

Inspection of Foxhill Primary School

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

Inspection dates: 20 and 21 May 2025

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils are very proud to attend Foxhill Primary School. They are encouraged to 'be the best they can be' in everything they do. They enjoy their lessons, work hard, and take pride in their achievements. Pupils look forward to assemblies where everyone comes together to celebrate their achievements. 'Hot Chocolate Fridays' are a well-earned reward, much prized by all.

Relationships between staff and pupils are warm and caring. Staff know the pupils and their families extremely well and offer valuable support and advice. Pupils are safe and happy. They know that adults will listen and help if they have any worries.

The school is determined that all pupils will achieve well. Since the last inspection, the school has experienced significant changes to staffing, including leadership. The school has brought about improvements to the curriculum and how well staff teach it. These improvements, while not reflected in published outcomes in 2024, are evident in pupils' current achievements across the curriculum.

Pupils are polite and respectful to each other and to staff. Disruptions to learning are extremely rare. Staff deal with them swiftly and effectively if they do happen.

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

The school ensures pupils learn to read well. Staff are skilled and teach phonics with enthusiasm. Pupils who need additional support receive it regularly and keep up with their peers. Older pupils enjoy the rich range of books shared in lessons and look forward to staff reading to them. Younger pupils are thrilled to be chosen to take home the reading suitcase which contains books, hot chocolate, and biscuits.

Over recent years, the school has reviewed the design of the curriculum, so it is more ambitious. The curriculum breaks down the important knowledge for pupils to learn. This helps pupils build their understanding in a logical way. Pupils now benefit from a highly ambitious and stimulating curriculum, which fosters their positive attitudes to learning. Across the curriculum, pupils build secure knowledge and produce high-quality work.

Typically, teachers explain new learning clearly. They choose well-considered activities to help pupils to secure new knowledge. Teachers often revisit prior learning. This helps pupils to make connections between knowledge and remember what they have learned before. However, on some occasions, teachers do not check pupils' understanding carefully enough. This means that, on occasion, gaps in learning are missed and misconceptions are not corrected in a timely manner.

The school identifies the additional needs of pupils with special educational needs and/or disabilities (SEND) quickly and accurately. The school ensures that staff receive the training they need to help them meet the needs of pupils with SEND effectively. Staff provide effective adaptive support for pupils where appropriate.

Children in the early years respond well to established routines and focus on their learning. Staff create purposeful opportunities for children to learn through play. Children quickly gain the important knowledge and skills they need. Interactions between staff and children are often of a high standard. As a result, children can communicate and use language with increasing confidence.

The school checks pupils' attendance carefully. Analysis is used to gain an understanding of the causes of any absence. Staff work closely with families to address any barriers to attendance. Most pupils attend school very regularly and on time. They demonstrate positive attitudes to learning in class and play together nicely at unstructured times.

The curriculum for personal, social and health education teaches pupils how to keep themselves safe, including online. Pupils learn how to look after their physical and mental health. Pupils benefit further from a range of enticing enrichment opportunities. These include a variety of clubs that develop pupils' sporting interests as well as opportunities to develop wider talents, such as singing in the choir or performing in the brass band. Pupils enjoy a range of memorable events and visits to local places of interest, such as museums, to bring their learning alive. The school provides extensive learning and play opportunities outdoors for pupils. These form an essential part of the school's provision and support the development of pupils' physical and mental health. Pupils enjoy their outdoor play and learning at breaktimes.

The school is led and managed successfully. Governors have an effective understanding of what is working well and next steps for the school. They challenge and support the school effectively. Staff enjoy working at Foxhill and feel well supported. Parents and carers are overwhelmingly positive about the care and education their children receive. They appreciate the way they are welcomed into school and the support they receive.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- On some occasions, staff do not check pupils' understanding carefully enough. As a result, gaps in learning are not identified consistently and misconceptions can go unaddressed. The school should ensure that staff check pupils' understanding accurately and address any misconceptions as they arise.

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 information from Ofsted Parent View 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.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	107432
Local authority	Bradford
Inspection number	10370348
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	232
Appropriate authority	The governing body
Chair of governing body	Jonathan Hall
Headteacher	Sarah Thomason
Website	www.foxhillprimaryschool.co.uk
Dates of previous inspection	26 and 27 February 2020, under section 8 of the Education Act 2005

Information about this school

- There has been a significant change to staffing, including leadership since the last inspection. The headteacher was appointed in September 2023. The deputy headteacher was appointed a term later.
- The school uses one unregistered alternative provision.
- The schools runs a breakfast and after-school club on site. This is overseen by the governing body.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other school leaders.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and art and design. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff, and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors met with a representative from the local authority.
- Inspectors met with representatives of the local governing body.
- Inspectors considered the responses to the online survey, Ofsted Parent View, including the free-text comments.
- The inspectors considered the responses to Ofsted's online surveys for staff and spoke to some staff about their workload and well-being.

Inspection team

Tracy Duffy, lead inspector

His Majesty's Inspector

Jane Clayton

Ofsted Inspector

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