

Inspection of Foxes Piece School

Newfield Road, Marlow, Buckinghamshire SL7 1JW

Inspection dates:	17 and 18 June 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils are welcomed each day into a caring environment. They enjoy school and feel safe and valued. Staff take time to get to know each pupil as an individual. They build warm, nurturing relationships that help pupils feel cared for.

A well-considered curriculum, underpinned by the school's aspirational aims, enables pupils to achieve well. Staff work together to meet the needs of pupils, including those with special educational needs and/or disabilities (SEND). This prepares them well for the next stage of their education.

Pupils show positive attitudes and behave respectfully. They are kind and considerate towards others. The school promotes and rewards positive behaviour and celebrates pupils' successes. Staff apply the behaviour policy consistently and model respectful behaviour.

The school carefully enriches pupils' experiences beyond the academic curriculum. A variety of workshops, educational visits and themed weeks are purposefully woven into the curriculum. Pupils talk enthusiastically about how these opportunities have enhanced their learning of the wider world and different cultures.

The school is highly effective in building pupils' character through well-established approaches. Pupil leadership roles are thoughtfully designed with guidance and, where appropriate, bespoke training. For example, peer mediators confidently help others to resolve playground conflicts.

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

The school is highly ambitious in ensuring that pupils achieve well and succeed. The key knowledge, skills and vocabulary pupils need to know and remember across all subjects has been identified. For example, in mathematics, children in the early years practise counting numbers and recognising patterns. Older pupils then apply this number knowledge to solve complex problems.

The curriculum is implemented effectively in many subjects. It nurtures pupils' curiosity and enjoyment of learning. It also helps address misconceptions, which supports pupils in building their knowledge over time. This means that in some subjects, pupils recall key knowledge with increasing confidence. For example, in music, younger pupils in key stage 1 create their own chants and patterns, while Year 6 pupils compose more complex pieces confidently. The school recognises that the curriculum in some subjects is not fully embedded. In these subjects, pupils do not consistently connect new learning with what they have previously been taught. As a result, some pupils struggle to remember the subject-specific skills they have learned over time.

Reading is a priority for the school. This starts in the Reception Year and continues through to Year 6. Books are carefully matched to the sounds pupils know. The school checks pupils' learning to ensure that they build their phonics knowledge effectively. Staff

swiftly identify pupils at risk of falling behind in their reading. They provide these pupils with the support they need, which enables them to catch up quickly. Pupils enjoy their visits to the school library and listening to stories, which play a key role in fostering pupils' love of reading.

Pupils with SEND are well supported. Their needs are identified early so that appropriate provision can be put in place. Classrooms are inclusive spaces, and pupils are very respectful and understanding of each other. Pupils with SEND are fully included in lessons and receive the support they need to succeed.

Staff have high expectations for pupils' behaviour. Pupils respond positively. They behave well and show respect for one another. Children in the Reception Year settle well into school. Staff support them to develop skills and routines, such as sharing and becoming increasingly independent in their learning and play.

The school is taking steps to improve attendance through tailored support and initiatives such as 'unmissable Mondays' and 'fun Fridays'. These approaches are well planned, and the school is beginning to see early signs of impact.

The school provides a wide range of opportunities to enhance pupils' broader development. The personal, social and health education (PSHE) curriculum encourages pupils to develop empathy and understanding of other faiths and cultures. As a result, pupils are knowledgeable about fundamental British values and show respect for how others live in modern Britain. The school's 'foxy' values of respect, kindness, equality, independence and resilience are embedded across school life. Reception children also benefit from weekly sessions in the outside wooded learning area. Activities such as bug hunting nurture their confidence, curiosity and care for the environment. Together, these opportunities help to ensure that pupils are exceptionally well prepared for the next stage of their education and life beyond school.

Governors, alongside leaders, have taken purposeful steps to improve the quality of education and ensure that pupils receive the support they need to develop resilience and perseverance. They prioritise high-quality professional development and place staff's well-being at the centre of decision-making. Consequently, staff feel well supported and proud to be part of Foxes Piece School.

Safeguarding

The arrangements for safeguarding are effective.

(Information for the school and appropriate authority)

- In some subjects that are at an early stage of implementation, opportunities for pupils to retrieve subject-specific skills over time are not fully embedded. As a result, some pupils struggle to connect new learning with what they have previously learned. The school needs to refine and embed its curriculum approaches in these subjects to

ensure that pupils can build on previous learning and deepen their understanding and knowledge over time.

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	131523
Local authority	Buckinghamshire
Inspection number	10379838
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	161
Appropriate authority	The governing body
Chair of governing body	Lynn Davern
Headteacher	Jane Byron
Website	www.foxespiece.co.uk
Dates of previous inspection	8 and 9 November 2022, under section 5 of the Education Act 2005

Information about this school

- The school runs its own 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. 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 and/or sixth form provision). 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.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with senior leaders, a number of teaching staff and representatives from the governing body and local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and music. 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.
- The inspectors scrutinised a range of documents, including leaders' evaluation of the school and priorities for school improvement.
- 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 considered the responses to the online survey, Ofsted Parent View. They also took into consideration the online Ofsted staff and pupil surveys.

Inspection team

Karen Kent, lead inspector

His Majesty's Inspector

Sahreen Siddiqui

Ofsted Inspector

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