

Inspection of Foxmoor Primary School

Hunters Way, Cashes Green, Stroud, Gloucestershire GL5 4UJ

Inspection dates: 12–13 March 2020

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

The previous 'outstanding' judgement reflected the school's overall effectiveness in November 2008 under the relevant inspection framework at that time.

The new judgement of 'good' reflects the current inspection framework as well as any changes at the school since the last inspection.

The school has not been inspected for 12 years, which is longer than the five-year maximum interval between inspections. Changes in school effectiveness may have happened at any point in that period. The long time between inspections is because the law changed in 2011; it made outstanding schools exempt from routine inspection.

What is it like to attend this school?

Pupils aim high and achieve well at Foxmoor Primary School. They thrive because of the many exciting and well-planned learning opportunities that are on offer. Leaders ensure that staff make the most of their talents so that pupils learn from experts. Music is a real strength, and everyone gets involved. Pupils build and refine their musical knowledge. They sing and play instruments to a high standard. They have fun taking part and performing.

Pupils, parents, carers and staff told us that there is a strong community spirit here. Pupils and staff are proud of their school. They feel safe and cared for. They have confidence in staff to help them when they need it. The nurturing environment encourages pupils to look after each other and to notice when younger children might need help. Staff help them to learn how to manage their own behaviour. Strong relationships and high expectations mean that pupils' behaviour is exceptional.

Learning at Foxmoor goes well beyond the school walls. Pupils in Year 6, for example, base much of their work on the rich experiences gained during a residential visit. Staff make the most of the extensive outside space, encouraging exploration and keeping fit. Learning is real and relevant.

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

The new headteacher and his senior team are ambitious for pupils. The high-quality curriculum provides 'excellence through enjoyment'. Pupils' personal development and their behaviour and attitudes are exceptional. Rich, wide learning experiences help pupils to grow their own inner confidence. They also develop tolerance and an understanding of how others live their lives.

Where subjects are planned well, pupils learn and remember well. Pupils explained to the inspectors with confidence about different types of transport being more or less sustainable. Pupils listened carefully to different views about this and asked sensible questions that built on other pupils' ideas.

Pupils work hard in lessons and rise to the high expectations set by staff. Strong learning habits begin as soon as children start at the school. In the Reception and newly established Nursery classes, classrooms are vibrant and interesting. Children talk about their visit to a pond, investigate the water area and sing songs as they count frogs. Adults use questions and talk to children, as they play, in a way that helps children to move forward with their learning.

There is a strong reading culture which helps pupils to become confident readers. Phonics is scrupulously organised and adapted as pupils gain phonic knowledge and their needs change. Pupils who fall behind read often and have books that match their phonic knowledge. This helps them to grow in confidence and overcome their

difficulties. The library is organised well. Pupils talk enthusiastically about authors they enjoy and about the lists of books for each year group. The school librarian helps pupils broaden their reading and choose from the high-quality books.

Leaders consider and use the interests and expertise of staff. As a result, pupils enjoy enthusiastic, vibrant learning throughout the day. Leaders find high-quality external training, for example in mathematics, geography and phonics. Curriculum plans in most subjects ensure that learning is coherent, exciting and inspiring. Staff bring the plans to life with engaging activities. Leaders have an accurate and honest view of the development of different subjects. The curriculum plans for some subjects, such as computing, need more work to make sure they build learning across year groups.

Pupils with special educational needs and/or disabilities (SEND), learn alongside their friends. Teachers and teaching assistants talk with pride about how well staff work as a team to support pupils' learning. Pupils with SEND achieve well over their time at school. However, some pupils' individual plans are not clear about pupils' next steps or the strategies they need. This could slow their progress.

The governing body actively seeks to ensure that governors have the knowledge needed to fulfil their roles well. They want to challenge leaders as well as support them. There were some disappointing small dips in outcomes last year. The school development plan outlines actions to respond to this. This includes the development of curriculum leaders' roles. Some curriculum leaders are not actively involved in making sure that the planned curriculum is taught as intended. The plan has an appropriate set of actions to develop the curriculum. However, there is less detail showing governors exactly how the actions will improve outcomes for pupils. Also, governors do not have clear information in the plan about how and when actions will be completed.

Safeguarding

The arrangements for safeguarding are effective. Staff understand their roles in keeping children safe. They know the signs to look out for and are vigilant in reporting any concerns they may have. Leaders ensure that staff have the training and ongoing discussion that keeps safeguarding a priority. Pupils say that they feel safe. They know who they should talk to if they have any worries. They know about bullying and what should be done if it ever happens. Pupils also know about how to keep themselves safe while using the internet.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school development plan does not support governors well enough to be able to challenge leaders about planned improvements. There is too little information about expected timescales for improvement and what difference improvements are expected to make to pupils' achievement. Leaders need to ensure that the

school development plan has the information needed so that governors can keep a close check on progress at the school.

- Some subjects, such as music, reading and mathematics, are well sequenced. Pupils gain and master knowledge in these subjects as they move through the school. Other subjects, such as computing, are being developed so that they are as carefully planned. The curriculum leaders for some subjects do not have an active role in checking their subjects. Therefore, they do not rigorously check that pupils gain the knowledge that the school expects, term by term and year by year. Leaders need to ensure that the intended curriculum in all subjects is taught consistently across the school.
- The special educational needs coordinator has worked to develop clear systems for outlining the support and strategies needed for pupils with SEND. Pupils' individual plans vary in quality. A small proportion have clear, measurable targets that help staff to adapt curriculum plans well. Others have very broad targets and strategies that are less likely to secure tangible improvements for pupils over time. Leaders need to ensure that they check that pupils' individual learning plans are of a consistently high standard.

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 Ofsted Parent View information 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	115572
Local authority	Gloucestershire
Inspection number	10133441
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	265
Appropriate authority	The governing body
Chair of governing body	Faye Ingram
Headteacher	Richard Bridgewater
Website	www.foxmoorprimary.co.uk
Date of previous inspection	19 November 2008

Information about this school

- In December 2019, the Nursery classes, which are located on the same site of the school, became part of the school, with the same governing body as the school. The Nursery classes include three- and four-year-old children.
- A new headteacher started at the school last year, in January 2019.

Information about this inspection

We carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a section 5 inspection under the same Act.

- Inspectors had several meetings with the headteacher and the assistant headteachers. An inspector also met with several members of the governing body. A further meeting took place with a representative from Gloucestershire local authority, who works with the school.
- To inspect safeguarding, we met with the school's designated safeguarding leader and a deputy safeguarding leader. We also talked to pupils about their views and to staff. We scrutinised documents related to safeguarding, including checking staff recruitment arrangements.

- To inspect the quality of education at the school, we did deep dives in mathematics, music, geography, science and reading. We talked with pupils and looked at their work. We observed pupils reading with their teachers. We visited lessons alongside leaders. We also talked to teachers about how they plan out the curriculum. We also met with curriculum and senior leaders to find out about how these subjects are planned, taught and checked.

Inspection team

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