



# Foxwood Foundation School and Technology College

## Inspection Report

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**Unique Reference Number** 122906  
**Local Authority** NOTTINGHAMSHIRE  
**Inspection number** 292538  
**Inspection dates** 31 January –1 February 2007  
**Reporting inspector** Elizabeth Bull HMI

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

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<b>Type of school</b>	Special	<b>School address</b>	Derby Road
<b>School category</b>	Foundation		Bramcote, Bramcote
<b>Age range of pupils</b>	3–19		Nottingham NG9 3GF
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01159177202
<b>Number on roll (school)</b>	99	<b>Fax number</b>	01159177201
<b>Number on roll (6th form)</b>	0		
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr Richard Taylor
		<b>Headteacher</b>	Mr Chris Humphreys
<b>Date of previous school inspection</b>	4 November 2002		

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Foxwood Foundation School and Technology College is an all age special school for pupils with moderate and severe learning difficulties. Pupils' attainment on entry is well below average because of their learning difficulties and/or disabilities and all have a statement of special educational need (SEN). Many have additional needs such as social, emotional and behavioural difficulties and autistic spectrum disorders (ASD). Pupils join the school at any time during the year although most join in September. There are currently no children in the Foundation Stage. There are twice as many boys as girls. Around 9% of pupils are from minority ethnic backgrounds and a few of these are learning English as an additional language. The pupils come from a broad cross-section of social and economic backgrounds and include a small number of looked after pupils. The proportion of pupils eligible for free school meals is above average. There has been significant change in the leadership of the school since the last inspection. The school has been designated as a specialist technology college for several years.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

Foxwood Foundation School and Technology College provides its pupils and students with a good education. Pupils enjoy coming to school and the calm and positive ethos enables those with a range of learning, emotional and communication difficulties to grow in self-belief and independence. Most of them achieve these attributes well. Parents confirm this. They are overwhelmingly positive about all aspects of the school. As one parent commented, 'My child is very happy at school. The staff are very caring and helpful. Foxwood is a wonderful school'.

Standards of attainment are low because of the pupils' learning difficulties, but they achieve well, particularly in Key Stages 1 and 2 and the sixth form. Individual education plans effectively support students' progress.

The quality of teaching is good overall and results in good gains in learning. Teaching is less strong in Key Stages 3 and 4 where teachers' planning sometimes lacks detail and is not sufficiently well matched to the range of pupils' needs. The curriculum is well planned and effective and is enriched through its links with other schools, agencies and the local community. Relationships are a very strong feature and students appreciate the good care and support they receive; as a result, their personal development and well-being are good. They feel safe, secure and valued as individuals. Pupils' behaviour and attendance are good.

The headteacher provides good leadership and is well supported by his senior team. They have established a happy, purposeful environment where adults and pupils thrive. Technology college status is well led and used to improve the quality of provision throughout the school. Self evaluation is generally secure and accurately identifies many of the school's main strengths and areas for improvement. The headteacher has gathered helpful data on pupils' achievements. However, this information is not used as systematically as it might be to identify pupils who need different strategies in order to improve their rates of progress. Regular monitoring of teaching is in place, but in some cases there is a lack of detail to help teachers improve further. Governors are very professional and effective in the way they support and challenge the school. The capacity of the leadership and management team to improve pupils' achievement is good and the school gives good value for money.

## Effectiveness and efficiency of the sixth form

### Grade: 2

The sixth form is good and exceptional care, guidance and support leads to outstanding personal development. Students make good progress and achieve well because the department is led and managed effectively and there is a clear view about its purpose, and how it should develop and improve. The curriculum matches students' needs, interests and choices well. It prepares them effectively for life after school where nearly all take up the option of continuing their education at local colleges. There is a good balance on developing academic, personal and vocational skills and students thoroughly enjoy their time in the sixth form. They are given expert guidance about how they are

learning and making progress but also about what they might do in the future. The quality of teaching is good and occasionally outstanding. This is because staff know the needs of students so well and closely match work to the different groups. They create an atmosphere where students thrive and feel they can excel. While there is some use of information and communication technology (ICT) to help students with their writing there is insufficient use made to support teaching, and students are not always given the opportunity to make full use of ICT themselves.

### **What the school should do to improve further**

- Strengthen the quality of teaching further, so that good and outstanding teaching becomes a more consistent feature across the whole school.
- Make better use of assessment information to consistently plan tasks more closely matched to all pupils' needs.
- Raise achievement further particularly in Key Stages 3 and 4 by ensuring lessons are planned more effectively and take account of the full range of pupils' needs and learning styles.

## **Achievement and standards**

**Grade: 2**

**Grade for sixth form: 2**

Whilst standards are significantly below average, most pupils make good progress and achieve well because their individual needs are met. The thoughtful grouping arrangements ensure that pupils receive properly focused teaching to meet their particular needs, although not all planning takes full account of pupils' diverse needs and learning styles. Individual education plans provide relevant and challenging targets for pupils to work towards and they rise to these challenges well, particularly those relating to their personal development. Older pupils gain impressive results in a range of accredited courses, preparing them well for further study or training beyond school. Pupils with ASD are helped to make very good progress in developing coping strategies to overcome their anxiety and resistance to learning. Consequently they benefit from the wide curriculum offered to them.

## **Personal development and well-being**

**Grade: 2**

**Grade for sixth form: 1**

The personal development and well-being of pupils are good in the main school and outstanding in sixth form as a result of the good care, support and guidance the school provides. Their good spiritual, moral, social and cultural development is well supported by assemblies, their personal, social, health and citizenship education (PSHCE) lessons, religious education and special events. The school makes a significant contribution to pupils' awareness of healthy and safe lifestyles through an impressive range of sporting activities and inspired healthy eating initiatives. Pupils feel safe and secure, really

enjoy coming to school and speak very highly of the wide range of activities provided for them by staff. Behaviour is good, as a result of the structured approach the school has developed to managing any challenge. The many favourable comments from parents support the evidence that pupils quickly gain in confidence and enjoy coming to school. Pupils have a good sense of living in a community and appreciate the care and support provided for them. They gain in self-esteem and learn skills that should be of benefit later on in their lives. Careers guidance and school and work-related experiences prepare pupils increasingly well for life after school. Outstanding links with other schools, including one in Zimbabwe, further support pupils' personal development.

## **Quality of provision**

### **Teaching and learning**

**Grade: 2**

**Grade for sixth form: 2**

Teaching has many strengths that result in good gains in learning particularly in Key Stages 1 and 2 and the sixth form. The school now provides for pupils with more complex educational needs and teachers have had to readjust their planning and teaching to take full account of the range of needs which the pupils present. This is done increasingly effectively and in the best lessons planning ensures that pupils are frequently engaged in active and collaborative tasks that capture their interest and attention. Learning is further supported by the very good relationships between staff and pupils and the positive reward systems in place. These encourage pupils to work with increased levels of concentration and help them to enjoy their lessons. Where teaching is less effective it lacks a clear focus, and sometimes tasks are not sufficiently matched to the needs and attainment of different pupils, particularly, for the less able pupils in Key Stages 3 and 4. During the inspection, not enough use was made of ICT in classrooms to enhance teaching and learning. Assessment information is not consistently well used to identify what all pupils need to do next to improve their work. Teachers manage behaviour very well. They successfully maintain a calm and purposeful learning environment through their expertise in creating clearly structured learning activities. These ensure that cooperation, and with it a good quality of learning, is maintained.

### **Curriculum and other activities**

**Grade: 2**

**Grade for sixth form: 2**

The curriculum provides many good opportunities for learning. Pupils in all key stages enjoy purposeful and interesting activities, though these are not always suitably adapted to meet individual learning needs. Pupils derive enormous benefits from an extensive programme of activities, visits and residential trips which supports their personal development very well and contributes positively to their achievement. Parents

feel their children 'access and enjoy a varied curriculum which encompasses and values all their abilities'. The curriculum covers all subjects of the National Curriculum, with appropriate emphasis on literacy, numeracy and PSHCE. The new computer suite has further enhanced pupils' learning opportunities. All pupils benefit from a good range of learning opportunities which they find interesting. Sixth form students benefit from extensive work related learning opportunities including team enterprise activities and a range of college courses which helps prepare them for life as young adults. Individual education plans are well used to personalise the curriculum for each pupil and these make a significant contribution to their good progress in personal, social and independence skills.

## **Care, guidance and support**

**Grade: 2**

**Grade for sixth form: 1**

The care and welfare of pupils are given a very high priority; are good overall and outstanding in the sixth form. The school has a strong commitment to knowing and supporting all the pupils. Good communication between home and school is ensured through the effective use of pupils' log books. Parents' views are extremely positive; they feel they are well supported by the school. Pupils contribute to school decisions through the work of the student council. The academic guidance given to pupils is good. For example, many pupils know their targets and this assists them to make good progress. Individual education plans reflect pupils' personal needs effectively. Analysis of whole school assessment data to monitor the progress of different groups is at an early stage. The school's new system of reporting on progress three times a year against key objectives from the programme of work is thorough and helpful. However, the levelling to show year on year progress is not sufficiently refined. Arrangements for safeguarding pupils are robust and reviewed on a regular basis. Child protection procedures are effective and regularly reviewed and staff training updated. Health and safety procedures are effective and risk assessments for visits and trips are well attended to. The school has a race equality policy and systems for monitoring its effectiveness. Extensive liaison with other professionals, agencies and school and college partners successfully promotes pupils' welfare, health and safety. There is good provision for careers guidance and there are good opportunities for work-related learning.

## **Leadership and management**

**Grade: 2**

**Grade for sixth form: 2**

The leadership of the school is good. The school has experienced significant change in its leadership and management since the last inspection. The recently appointed headteacher has quickly gained an accurate view of the school's strengths and areas for improvement and shared his vision for its future with all staff. Together, with the newly formed senior leadership team he has been instrumental in sustaining the positive

ethos that has been influential in helping pupils to achieve well. There is a strong sense of common purpose amongst staff and pupils. The tracking and analysis of pupils' achievement is developing well. Some aspects of the regular monitoring of teaching and learning are not rigorous enough because they do not focus strongly enough on learning. Governance is good. The governors play a strong role in holding the school to account. Collectively, they have very positive contacts with the school, and show clarity of understanding as to how it can improve. Overall there has been good improvement since the previous inspection, and the school shows good capacity to continue this trend.



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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	2
How well does the school work in partnership with others to promote learners' well-being?	2	2
The effectiveness of the school's self-evaluation	2	2
The capacity to make any necessary improvements	2	2
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2	2
The standards <sup>1</sup> reached by learners	4	4
How well learners make progress, taking account of any significant variations between groups of learners	2	2
How well learners with learning difficulties and disabilities make progress	2	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	1
The extent of learners' spiritual, moral, social and cultural development	2	
The behaviour of learners	2	
The attendance of learners	2	
How well learners enjoy their education	1	
The extent to which learners adopt safe practices	2	
The extent to which learners adopt healthy lifestyles	2	
The extent to which learners make a positive contribution to the community	2	
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	2
<b>How well are learners cared for, guided and supported?</b>	2	1

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

### Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	
How effectively performance is monitored, evaluated and improved to meet challenging targets	2	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2	
The extent to which governors and other supervisory boards discharge their responsibilities	2	
Do procedures for safeguarding learners meet current government requirements?	Yes	Yes
Does this school require special measures?	No	
Does this school require a notice to improve?	No	

## **Text from letter to pupils explaining the findings of the inspection**

2 February 2007

Dear Students

Foxwood School, Derby Road, Bramcote, Nottingham, NG9 3GF

Recently I visited your school to see how you are getting on. You made me very welcome. I also want to thank the student council for talking to me. Their views were very helpful and showed how much you like school. Please thank your parents for the helpful comments they made on the questionnaires. Thank you and well done.

Your school is a good school with some excellent features. These are its strengths:

- The school is a happy place to be and you really enjoy being there.
- The school looks after you very well and you feel safe.
- The school tries hard to help you live a healthy lifestyle.
- The school provides older students with the chance to find out what work is like and to try out college and you really benefit from these experiences.

Your school needs to do these things to become even better:

- Make all lessons as good as the best ones.
- Use information about how well you do to make sure that you make even better progress.
- Make sure you all get work at the right level to improve your learning.

Thank you again for being so helpful and friendly. I wish you every continued success in the future.

Yours sincerely

Liz Bull

Lead Inspector