

# Foulds School

Byng Road, Barnet, EN5 4NR

**Inspection dates** 21–22 May 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- School leaders and governors have worked exceptionally well together with the staff to improve the school since the previous inspection. All aspects of the school's work are outstanding.
- Pupils achieve outstandingly well. They make excellent progress from their starting points to reach standards in English and mathematics that are significantly above average by the end of Year 2 and Year 6.
- Teaching is outstanding and results in pupils' rapid learning and progress. Teachers have very high expectations, leading them to devise interesting and well-planned learning activities, and provide very good levels of challenge for all groups of pupils.
- Leaders and teachers are extremely rigorous in checking how well pupils learn and make progress. The information is used carefully to make sure higher attaining pupils are given difficult enough work and to identify any pupils who need additional support and guidance.
- Frequent reviews of staff performance, together with well-chosen training for staff, have driven lasting improvements to teaching and raised pupils' achievement. Accurate evaluations of the quality of the school's work form the basis of high-quality planning for further improvements.
- Through singing in the community, success in sporting events, gardening, charity fundraising and taking responsibility within the school, pupils' spiritual, moral, social and cultural development is promoted exceptionally well. This does much to foster pupils' highly positive attitudes to learning and their outstanding behaviour.
- Pupils feel extremely safe at school and are confident that any incidents of bullying are very rare, as the school's records reflect. Pupils are very confident that their peers and staff at the school will help them should any problems occur. Their knowledge of how to keep themselves safe from harm is excellent.
- Governors are ambitious for the school. They work very closely with school leaders to make sure resources are used effectively to gain the maximum benefits for all pupils. They are supportive and confident in holding the school fully to account.
- The school works successfully to help parents support their children's learning, for example through workshops on how reading is taught and parent discussion groups to consult their views on how the school can develop further.

## Information about this inspection

- Inspectors observed teaching and learning in all classes and undertook some joint observations. They visited 22 lessons.
- Inspectors held discussions with groups of pupils, staff, members of the governing body and a representative of the local authority. They also talked to parents.
- Inspectors listened to groups of pupils read. They looked at work in pupils' books and the school's information showing pupils' progress.
- The school website, development plans and records relating to safeguarding were also scrutinised.
- The inspection took account of 134 responses to the Ofsted on-line Parent View survey, the school's own analysis of a recent survey of parental views and 20 responses to the staff questionnaire.

## Inspection team

Madeleine Gerard, Lead inspector

Additional Inspector

Philip Mann

Additional Inspector

Samuel Ofori-Kyereh

Additional Inspector

## Full report

### Information about this school

- Foulds is larger than the average-sized primary school.
- Children in the Early Years Foundation Stage are taught in two Reception classes.
- The proportion of pupils from minority ethnic backgrounds is similar to the national average. An average proportion speaks English as an additional language.
- The proportion of pupils who are supported through school action is below the national average. The proportion supported through school action plus or with a statement of special educational needs is average.
- The proportion of pupils for whom the school receives the pupil premium (additional government funding for looked after children, pupils known to be eligible for free school meals and the children of service families) is below the national average. There are currently no looked after children, nor children of service families at the school.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school runs a breakfast club that also welcomes pupils attending another local primary school.
- The headteacher provides support for other primary schools.
- The nursery that shares the school site is not included in this inspection because it is not managed by the school. It is the subject of a separate inspection report.

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

- Make sure pupils develop neat and fluent handwriting as they progress through the school.

## Inspection judgements

### The achievement of pupils

### is outstanding

- Pupils are prepared exceptionally well for the next stage in their education. Children join the Reception classes with knowledge and skills that are generally similar to those expected for their age. All pupils, including disabled pupils and those with special educational needs, make rapid gains in their learning across the school to reach exceptionally high standards in English and mathematics by the end of Year 6.
- Children in Reception quickly develop their knowledge of phonics (letters and the sounds they make) and are keen writers of sentences and mini books. An above-average proportion of pupils reaches the expected level in the Year 1 phonics screening check. Pupils' significantly above average attainment in reading and writing at the end of Year 2 shows that pupils build their confidence and fluency in reading and spelling outstandingly well in Reception and Key Stage 1.
- Older pupils are enthusiastic readers because daily independent reading is given priority throughout the school.
- Pupils' work in books is presented carefully. However, there is some variability in the quality of pupils' handwriting because teachers do not always emphasise the development of pupils' fluent handwriting skills and build confidence in writing with a pen.
- The very small proportions of pupils known to be eligible for the pupil premium, and variability in numbers within each Year 6 group, make comparisons across years difficult. In national assessments at the end of Year 6 in 2011, pupils supported through the pupil premium did better than other pupils at the school and reached well above average standards in English and mathematics. In 2012, the proportion of eligible pupils was very small. These pupils reached above average standards in English. Although their attainment in mathematics was behind that of other pupils at the school by four terms, they did as well as all pupils nationally to reach average standards.
- Disabled pupils and those who have special educational needs make rapid progress because they receive extra help that is carefully tailored to suit them so they achieve extremely well. Staff, who are highly trained, work closely with them to develop their basic literacy and numeracy skills, and promote their personal and social development. They benefit from additional sessions led by specialist teachers, therapists and extremely skilled staff.
- The outstanding achievement of all pupils shows the school's impressive success in promoting equality and tackling discrimination.

### The quality of teaching

### is outstanding

- Pupils' excellent learning is the result of first-rate teaching. High expectations motivate pupils to achieve as well as they can. Teachers make very clear to pupils what they are to learn and what they need to do to achieve well.
- Adults extend children's learning exceptionally well in the Reception classes through asking questions that encourage them to think hard. Children working with an adult in the outside area enthusiastically planted runner bean shoots. They handled the plants very carefully and thoroughly enjoyed the challenge of discussing how much water was in the watering can.
- Teachers make sure pupils practise writing a wide variety of different text types regularly. Older pupils in a literacy lesson made excellent progress in writing poems from the point of view of trees. The teaching supported their learning very effectively through clear guidance and discussion of examples written by pupils in the class and the teacher.
- Very effective leadership and management have ensured that pupils' achievement in mathematics has improved securely since the previous inspection. Teachers help pupils to build up their problem-solving skills as they progress through the years and challenge them very effectively to attain consistently high levels. This was observed in a mathematics lesson for more-able pupils in Year 6. They tackled problems, solving golden ratios with great confidence,

and were particularly motivated by the Key Stage 3 work that the teacher set them to do.

- Through choosing interesting books for pupils to read in class, organising visits to the school by authors and poets, and planning opportunities to write book reviews for their classmates, teachers foster pupils' great enjoyment of reading and develop their excellent reading skills.
- Additional adults contribute extremely well to pupils' learning and show highly effective teaching skills, for example through careful questioning of less-able pupils to develop their understanding and boost their confidence to tackle tasks independently. Support for pupils outside of lessons is also of high quality and enables them to catch up quickly.
- When teachers mark pupils' work they often give pupils advice about how to improve and set additional challenges, tasks and exercises. They encourage them to take responsibility for responding to the feedback and comments; pupils do so regularly. Pupils know their individual targets and use these to move up to the next level in their work.

### **The behaviour and safety of pupils** are outstanding

- Pupils are extremely proud of their school and their behaviour around the school and during break times is exemplary. Older pupils hugely enjoy taking on responsibility as sporting equipment monitors and providing a 'listening ear' service to help solve any problems that may occur.
- Their behaviour in lessons is immensely positive as their willing participation, strong listening skills and eager responsiveness show. Pupils discuss their ideas and understanding together in pairs and small groups. This fosters their extremely strong social and emotional development.
- Positive relationships are fostered very strongly so that pupils from diverse backgrounds and in different year groups form strong friendships. Pupils are highly respectful of staff and each other. They are friendly, welcoming and very polite. Staff provide excellent role models.
- Children in Reception develop their personal and social skills exceptionally well because staff plan interesting activities for them to choose for themselves. This promotes their independence and encourages them to share resources, and work and play successfully together. They quickly feel confident and secure.
- Pupils' enjoyment of school is reflected in their consistently high levels of attendance and very low rates of persistent absence.
- Pupils feel safe at school as the overwhelming majority of parents in Parent View confirm. Advice and guidance on keeping safe, including anti-bullying events, visitors from the emergency services, road and bicycle safety workshops and swimming, all help pupils develop an excellent awareness of how to keep safe. Pupils are exceedingly confident that any problems are sorted out thoroughly, as the school's records clearly show.
- The breakfast club ensures that those pupils who attend enjoy a healthy and positive start to the school day. Pupils choose from a varied breakfast menu and appreciate the range of activities, games and books that are available. Pupils make friends across different classes and with those attending another local primary school.

### **The leadership and management** are outstanding

- Since the previous inspection, exceptional leadership and management at all levels have made sure that the school has built on its strengths and tackled areas for development with determination. Their success in securing the school's outstanding overall effectiveness demonstrates the school's capacity for further improvement.
- All leaders and managers have a clear understanding of the school's performance, and team work involving all the staff makes sure the highest standards are maintained so that every pupil is helped to reach their potential.
- Leaders make frequent checks on the quality of teaching and pupils' learning. They evaluate all

aspects of the school's work robustly. Development planning is detailed and is used as a key tool by school leaders and governors to drive further improvements quickly.

- Subjects and topics are appealing and imaginative, and contribute very strongly to pupils' enjoyment in learning, helping to capture their interest quickly and allowing them to achieve highly.
  - A wide variety of popular extra-curricular clubs, such as football and gardening, as well as outings and visits, enhance pupils' experiences, including a residential journey to an activity centre for pupils in Year 6.
  - Such opportunities, together with regular singing, learning to play musical instruments, caring for snails and tadpoles in the Reception classes and success in local gardening competitions, significantly promote pupils' spiritual, moral, social and cultural development.
  - The local authority regards the school as an exemplar of outstanding practice and draws on its expertise to raise the quality of work and skills of staff in other schools.
  - **The governance of the school:**
    - All members of the governing body work closely with the senior leaders to bring about the highest levels of achievement and personal development for pupils by the time they move on to the next stage in their education. They know that the school is successful in comparison with other similar schools and remain ambitious to see the school continue to improve further and do even better. They are fully aware of the school's strengths, including the high quality of teaching, and its areas for development.
    - Through rigorous performance management procedures, senior leaders are challenged to maintain high quality teaching and pupils' outstanding academic performance. Salary increases and greater responsibilities for staff are linked to pupils' progress. Governors check carefully how the pupil premium funding is spent and demand detailed evidence of the impact it has on raising achievement. Governors take training seriously in order to refine their skills and make sure they are fully effective. Statutory duties are met and arrangements to safeguard pupils are checked rigorously. Governors make sure the classrooms and other inside and outdoor spaces are attractive and maintained to a high standard.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	101279
<b>Local authority</b>	Barnet
<b>Inspection number</b>	402847

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

<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>	314
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Bronwen Tumani
<b>Headteacher</b>	Nicola Woolf
<b>Date of previous school inspection</b>	19–20 November 2007
<b>Telephone number</b>	020 8449 2714
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