

Inspection of a good school: Foxhill Primary School

Brighouse and Denholme Road, Queensbury, Bradford, West Yorkshire BD13 1LN

Inspection dates:

26–27 February 2020

Outcome

Foxhill Primary School continues to be a good school.

What is it like to attend this school?

Parents and carers realise that this school's music curriculum is exceptional. One parent said: 'Music is at the heart of this amazing school and it feeds into everything they do, enriching all aspects of school life. My children feel so at home at Foxhill and it feels like a big family.'

Pupils were proud to showcase their musical skills during this inspection. The choir sang in harmony and the brass band performed jazz pieces, popular theme tunes and the hymn 'Abide with me'. Seventy-five pupils are learning to play musical instruments, including brass, guitar, piano and drums. All pupils learn to play the recorder and some teachers are learning too. The headteacher learned to play the cornet along with pupils. Many staff play in the orchestra and they are often joined by parents and ex-pupils.

The headteacher and deputy headteacher have over 50 years' service between them since they joined this school decades ago. They have built a skilful and united team of dedicated teachers. Morale is high. Staff choose to stay here, so there is consistency and continuity. This helps pupils to feel safe and happy. There is hardly any bullying but, if it does happen, leaders resolve it quickly. Leaders expect the very best of pupils. Consequently, pupils behave impeccably at all times of the school day.

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

Children get off to a flying start in the early years. This school is on the top of a hill and it is the highest school in England. This location means that it is exposed to extreme weather. Leaders wanted to make sure that the youngest children can play outside every day. They designed an outdoor space that is covered overhead. Children still need their coats when they are outside in 'the den' but they can learn outdoors every day, even when it is raining heavily or snowing.

Children leave Reception Year reading as well as they should for their age. This means that they are well prepared for the Year 1 curriculum. Teachers build on this strong start

in Year 1. Almost all pupils meet the standard in the Year 1 phonics screening check. For the last three years, 94% of Year 1 pupils have achieved this.

Pupils sustain high standards in reading throughout the school. In 2019, Year 6 pupils achieved reading results that were significantly above average and in the highest 20% of all schools.

Standards are equally high in mathematics. Mathematics results have been within the top 20% of all schools for the last three years. The proportion of pupils reaching even higher than the expected standard in mathematics was double the national average in 2019.

Leaders know that some subjects need further development. Leaders have designed a sensible, strategic plan to complete this work in the year ahead. Teachers are working together in teams to develop these new curriculum plans. Teachers appreciate the extra time that leaders give them to help them do this extra work.

Many teachers have stayed at this school since they began their careers as newly qualified teachers. Leaders have ensured that all teachers are trained well. All teachers follow school policies consistently. This includes the policy for managing pupils' behaviour. All teachers make sure that pupils have the resources that they need in each lesson. Teachers plan work that is interesting and enjoyable. Pupils are fully engaged in their learning and they all behave well in lessons. This means that learning is never disrupted by poor behaviour. All staff and pupils show respect towards each other.

Leaders believe that pupils with special educational needs and/or disabilities (SEND) should not miss out on the curriculum. They make sure that pupils with SEND are not taken out of lessons. Teaching assistants help pupils with SEND to keep up. They provide useful notes to teachers about how well pupils with SEND managed and how much extra help they needed. Pupils with SEND try hard to work independently and they only ask for help when they need it.

Leaders celebrate different religious festivals and national events like Black History Month. Pupils take part in competitive sporting events with other schools. In arts week, pupils do fine art in the morning and create larger art installations each afternoon. There is an exhibition at the end of arts week to showcase pupils' work. Pupils have lots of opportunities to take part in drama. Sometimes, pupils improvise when they put on 'a play in a day'. Given the exceptionally high standard of music, it is no surprise that the junior choir and brass band are regular winners when they compete at the Harrogate Competitive Festival.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make all the necessary recruitment checks when they appoint staff. Governors check leaders' safeguarding arrangements. Staff are well trained. Leaders provide frequent safeguarding training updates.

Pupils know how to keep themselves safe. Special visitors come and speak to pupils about e-safety. Pupils wrote to Bradford Council when they had no school crossing patrol officer.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not yet reviewed the curriculum in several subjects, including languages, religious education, physical education and computing. Leaders should check that the curriculum matches the national curriculum programmes of study for each subject to make sure that there is progression in key concepts and skills. They should check that the curriculum is helping pupils embed and use their prior knowledge to access new and demanding content. Leaders should implement their plans to ensure that pupils make progress in working scientifically across key stage 2.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that [the school could now be better than good, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good on 9 November 2010.

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	107432
Local authority	Bradford
Inspection number	10121856
Type of school	Primary
School category	Foundation
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	231
Appropriate authority	The governing body
Chair of governing body	Richard Hainsworth
Headteacher	Sally Hey
Website	www.foxhillprimaryschool.co.uk
Date of previous inspection	29 June 2016, under section 8 of the Education Act 2005

Information about this school

- The proportion of pupils with SEND in the school is much smaller than the national average.

Information about this inspection

- During the inspection, I met the headteacher, a group of three governors, including the chair of the governing body, and senior and middle leaders, including the deputy headteacher, subject leaders and those responsible for safeguarding. I also met a representative from the local authority.
- I looked in depth at reading, mathematics and science.
- I spoke to pupils about their learning and heard pupils read. I visited lessons and discussed pupils' work with the headteacher, the deputy headteacher and subject leaders. I discussed pupils' learning with teachers following visits to their lessons. I also asked teachers about how well leaders support them in managing their workload.
- I spoke to pupils and staff at breakfast club, at breaktime and during lunch.
- I evaluated documentation, including the school improvement plan, minutes of meetings of the governing body, records of behaviour and exclusions, documents linked

to pupils with SEND and safeguarding records. I also read reports that had been written by the local authority and the school improvement partner.

- I spoke to parents at breakfast club and read the 29 responses to Ofsted's Parent View survey. I considered the 16 staff responses to the survey of their views. There were no responses to the pupil survey.

Inspection team

Tracey Ralph, lead inspector

Her Majesty's Inspector

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