

Inspection of Foxhills Junior School

Foxhills, Ashurst, New Forest, Southampton, Hampshire SO40 7ED

Inspection dates: 3–4 March 2020

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils at Foxhills are keen to learn and do well. Leaders have carefully created a curriculum and environment that motivates and excites pupils. As a result, they work hard and do well. Opportunities abound for pupils to be part of the wider life of the school, from leading assemblies to supporting others at playtimes. Pupils are highly involved in, and proud of, their school.

Expectations of behaviour and achievement are high. Pupils know that the school values of 'care, learn, enjoy, achieve, reflect' underpin everything. They strive to model them in everything they do. They were clear that any form of discrimination would not be tolerated. Pupils have confidence in staff to deal effectively with any form of bullying, which is rare. In lessons, pupils behave well and apply themselves diligently to their learning.

Pupils are well cared for. They in turn care for each other. Adults across the school build warm relationships with pupils. As a result, pupils feel valued and secure. Staff want the very best for their pupils. They know pupils very well and make sure that pupils get the right help to be successful.

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

Leaders and teaching staff are dedicated and hard working. They share a total commitment to ensure that all pupils do as well as they can. As a result, pupils attain well. Committed, knowledgeable governors echo the determination that every child will be prepared to lead a successful life. The senior team constantly reflects on what it offers pupils. Its members refine and improve things in a quest to provide the very best education for pupils. Parents, governors, staff and pupils rightly have a high degree of trust in school leaders to do this.

Leaders have strengthened the teaching of reading. Throughout the school, teachers focus on helping pupils to build their vocabulary and understanding. In addition, they read regularly to pupils. As a result, pupils are keen readers who use a range of texts well to help them in their learning. Pupils who need extra help benefit from additional teaching, including in their phonics, to help them to catch up quickly.

The curriculum has been carefully organised using both the school's combined subject 'project' approach and some specific subject teaching. In some subjects, such as mathematics, history and PE, pupils build on what they know and can do well and attain highly. In other subjects, such as art, music and modern foreign languages, learning is not as well sequenced because plans are not yet as carefully focused on building and deepening knowledge over time.

Leaders have created a culture where staff feel very well supported. They provide highly effective training for staff. Staff also benefit from working collaboratively to

share expertise. Subject leaders are passionate and keen to develop the teaching of their subjects with ongoing support from more experienced leaders.

Pupils with special educational needs and/or disabilities (SEND) are well supported. Leaders quickly identify their needs and appropriate plans are then put in place. Teaching assistants are well trained. They work effectively with teachers to plan activities that are well matched to the needs of the pupil. As a result, pupils with SEND experience success and grow in confidence.

Classrooms are calm and purposeful places. Pupils are polite, caring and considerate towards each other. In lessons, they listen to their teachers and try their best.

Leaders ensure that the pupils' personal development is of central importance. They take great care to make sure that everyone benefits from special visits and activities around this. For example, the RED Force (Rights, Equalities, Discrimination team) recently visited parliament. It then led an assembly to share what its members learned with everyone. The new CARES (Community, Assertiveness, Relationships, Emotions, Sex Ed) personal development programme is leading the way in weaving this type of learning through the taught curriculum.

Safeguarding

The arrangements for safeguarding are effective.

Keeping pupils safe is a top priority. Parents, pupils and staff all agree that pupils are safe in school. Staff are well trained to spot if a pupil is at risk of harm. They know how to report any concerns they might have. Leaders act quickly on any concerns and work effectively with a range of agencies to support pupils and their families.

Pupils are taught to keep safe in a range of situations, including when online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, such as mathematics, English, history and PE, pupils are very well supported to practise, build on and secure their knowledge and skills through a carefully planned curriculum. This is not yet fully the case in all of the foundation subjects. Leaders should continue their effective work in developing the curriculum so that pupils achieve highly across the breadth of subjects. Senior leaders should continue supporting subject leaders to help them to ensure that developments in the curriculum are successful and any ongoing needs are identified.

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	115956
Local authority	Hampshire
Inspection number	10088176
Type of school	Junior
School category	Community
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	364
Appropriate authority	The governing body
Chair	Ann Arscott
Headteacher	Andrew Shore
Website	www.foxhills-jun.hants.sch.uk
Date of previous inspection	15 May 2018, under section 8 of the Education Act 2005

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We met with senior leaders, subject leaders, the special educational needs coordinator, teachers and support staff. The lead inspector met with members of the governing body, including the chair of governors. The lead inspector made a telephone call to a representative from the local authority.
- We did deep dives in the following subjects: reading, mathematics, PE, music, history and art. In each subject, we met with curriculum leaders, visited lessons, talked to pupils, spoke to teachers and looked at pupils' work.
- We reviewed safeguarding records, including the single central record of recruitment checks on staff.
- We spoke to parents during the inspection and considered the views of 138 parents who responded to Ofsted's Parent View questionnaire, including freetext comments.

- We considered the views of staff from conversations and took account of the 29 responses to Ofsted’s staff survey.
- We also spoke with pupils formally and informally about their day-to-day experiences at the school.

Inspection team

Deborah Gordon, lead inspector	Ofsted Inspector
Doug Brawley	Ofsted Inspector
Krista Dawkins	Ofsted Inspector

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