

Inspection of an outstanding school: Foxfield Primary School

Sandbach Place, London SE18 7EX

Inspection dates:

14 and 15 September 2021

Outcome

Foxfield Primary School continues to be an outstanding school.

There has been no change to this school's overall judgement of outstanding as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

What is it like to attend this school?

Pupils and staff are proud to belong to the Foxfield community. Staff provide a range of exciting opportunities. Pupils enthusiastically share their experiences of entering artwork into the Woolwich Contemporary Print Fair or being appointed as a 'changemaker'. These opportunities motivate pupils to enjoy their time at school.

Pupils are confident and behave well. They show maturity in trying to resolve any differences. Pupils said that bullying is rare. When it does happen, they feel confident that adults would help them to sort it out. This helps them to feel safe at school.

Leaders have planned an interesting curriculum. It meets the expectations set out in the national curriculum. It is also designed to help pupils understand what it means to be a responsible citizen. Staff expect pupils to work hard to produce work of a high quality, and many pupils do this.

However, pupils with special educational needs and/or disabilities (SEND) and those who are lower attaining sometimes struggle in lessons. This happens when teachers do not check carefully that pupils have understood what has been learned before introducing new ideas. In turn, this leads to pupils being unsure what to do or making errors in their work.

What does the school do well and what does it need to do better?

Leaders prioritise pupils' development as confident readers. From the early years onwards, pupils listen attentively and respond enthusiastically to what they read. All staff

have been trained to teach phonics. However, some staff do not spot mistakes pupils make when saying or writing their sounds. The books that pupils read are carefully matched to the sounds they have learned. Pupils who fall behind are generally well supported to catch up. However, some pupils are asked to read and write words before they can recognise the sounds and letters that are needed.

Leaders have designed a curriculum that helps pupils understand how their community fits in with national and global issues. For example, in history, pupils learn about the suffragette movement through studying lives of the women who worked in the Woolwich Arsenal. The curriculum is well organised. Important ideas are revisited and time is given to practise key skills. For example, in art, pupils are introduced to the ideas of light and dark in the early years. They practise different types of shading. Over time, pupils' shading improves. They select which technique they want to apply and explain their choices confidently.

Sometimes, however, teachers do not check carefully that pupils understand fully what they have learned previously before introducing new ideas. For example, in mathematics, some pupils struggled to find the difference between two numbers because they were not confident in how to count forward and backwards.

Pupils with an education, health and care plan are well supported. Staff understand these pupils' needs and have been well trained to support their learning and development. For example, staff emphasise the importance of turn-taking. This helps pupils become more willing to share. Staff adapt the planned curriculum successfully for these pupils. For example, pupils were helped to understand emotions in a religious education (RE) lesson about resolving conflict. As a result, pupils could participate by saying how conflict might make them feel. Planned strategies and guidance are also in place for other pupils with SEND. Some staff do not follow the agreed approaches consistently. When this happens, pupils' engagement in learning decreases.

Children in the early years settle quickly and engage well. Early mathematics is well planned for. Adults question children skilfully about counting, numbers, shapes and measuring. Children are confident in talking about what they are learning.

Pupils behave well. They work sensibly in lessons, engaging well in discussions and handling different opinions maturely. In the playground, they join in with the games and activities provided. Nearly all the parents and carers who completed the online survey stated that behaviour was managed well.

A wide range of clubs aim to develop pupils' interests in areas such as cookery, engineering, digital arts and taekwondo. Pupils contribute to local and national events. For example, the chamber choir recently performed at the 'Plumstead Merry' music festival. Pupils are proud to take on additional responsibilities, such as 'class ambassadors' and 'junior leaders'. They told inspectors this makes them feel part of helping to make their school even better.

Staff enjoy working at Foxfield. They value the opportunities they receive to develop in their professional roles. Staff are positive about how leaders have considered their workload and the supportive atmosphere they have created.

In discussion with the co-headteachers, inspectors agreed that the impact of support given to pupils with SEND or who may have lower prior attainment may usefully serve as a focus for the next inspection.

Safeguarding

The arrangements for safeguarding are effective.

Staff are well trained to identify concerns. Leaders work closely with the local authority and act swiftly to ensure support is in place for pupils and their families. The curriculum has been designed to help pupils to stay safe. For example, pupils have worked with 'Growing Against Violence' and Charlton Athletic Football Club to understand the risks of gang initiation. Pupils who spoke with inspectors understood how to stay safe inside and outside of school, including staying safe online. Almost all parents who completed Ofsted's Parent View survey agreed their children were safe at Foxfield.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have designed an interesting and well-organised curriculum. They have developed plans which give pupils opportunity to revisit and practise important aspects. However, some pupils with SEND, and those who are lower attaining, struggle in class. This is because they do not understand fully what has been learned previously and are not ready to move on. Leaders should ensure staff check carefully that all pupils have understood what has already been learned before introducing new ideas.

Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the predecessor school, Foxfield Primary School, to be outstanding in September 2015.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	143592
Local authority	Greenwich
Inspection number	10199450
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	665
Appropriate authority	Board of trustees
Chair of trustees	Nathalie Romain
Chair of governing body	Andrew Lawrence
Headteacher	Megan Minnett and Tatum Sharp (co-headteachers)
Website	www.foxfield.org.uk/
Date of previous inspection	Not previously inspected

Information about this school

- Foxfield is much larger than the average-sized primary school.
- The school has a designated specialist provision for 10 pupils with autism spectrum disorder.
- The school runs a breakfast and after-school club.
- The school has been part of the Inspire Partnership multi-academy trust since 2017.
- The co-headteachers were appointed in January 2021 and the chair of the governing body was appointed in December 2019.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- The inspection team completed deep dives in these subjects: reading, mathematics, art and history. To do this, inspectors met with subject leaders, had discussions with staff

and pupils, visited lessons and looked at pupils' work. Inspectors also considered leaders' plans for science and RE.

- Inspectors considered early mathematics in the Nursery and Reception classes.
- Inspectors scrutinised a range of documents, including leaders' priorities for improvement.
- Inspectors spoke with the chief executive officer of the Inspire Partnership. They met with two governors, including the chair of the governing body.
- Inspectors reviewed the arrangements for safeguarding by scrutinising records and through discussions with staff and pupils.
- The views of pupils, parents and staff, as gathered through discussions and Ofsted's surveys, were considered.

Inspection team

Nick Turvey, lead inspector

Her Majesty's Inspector

Ogugua Okolo-Angus

Ofsted Inspector

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