

Inspection of Foxhole Learning Academy

Goverseth Road, Foxhole, St. Austell PL26 7XD

Inspection dates: 8 and 9 May 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Early years provision	Good
-----------------------	-------------

Previous inspection grade	Good
---------------------------	------

The headteacher of this school is Kelly Davis. This school is part of Kernow Learning Multi Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Clare Crowle, and overseen by a board of trustees, chaired by David Parker.

What is it like to attend this school?

Foxhole Learning Academy is highly ambitious for all its pupils. It has a 'no excuses' culture to ensure that pupils, regardless of their background, learn well. This includes those with special educational needs and/or disabilities (SEND). Staff know pupils as individuals. They help remove any barriers to learning. This helps pupils to thrive both academically and socially.

The school has reset its behaviour systems. It has trained staff to ensure that they apply them consistently and fairly. As a result, pupils typically behave well. On the small number of occasions they do not, staff quickly address this. Pupils say that bullying is not usually an issue. They trust adults to sort it out if it does. Pupils talk to visitors with impressive confidence, warmth and good humour. They are proud of their school.

Pupils have an active role in the running of Foxhole. Librarians help to promote a love of reading. The school council helps to decide on new playground equipment. The school plans residential to build pupils' resilience and character as well as furthering their academic knowledge. For example, pupils participate in a 'space camp' on the school grounds to learn more about the solar system.

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

Following the pandemic, leadership and staffing changed considerably. The newly formed team gelled together quickly. In the words of one member of staff, 'We are all singing from the same hymn sheet.' Together with extensive support from the trust and the skilful leadership of the headteacher, they set about raising the bar for expectations of how much pupils learn.

The school and trust are rightly proud of how much the school has improved in recent years. However, there is no hint of complacency. Leaders at all levels, including trustees and governors, rigorously check the impact of the school's work. In particular, they consider how well disadvantaged pupils are learning. They quickly address any weaknesses, such as writing, through regular, high-quality training.

The school has built an ambitious and well-sequenced curriculum. This starts in the early years. Staff swiftly check what children can do when they start school. They adjust the curriculum accordingly to ensure they address any weaker areas. In particular, the school has a strong focus on oracy, to help improve pupils' speaking and listening skills. While this work is in the relatively early stages, its impact is already starting to show. Staff prompt pupils, including those with SEND, to expand on their thinking orally. This supports them to become articulate learners.

The curriculum is planned to a high level of detail. This supports teachers in knowing precisely what pupils need to learn. Staff say this also supports them with their workload. Subjects are designed to incorporate the school's context. For

example, the curriculum in art and design incorporates studies of local artists, who also visit the school. This helps encourage aspiration for pupils.

Teachers explain new concepts clearly and check pupils understand them. As a result, pupils generally learn well across the curriculum. However, sometimes teachers give pupils work that does not build on their prior learning. When this occurs, pupils do not deepen their knowledge fully.

Reading is the beating heart of the curriculum. Carefully chosen texts ensure that pupils read a rich range of texts and authors. Staff teach pupils the phonics code well. They closely check how well pupils have learned this. Staff quickly intervene and support those who fall behind. Pupils catch up rapidly. They read books precisely matched to the sounds they know. As a result, pupils become fluent and able readers.

The school places a high emphasis on pupils' personal development. Pupils learn to work together when participating in sports tournaments. They enjoy a range of clubs to develop their talents and interests, such as art and choir. Trips help to provide pupils with new experiences, such as sailing. In the early years, staff's high expectations support children to become independent and resilient.

Pupils feel that everyone at Foxhole is treated equally. They speak with empathy and compassion about some of their peers who need extra support with their behaviour. Pupils talk knowledgeably about British values, such as respect and tolerance. However, for some, their knowledge of religions and cultures different to their own is limited. This hinders their preparation for life in modern Britain.

Following a period of staffing changes, some parents and carers became unsettled. However, this trust is now building back up. They welcome the open door policy of the school to discuss any concerns they have.

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, teachers give pupils tasks that do not consider what pupils already know or which match the high ambition of the curriculum. Consequently, pupils do not build on their learning fully. The trust should ensure it supports teachers to give work which builds on pupils' prior learning and is sufficiently ambitious.
- The personal development curriculum does not yet broaden pupils' knowledge and understanding of different cultures and religions well enough. As a result, pupils are not well prepared for some aspects of modern Britain. The trust should

ensure that the personal development curriculum enables pupils to develop a secure understanding of different faiths and cultures to help prepare them for life in modern Britain.

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 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	140332
Local authority	Cornwall
Inspection number	10322276
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	87
Appropriate authority	Board of trustees
Chair of trust	David Parker
CEO of the trust	Clare Crowle
Headteacher	Kelly Davis
Website	www.foxhole.kernowlearning.co.uk
Dates of previous inspection	19 and 20 September 2018, under section 5 of the Education Act 2005

Information about this school

- The school is part of Kernow Learning Multi Academy Trust.
- Since the last inspection, there have been substantial changes in leadership and staffing.
- The school runs its own breakfast and after-school club.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received 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 trust executive leaders, the headteacher, groups of staff, groups of pupils, trustees and members of the local governing body.
- Inspectors carried out deep dives in English, mathematics and geography. 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.
- The lead inspector also discussed the curriculum and looked at samples of work in English and art and design.
- To evaluate the effectiveness of safeguarding, 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 observed pupils' behaviour in lessons and around the school site.
- An inspector spoke to parents at the start of the school day. Inspectors also considered the responses to Ofsted Parent View.

Inspection team

Jason Edge, lead inspector

His Majesty's Inspector

Cameron Lancaster

Ofsted Inspector

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 looked after children, 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 <http://reports.ofsted.gov.uk/>.

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 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024