon made to feel at home. There is a clear agenda for respect for the rights of the individual and this helps pupils learn and understand the importance of community cohesion.

The school has worked hard to raise attendance levels and most pupils now attend regularly. Pupils' spiritual development is assured through the regular lively assemblies, when enthusiastic singing and celebration of success are usual. There is clear appreciation for the arts, with dance, drama and music enjoyed by all regularly.

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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	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	3
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?

Most lessons help pupils to make good progress. Good planning by teachers, generally based on a firm understanding of pupils' needs and abilities, ensures learning goes on apace. Lessons are varied, with opportunities, particularly in Year 1, to build on the independent learning engendered in the Reception Year. Pupils work well, both on their own and when given chances to lead small-group challenges. Phonics sessions (teaching the sounds that letters make) ensure small-group activities lead to a growing grasp of English language. Teachers pay particular attention to good communication, both in writing and speaking, and even very young pupils are encouraged to speak carefully and clearly to one another. Assessment helps teachers understand how effectively their pupils are progressing and most children know and appreciate their targets. Occasionally, assessment is inconsistent, however, and then progress does not build as quickly as it might.

A new curriculum is helping teachers deliver very memorable and engaging experiences to pupils through interesting topic work, sometimes building on projects involving other schools and places. Scientific experiments are tackled with maturity, with plenty of opportunity for debate and cooperation, using challenging subject-specific language to express ideas and conclusions. The use of information and communication technology is encouraged successfully to help build skills. There is targeted curriculum-support, leading to one-to-one teaching and gifted and talented pupil provision, including a more-able

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readers' club. Visits to local amenities such as a cultural park are used to enrich learning. There are many out-of-lesson sports and cultural clubs that are well attended, such as choir, martial arts, and 'future for science'.

The school has appointed a family support adviser and this initiative has been used very successfully with parents and carers. The adviser's work ensures that those who need help, advice and support for a range of family issues can access them. The school engages closely with parents and carers, such as during transition times, and the headteacher is on hand every morning and evening to catch up with them. The safeguarding of pupils is paramount and there is strong evidence that the school's work with outside agencies has helped both pupils and their families during difficult times. Those with special educational needs and/or disabilities are supported well through a team of highly skilled learning support assistants, who ensure these pupils keep up with the progress of their peers.

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 has analysed the strengths of the school rigorously and diagnosed its weaknesses. Her monitoring of teachers is thorough and initiatives to support staff in their work have resulted in a steady rise in progress. The senior team is energetic in its support for and direction of the staff, who work closely as a team, learning and sharing new skills together. The headteacher has enabled the staff to attend training to improve their practice and their work has been evaluated thoroughly. She is supported actively by a governing body that has built up its own skills and uses the results from pupil assessments and lesson observations to challenge the school and hold it to account for the success of its pupils. Close attention is paid by leaders, managers and the governing body to ensure that all pupils have equal opportunities and that there is no discrimination. As a result, all groups of pupils are making good progress.

The governing body has monitored the school's activities rigorously, including its procedures and policies for safeguarding pupils. These policies are robust and ensure the site and staff are maintained and vetted carefully.

There are good links with partners that ensure pupils are supported if they have problems with school work or in their personal lives. Other local schools work with Fox Hill, sometimes sending their students to help run clubs or joining in charity fundraising events. The wider world is made more familiar through links with young people from other places, such as Japan, and close cooperation with the neighbouring children's centre helps support this community. Parents and carers express high levels of satisfaction with the school.

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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

Early Years Foundation Stage

Children enter the Nursery Year with significantly lower-than-expected levels of age-related skills and are now making outstanding progress by the time they leave the Reception Year. Behaviour is outstanding and children show respect for one another, cooperating well both in free play and more focused activities. The children learn actively, developing confidence in speaking about their experiences. Early skills in literacy and numeracy are encouraged and many have made outstanding strides in these core skills.

Adults support learning well, encouraging independence and curiosity. Planning is matched carefully to needs and assessments are regular and accurate. The balance of adult-led and child-initiated activity is excellent, with opportunities for children to explore larger toys and space outside. The environment is very secure and children are encouraged to assess risks in their own activities. Music and creativity are promoted and children enjoy the chance to try working with many different art media, such as clay and paint.

The leadership team works together outstandingly well, focusing clearly on its passion for children's learning. Clear self-evaluation paints an accurate picture, both of children's progress and provision. Parents and carers are enthusiastic about the support and care provided for their children, often contributing to the beautiful learning journals every child produces. They value the contribution made by this provision to their children's early steps in education.

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

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

The majority of parents and carers who responded to questionnaires were happy with their children's education. A few stated that they thought the school does not deal effectively with unacceptable behaviour. The inspection found that behaviour is good. There was a higher-than-average response.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Fox Hill 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 112 completed questionnaires by the end of the on-site inspection. In total, there are 172 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	62	55	44	39	4	1	1	1
The school keeps my child safe	58	52	52	46	1	1	0	0
My school informs me about my child's progress	42	38	65	58	3	4	0	0
My child is making enough progress at this school	43	38	63	56	5	4	1	1
The teaching is good at this school	47	38	62	54	2	4	0	0
The school helps me to support my child's learning	43	38	63	56	4	4	0	0
The school helps my child to have a healthy lifestyle	46	41	64	57	0	0	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)	39	35	65	68	2	2	1	1
The school meets my child's particular needs	44	39	62	55	1	1	2	2
The school deals effectively with unacceptable behaviour	34	30	63	56	9	8	0	0
The school takes account of my suggestions and concerns	31	28	73	65	1	1	0	0
The school is led and managed effectively	40	36	70	63	0	0	0	0
Overall, I am happy with my child's experience at this school	54	48	51	46	3	3	1	1

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



1 April 2011

Dear Pupils

Inspection of Fox Hill Primary School, Bracknell RG12 7JZ

Thank you very much for welcoming us when we visited your school recently on inspection. We enjoyed meeting you and seeing you in lessons. We liked particularly how friendly you were when we asked you questions about your learning and how keen you were to show us your work.

We found that your school gives you a good education and that you can achieve well at Fox Hill. You are very good at getting on well together and your kindness and care for each other means your school is a happy and lively community. We have asked the school to do a few things. These are to:

- make sure all lessons are at least good and to use assessment to help your learning become even better
- make sure you all come to school, every day.

You can help by continuing to work hard, to always ask your teacher what your next steps are and to make sure you always come to school.

Yours sincerely

Carolyn Carnaghan

Lead Inspector (on behalf of the inspection team)

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