

# Foxton Primary School

## Inspection report

---

<b>Unique reference number</b>	110608
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	378128
<b>Inspection dates</b>	28–29 May 2012
<b>Lead inspector</b>	Keith Williams

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	100
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mark Collins
<b>Headteacher</b>	Jennifer Jones
<b>Date of previous school inspection</b>	11 September 2007
<b>School address</b>	11 Hardman Road Foxton Cambridge CB22 6RN
<b>Telephone number</b>	01223 712447
<b>Fax number</b>	01223 712078
<b>Email address</b>	office@foxton.cambs.sch.uk

---

<b>Age group</b>	4–11
<b>Inspection date(s)</b>	28–29 May 2012
<b>Inspection number</b>	378128



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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 123 4234, or email [enquiries@ofsted.gov.uk](mailto: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 information 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'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012



## Introduction

Inspection team

Keith Williams

Additional Inspector

This inspection was carried out with two days' notice. The inspector observed eight lessons, taught by four teachers. Brief visits were made to a number of sessions during which pupils were taught spelling or phonics (the sounds letters make) and to a music lesson. The inspector listened to pupils read, spoke with them about their learning and looked at the work in their books. Pupils from Years 5 and 6 were away on a residential visit during the inspection, but the inspector was able to speak to them before they left, look at their books and analyse their assessment records. Meetings were held with members of the governing body, staff, and a teacher from a local school who contributes to the school's provision for disabled pupils and those who have special educational needs. The inspector held informal discussions with some parents and carers and took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. He observed the school's work, and looked at its assessment and tracking records, and documents relating to the school's evaluation of its work, attendance, and the safeguarding of pupils. Questionnaires returned by 62 parents and carers were analysed, as well as others returned by pupils and staff.

## Information about the school

The school is much smaller than the average primary school. Almost all of the pupils are from White British backgrounds and no pupil is learning English as an additional language. The proportion of disabled pupils and those who have special educational needs who are supported at 'school action plus' level is average; none has a statement of special educational needs. The proportion of pupils who remain at the school throughout their primary school years is well above that found typically. A broadly average proportion of pupils is known to be eligible for free school meals. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress. It has Healthy Schools status. Pupils are taught in four mixed-age classes, with children in Reception Year joining some of the pupils from Year 1.

**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

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- This is a good school, where pupils make good progress in an enjoyable, stimulating and challenging environment. It is not outstanding because a small range of minor weaknesses in teaching, assessment, and cross-curricular provision hold back teaching and learning from being outstanding.
- Pupils achieve well, whatever their starting points, and a few make exceptional progress. Attainment by Year 6 is above average. Standards are rising in writing, following a school-wide focus. Staff have rightly identified improving opportunities for pupils to write and to use information and communication technology (ICT) in different subjects as the next step in raising attainment.
- Consistently good teaching has a positive impact on pupils' learning. Teachers cater well for the mixed-age classes and ensure that pupils of different abilities have the right level of challenge or support. Improved feedback to pupils ensures they have clear pointers for improvement in English, but this is less well established in mathematics.
- Pupils behave well and have positive attitudes to learning, although some do not always set their work out neatly in their books. Pupils feel safe in school and have an excellent understanding of how to stay safe.
- The headteacher provides a clear sense of direction for the school and the drive for improvement is shared by staff and the governing body. Leaders check the quality of teaching and pupils' performance closely and tackle areas for improvement robustly. Staff make good use of regular assessments to identify and support pupils who need extra help. The progress of disabled pupils and those who have special educational needs is tracked closely, although it is not always measured in sufficiently small steps, particularly in writing, to enable staff and pupils to recognise and celebrate their success.

**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

## What does the school need to do to improve further?

- By July 2013, improve teaching and learning by:
  - increasing opportunities for pupils to write and use ICT throughout the curriculum
  - fine-tuning the assessment of disabled pupils and those who have special educational needs, particularly pupils at an early stage in writing
  - providing clearer feedback about the next steps pupils' need to take in mathematics
  - improving pupils' presentation of their work.

## Main report

### Achievement of pupils

Almost all parents and carers who consulted with the inspector feel that their children are making good progress and this is borne out by the work seen in pupils' books, lessons and the assessment information gathered by the school. The school's tracking information shows that there is no difference in the progress of different groups and a few pupils make exceptional progress in English and mathematics.

Children join Reception Year with wide-ranging skills and aptitudes that vary from year to year, but, overall, they are broadly typical for children of this age. Children make good progress in Reception Year because they are taught well and provided with a well-structured programme that meets their individual needs well. Levels of attainment are broadly average in Year 2. Small numbers mean that trends in the results of national assessments must be viewed cautiously, as the performance of an individual pupil can have an exaggerated effect. In addition, the proportion of disabled pupils and those who have special educational needs varies from year to year, as does the proportion capable of reaching the higher National Curriculum levels. Those factors account for the variation in results in Year 6 in recent years. Nevertheless, taken overall, attainment at Year 6 is above average. Pupils' attainment in reading is broadly average by Year 2 and above average by Year 6.

Pupils of all abilities, including disabled pupils and those who have special educational needs, learn well in lessons because teachers are adept in providing work that meets their individual needs. Pupils in Years 3 and 4 made good progress in using imaginative and descriptive language after watching newsreel clips of the Queen's coronation. They worked well together to review and improve their writing and many produced high-quality descriptions. Reception Year and Year 1 pupils made good gains in their understanding of the structure of a poem. For example, in response to the question 'What would happen if...?', one pupil wrote thoughtfully '... the world forgot to spin'. Others in the class showed a similarly mature use of vocabulary to create their own lines of poetry. While pupils' writing is promoted well in literacy sessions, the staff, rightly, plan to extend the range of writing

**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

opportunities in other subjects.

## **Quality of teaching**

Good teaching enables pupils of different abilities and backgrounds to make good progress. Almost all parents and carers feel that their children are taught well and pupils agree. Pupils appreciate particularly the efforts of staff to provide interesting lessons and the help they get when they are stuck. Assessment is regular, accurate and used carefully to provide extra support for those who need it through what are known to staff, parents and carers as 'intervention groups'. They work well because the work is tailored closely to pupils' individual needs. For example, many pupils benefit from an individualised spelling programme delivered expertly by teachers and teaching assistants. It has a positive impact on pupils' spelling accuracy and confidence and is contributing to raising attainment in writing. The progress of disabled pupils and those who have special educational needs is checked closely, although the assessments do not recognise sufficiently the small steps pupils take as they improve, particularly for those at the early stages of writing. Reading is taught well. Staff have a good understanding of how pupils acquire early reading skills and the strong partnership with pupils' homes contributes to their good progress.

Teachers use questioning skills well in lessons to help them check on pupils' understanding and tackle any misunderstanding sensitively. Their expectations of what pupils of all abilities are capable of achieving are high, although sometimes they allow pupils to present their work untidily. Relationships with pupils are positive, so that invariably lessons run smoothly. Teachers' marking has improved since the last inspection, particularly in English. Consequently, most pupils have a better understanding of the level of their learning and what they need to concentrate on next. In mathematics, pupils are helped to correct the errors they make, but are not always given enough information about the next steps to take. Teachers place a high priority on increasing pupils' self-esteem and confidence and promote their personal development well.

## **Behaviour and safety of pupils**

One of the school's strengths is that each pupil is known well to staff, who are able to keep a close check on their welfare and well-being. Pupils cite this as one of the reasons they feel very safe in school and their high levels of enjoyment are reflected in consistently above-average levels of attendance. All parents and carers who returned an inspection questionnaire concur that their children are safe and looked after well and the large majority are pleased with pupils' behaviour. Most pupils have an excellent awareness of how to stay free from harm in different situations. They say that bullying in any form is rare and they are confident that any instances are dealt with well by staff.

Pupils confirm that the good behaviour observed by the inspector in and out of lessons is typical of their experience. Pupils get on well together and collaborate well in lessons and older pupils enjoy helping younger ones with their reading, or at break

**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

times. Their positive attitudes to learning contribute to their good progress and most pupils concentrate well for most of the time. Occasional untidy work belies the efforts that most pupils make to do their best. Staff place a high priority on promoting pupils' independence and there are good opportunities for pupils to assess their own and each other's work. For example, in Years 1 and 2, pupils' understanding of how to use speech marks was enhanced by reviewing each other's efforts. Occasional over-direction by teachers limits the opportunities for pupils to make choices and decisions for themselves. Pupils who join the breakfast club enjoy the activities on offer and their good behaviour provides a calm, relaxed start to the day.

### **Leadership and management**

Sharply focused and able leadership from the headteacher ensures that a close check is kept on pupils' performance and the quality of teaching. There is a strong sense of teamwork among the small group of staff, who share responsibility for leading a wide range of areas of the school's work. Accurate self-evaluation underpins the drive for improvement and staff work together successfully to improve their practice. That has a positive impact on pupils' all-round development.

The school provides a broad and interesting curriculum that promotes pupils' personal development well, prepares them for the next stage of their education and ensures they understand how to stay safe. Pupils' academic and personal successes are shared widely. Significant events are recorded in each pupil's year book, which, over time, builds up an attractive and informative record of their time in school. Provision in music and the promotion of pupils' spiritual, moral, social, and cultural development are notable strengths and a priority is placed on providing first-hand experiences, for example from trips and residential visits. Weaknesses identified at the last inspection have been tackled effectively. Pupils' attainment in writing has risen and pupils are given more opportunities to act upon the feedback they receive about their work. Plans are in hand to tackle inconsistencies, for example, in teachers' marking of mathematics, and to extend the use of computers and other technology to assist pupils' learning in other subjects. The sharpness and accuracy of leaders' monitoring and evaluation and their success in tackling weaknesses and maintaining good levels of achievement show there is good capacity for securing improvement.

The governing body is astute, well organised, and influential in determining the school's direction. Links with parents and carers are good and the views of a wide range of stakeholders are considered and acted upon. All safeguarding requirements are met and robust steps are taken to ensure the suitability of adults to work with children. Pupils of all abilities and needs are welcomed to the school and included fully in all aspects of school life. Equality of opportunity is ensured and discrimination in any form is not tolerated.

## 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.



## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



30 May 2012

Dear Pupils

### **Inspection of Foxton Primary School, Cambridge, CB22 6RN**

Thank you for being so friendly when I visited your school recently. A special thank you goes to those of you who met with me to tell me your views and to those who filled in a questionnaire. You were very helpful. I was particularly pleased to speak to Years 5 and 6 before you went to Swanage. I hope you had a great time.

I agree with you and your parents and carers that this is a good school. You make good progress and reach above-average levels of attainment when you leave in Year 6. I was pleased to see how well you behave and get along with each other. You told me that you feel safe and that teachers provide interesting lessons in which you learn well. I agree. Even though your school is good, the headteacher, staff, and governing body are determined that it will become even better. They have a good understanding of the 'next steps' and we have agreed on the most important things they need to do. I know you will want to help, so I have made some suggestions for you. I have asked them to:

- give you more opportunities to write and use computers in other subjects – you can help by making sure you always use the writing and computer skills you learn in literacy and ICT lessons
- improve the way they assess your writing, particularly those of you who find it difficult, so that they can celebrate your success – your writing is getting better, so please keep trying hard to improve it further
- make their marking in mathematics just as good as it is in English – please read your teachers' comments carefully and try to improve in the ways they suggest
- improve the neatness of the work in your books – please make sure that you always work neatly.

I am sure you can think of other ways in which you can help. Please keep trying your best in everything you do.

Yours sincerely

Keith Williams  
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](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234**, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**