

# Fox Hill Primary School

## Inspection report

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<b>Unique Reference Number</b>	107074
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	377526
<b>Inspection dates</b>	10–11 January 2012
<b>Lead inspector</b>	Lynne Blakelock

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 of pupils on the school roll</b>	271
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Peter Jenkins
<b>Headteacher</b>	Nicola Shipman (Executive Headteacher)
<b>Date of previous school inspection</b>	9 February 2009
<b>School address</b>	Keats Road Sheffield S6 1AZ
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## Introduction

### Inspection team

Lynne Blakelock  
Ann Taylor  
Susan Hall

Additional inspector  
Additional inspector  
Additional inspector

This inspection was carried out with two days' notice. The inspectors observed 12 teachers in 20 lessons, over approximately 11 hours. As well as observing classes, over the full or part-lesson, inspectors spent time watching pupils' learning in small groups and individually and discussed their learning with them. The inspectors held meetings with groups of pupils, with senior and middle leaders and with representatives of the governing body. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at the school's improvement planning, data about the achievement of all groups of pupils represented in the school and samples of their learning. They analysed 26 parental questionnaires.

## Information about the school

This is a larger-than-average sized primary school, compared to others of its type. Most pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is well-above average. The proportion of pupils with disabilities and with special educational needs is well-above average, and most have moderate learning or behavioural difficulties. An Integrated Resource Unit caters for 19 pupils with complex and multiple needs. A much higher proportion of pupils than is the case nationally join or leave the school at other than the expected times.

The school has achieved a range of awards recently, including the Primary Science Silver Quality Mark, the Eco-Schools bronze award, Healthy Schools status and the International School award. It has achieved the Activemark for the last three years. The school met the government's floor targets for academic performance last year.

Since September 2009, the school has been in a federation with Montenev Primary School. The two schools share an executive headteacher, an executive deputy headteacher, other federation leadership roles and a governing body. From January 2012, the federation is developing a permanent partnership with Mansel Primary School. This inspection focused entirely on Fox Hill Primary School, at which the Executive headteacher spends 50% of her time. A deputy headteacher and assistant headteacher are permanently based at the school.

The Fox Hill and Grenoside Children's centre school is located on the site. It is managed by an external provider and is being inspected separately.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate**  
Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

<b>Overall Effectiveness</b>	<b>3</b>
<b>Achievement of children</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of children</b>	<b>2</b>
<b>Leadership and management</b>	<b>3</b>

## Key Findings

- This is a satisfactory school. All groups of pupils achieve satisfactorily overall through the school, from the Early Years Foundation Stage onwards although in writing, attainment is lower and progress slower than in reading and mathematics.
- Leadership and management are satisfactory in this improving school. It is moving forward because of the cohesive approach and clear focus of the headteacher, leadership team and the governing body. Most leaders and managers collect and analyse detailed data about the work of the school, which is instrumental in the school's improvement. However, the Integrated Resource Unit does not assess pupils' progress well enough. The school's evaluation of the Unit's effectiveness is not thorough enough to diagnose promptly areas for improvement.
- The federation is contributing effectively to school improvement through the sharing of resources, skills and expertise. It has also resulted in a broader range of activities and opportunities for pupils.
- Teaching is satisfactory overall, with a growing proportion that is good or better. Some inconsistency in practice, mainly in the appropriateness of tasks to meet the needs of all groups of pupils, results in progress through the school that is satisfactory rather than good. The school is suitably focused on promoting pupils' skills in letters and sounds, reading, writing and mathematics, with some, but not consistent, application of these across all aspects of the curriculum. Marking of pupils' work tells them regularly what they have achieved, but does not always tell them the next steps in learning.
- Pupils' behaviour is good. The pupils are supportive towards each other and behave well, both in lessons and at play. The school values all pupils. They feel secure in school and enjoy being there. Both pupils and their parents and carers judge the school to be a safe place, in which pupils are cared for well.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## What does the school need to do to improve further?

- Raise attainment and accelerate pupils' progress, particularly in writing, from the Early Year's Foundation Stage onwards, and including in the Integrated Resource Unit by:
  - providing an accurate match of tasks to meet pupils' needs in all lessons
  - making sure that marking always informs pupils of the next steps in learning, as well as their achievements
  - making sure that the skills learnt through the teaching of letters and sounds, reading, writing and mathematics are applied consistently across the curriculum.
  
- Strengthen the effectiveness of leaders and managers at all levels in driving school improvement by ensuring that there is:
  - a full and accurate picture of performance, practice and outcomes in their areas
  - a more-sophisticated means of assessing pupils' progress in the Integrated Resource Unit, in order to tailor all learning to pupils' very specific needs
  - more-rigorous self-evaluation in the Integrated Resource Unit, in order to diagnose more swiftly areas for improvement and respond to them.

## Main Report

### Achievement of pupils

From levels of knowledge and skills on entry to the Early Years Foundation Stage that are well below those typical for their age, particularly in speaking, listening and communication skills, all groups make satisfactory progress overall throughout the school, although progress in writing is slower than that in other subjects. There is a major focus on reading, writing and communication skills, and numeracy, which starts in the Nursery. Activities reflect this. In both Nursery and Reception Years, daily and systematic teaching of letters and sounds is enabling the children to start forming letters and words and to identify them. The children make satisfactory progress including in speaking, listening and communication. Although some children enter Year 1 with well-below average levels in speaking and listening, their progress is satisfactory from their starting points. They make good progress in their personal, social and emotional development, working cooperatively and showing increasing confidence in learning independently, which is promoted well through the school.

Reading levels by the by the end of Year 2 are well-below average, but the gap between national and school levels is narrowing as good strategies become more firmly in place. Younger pupils, increasingly, show their understanding of texts, as well as their ability to decipher words through breaking them down into units of sounds.

By the end of Year 6, attainment is average in reading, writing and mathematics. Progress in English through Year 5 and 6 is good. The accelerating picture of progress as pupils move through the school is due to the higher proportion of good teaching, and the impact of effective intervention strategies in each year group. Increasingly, pupils are using powerful vocabulary in their writing and show good skills in writing for a purpose. However, the pace of pupils' progress in writing is slower through the school than in reading and mathematics. The high proportion of pupils who enter the school at other than the expected times, make similar rates of progress to other groups because the school identifies their needs quickly and addresses them. Pupils with disabilities and those with special educational needs are making satisfactory gains in their learning. Those in the Integrated Resource Unit gain confidence and self-esteem in the nurturing environment and achieve satisfactorily overall. Pupils learn to manage their disabilities well through appropriate support and resources. Those pupils known to be eligible for free school meals and those from minority ethnic groups make similar progress over time to other groups of pupils.

Parents and carers who responded to the questionnaire were unanimous in judging their children's progress to be good. It is satisfactory overall, although quickening through upper Key Stage 2.

### **Quality of teaching**

A greater proportion of teaching than found at the time of the last inspection is good, with a small proportion that is outstanding. Inconsistencies in practice, however, restrict progress over time to satisfactory. Parents and carers judge teaching to be consistently good. Inspection evidence shows it to be variable, but improving.

Good relationships between staff and pupils are a major strength in promoting pupils' engagement in lessons and their progress. Common strengths include pupils' clear understanding of the purpose of learning. Pupils are increasingly engaged in their work, due to an improving curriculum that includes a variety of styles of learning to match their interests and more regular chances for them to learn for themselves. There are occasions in the Nursery and Reception classes when some boys are less engaged, although, along with the other children, they have opportunities to develop lots of skills indoors and outdoors.

In the best lessons, there is a brisk pace, ample time for pupils to learn for themselves and an accurate match of tasks to the levels at which pupils are working. In a Year 6 guided reading lesson, pupils made quick progress in their understanding of deduction and inference, through interesting texts that were matched carefully to pupils' abilities and through very focused questioning. Also, the texts promoted pupils' spiritual, moral, social and cultural understanding, as they saw the world and peoples' circumstances through other peoples' eyes. While the teaching of letters and sounds is developing pupils' reading and writing skills systematically, the methods used are not always transferring across to other learning, from the Early Years Foundation Stage onwards.

In satisfactory lessons, planning does not provide a good level of challenge for all pupils to accelerate their progress. In the Integrated Resource Unit, pupils are occupied purposefully and enjoy learning, which is often imaginative. However, some of the activities observed, despite the widely different needs of many pupils, were too similar to be able to provide well for the needs of some individuals.

Pupils know the levels at which they work and have targets which they work towards. Together with regular opportunities for them to assess their own learning and that of their peers, they are starting to be more critical of their work. Teachers' marking usually tells them what they have achieved, although next steps in learning are sometimes not included or are not often focused enough to help them to develop or refine a specific skill. In the Early Years Foundation Stage, there are some missed opportunities to record pupils' learning.

### **Behaviour and safety of pupils**

The school's data and inspection evidence confirm pupils' good behaviour in lessons and around the school, over time. The overwhelming majority of the parents and carers who responded to the questionnaire agree. Pupils show positive attitudes towards school, learning and to each other and the staff. They say that the school's behaviour policy is effective in helping them to manage their behaviour. Pupils who have had behavioural issues in the past are now generally behaving well. In and out of lessons, they are developing personal and inter-personal skills and a growing understanding of what is right and wrong.

Attendance has risen for the third consecutive year. Currently average, it is moving quickly towards being above average, helped by pupils' greater understanding of the importance of good attendance and its link to progress and the school's strategies to promote attendance.

Pupils feel secure because of the school's systems and routines to keep them safe. A comprehensive programme of personal, social and health education, running through the school, promotes their good understanding of how to be safe and stay safe. Pupils say that there is very little bullying in school, helped by the staff's intolerance of it. They demonstrate a good understanding of different types of bullying, particularly cyber-bullying and they can explain what actions they must take if they are bullied. They are confident that any bullying will be dealt with effectively.

### **Leadership and management**

The executive headteacher and senior leaders have a clear understanding of most aspects of the school's performance and its needs, based on regular monitoring and evaluation of its work and impact. The governing body works closely with leaders. It complements the school's skills and demonstrates high expectations of the school's performance. This cohesion is significant in the school's satisfactory capacity to improve, which is confirmed by the narrowing of the gap in standards between school's performance and national levels and steadily rising attainment by the end of Year 6. The school uses its federation with other schools profitably, particularly with the skills and expertise that are offered to promote improvements, including shared in-service training and specialist teaching. It demonstrates satisfactory promotion of

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equality and freedom from discrimination in the satisfactory progress of all groups of pupils and the checks made of pupils' involvement in activities.

There are a few inconsistencies in the quality of monitoring of the school's work, however, which means that it does not always have a totally accurate or complete picture of some aspects of its performance. A few leaders are new to their roles and are developing their areas satisfactorily, particularly in assessing pupils' learning. Assessment processes in the Integrated Resource Unit are not sophisticated enough to give the quality of information needed to ensure provision matches all pupils' needs effectively. However, the evaluation of the impact lacks the necessary thoroughness to provide a full picture of its performance.

The school provides good daily care for its pupils, supported by safeguarding arrangements that meet the statutory requirements. Arrangements for pupils who may be vulnerable due to their circumstances are a strength and enable these pupils to make similar progress to other groups of pupils. The breakfast club offers a nutritious start to the day's learning.

Since the last inspection, creative learning teams have been established, which have broadened the range and organisation of learning and contributed to a satisfactory and improving curriculum. There is not yet a consistently accurate match to need in some activities. However, the school's numerous awards confirm the attention to health, safety, pupils' awareness of the world and their role in it. Learning in information and communication technology has a clear focus on promoting age-related competences and skills. The school promotes pupils' spiritual, moral, and social development comprehensively through the curriculum and daily routines and responsibilities. The pupils' cultural development is a developing aspect, with some good emerging practice. A range of out-of-lesson activities enables pupils to learn new skills.



## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the children' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



12 January 2012

Dear Pupils

### **Inspection of Fox Hill Primary School, Sheffield, S6 1AZ**

On behalf of the inspectors, thank you for welcoming us into your school recently. We enjoyed watching you learning and playing. We liked particularly talking to you about your learning and what happens in school. Your views are important to us and have contributed to the judgements that we have made.

We judge your school to be satisfactory. That means that you make satisfactory progress from the Early Years Foundation Stage onwards and reach average attainment by the end of Year 6 in English and mathematics. Teaching is satisfactory overall, but some teaching is good and in those lessons you make faster progress. Your progress in writing is slower than in reading and mathematics. You think you learn a lot in school and we agree that there is a good coverage of subjects and skills, including information and communication technology, as well as chances for you to take-on responsibilities. You are happy in school and enjoy learning. We are delighted that your attendance continues to improve. It is average and rising. You feel safe in school and say that behaviour is good. We agree.

The executive headteacher and her staff are making improvements to the school and know more needs to be done. We have asked the headteacher to enable you to reach higher standards through the school by making sure that teaching is always good and that marking tells you how to move forward in your learning. Also, we want the skills that you learn in phonics lessons, guided reading, writing and in mathematics to be practised in other lessons to help you progress more quickly. The staff will keep a very careful check on your performance to make sure you have the right level of work.

We hope you will work with the staff to make these improvements. You can do this by working as hard as you can and by taking the advice of the teachers.

Yours sincerely

Lynne Blakelock  
Lead inspector

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