

# Inspection of Foxford Community School

Grange Road, Longford, Coventry CV6 6BB

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Inspection dates: 6 and 7 December 2022

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<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Sixth-form provision	<b>Good</b>
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Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005
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## What is it like to attend this school?

Leaders and staff have high aspirations for all. They say 'We want pupils to excel in everything they do at Foxford.' They expect high standards from pupils, staff and themselves. On the whole, these standards are met.

Curriculum leaders have thought carefully about the order in which to teach topics. This ensures that pupils' learning builds logically on what they already know. As a result, pupils learn more and remember more in most subjects.

Pupils understand leaders' high expectations for behaviour. Typically, pupils meet these standards. They know there is someone to talk to if they need help or support. When bullying takes place, it is dealt with effectively. Pupils develop trusting relationships with their peers and teachers. Pupils value the help available that supports their mental health and well-being. They know how to keep themselves safe and are safe in school. Pupils accept each other's differences.

Pupils enjoy attending this school. They are happy and polite. They are well prepared for the next stage in their education, training or employment. Pupils take part in a range of visits, sports, music and drama clubs. This extends their learning. Pupils are keen to make a positive contribution to the local community.

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

Trustees, leaders and staff are ambitious for pupils. They have put in place a broad, enriched curriculum, including in the sixth form. The subjects that form the basis of the English Baccalaureate sit at the heart of the curriculum. Curriculum leaders have considered the order in which topics are taught. This ensures that pupils' learning builds logically on what they already know.

Teachers have good subject knowledge, especially in the sixth form. In most subjects, teachers plan activities that help pupils practise and consolidate what they already know. This deepens understanding of complex topics. Most pupils and sixth-form students, including those who are disadvantaged and those with special educational needs and/or disabilities (SEND), build on their learning over time.

In most cases, teachers use assessment effectively. Teachers use questioning to check that pupils have understood what has been taught. Leaders have introduced a strategy known as 'STAR'. This allows pupils to respond to areas for improvement identified by their teachers. This ensures that pupils are able to practise and learn from their mistakes.

Leaders ensure that effective support is in place for pupils with SEND. Teachers receive appropriate training, so that they can meet pupils' individual needs. However, not all teachers consistently apply the school's effective strategies to support pupils with SEND. When this happens, pupils' work is of a lower standard, incomplete or not attempted.

Many pupils start at the school needing support with reading. They are well supported by staff. This helps pupils to develop their confidence and fluency in reading. As a result, pupils can access the curriculum and read for pleasure.

Leaders have high expectations for behaviour. Pupils say that behaviour has improved significantly over time. Pupils behave well in lessons and at break and lunchtimes. Most lessons are free from disruption. Positive and caring relationships between staff, pupils and sixth-form students are commonplace. Most pupils arrive at their lessons on time and ready to learn.

Leaders provide pupils, including those who are disadvantaged and those with SEND, with a range of activities that support their personal development. Pupils enjoy the music, drama and sports clubs that are available to them. Some pupils are part of the school's LGBTQ+ group. Sixth-form students told inspectors that they enjoy their enrichment opportunities. Students support a foodbank which they know is an important resource for some within their local community. Pupils talk about being respectful and inclusive. Diversity is celebrated. As a result, pupils are well prepared for life in modern Britain. Pupils and sixth-form students receive clear and impartial careers advice and guidance.

Senior leaders know their school well. They are committed to improving it further. Trustees, governors and members of the academy trust's central team provide effective support and challenge. Staff value the training, development and guidance they receive. They know that leaders are mindful of their workload and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff are vigilant. All staff receive regular training. This ensures they are alert to the signs that may indicate a pupil is at risk of harm. Leaders work effectively with external partners to give pupils and their families the support that they need.

Through the curriculum, pupils learn how to keep safe and about risky behaviours and how to avoid them. Pupils are confident to seek help from staff if it is needed.

Leaders carry out the correct checks on adults in school.

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

### **(Information for the school and appropriate authority)**

- Not all teachers consistently apply the school's effective strategies to support pupils with SEND, such as providing well-matched work, or adapting their teaching to meet pupils' needs. When this happens, pupils' work is of a lower standard, is left unfinished or is not attempted. Leaders should ensure that all staff consistently support pupils with SEND, so that learning is matched to their needs. They should do this, so that all pupils achieve as well as possible.

## **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.

## 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

<b>Unique reference number</b>	146436
<b>Local authority</b>	Coventry
<b>Inspection number</b>	10256812
<b>Type of school</b>	Secondary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	1066
<b>Of which, number on roll in the sixth form</b>	154
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Peter Freeth
<b>Headteacher</b>	Alison Gallagher
<b>Website</b>	<a href="http://www.foxfordschool.co.uk">www.foxfordschool.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.
- The school joined Castle Phoenix multi-academy trust (MAT) in October 2018.
- The headteacher joined the school as acting headteacher in January 2020. This was made permanent from October 2020.
- The school does not have any pupils placed in alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with senior leaders, subject leaders and curriculum leaders from the MAT.
- The lead inspector met with the chair of the local governing body, a selection of MAT trustees and the chief executive officer.
- The lead inspector spoke with the school's challenge partner.
- Inspectors reviewed a range of documentation relating to safeguarding, including a sample of the school's record-keeping. Inspectors spoke to staff about how they keep their pupils and students safe. Inspectors also spoke to pupils and students about how they are taught how to keep themselves safe and what to do if they need help or support.
- Inspectors held discussions with staff and considered the responses to Ofsted's survey for staff.
- Inspectors spoke with pupils from all year groups and considered the responses to Ofsted's survey for pupils.
- Inspectors considered the views of the parents who responded to Ofsted's parent survey. This included the free-text responses. The lead inspector spoke to one parent by telephone in response to a free-text comment.
- Inspectors carried out deep dives in mathematics, English, languages and science. In these subjects, inspectors met with subject leaders, considered subject curriculums, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work.
- Inspectors also visited lessons and sampled pupils' work in other subjects.

## Inspection team

Richard Gill, lead inspector	Ofsted Inspector
Jacqueline Newsome	Ofsted Inspector
Natasha Rancins	Ofsted Inspector
Graeme Rudland	Ofsted Inspector

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