

# Fox Primary School

## Inspection report

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|--------------------------------|------------------------|
| <b>Unique Reference Number</b> | 100482                 |
| <b>Local Authority</b>         | Kensington and Chelsea |
| <b>Inspection number</b>       | 335552                 |
| <b>Inspection dates</b>        | 21–22 October 2009     |
| <b>Reporting inspector</b>     | Gavin Jones            |

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>                 | 4–11                                 |
| <b>Gender of pupils</b>                    | Mixed                                |
| <b>Number of pupils on the school roll</b> | 311                                  |
| <b>Appropriate authority</b>               | The governing body                   |
| <b>Chair</b>                               | Mr A De Segundo                      |
| <b>Headteacher</b>                         | Paul Cotter                          |
| <b>Date of previous school inspection</b>  | 30 March 2007                        |
| <b>School address</b>                      | Kensington Place<br>London<br>W8 7PP |
| <b>Telephone number</b>                    | 020 7727 7637                        |
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 22 lessons, and held meetings with governors, staff, a group of pupils, parents and with individual pupils during lessons and break times. They observed the school's work and looked at a range of information which included assessment data, school documents and monitoring files. Questionnaires were received from 156 parents/carers, 93 from pupils and 33 from staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the achievement of different groups of pupils to determine how well teaching is planned to meet their differing needs
- the effectiveness of leadership at all levels, but especially that of subject leaders, an issue at the last inspection
- how well assessment data is used to plan the next steps in learning and ensure that all pupils reach the levels they should
- the effectiveness of the school's monitoring and self-evaluation with reference to the capacity for sustained improvement.

## Information about the school

Fox Primary is a large school that has twice the national average of pupils from minority ethnic backgrounds and those for whom English is not the home language. The proportion of pupils who have a statement for their special educational needs and/or disabilities is above average, although the overall proportion of pupils with special educational needs and/or disabilities is below average. These figures change markedly from year to year. The proportion of pupils who join or leave the school at times other than in Reception or Year 6 is higher than the national average. The school has several awards for its curriculum including Activemark, Artsmark, Healthy Schools and the Quality Mark.

**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

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

Fox is an outstanding school with considerable capacity for sustained improvement. Its exceptional qualities are marked by its high standards, the excellent progress pupils make and their abundant successes in personal development.

Parents/carers and pupils alike think a great deal of their school. Diversity and equality are highly prized and all groups of pupils succeed and achieve at a high level. 'The school embodies for me what education is about: mixing children from all backgrounds and providing all of them with the best support so that at the end of the day there is no perceivable difference between children,' said one parent in the questionnaire. Similar comments are made about the school's high quality pastoral care.

The headteacher and deputy headteacher drive the school at a relentless pace and their ambition and passion for the school are transmitted to their colleagues, who act as a single unit for improvement. The impact of these endeavours, ably supported by the senior team, is seen in the improvements made in the Early Years Foundation Stage, assessment across the school, the quality of teaching and the revitalisation of the curriculum. Subject leaders range from being very experienced to comparatively new to their roles, and while all are smitten with the desire to maintain the highest standards and improve provision, some are not yet taking a full role in terms of monitoring within their subject areas. In all other respects, the monitoring of performance is comprehensive and robust, and gives leaders and governors a very clear view of the school's work and priorities for moving forward.

In searching for further improvements the school has extended its links with other schools, communities and organisations, both in this country and abroad, at times taking a leading role.

In addition to good and sometimes outstanding teaching, pupils' exemplary behaviour and hugely positive attitudes continue to play a crucial part in the high levels of achievement seen in the school, as does a curriculum that is highly interesting and relevant for pupils. In recent years, teaching has significantly improved as the result of stringent monitoring and support carried out by the headteacher and his deputy. However, some other subject leaders have not had opportunities to observe teaching in their subjects and advise on small changes in practice, such as the lack of detailed planning for individual needs improvements that might be made, or some residual assessment and planning issues in the Early Years

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Foundation Stage.

The considerable popularity of the school's extra-curricular and enrichment programmes reflects its desire to extend pupils' skills and knowledge further. Excellent school meals provide pupils with first-hand experiences of a healthy diet. The school itself organises the supply of its meals, illustrating its care for pupils and its search for value for money.

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

- Improve the quality of teaching and learning to outstanding by:
  - enabling teachers to receive more feedback from subject leaders, based on their lesson observations, in order to make subject-specific improvements to their teaching
  - supporting some teachers in more explicitly planning the details of how they will challenge all groups of pupils, rather than a general focus on higher, middle and lower groups
  - ensuring that assessment in the Early Years Foundation Stage is more closely linked to children's needs, and that they are given more opportunities for first-hand learning.

## Outcomes for individuals and groups of pupils

**1**

In the range of lessons observed during the inspection, it was clear that the closely focused attention paid to pupils' learning ensures that they make excellent progress and achieve at the highest level by the time they leave the school. This has been the case for several years. Willing and complete enthusiasm is a marked feature of pupils' learning. The school shows no signs of complacency or coasting, and is particularly successful at moving pupils on to the higher National Curriculum levels. However, the school also ensures that groups of pupils such as those with special educational needs and/or disabilities and those who speak English as an additional language benefit from excellent support and interventions, so that they too make considerable gains in learning. The lively nature of lessons and the enthusiasm of teachers carry pupils along in their learning so that there is very little difference between the outcomes in key subjects or in different year groups. Boys and girls enjoy and are equally successful in their work.

Pupils' kindness and considerable social skills, together with their high levels of academic success, prepare them exceptionally well for their future education and adult life. The sensitivity with which staff deal with pupils is mirrored in their dealings with each other, creating excellent relationships and high self-esteem. Pupils report no bullying. Very productive relationships with parents and carers have enabled the school to improve attendance year on year, currently to a level above the national average.

*These are the grades for pupils' outcomes*

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|   |          |
|---|----------|
| <b>Pupils' achievement and the extent to which they enjoy their learning</b>  | <b>1</b> |
| Taking into account:  |          |
| Pupils' attainment <sup>1</sup>   | 1        |
| The quality of pupils' learning and their progress  | 1        |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress                      | 1        |
| <b>The extent to which pupils feel safe</b>   | <b>1</b> |
| <b>Pupils' behaviour</b>  | <b>1</b> |
| <b>The extent to which pupils adopt healthy lifestyles</b>  | <b>1</b> |
| <b>The extent to which pupils contribute to the school and wider community</b>  | <b>1</b> |
| <b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> | <b>1</b> |
| Taking into account:  |          |
| Pupils' attendance <sup>1</sup>   | 2        |
| <b>The extent of pupils' spiritual, moral, social and cultural development</b>  | <b>1</b> |

**How effective is the provision?**

Pupils benefit from an excellent curriculum which provides them with a range of rich experiences. Specialist teachers provide good support for the curriculum, especially in areas of music, art, physical education and information and communication technology (ICT). As a result, the curriculum does not simply concentrate on key subjects, but relates to all subjects equally successfully. Evidence of the breadth of curriculum is seen in excellent displays around the school. The school has an innovative approach to making meaningful links between subject areas. Special events such as Black History week provide pupils with excellent opportunities to follow themes such as history, geography, art, music and literacy, and have a strong impact on pupils' personal development.

The range of stimulating activities provides a very successful backdrop to good quality teaching and learning. Teaching has improved significantly over the recent past. In most lessons seen, widespread use was made of ICT. Most teachers use interactive whiteboards to focus learning and share information. In a literacy lesson, sounds were used to inspire writing while video clips of a popular singer helped pupils in their biographical writing. In this Year 6 lesson, outstanding teaching was characterised by involving pupils in discussion, providing a framework for their proposed writing, then helping individuals plan their next steps in learning. Any pupils in danger of not meeting the extremely challenging objectives of the lesson were given excellent support. Marking in books and feedback to pupils provide pointers for improvement and are always encouraging. Where teaching was not up to these high levels, planning was not specific enough to include the range of learners in the class completely, but focused on three general groups instead.

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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Parents of new arrivals speak with considerable warmth of the school’s welcoming support. Special touches, such as flowers on the dining room tables, help make lunchtime a relaxed and civilised social occasion. ‘School lunches are healthy, I enjoy being at school because I get support and I’m happy,’ said one pupil. Pupils’ friendliness towards each other is a mirror of how they are dealt with by adults and makes playtimes fun affairs. More formal support and care for vulnerable children and other groups of pupils with extra needs is outstanding and as a result, these pupils thrive; in almost every case, they reach standards that are at least in line with those expected nationally, regardless of their additional needs.

*These are the grades for the quality of provision*

|  |          |
|--|----------|
| <b>The quality of teaching</b>   | <b>2</b> |
| Taking into account:   |          |
| The use of assessment to support learning  | 1        |
| <b>The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships</b> | <b>1</b> |
| <b>The effectiveness of care, guidance and support</b>   | <b>1</b> |

## How effective are leadership and management?

‘There is exceptional leadership in terms of the challenge and opportunities offered to pupils. This is a challenging, mixed and highly educated community and leadership has been able to listen to parents’/carers’ views without lowering expectations for the pupils and the wider community.’ This is a view of one parent which encapsulates that of many. Enterprise and initiative are actively encouraged and teamwork is very evident. New teachers and subject leaders are very well supported by the leadership team with the staff questionnaire giving many examples of this. However, some leaders are not yet able to completely fill their roles, due to their recent arrival, although the support structure for them is clearly in place. New technology has been embraced with open arms to enrich learning and keep parents informed. Very good use of the school’s accommodation has given more opportunities to create small group spaces for specialist teaching and support. Governors support the school well and are informed by the headteacher of all aspects of the school’s work. Although governors are linked with subject leaders, they are not collecting enough independent information for themselves on how well the school is performing.

The school has been successful in following the notion of community cohesion. All pupils, irrespective of their backgrounds and abilities, receive equal opportunities to benefit from the Fox experience. Links with other schools and community groups are particularly strong. Ever mindful of the characteristics of the school and its community, the school has provided pupils with an invaluable glimpse of the diversity of customs and cultures beyond the school. Pupils meet with others in a variety of boroughs and have good links with local secondary schools. This partnership is extended to support curriculum development. There is a strong link with a riding

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scheme for the disabled which the school supports. The school has global links with schools in Ghana, so that pupils can understand the extreme needs of some children. However, the school has not completed evaluations of its work so far, in order that it can see how successful it has been and what its next steps should be in promoting community cohesion even further.

At the time of the inspection, safeguarding procedures were thorough and well managed. Staff have regular training in child protection issues and risk assessments were in place throughout the school and for visits. All policies were in place, although not all showed that they had been reviewed and evaluated.

The school’s continuing search for improvement illustrates an ongoing commitment to give every one of its pupils the very best experience it can provide and for the best possible value for money.

*These are the grades for leadership and management*

|  |          |
|--|----------|
| <b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>  | <b>1</b> |
| Taking into account:<br>The leadership and management of teaching and learning   | 1        |
| <b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b> | <b>2</b> |
| <b>The effectiveness of the school’s engagement with parents and carers</b>  | <b>1</b> |
| <b>The effectiveness of partnerships in promoting learning and well-being</b>  | <b>1</b> |
| <b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>   | <b>1</b> |
| <b>The effectiveness of safeguarding procedures</b>  | <b>2</b> |
| <b>The effectiveness with which the school promotes community cohesion</b>   | <b>2</b> |
| <b>The effectiveness with which the school deploys resources to achieve value for money</b>  | <b>1</b> |

## Early Years Foundation Stage

Children enter Fox with a range of skills that are above the levels generally expected for children of this age. Many children are confident, enthusiastic and can focus on activities for sustained periods. Many have good qualities of independence. They show particular abilities in aspects of mathematics and language development. They make good progress during their time in Reception. Adults have developed a stimulating environment for the children. The outdoor classroom is particularly exciting and interesting with many children seen working and playing there. The lead inspector was given a guided tour of the allotment and told about gathering potatoes and tomatoes by two very well informed five-year-olds. A group of children were seen building the highest tower using a good range of construction materials. There

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is a clear and appropriate focus on children’s welfare and safety, with children being protected at all times. The team are developing high quality observations and are giving parents good opportunities to add to these observations. The team approach to each child ensures that assessments are accurate. But plans are adapted to reflect these assessments rather than arising from direct observations made of the interests shown by children. Children sit and listen well and respond well to adult-led activities. On occasions, these do not give sufficient opportunities for children to extend and explore by themselves. The setting is led and managed well and clear areas for further development have been identified. Parents/carers have good opportunities to be involved in their children’s learning, with specific mornings set aside for them to share and celebrate learning that has taken place. One parent commented, ‘There is really an excellent range of interesting activities and my child absolutely loves coming to school.’

*These are the grades for the Early Years Foundation Stage*

|  |          |
|--|----------|
| <b>Overall effectiveness of the Early Years Foundation Stage</b>                   | <b>2</b> |
| Taking into account:   |          |
| Outcomes for children in the Early Years Foundation Stage                          | 2        |
| The quality of provision in the Early Years Foundation Stage                       | 2        |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2        |

## Views of parents and carers

The rate of response to the questionnaire for parents and carers was good, and they were overwhelmingly positive in nature. Parents were particularly pleased with the quality of teaching and how much their children enjoyed school, and were overall very happy with the school. A very small proportion of parents expressed some dissatisfaction with the way the school takes account of their suggestions and the way it deals with unacceptable behaviour. However, the inspectors found behaviour to be exemplary and found that the school keeps parents very well informed and listens carefully to their concerns.

## Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Fox Primary to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 156 completed questionnaires by the end of the on-site inspection. In total, there are 311 pupils registered at the school.

| Statements  | Strongly agree |    | Agree |    | Disagree |   | Strongly disagree |   |
|---|----------------|----|-------|----|----------|---|-------------------|---|
|   | Total          | %  | Total | %  | Total    | % | Total             | % |
| My child enjoys school  | 111            | 71 | 41    | 26 | 3        | 2 | 1                 | 1 |
| The school keeps my child safe  | 106            | 68 | 41    | 26 | 8        | 5 | 0                 | 0 |
| The school informs me about my child’s progress   | 69             | 44 | 78    | 50 | 5        | 3 | 0                 | 0 |
| My child is making enough progress at this school   | 82             | 53 | 68    | 44 | 4        | 3 | 0                 | 0 |
| The teaching is good at this school   | 100            | 64 | 54    | 35 | 1        | 1 | 0                 | 0 |
| The school helps me to support my child’s learning  | 82             | 53 | 67    | 43 | 4        | 3 | 0                 | 0 |
| The school helps my child to have a healthy lifestyle   | 94             | 60 | 56    | 36 | 3        | 2 | 1                 | 1 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 61             | 39 | 72    | 46 | 5        | 3 | 0                 | 0 |
| The school meets my child’s particular needs  | 75             | 48 | 66    | 42 | 10       | 6 | 1                 | 1 |
| The school deals effectively with unacceptable behaviour  | 75             | 48 | 58    | 37 | 10       | 6 | 3                 | 2 |
| The school takes account of my suggestions and concerns   | 71             | 46 | 62    | 40 | 14       | 9 | 2                 | 1 |
| The school is led and managed effectively   | 104            | 67 | 45    | 29 | 4        | 3 | 0                 | 0 |
| Overall, I am happy with my child’s experience at this school   | 109            | 70 | 42    | 27 | 3        | 2 | 0                 | 0 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## 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 inspected between September 2007 and July 2008

| Type of school       | Overall effectiveness judgement (percentage of schools) |      |              |            |
|----------------------|---|------|--------------|------------|
|                      | Outstanding   | Good | Satisfactory | Inadequate |
| Nursery schools      | 39  | 58   | 3            | 0          |
| Primary schools      | 13  | 50   | 33           | 4          |
| Secondary schools    | 17  | 40   | 34           | 9          |
| Sixth forms          | 18  | 43   | 37           | 2          |
| Special schools      | 26  | 54   | 18           | 2          |
| Pupil referral units | 7   | 55   | 30           | 7          |
| All schools          | 15  | 49   | 32           | 5          |

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

|                            |  |
|----------------------------|--|
| Achievement:               | the progress and success of a pupil in their learning, development or training.  |
| Attainment:                | the standard of the pupils' work shown by test and examination results and in lessons.   |
| Capacity to improve:       | the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:     | <p>the following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul> |
| Progress:                  | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.  |



23 October 2009

Dear Pupils

### **Inspection of Fox Primary School, London W8 7PP**

Thank you for your help when we visited your school for its recent inspection. You are justly proud of your school and sharing your views with us was very useful. Yours is an outstanding school, helping you to make excellent progress so that you reach standards which are much higher than in many other schools.

Here are some of the highlights we saw on our visit.

- The progress that all of you make in your work from Reception through to Year 6 is outstanding.
- Your curriculum is both very exciting and very interesting.
- Your headteacher and his senior staff lead the school extremely effectively to achieve such successes.
- The care shown to you by your teachers and support staff is outstanding.
- Your behaviour, your interest in healthy lifestyles, the way you contribute to your community and the skills you develop to prepare you for your next school and later life are all excellent.
- The way your school links with your parents and how it ensures all of you achieve your very best are both outstanding.

The school is keen to improve even more, and in order to do so it now needs to:

- help all teachers to be able to teach as well as the very best, so that all teaching is outstanding.

I am sure that you will do your best to keep up the very high levels of progress you make in your work and continue to thoroughly enjoy your time at Fox.

Thank you again for such an interesting visit to your school.

Best wishes for the future

Yours sincerely

Gavin Jones  
Lead inspector

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