

Keats Road, Sheffield, South Yorkshire, S6 1AZ

Inspection dates 14–15 July 2015

Overall effectiveness	Previous inspection:	Not previously inspected as an academy	
	This inspection:	Good	2
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Outstanding leadership at all levels has driven rapid improvement in key areas of the school's work since it opened as an academy.
- Excellent leadership of teaching and learning by school leaders, and an engaging curriculum, means that pupils' good achievement is assured.
- Expertise and resources within the Academy Trust are used very effectively by the governing body to support the school's rapid improvement. Governors challenge the school consistently and check its progress incisively.
- Pupils behave well. Their attitudes to work and enthusiasm for learning are, at times, exemplary. Pupils feel safe in their school and respect its values.
- Improvement in teaching means that it is consistently good throughout the school. Some teaching is outstanding. Pupils enjoy the variety of lessons and the challenges they bring. Their different abilities are provided for well.
- Children in the early years make a good start, from generally low starting points. Excellent leadership and exciting learning activities ensure children's good achievement.
- Leadership of the integrated resourced provision is very effective. Pupils make good progress from their individual starting points. They are cared for exceptionally well.
- Progress throughout the school is good. Some pupils make rapid progress in relation to earlier abilities. Standards are average at the end of Year 2 and Year 6, showing an improving trend through the school.
- Strong relationships with the local authority are maintained.

It is not yet an outstanding school because

- The feedback given to pupils does not consistently help them to improve their work nor correct their mistakes. Some poor quality handwriting is not challenged sufficiently.
- Attendance is below average and a few pupils do not arrive on time.

Information about this inspection

- Pupils' learning was observed in a range of lessons and through a scrutiny of their work. Three lessons were observed jointly with the Principal.
- Discussions about the school's work took place with members of staff, groups of pupils and parents, members of the governing body and representatives from the local authority and the Steel City Schools Partnership Academy Trust.
- The views of 29 parents, who responded to Ofsted's online questionnaire, Parent View, were taken into account, as well as a survey of parents' views conducted by the school. Thirty-five questionnaires completed by staff members were also considered.
- Inspectors observed the school's work and examined a wide range of documentation which included: national data and the school's assessments; the school's own view of its work; minutes from governing body meetings; curriculum information and safeguarding documents.

Inspection team

Kevin Johnson, Lead inspector	Additional Inspector
Alastair Younger	Additional Inspector
Mark Williams	Additional Inspector

Full report

Information about this school

- This is a larger than average sized primary school.
- Fox Hill Primary opened as an academy on 1st April 2013. When its predecessor school, Fox Hill Primary School was last inspected by Ofsted it was judged to require improvement overall.
- The school is now part of Steel City Schools Partnership Academy Trust.
- The large majority of pupils are White British.
- The proportion of disadvantaged pupils, those supported by the pupil premium, is more than double the national average. The pupil premium is additional funding for pupils known to be eligible for free school meals and those who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is above average.
- The school has specially resourced provision for up to 21 pupils with complex and multiple learning difficulties.
- The school meets the government's current floor standards which are the minimum expectations for pupils' attainment and progress in English and mathematics at the end of year 6.
- Provision in the early years is part time for Nursery children and full time in Reception. The early years has recently been awarded the Charter for Quality, by the local authority.
- A breakfast club is provided by the school during term time.
- There have been some changes in leadership and teaching staff since the school opened as an academy. The Principal and deputy principal were appointed when the academy opened.
- The whole school moved into a new building two months before the inspection.

What does the school need to do to improve further?

- Improve the overall quality and effectiveness of teaching by:
 - making sure that the school's agreed marking policy is consistently applied in that all feedback given to pupils about their work helps them to improve and learn from their mistakes, and pupils respond to the guidance they are given
 - improving the quality of pupils' handwriting and the general presentation of their written work.
- Improve pupils' attendance so that it at least matches the national average and ensure all pupils are punctual.

Inspection judgements

The leadership and management are outstanding

- Over the past two years, leaders have successfully communicated the school's vision to staff, pupils and parents. There is a strong sense of achievement in the school, underpinned by mutual respect and an understanding that discrimination is not accepted and equality of opportunity is non-negotiable.
- Relationships thrive and pupils' aspirations are raised in a safe environment where behaviour and teaching are good, and pupils make good progress.
- School leaders and governors set consistently high expectations regarding teaching quality. They challenge less effective teaching promptly and provide effective training and support where it is needed. Performance management is extremely robust and embraces teaching and non-teaching staff. All are clear about their roles and their accountability for pupils' conduct and academic progress. As a result of stringent checking and effective action, teaching quality has moved rapidly to good and sometimes better. Newly appointed staff settle in quickly and contribute well to the overall quality of teaching.
- Senior leaders are excellent role models for professional relationships and best practice in the school. They check the impact of systems and planning on pupils' work, gaining an accurate overview of how well the school performs, and support staff well.
- Highly effective leadership of the integrated resource unit ensures that pupils are given first-class support for their learning and are very much part of the whole school. The unit is exceptionally well organised and careful attention is given to staff training to help them provide for the multiple complexities of pupils' needs.
- Middle leaders responsible for curriculum development are very well trained to carry out their leadership roles. Some are already undertaking training to enhance their skills so that crucial leadership roles, can be sustained. The curriculum is planned well, taking into account the new requirements of the primary national curriculum. Pupils enjoy their learning and achieve well, notably in sport, science and computing. Music thrives under the direction of the professional singer who works the school.
- The school's allocated sports funding has a huge impact on the quality of teaching and learning in physical education (PE). Opportunities for pupils to practise a wide range of sports and enter competitive tournaments with other schools, have increased enormously. Recent successes in athletics and rugby are a big step forward in achievement for pupils. A specialist PE teacher, employed by the academy trust, teaches regularly in the school and shares expertise with class teachers, whose skills improve as a result. The focus on sport, which begins with the breakfast club and continues through the day, has a very positive impact on pupils' well-being, health and self-esteem. It has brought good changes in attitudes and behaviour for some pupils.
- The emphasis given to pupils' spiritual, moral, social and cultural development through the curriculum prepares pupils very effectively for their future roles as members of a community. Tolerance and respect for others are essential values in the school's vision, and clearly understood by pupils. There are many opportunities for pupils to learn about different cultural communities through visits to places of worship and studies in school, including a focus on Black history. Pupils' tolerance of others reflects the strong impact of this learning. Pupils also learn about rights and responsibilities. Visits to the Town Hall and Houses of Parliament provide insights into how democracy works. This is a help to those ambassadors who represent their school on the academy schools' council. The school promotes British values extremely well.
- The local authority maintains an interest in the school and regular contact with a local authority representative enables updates on the school's progress. Support is available if requested but there are no concerns about the school's effectiveness.
- Leaders manage the pupil premium funding exceptionally well to provide additional teaching and support for pupils' welfare, where it is most needed. The impact of this is that disadvantaged pupils in Year 6 have made better progress than others in the school this year.
- Safeguarding systems are extremely robust. An inclusion team ensures that pupils who may be considered to be potentially the most vulnerable are exceptionally well supported. The school's willingness to accept all pupils, whatever their needs, is a hallmark of its highly positive ethos. Safety procedures and information for staff and parents are very clear and checks on personnel meet all statutory requirements. Pupils' absences are followed up immediately. The school works very hard to ensure that pupils attend school regularly. There are good incentives and rewards for those who do so. Nevertheless, despite improvement in attendance and punctuality, leaders acknowledge that attendance is still below average and is an aspect of pupils' behaviour and safety to improve further.
- **The governance of the school:**

- The governing body knows the school's work well and provides all the support needed, from within the academy's chain of schools, to help leaders to tackle barriers to pupils' learning and sustain good teaching and achievement. Their wide range of expertise includes their ability to use national data skilfully in order to compare the school's academic progress with that of other schools. Governors are quick to identify potential areas for improvement when they check the school's work and to share those views with school leaders so that nothing is left to chance. Governors maintain a clear and accurate overview of teaching. They review teachers' performance in the light of any recommendations regarding salaries. They use the pay policy with due integrity to challenge or reward teachers for their work. Financial management is highly efficient.

The behaviour and safety of pupils

are good

Behaviour

- The behaviour of pupils is good
- Pupils are well behaved in school. They are active in the playground, where they enjoy using a good range of equipment together, and are well mannered in the dining room. Behaviour in assembly is excellent.
- In lessons, behaviour is exemplary at times in the way pupils listen attentively, work enthusiastically in their groups and always try to complete work. However, for many pupils their handwriting is not as neat or as well developed as it should be and tends to spoil the finished quality of their written work.
- Pupils enjoy school and contribute a lot to the friendly and caring ethos. They show respect for adults and are very mindful of each other.
- Behaviour in the integrated resource unit is good. Staff know the pupils well and build trusting relationships so pupils feel secure and respond well to adults and each other. Pupils are taught good manners and social skills and teachers' expectations of good behaviour are high.
- The school council and academy ambassadors make sure that every pupil has a say in school affairs. Most recently, all pupils are encouraged to put forward ideas for playground equipment for their newly occupied school, as well as fund-raising suggestions to help pay for it. Pupils take on roles as peer mediators, reading buddies or members of the 'job squad', who do many routine tasks which help the day-to-day smooth running of the school.
- The breakfast club is popular and many pupils enjoy the opportunities for early morning sport after breakfast. This provision has had a positive effect in improving attendance and punctuality. However, in spite of improvement in the current year, overall attendance remains below average and there are still a few pupils who often arrive late to school.

Safety

- The school's work to keep pupils safe and secure is good.
- The vast majority of parents are extremely happy about the care and safety of their children in school. They speak very highly of the provision the school makes for the most vulnerable pupils who need additional support.
- Pupils in the integrated resource unit are provided with a very safe environment. The unit is well equipped and stimulating. Pupils' welfare is given high priority. Their integration with other pupils in the school is very well managed and they enjoy the opportunities to share social time with others.
- Pupils feel safe in school and have every confidence that adult help is always at hand should it be needed.
- Systems for managing pupils' behaviour are effective. They are clearly understood because pupils have had a say in what the rules should be. Teachers reward positive behaviour consistently and pupils feel that they are always treated fairly.
- Pupils learn about different kinds of bullying and about precautions they might take to keep themselves safe in different situations, for example, when using the internet. They are adamant that there is no bullying in school or offensive name-calling and the playground is always a friendly and safe place to be.

The quality of teaching

is good

- Teachers and teaching assistants respond positively to the support and feedback they receive from senior leaders. They are encouraged to reflect on their work and actively support one another. This approach ensures that teaching skills develop well and that high expectations and pupils' good progress are maintained.

- Teaching assistants make a significant contribution to pupils' learning. They work skilfully alongside class teachers to question pupils, stimulate fresh ideas and correct errors as pupils do their work. They manage pupils' learning in small groups well and are always sensitive to pupils' individual needs.
- Feedback to pupils through marking, however, is less effective. While some marking follows the school's marking policy, clear guidance for pupils about how to improve is not always evident. Nor is it always clear that pupils have been required to respond to any guidance they are given.
- Resources help pupils to engage in learning effectively. They are matched well to pupils' different tasks and abilities. Computing has a high profile in the school and hand-held computers are used routinely from nursery upward to help pupils learn. Good use of electronic whiteboards capture pupils' interest and attention and enliven lessons so that they learn more easily.
- There is good learning across the curriculum and purposeful activities for pupils. Interesting structures were assembled by older pupils which later were used as catapults to investigate forces. Teachers used this to test pupils' knowledge and skills in history, technology, science and mathematical recording.
- Pupils in the integrated resource unit are taught well. Teachers are skilled in recognising small steps in progress that pupils make and quickly provide new challenges to move learning forward. Learning is made interesting and enjoyable.
- Reading is taught well. Pupils have a good grounding in phonics (letters and the sounds they make) and build on their early skills well as they move through the school. Early reading books are carefully graded so pupils select books for themselves that challenge them appropriately. There is an ample selection of literature for older pupils.
- There is a good focus on spelling, punctuation and grammar and appropriate opportunities for pupils to use those skills when writing at length. Increasingly, pupils practise writing in different styles and for different purposes across the range of subjects.
- Mathematics is taught well and pupils' progress in the subject shows good improvement. Pupils are expected to talk about mathematics and use appropriate mathematical language to explain their thinking. This is helpful to them when they use their knowledge and understanding to solve problems in mathematic lessons.
- Homework tasks are given regularly and effectively support pupils' learning.

The achievement of pupils is good

- In Year 1, pupils build well on their early skills and knowledge. The proportion of pupils who achieve the expected standard in phonics is close to the national average and has steadily increased since 2013.
- In 2014, standards in reading, writing and mathematics at the end of Year 2 were broadly average overall. School assessments for the current year show a similar picture. Assessments this year have been checked externally for their accuracy. The outcomes indicate good achievement, given pupils' starting points at the beginning of Key Stage 1.
- Progress from entering Year 1 to the end of Year 2 is good. Virtually all pupils currently in Year 2 made expected progress in reading, writing and mathematics, and approximately half of the pupils did better than expected.
- Unvalidated results for current Year 6 pupils show good improvement compared with the 2014 national tests and rapid improvement since the school opened in 2013. The proportions reaching Level 4 in all subjects are in line with the national average, but increased proportions have reached Level 5, with particularly good performances in writing, spelling, punctuation, grammar and mathematics.
- Progress for pupils in Years 3 to 6 is good. The majority of pupils in all classes make at least expected progress in reading, writing and mathematics. About 40% of pupils make better than expected progress in writing and mathematics, and 50% make better than expected progress in reading. This compares very favourably with the national picture.
- Disabled pupils and those who have special educational needs, including those pupils in the integrated resource unit, are provided for very well. Their progress is overseen by a strong staff team. The provision is matched carefully to pupils' specific learning and personal development needs and staff are well trained to deal with those needs. The expertise of outside agencies is used well, and there is good additional teaching and learning support in school. As a result, pupils make good progress and achieve well from their individual starting points.
- The most able pupils are provided with additional challenges to help them fulfil their potential. There has been some Level 6 attainment in mathematics over the past two years. The school employs mathematics and reading 'champions', whose specialist knowledge and skills bring out the best from more able and the most able pupils.

- Disadvantaged pupils, at the end of Year 6, did not attain as well other pupils in 2014. National data on pupils' attainment suggests that they were just over a year behind other pupils nationally and two to three terms behind others in the school in reading, writing and mathematics. Decisive action by school leaders and governors have addressed this fully over the past year. The school's current assessments show that gaps have closed. Disadvantaged pupils made better progress than others in the school in reading and writing, and that same progress as others in mathematics.

The early years provision

is good

- The majority of children enter the nursery with skills and abilities lower than those typical for their age. This is particularly evident in children's language and communication skills, their personal, social and emotional development, number and their understanding of the world. A small proportion of children have significant special educational needs.
- Children make good progress in the Nursery class. Many reach typical stages of development for their age by the end of the Nursery Year.
- About half of the 104 children in the nursery leave to attend Reception classes in other schools. Those who remain generally enter the Reception class with skills below those typical for their age.
- Children make good progress. By the end of the Reception Year, the proportion who achieve a good level of development is almost equal to the national average.
- Leadership of the early years is good. The leader has a good understanding how children develop and ensures that staff are well trained to plan for children's learning and observe and record their progress accurately.
- Teaching is good. The range of indoor and outdoor activities is exciting and help children to explore their world and develop physical skills and coordination well. Children were fascinated by a collection of snails and a real octopus. They handled both confidently and used computers to find more information about them. Another group created their own play and excitedly pretended to be pirates. Adult-led activities are well focused. Phonics is taught well so children in nursery begin to tackle early writing independently. Early years staff encourage speaking skills effectively when they talk with children.
- Children are kept safe and behave well. Staff set high expectations and ensure that children learn to cooperate with others, listen well and become enthusiastic and curious learners.
- There are good systems for welcoming children and their parents to the early years. Parents are kept up to date with their children's progress and encouraged to contribute to their children's progress records.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	139134
Local authority	Sheffield
Inspection number	449903

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	371
Appropriate authority	The governing body
Chair	Mark Priest
Headteacher	Matthew Revill
Date of previous school inspection	Not previously inspected as an academy
Telephone number	0114 2313469
Fax number	0114 2853661
Email address	mrevill@foxhill.sheffield.sch.uk

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