

Foxfield Primary School

Inspection report

Unique Reference Number	100156
Local Authority	Greenwich
Inspection number	354807
Inspection dates	30–31 March 2011
Reporting inspector	Melanie Knowles HMI

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	478
Appropriate authority	The governing body
Chair	Sydney Parker
Headteacher	Matt Dickson
Date of previous school inspection	7 November 2007
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. Nineteen lessons were observed and 17 teachers were seen. An inspector also carried out a learning walk to look at provision for information and communication technology. Meetings were held with senior leaders, members of the governing body and pupils. Inspectors observed the school's work, and looked at relevant documentation including data on pupils' attainment, progress and attendance, evidence of the school's monitoring and lesson plans. Inspectors considered the 84 responses to the parents and carers questionnaires issued during the inspection. They also analysed questionnaires completed by 71 pupils in Key Stage 2 as well as those completed by members of staff.

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

- The consistency of improvements in attainment and progress across year groups and subjects as suggested by data and how sustainable they might be.
- The quality and consistency of teaching across all classes.
- The effectiveness of teachers' use of assessment to support learning.
- How well leaders and managers at all levels contribute to raising standards and driving improvement.

Information about the school

Foxfield Primary is a larger than average school that is expanding further to have three classes in each year group. The school serves a diverse community with almost two thirds of pupils from minority ethnic backgrounds. Almost half the pupils in the school speak English in addition to their home language. Pupils of White British heritage make up a third of the school population and the next largest group is of Black African heritage. The proportion of pupils with special educational needs and/or disabilities is broadly average. The percentage of pupils known to be eligible for free school meals is much higher than average. The school has a high number of pupils who join and leave the school at different times during the school year which means the school's pupil population is not as stable as usually seen nationally. There has been a high turnover of teaching staff in the past two years.

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

Foxfield Primary School has made significant improvement in key aspects of provision and outcomes since the last inspection and is now providing a good standard of education for its pupils. School leaders have developed a strong ethos for the school that is embodied in the notion of the 'Foxfield Person' who is kind, respectful and determined to learn. This ethos is shared by all adults and pupils alike. All members of the school community are valued, cared for and supported. Expectations are high and good behaviour in lessons and around the school is the norm. Pupils get on well with each other, are enthusiastic about their learning and keen to do well. They are encouraged to help in school as peer mediators, play leaders and school councillors and are increasingly involved in making decisions about their learning.

At the last inspection attainment was judged to be low, particularly in reading. Good quality teaching and the careful tracking of pupils' progress have resulted in a steady rise in attainment in reading and mathematics over the last three years so that this is now broadly in line with national averages. There is clear evidence that the school's recent focus on raising standards in writing is also having an impact on raising overall attainment. Teachers' assessments, pupils' books and work seen in lessons show that rates of progress are accelerating and that most pupils are making good progress in all areas of their learning, with some making outstanding progress. Over the last three years, levels of attendance have been improving and persistent absence has reduced significantly. The school is making good use of its home-school liaison worker to continue the drive to increase attendance and improve punctuality.

Extensive research and consultation have led to the introduction of a new curriculum this term that is structured around broad themes. There are now more meaningful links between subjects and more opportunities for pupils to practise writing. Enrichment opportunities are being carefully matched to each theme to give pupils memorable experiences and enhance learning. The impact of the new curriculum is already clear in pupils' enjoyment, but there has not been enough time for this to make a full impact on raising standards and there is more work to be done to ensure that there is a clear progression of skills in all subjects. Good opportunities for cross-curricular work in literacy and information and communication technology have been established, but this is less well developed for mathematics.

Since the last inspection the whole leadership team, apart from the deputy headteacher, has changed. It is clear that the team has a strong sense of purpose and ambition and are all making a contribution to securing improvement. They are well supported by a greatly improved governing body. The school improvement plan is based on rigorous self-evaluation and has appropriate targets and actions and clear lines of accountability. Systems for tracking progress are robust and school leaders and class teachers assess the

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performance of all pupils every term. If there is underachievement, they take decisive action. Rigorous monitoring and determined tackling of underperformance have resulted in improvements in the quality of teaching, so that it is now good overall. School leaders have correctly identified that the next step is to ensure that teachers consistently plan a wider variety of activities in lessons to meet the needs of all pupils. The achievements since the last inspection indicate that the school has good capacity for sustained improvement.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by:
 - sharing existing good and exemplary practice
 - ensuring that activities in lessons are tailored more precisely to meet the needs of every pupil.
- Continue the development of the curriculum so that:
 - there is a clear progression of skills in all subjects
 - cross-curricular provision for numeracy is enhanced.

Outcomes for individuals and groups of pupils

2

Pupils' achievement and their enjoyment of learning are good. Children enter the Nursery with attainment levels well below those expected for their age, but they make good progress towards the early learning goals throughout their time in the Early Years Foundation Stage. Personal, social and emotional development is good. Elsewhere, pupils now make good progress to achieve broadly average attainment in English and mathematics by the end of Year 6. Pupils whose circumstances have made them vulnerable, those with barriers to learning and those with special educational needs and/or disabilities all achieve well due to the careful attention they receive and well-focused interventions, often delivered by skilled teaching assistants. Pupils who speak a home language other than English also progress well.

Strategies to engage boys and improve their achievement in English are paying dividends. The school has ensured that resources for reading meet the interests of all pupils and that there is always a purpose for writing. This was evident, for example, in a lesson where pupils in Year 6 were writing a description for a fantasy story. All pupils, including the boys, were quickly on task composing descriptions using metaphors and imagery.

Pupils' spiritual, moral and cultural development is good. These aspects of development are well supported by the teaching of 'Philosophy for Children' across the school, a strong culture of respect for others and a well-planned programme of school visits and visitors. Pupils contribute well to the local community and regularly raise funds for good causes. They say they feel safe at school and that they know what to do and who to go to if problems arise. Older pupils have been trained as peer mediators and help to resolve any conflicts in the playground. Pupils also have a good understanding of how to live healthy lives and engage in plenty of exercise at playtimes; many pupils take part in additional after-school sporting activities.

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Pupils are developing some of the wider skills and personal qualities needed to equip them for the world of work. They are confident users of information and communication technology and show that they can work purposefully on their own or in collaboration with others. They cooperate well on planning tasks and sharing resources. Levels of attendance are improving, but punctuality is satisfactory rather than good.

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?

Much of the teaching at Foxfield is characterised by energy, pace and enthusiasm. Teachers generally demonstrate good subject knowledge and have very positive relationships with their pupils. They plan their lessons carefully and make imaginative use of resources, including the interactive whiteboards. There is a good balance of teacher-directed and independent work in most lessons. However, the work teachers plan is occasionally the same for all pupils and is not always tailored precisely enough to individual needs. The support of teaching assistants is well focused when they are working alongside individual learners or with small groups, but is less so in whole-class sessions when the teacher is directing the learning.

In all lessons observed during the inspection, teachers made learning intentions clear and shared criteria with the pupils so that they knew what they had to achieve and could judge their own success. Teachers routinely make good use of progression statements to set targets for pupils in English and mathematics and pupils are clear about their next

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steps in learning. Marking of written work is generally thorough and pupils say it gives them good guidance on what they need to improve.

Curriculum development is a focus in the current school plan. The new structure of broad themes was introduced this term and is therefore not embedded. The school provides good care, guidance and support to all its pupils. There is especially effective support for pupils who join the school mid-way through the year and who may have very limited English language skills and also for those pupils who face challenging circumstances. The school has effective partnerships with external agencies that provide additional expertise. There are numerous examples of how the personalised care at Foxfield has helped pupils to develop their confidence and overcome barriers to learning.

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	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher has guided the school skilfully through a challenging period of development. Other school leaders, staff and governors all share his vision for an exciting school that aims for the highest possible standards of attainment. Efforts to improve standards of behaviour and levels of attendance since the last inspection have been concerted and effective and accurate monitoring of the quality of teaching and learning has led to carefully targeted support for teachers. All this has had a positive impact on the overall quality of teaching in the school and on improving outcomes for pupils.

Senior leaders and phase leaders review pupils' progress every six weeks with class teachers. The school identifies quickly pupils who may be vulnerable to underachievement and puts appropriately targeted support in place so that needs are addressed early on. It is clear that much of this focused support has enabled pupils to catch up, especially with their reading and writing skills. However, the school recognises that there is a need to monitor the effectiveness of all interventions more closely.

Governance of the school has greatly improved. Governors are now able to give good support and challenge to school leaders and are more influential in determining the strategic direction of the school. Some key governors have a high profile and are involved in monitoring the work of the school. However, this is not yet widespread. School leaders and governors ensure that arrangements to keep pupils safe are good and are well understood by staff. The school effectively promotes equality of opportunity and ensures that all pupils and their families are fully included in all that the school has to offer.

The school works in a well-established partnership with other local schools and with a group of schools in the London Challenge. Both links have enhanced provision and

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supported continuous school improvement. For example, the teachers at Foxfield produced an assessment guide with teachers from other schools which has helped to ensure consistency in judgements about pupils' progress. There are particularly strong links within the local community and work to improve pupils' understanding of national and global diversity is continuing.

Relationships with parents and carers are highly positive. Parents and carers are kept well informed through newsletters and regular reports on their children's progress and they have the opportunity to attend workshops that help them to support their children with their school work and weekly coffee mornings.

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	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children's skills when they join the Nursery are generally well below typical age-related expectations, particularly in terms of language and social skills. Most children, including those with special educational needs and/or disabilities and those learning English as an additional language, make good progress towards the early learning goals and an increasing percentage are reaching a good level of overall achievement by the time they enter Year 1.

Provision across the Early Years Foundation Stage is good. Staff work closely together in supporting all children and there are good relationships with parents and carers. Adults carry out regular assessments of children's achievements so that work is well matched to their needs and abilities. The learning environment in Nursery and Reception is bright, welcoming and stimulating and children from different backgrounds work and play together harmoniously. There is an interesting and engaging range of activities on offer that excite and motivate the children and the adults use skilful questioning to deepen children's knowledge and understanding.

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Leadership and management of the Early Years Foundation Stage are good. Monitoring is used to identify where provision could be better and adjustments are made which result in improved outcomes for children. For example, the sharp focus on improving speaking and listening skills and developing early knowledge of letters and sounds has led to more children reaching age-related expectations in these areas.

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

The return to the Ofsted parents' and carers' questionnaire was below the national average. Almost all of the parents and carers who returned the questionnaire believe that their children enjoy school. A very large majority feel that the school keeps their children safe, informs them about their children's progress and helps their children to have a healthy lifestyle. Most parents and carers also feel that teaching is good and that the school deals well with unacceptable behaviour. A few parents and carers believe that the school does not take account of their suggestions and concerns and are concerned that their children are not making enough progress at the school. Inspectors found that a very large majority of pupils are making good progress and school leaders and managers are continuing their drive to improve this still further. Particularly positive comments from parents and carers include how approachable the staff are and appreciation of the care their children receive.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Foxfield 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 84 completed questionnaires by the end of the on-site inspection. In total, there are 478 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	49	58	33	39	2	2	0	0
The school keeps my child safe	42	50	36	43	3	4	1	1
My school informs me about my child's progress	41	49	40	48	2	2	0	0
My child is making enough progress at this school	35	42	41	49	6	7	2	2
The teaching is good at this school	34	40	45	54	5	6	0	0
The school helps me to support my child's learning	30	36	45	54	6	7	0	0
The school helps my child to have a healthy lifestyle	31	37	49	58	2	2	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)	29	35	42	50	7	8	0	0
The school meets my child's particular needs	22	26	54	64	6	7	0	0
The school deals effectively with unacceptable behaviour	28	33	48	57	5	6	2	2
The school takes account of my suggestions and concerns	25	30	46	55	6	7	2	2
The school is led and managed effectively	32	38	44	52	4	5	1	1
Overall, I am happy with my child's experience at this school	39	46	38	45	4	5	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 Foxfield Primary School, London SE18 7EX

Thank you for making the inspection team feel welcome when we visited your school recently. We were very interested in what you, as well as your parents and carers and teachers, had to say about the school. We agree that Foxfield is a good school and that there are many things about your school that have improved. We enjoyed hearing about the fun you had on 'Red Nose Day' and were also very impressed by all your lovely art work displayed around the school. These are the main things we found to be best about your school:

- The way you behave is good and you get on well with each other.
- The staff at the school care for you well, and this helps you to feel safe.
- The way the school works with your parents, carers and other people makes a good contribution to your learning and well-being.
- Most of you come to school when you are supposed to and arrive on time for your lessons. This helps to ensure you make the most of your education.
- You make good progress in your learning and standards in your school are improving.

To help your school to become even better we have asked the school to do two main things. The staff at the school have been asked to give you work that is not too hard and not too easy in all lessons to help your learning improve even more. We have also asked your teachers to look carefully at the new topics you are studying to check that their plans help your skills develop in all subjects as you move through the school from Year 1 to Year 6. We have asked them to give you plenty of opportunities to learn mathematics within other subjects like science and technology too.

I know you will continue to work hard and do your best, but do let your teachers know if at times the work they give you is either too hard or too easy. We wish you every success and happiness for the future.

Yours sincerely

Melanie Knowles

Her Majesty's Inspector

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