

Inspection of Fox Primary School

Fox Primary School, Kensington Place, London W8 7PP

Inspection dates: 11 and 12 October 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since October 2009.

What is it like to attend this school?

This is an exceptional school. Leaders' relentless focus on providing the highest possible quality of education enables all pupils in the school to excel. Pupils are hard-working, passionate and highly articulate.

Leaders have extremely high expectations for pupils, including those with special educational needs and/or disabilities (SEND). This enables all pupils to achieve very highly. There is a strong sense of community in the school. This includes for parents and carers who can attend the morning coffee shop and are regularly invited into the school. Staff have built extremely positive relationships with pupils. They know the pupils very well which ensures they are kept safe.

Leaders have created a calm, orderly and welcoming environment. Pupils are extremely happy here. Behaviour is exemplary during lessons and around the school site.

Pupils all take part in a very broad range of wider opportunities. Every pupil represents the school in a sporting competition by the time they reach Year 6. Pupils also attend a range of clubs, including street dance, cartoon club and choir. Pupils contribute to the school community in a variety of ways, including working on the school allotment, joining the school council and supporting younger pupils with reading.

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

Leaders' curricular thinking is highly developed and ambitious for all, including pupils with SEND. The curriculum is designed to build knowledge over time. This enables all pupils to learn and embed new concepts and vocabulary quickly.

Teachers have very strong subject knowledge. Highly effective training is in place to ensure staff have expertise across all curriculum areas. Teachers check for pupils' understanding systematically and address any misconceptions quickly. This helps pupils to produce work of extremely high quality. In Reception, teachers are highly skilled at ensuring children develop their communication skills. This includes regularly checking of and developing the children's use of vocabulary.

Staff receive extensive training and use a range of strategies to ensure pupils with SEND achieve exceptionally well. Leaders swiftly identify any additional needs pupils may have and ensure bespoke support is put in place.

Leaders place a strong emphasis on pupils' learning to read from the very start of Reception. Staff are trained effectively so that phonics teaching has a high level of consistency. They continuously monitor and assess pupils to ensure they swiftly identify any pupils falling behind. Staff provide precise and highly effective support

so that these pupils catch up and keep up. This helps pupils to read with fluency and confidence.

Teachers read to pupils every day. They choose a wide range of high-quality texts. Pupils demonstrate a huge passion for reading. Staff encourage pupils to take a wide variety of books home to read. They make sure that books for pupils at the early stages of reading are well matched to their phonic ability.

Pupils have extremely positive attitudes to learning. They are highly focused and engaged during lessons. In early years, children are motivated and share and cooperate well with each other. Leaders ensure that attendance is high. They have robust procedures in place and work closely with parents to support pupils to attend school regularly.

Leaders have developed a thoughtful and well-planned personal development programme that is rooted in the values of the school. This helps pupils to develop a thorough understanding of how to stay safe and healthy. Pupils all have access to a rich set of wider opportunities. Staff plan many outings for pupils which help to develop their learning. These include visits to museums, concerts and places of worship. All pupils in the school have access to instrumental music lessons. There are also a range of performance opportunities, including productions, a jazz workshop and school concerts.

Leaders prioritise the health and welfare of their staff. They minimise workload and put on a number of well-being activities for staff. Leaders have developed an exceptional professional development programme. This provides bespoke training for all staff. The impact of this training is effectively tracked to ensure this leads to sustained and continuous improvement in the quality of education.

The governing body understands the strengths and priorities of the school and carries out its role effectively. It has a clear strategic vision and provides appropriate challenge and support to leaders.

Safeguarding

The arrangements for safeguarding are effective.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	100482
Local authority	Kensington and Chelsea
Inspection number	10255338
Type of school	Primary
School category	Community school
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	417
Appropriate authority	The governing body
Chair of governing body	Jodie Terry
Headteacher	Emma Madden
Website	www.fox.rbkc.sch.uk
Date of previous inspection	October 2009

Information about this school

- The school formed the Fox Federation in 2015 with one other school. The federation then expanded to include a further school in 2019. Another school and nursery joined the federation in 2023.
- The school does not use any alternative provision.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, executive headteacher, members of the senior leadership team and a range of staff. They also met with members of the governing body and a representative from the local authority.

- Inspectors carried out deep dives in the following subjects: early reading, mathematics, history and art. For each deep dive inspectors spoke to subject leaders, visited a sample of lessons, spoke to teachers, discussed with pupils and looked at samples of pupils' work. The curriculum in other subjects was also considered.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered the views of parents, pupils and staff, including through responses to Ofsted's online surveys.

Inspection team

Simon Conway, lead inspector	His Majesty's Inspector
Alan McDougall	Ofsted Inspector
Phil Garnham	His Majesty's Inspector

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