

Foxes Piece School

Newfield Road, Marlow, Buckinghamshire SL7 1JW

Inspection dates

13–14 September 2017

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The school has improved since the last inspection. The headteacher provides dedicated leadership. Her staff work well as a team. They have designed an interesting and varied curriculum.
- Teaching is good. Staff plan lessons carefully and have high expectations about what pupils can achieve. As a result, most groups of pupils make good progress from their starting points. A few disadvantaged pupils make outstanding progress.
- Subject leaders regularly check the quality of learning in their areas of responsibility. They ensure that staff are well trained to accurately assess pupils' progress.
- Pupils are keen to learn. They behave well. They enjoy taking on responsibilities, such as those of school councillor and mathematics ambassador.
- Pupils feel confident and safe in school. They say that there is little or no bullying.
- Most parents are pleased with the school. They say that staff are regularly available to listen to any concerns.
- Children get off to a good start in the early years because of good teaching. They make good progress and are well prepared for their learning in Year 1.
- Governors provide effective challenge to school leaders. They know about the quality of teaching. They make effective use of additional funding.
- Some pupils who have special educational needs and/or disabilities do not make enough progress in mathematics. This is because teachers do not give them the right level of work.
- The most able pupils in key stage 1 do not have enough opportunities to write at length and in greater depth.

Full report

What does the school need to do to improve further?

- Provide pupils who have special educational needs and/or disabilities with the right level of work in mathematics.
- Ensure that teachers give the most able pupils in key stage 1 more opportunities to write at greater length and depth.

Inspection judgements

Effectiveness of leadership and management

Good

- There have been significant improvements to the school since the previous inspection. This has been due to the relentless drive of senior leaders. The dedicated headteacher and her staff have created a school which has high expectations for all its pupils.
- Subject leaders manage their areas of responsibility well. They often check on learning by looking in pupils' books and visiting lessons. Leaders have tried different initiatives to improve pupils' progress, especially in mathematics. The new system is having a very positive impact on pupils' progress.
- School leaders ensure that staff are well trained to fulfil their roles and help pupils to learn. Leaders hold staff effectively to account for the quality of their teaching and assessment. School leaders carefully check how well pupils are progressing.
- The curriculum is vibrant. Most pupils could not name a favourite subject because they say that they like them all. Pupils said that there is always something interesting happening, such as 'Roman Day' and 'French Afternoon'. Pupils take part in many practical activities, including cookery and problem solving. Pupils have lots of chances to develop their musical skills. They enjoy playing instruments, including African drums, recorders and the ukulele. Pupils have many opportunities to develop their investigative skills in science. A wide variety of extra-curricular activities have a positive impact on pupils' learning.
- Sport plays a key part in the life of the school. Pupils take part in many competitions and play a large range of sports both during and after school. These include tennis, gymnastics and fencing. Because the school is part of a local partnership, it can offer sports that pupils have requested. More pupils now take part in sports activities as a result of the physical education and sport premium funding being well used.
- Funding for pupils who have special educational needs and/or disabilities is usually well spent. Teachers and learning support assistants are well trained to provide a range of support.
- The school keeps parents well informed about their child's progress. They like the opportunity to talk to staff in the mornings before school. Parents say that they have seen big improvements in the school since the last inspection.

Governance of the school

- Issues raised in the review of governance that took place two years ago have been addressed. The governing body is now more effective. Governors have well-defined roles and responsibilities.
- Governors know how the school is doing when compared with other schools. They have a clear understanding of where progress is strongest. They also have a view of the next areas to improve.
- School finances have been very well spent. Governors have employed extra staff who have supported those pupils at risk of not doing their best.

Safeguarding

- The arrangements for safeguarding are effective.
- Staff say that ensuring pupils' well-being is their top priority. Parents who spoke to inspectors said that their children feel safe at school. The headteacher has been diligent in ensuring that staff are well trained in all aspects of safeguarding.
- Records relating to pupils' safety, attendance and behaviour are well kept. All child protection procedures are carefully followed. There is a designated governor who regularly checks that training is up to date.

Quality of teaching, learning and assessment

Good

- Teachers are accurate in assessing how well pupils are achieving. They use this information to carefully plan learning that meets the needs of most pupils.
- Reading is a strength of the school. Pupils enjoy reading challenging texts and talk with enthusiasm about the books they have read. One pupil expressed the views of many when they said, 'Reading sucks you into a world of imagination.' Pupils often visit the local library. They regularly read for pleasure at home as well as in school. Pupils have good comprehension skills and they can talk knowledgeably about a book's main themes.
- Pupils' writing skills are usually successfully promoted across the school. Teachers give pupils lots of opportunities to write extensively across a range of subjects. For example, in Year 6, pupils wrote compelling accounts of life in Ancient Greece. However, teachers do not yet provide the most able pupils in key stage 1 with enough opportunity to write at greater length and depth. This sometimes has an impact on the amount of progress these pupils can make.
- Teachers have been well trained to help pupils make good progress in mathematics. There are many opportunities for pupils to develop fluency, reasoning and problem-solving skills.
- Homework is set in all year groups. It helps pupils to practise their skills in reading, spelling and multiplication tables.
- Those who need additional help to catch up receive effective support. Learning support assistants are very experienced and well trained to provide valuable assistance. In some year groups, specialist support enables pupils to make very strong progress.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- The school motto, that 'everyone is someone', is often quoted by all members of the school community. Staff take every opportunity to develop pupils' self-belief in their own abilities. Support groups help pupils to build their confidence and trust.
- Pupils develop their independence through experiences such as residential trips. Pupils

enjoy taking part in a 'responsible citizen initiative' at a local park.

- Pupils are enthusiastic learners and show an interest in their work. They score their own attitudes to learning out of 10. Most score themselves above eight. They listen carefully to the teacher and work hard. They want to do well. Those who find it hard to concentrate on their work receive effective support. This has a positive impact on their attitudes to learning.
- The school council is very active. It suggests many ideas to help improve the school, which are often taken up by leaders. For example, rewards are now given for good attendance.
- Pupils learn the skills they will need in everyday life. For example, pupils had to apply for the role of mathematics ambassador. They had to explain how they could help those in the younger year groups with their mathematics.
- Parents agree that the school supports pupils well and teaches them to stay safe. Pupils know how to be safe in a range of different situations, for example when they are online. Pupils know about the dangers associated with travelling on the roads and railways.
- Pupils have a good understanding of the different types of bullying. They say that bullying is very rare at this school. They are confident that staff would quickly sort out any issues.

Behaviour

- The behaviour of pupils is good.
- In all year groups, pupils conduct themselves well. They are polite and courteous both in lessons and around the school. School records show that there are few incidents of poor behaviour.
- Attendance is close to the national average. It has improved for disadvantaged pupils and those who have special educational needs and/or disabilities.
- The well-attended morning club is well supervised. It provides pupils with a range of interesting activities.

Outcomes for pupils

Good

- Current pupils are making good progress in reading, writing and mathematics. School information for 2017 and checks of pupils' work in books show that standards are rising across the school. This means that pupils are well prepared for the next stage of their education.
- In key stage 1, in 2016, pupils performed in line with the national average. Pupils' work and school data show that current pupils are making strong progress.
- Those who left the school in Year 6 in 2016 did not perform as well as the national average. School information for Year 6 in 2017 indicates strong improvements.
- Pupils make good progress in their reading. The results in the Year 1 phonics screening check have been rising each year. School information shows that these are in line with

the national average. There have been similar improvements in the Year 2 assessment.

- Pupils show good writing skills, both in literacy and across a range of subjects. For example, pupils in Year 6 wrote fascinating accounts about medicine in the First World War.
- Pupils who have special educational needs and/or disabilities make good progress in their reading and writing skills. Because pupils do not always have work that matches their needs in mathematics, progress is sometimes affected.
- Most-able pupils, including those who are the most able and disadvantaged, typically make good progress. This is because of specialist help provided in subjects such as mathematics, music and physical education.
- Disadvantaged pupils do well and funding is well used. Sometimes these pupils make exceptional progress due to the effective support they receive. Some pupils have dramatically improved their writing and mathematical skills in the past year.
- Teachers ensure that pupils make good progress in science, and pupils do well in this subject. They learn how to think scientifically and enjoy conducting investigations. For example, pupils created a field guide of the plants and animals found in the school grounds.
- Those who enter the school later in the academic year make good progress. This is because staff take the time to assess their needs and provide challenging work. This helps pupils to make good progress.

Early years provision

Good

- Most children start Reception with abilities that are typical for their age, although a few have lower skills in language and communication. Teachers provide a warm and welcoming environment. They ensure that children quickly settle into school routines. Parents are very pleased about how staff help their child to feel safe, happy and ready to learn.
- Disadvantaged children make good progress. Additional funding is well used to raise their attainment and progress.
- Teaching in the early years is good. Staff make accurate assessments of children's initial skills. These help staff to plan activities that are well matched to each child's abilities. The classroom and outdoor areas have exciting activities that help children to learn. For example, in the music hut, children can investigate the sounds made by different instruments.
- Children enjoy learning about living things. During the inspection, children delighted in planting flowers. They learned that plants need light, water and soil to flourish. Learning support assistants seize every opportunity to develop children's speaking skills.
- Children behave well. Even though they have only been in school for a few days, their routines are already established. Children know what to do during tidy-up time. Many were confident and cooperated well together.
- Leadership is effective. Systems to ensure that children are safe and secure are well

established. Teachers plan work to challenge and stimulate children. As a result, children make good progress. The proportion of children reaching a good level of development is in line with the national average. Children are well prepared for their learning in Year 1.

School details

Unique reference number	131523
Local authority	Buckinghamshire
Inspection number	10032840

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	216
Appropriate authority	The governing body
Chair	Greg McGivern
Headteacher	Jane Byron
Telephone number	01628 483455
Website	www.foxespiece.co.uk
Email address	office@foxespiece.bucks.sch.uk
Date of previous inspection	17–18 June 2015

Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school is smaller than the average-sized primary school. There are seven classes, with two for the current Year 5. The Reception class is full time. There is no provision for two-year-olds.
- The proportion of pupils known to be eligible for the pupil premium is higher than the national average.
- The proportion of pupils who have special educational needs and/or disabilities is above the national average.
- The majority of pupils are White British. The proportion of pupils who speak English as an additional language is below the national average.
- The school runs a before-school club. It does not provide breakfast, but parents can

drop off their children early in the morning.

- A large number of pupils enter the school at various times throughout the school year. They enter all year groups. For example, in Year 5, a quarter of the pupils have joined the school in the last three years.
- At the time of the previous inspection, the headteacher had only been in post for a few months. Since the previous inspection, the school has expanded the senior leadership team.
- In 2016, the school met the government's current floor standards. These are the expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school currently does not use alternative provision.

Information about this inspection

- The inspectors observed 16 lessons, many seen jointly with senior leaders. Checks were made on the quality of work in pupils' books.
- Inspectors met with pupils to listen to their views about the school and how they felt about their learning.
- A wide range of documentation was considered, including the school's self-evaluation, the development plan and data relating to progress.
- There were 37 responses to the online survey, Parent View. The inspectors also spoke informally to parents at the end of the day. The responses to 34 staff questionnaires were also considered.
- Meetings were held with the headteacher, staff and the governing body. There was a discussion with the services manager of the Buckinghamshire Learning Trust. This organisation is commissioned by the local authority to provide support and advice to schools.

Inspection team

Liz Bowes, lead inspector

Ofsted Inspector

Kevin Parfoot

Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2017