

# Fox Hill Primary School

## Inspection report

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<b>Unique Reference Number</b>	109805
<b>Local Authority</b>	Bracknell Forest
<b>Inspection number</b>	310103
<b>Inspection dates</b>	14–15 May 2008
<b>Reporting inspector</b>	Olson Davis

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>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	192
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Maureen Beadsley
<b>Headteacher</b>	Mr Michael Harris
<b>Date of previous school inspection</b>	5 July 2004
<b>School address</b>	Pondmoor Road Bracknell RG12 7JZ
<b>Telephone number</b>	01344 421809
<b>Fax number</b>	01344 305452

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

The proportion of pupils entitled to free school meals is above the national average. The majority of pupils are from White British backgrounds. The proportion of pupils at the early stages of learning English is lower than in most schools. The proportion of pupils who find learning difficult because of specific learning difficulties or behavioural difficulties is above average. Many more pupils than usual join or leave the school at other than the usual times. Recently, it has experienced significant changes of senior leadership and absence of key members of staff. The school has an interim headteacher this term who is also the headteacher of a neighbouring primary school.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Fox Hill Primary School provides a satisfactory standard of education. Despite staff changes, the school is improving and morale is high. This is because of the dynamic leadership of the interim headteacher. In a short time he has provided clear and determined direction for the school. Teachers are embracing his new ideas and they are keen to improve. As a result, there is a sense of teamwork among staff firmly fixed on raising standards.

Pupils respond well to the caring attitude of adults, which helps them to feel safe. The school works hard to include pupils. Pupils of all abilities and from different backgrounds feel welcome at the school and settle in quickly. They enjoy their school and participate enthusiastically in a range of physical activities, including 'Kick Start' before morning lessons. This contributes well to pupils' good understanding of how to keep healthy. Pupils make a good contribution to the community, showing a growing sense of social responsibility by raising money for charities. The school council represents the views of pupils well. Older pupils take their responsibilities seriously, be it as peer mediators, assembly monitors or when teaching games to younger pupils.

Pupils attain standards which are generally below average by the end of Year 6. Given their starting points, this is satisfactory achievement overall for boys and girls. However, more able pupils do not achieve as well as they should in Key Stage 1 because they are not set sufficiently challenging work. Teaching is satisfactory. The school recognises more work is needed to raise standards further by making more rigorous and consistent use of assessment information to ensure that all groups of pupils achieve as well as they can. The school provides a satisfactory curriculum but pupils are not given enough opportunities to apply their sound mathematical knowledge in solving problems. Consequently, standards in mathematics are lower than in English and science at the end of Year 6.

Leadership and management are satisfactory. The most important areas for improvement have been identified and appropriate actions are being taken to tackle them. The school rightly recognises the need to strengthen the influence of subject leaders on monitoring and improving achievement levels, and the quality of teaching and learning within their areas of responsibility.

Many of the issues from the last inspection have been satisfactorily tackled and standards have improved significantly following a dip in 2006. Although there have been improvements there is more to do to ensure the full impact of new systems and initiatives on raising standards. The school has satisfactory capacity to improve.

## Effectiveness of the Foundation Stage

### Grade: 3

Adults provide a safe and secure environment in which children feel safe. There is good communication between school and home, including home visits. This helps children to settle quickly in to school routines. Children develop good relationships with adults and with each other. As a result, children make good progress in developing their social skills. In other areas of learning children make sound progress but many do not reach the expected goals for their age when they enter Year 1. The direct teaching by adults is good. However, the range and quality of activities which children choose for themselves do not always challenge them sufficiently. Further work is being done to improve the transfer of information between the Foundation Stage and Key Stage 1 so that the Year 1 teacher can more rapidly build on children's achievements.

## What the school should do to improve further

- Raise standards and achievement at KS1 by providing an appropriate level of challenge for more able pupils.
- Raise standards in mathematics by providing more opportunities for pupils to apply their mathematical skills in solving problems.
- Make better use of assessment to accelerate the progress of all groups of pupils.
- Develop the roles of subject leaders particularly in relation to monitoring achievement and improving the quality of teaching and learning within their areas of responsibility.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Achievement and standards

### Grade: 3

Achievement is satisfactory. Over the past three years, standards have fluctuated between well below average and broadly average. Standards in the current Year 6 are below average. Pupils' attainment is generally higher in English and science than in mathematics. This is because pupils are not given enough opportunities to apply their mathematical knowledge in solving problems. Pupils make satisfactory progress from Year 1 to Year 6. The shortcomings regarding the use of assessment information results in more able pupils not being challenged sufficiently and doing as well as they should, particularly by the end of Year 2. The work they do is not always challenging enough. Pupils who join the school during the school year often have low attainment but settle quickly and make satisfactory progress. Pupils with learning difficulties make satisfactory progress. Minority ethnic pupils and pupils learning English also make satisfactory progress.

## Personal development and well-being

### Grade: 3

Pupils' spiritual, moral, social and cultural development is satisfactory. Assemblies successfully reinforce the moral and social values of the school community. Pupils are polite and helpful to visitors. The school's recently introduced 'Rights, Respect and Responsibility' programme is encouraging pupils to develop mutual respect and to understand the needs of others. As a result, behaviour is improving, but there is still more to do to ensure that it moves from satisfactory to consistently good. Pupils know bullying is wrong and understand what to do if they see, or experience, unacceptable behaviour. Attendance has improved and is now broadly in line with the national average. However, too many pupils do not arrive on time.

## Quality of provision

### Teaching and learning

#### Grade: 3

Relationships between teachers and pupils are good and teachers generally manage pupils' behaviour well. Teachers make good use of resources such as the interactive whiteboards to stimulate pupils' interest and to support pupils' learning. Pupils particularly enjoy their learning when teachers provide opportunities for them to work in a practical way such as when doing science investigations. In some lessons, assessment information is not used well enough to plan

the next steps in learning. As a result, pupils' learning is not moved on quickly enough. In these lessons, more able pupils find the work lacks challenge whilst less able pupils find that it is too difficult. The good additional support provided by teaching assistants for pupils who find learning difficult because of specific learning difficulties or behavioural difficulties helps them make similar progress to their classmates.

## **Curriculum and other activities**

### **Grade: 3**

The school places appropriate emphasis on developing pupils' literacy and numeracy skills. Teachers are developing links between subjects to make learning more meaningful and purposeful for pupils. The focus on writing within other subjects last year was successful in significantly raising standards in English. Curriculum planning is sound but the school has rightly identified the need for it to meet the needs of pupils identified as gifted and talented more closely. There is an effective programme to support pupils' personal, social and emotional development which is having a positive impact on behaviour and increasing pupils' sense of social responsibility. Through it pupils are learning well about how to stay safe and lead healthy lives. Circle time gives good opportunities for pupils to reflect and discuss issues. A sound range of visits, visitors and after school clubs adds significantly to pupils' academic and personal development and to their enjoyment of school.

## **Care, guidance and support**

### **Grade: 3**

Provision for care, guidance and support is satisfactory overall but pastoral care is good. Adults work well together to make the school a safe, welcoming place in which children feel valued. Pupils say they feel safe because there is always an adult to go to if they are in difficulty. Procedures for child protection are robust and all adults in school are fully aware of their responsibilities. Pupils' work is marked regularly. Pupils say that teachers' comments, 'are helpful, as they show you where you are going wrong'. Some, but not all, teachers are making increasingly effective use of assessment data to help pupils know the next steps in their learning. However, the targets teachers set in literacy and numeracy are not always specific enough for pupils to know what exactly they have to do to improve their work. The school is keen to encourage parents and carers to be involved in their children's learning and their homework activities.

## **Leadership and management**

### **Grade: 3**

Self-evaluation is satisfactory. Regular monitoring of teaching has led to improvements in teaching, particularly in English. However, more remains to be done to ensure that teachers are making the best use of assessment information to accelerate the progress made by pupils. The interim headteacher knows the school well and he is ably supported by the deputy headteacher. Some subject leaders are not yet sufficiently involved in evaluating the school's work. For example, their role in monitoring teaching and working alongside colleagues is underdeveloped. This limits their ability to raise standards in their area of responsibility. School leaders use assessment information well to identify those pupils who need additional support. But, some subject leaders are not yet sufficiently adept in using this information to check how well pupils are doing against national norms or in relation to their starting points. As a result,

they are not always clear enough about what priorities need improving most in their areas of responsibility. Governors are supportive. They are keen to improve their monitoring role so that they can more fully hold the school to account for the progress made by pupils.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	3
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	3

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	3
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	3

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

<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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	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

27 May 2008

Dear Pupils

Inspection of Fox Hill Primary School, Bracknell, RG12 7JZ

Thank you for making us so welcome and sharing your thoughts about your school. We particularly enjoyed talking to the school council members and the Year 5 pupils who had some useful ideas about the school. We listened carefully to what you had to say and took note of your parents' responses in the questionnaires.

We think that your school gives you a satisfactory education. You obviously enjoy your school and the after school activities. Your attendance is satisfactory but too many of you are late getting to school. You could work on this yourself. Most of you behave well and get on well with each other. You say that you feel safe in school because the staff take good care of you. The interim head teacher and all the staff are working hard to improve the school. You are making satisfactory progress in your learning but they feel that you could do better, particularly by the end of Year 2 and in your mathematics at Key Stage 2. You can prove them right, and help them to move the school from being satisfactory to good in all parts of its work by doing your best.

To improve further, we have asked the school to improve four main things.

- To help you do better by the end of Year 2 by giving some of you harder work to do.
- To help you do better in mathematics.
- To make sure that teachers give you tasks that are at just the right level for you and to help you know what you need to do to improve your work.
- That some of the teachers in charge of subjects visit classrooms more often to see their subjects being taught. This will help them to check that things are going well in their subjects and that you are making good progress.

We hope that you will continue to enjoy your school. We also hope that you will help your teachers as they work hard to make your school even better for you.

Yours sincerely

Olson Davis

Lead Inspector