

Foulds School

Byng Road, Barnet, Hertfordshire EN5 4NR

Inspection dates

16–17 January 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Outstanding

Summary of key findings for parents and pupils

This is a good school

- The headteacher provides strong and dynamic leadership. She and her leaders evaluate the school's effectiveness with clarity and accuracy.
- Following two years of average progress in reading and mathematics, and below average progress in writing, there are now signs of improvement. Pupils with special educational needs and/or disabilities (SEND) make strong progress from their starting points.
- Teachers and support staff are skilled in helping pupils to develop their understanding in mathematics and reading. The quality of writing is not as strong. They do not acquire the skills of writing in steady and progressive steps.
- Safeguarding is effective. There is a strong culture of safeguarding across the school community. The school is a safe place to learn and develop.
- Pupils behave extremely well. They are unfailingly friendly, respectful and polite.
- The curriculum is broad, balanced and effective in contributing to pupils' academic progress. It is enhanced by a wide variety of inclusive extra-curricular clubs and activities. These enrich pupils' spiritual, moral, social and cultural development.
- Leaders help pupils to progress well through making effective use of teachers' expertise in certain subjects, such as physical education (PE) and French.
- Leaders responsible for the early years provide a range of interesting and varied activities to stimulate and engage children's interests. Children enjoy their learning. They develop positive learning habits, as well as the social skills they need to help them form friendships.
- Parents, carers, staff and pupils are overwhelmingly positive about the school, its leadership, its values and its contribution to the pupils' education.

Full report

What does the school need to do to improve further?

- Ensure that all pupils make consistently strong progress, especially those who are most-able, to achieve a greater depth in knowledge, skills and understanding.
- Improve the quality of teaching and learning in writing, so that pupils write fluently, accurately and at greater depth.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher sets a clear and purposeful direction for the school. Since her arrival in September 2018, she has gained the trust and support of the entire school community. Her dynamic and determined leadership has led to improvements in pupil progress and in the quality of teaching.
- Leaders know the strengths and weaknesses of the school. They take swift action to address the weaknesses, while celebrating the strengths. New approaches to behaviour management, monitoring pupils' progress and safeguarding procedures are already impacting positively on the quality of provision and pupils' outcomes.
- Phase leaders develop the skills they need to become proficient in their respective roles. They appreciate the guidance and support provided by the headteacher and her deputy.
- Leaders are strongly committed to ensuring that barriers to learning are overcome. They make good use of the pupil premium funding, investing in activities and resources to engage and motivate disadvantaged pupils. The difference in progress between all pupils and those who are disadvantaged is diminishing, as a result.
- The curriculum is well planned and organised in a way that helps pupils to learn across a range of subjects. In most subjects, pupils' skills and knowledge are systematically developed. In writing, however, some pupils' skills are not securely established over time.
- Leaders provide exceptionally well for pupils' spiritual, moral, social and cultural development. Lessons in personal, social, health and economic education help pupils to develop skills for discussion and debate. Well-planned assemblies provide pupils with opportunities to celebrate the successes of others in their school family. Moments of reflection enhance these events. Through well-considered school values, pupils learn about moral purpose and good social habits. A wide range of clubs and social activities enriches pupils' education
- The primary physical education and sports premium is used effectively to develop pupils' skills and competence in a wide range of physical and sporting activities.
- Parents are very positive about the school. They told inspectors that their children are happy and safe. One parent said, 'The school really strikes a fantastic balance between academic and behaviour, social and emotional development.'
- Staff said they have been 'energised' by the new positivity in leadership, and that they are 'genuinely a team'.

Governance of the school

- Governors have insight, strong skills and a broad range of governance experience. They hold leaders to account effectively for pupils' academic progress, safety and well-being. Governors have been tenacious in their request for robust progress data. They now expect and receive detailed reports to enable them to provide challenge and support, as needed.

Safeguarding

- The arrangements for safeguarding are effective. Leaders and governors instil a strong culture of safeguarding. Staff, pupils and parents express confidence that their school is a safe school.
- Safeguarding leaders are diligent in the management of records, including for staff recruitment. Training for safeguarding is current and relevant. Staff appreciate the quality of training provided and the confidence it gives them to fulfil their safeguarding responsibilities. The curriculum includes opportunities for pupils to learn how to keep themselves safe, including when using computers. Checks on the suitability of staff to work with children are thorough.

Quality of teaching, learning and assessment

Good

- Teachers know their pupils well and want them to excel. Teachers plan their lessons carefully, making sure that pupils are clear about what they are going to learn. They provide a good range of resources, which pupils are using with increasing familiarity, skill and confidence.
- In some subjects, specialist teaching further enhances pupils' learning. In French, pupils contribute enthusiastically to whole-class choral work based on the verbs and vocabulary. They enjoy practising in pairs, developing accurate pronunciation and understanding of the grammatical concepts. In PE, older pupils learn hockey, which helps them to work as a team towards learning new skills such as the 'pass, pass go for goal movement'.
- Teachers and support staff provide strong support for pupils with SEND. Well-planned activities give pupils opportunities to consolidate their learning and build on their knowledge and skills. The expertise of adults helps pupils to make strong progress from their starting points.
- Teachers teach reading skills in a systematic way, alongside instilling in pupils a love of reading. Teachers equip younger pupils with the phonics (letters and the sounds they represent) knowledge they need to read new and unfamiliar words. They provide older pupils with regular opportunities to read for pleasure and for sustained periods of time. Pupils told inspectors how much they enjoy reading. They were confident and clear when reading aloud. The emphasis on good speaking and listening skills helps pupils to talk confidently about their work.
- In mathematics, teachers' strong subject knowledge helps pupils to develop confidence in choosing methods of calculation and explaining their working. Pupils benefit from teachers' feedback, which helps them to overcome misconceptions and gain new knowledge.
- In writing, teaching and learning is not as strong as in mathematics and reading. Pupils learn to write in different genres and in different subjects, such as science. This breadth extends their understanding of writing for a purpose. However, they do not have enough opportunities to develop the writing skills and stamina needed to write in depth at length and with a corresponding focus on handwriting.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. Pupils enjoy school. They look forward to being with their friends and the adults who care for them. The school's values give pupils a firm foundation for developing strong personal and social skills. Opportunities abound for demonstrating understanding of the values, including membership of the school council and acting as classroom monitors.
- The wide range of clubs and activities on offer enhance pupils' personal development and well-being. Pupils enjoy taking part, and always have something to look forward to whether it be cheerleading, football or one of many other opportunities.
- Adults are kind, considerate and respectful. Pupils appreciate this and, in turn, show kindness, consideration and respect towards others. Adults take every opportunity, whether in lessons, in breakfast club or on the playground, to help pupils' personal development and well-being. Pupils feel safe and cared for.

Behaviour

- The behaviour of pupils is outstanding. They are unfailingly polite. Through adults' expectations and their own self-regulation, pupils enjoy warm and friendly relationships. A recently introduced behaviour management system is further enhancing behaviour and attitudes to learning. Pupils see the changes in the reward system as very positive.
- Parents, staff and pupils agree that pupils behave well. Pupils told inspectors that 'there isn't really any naughtiness' and if there are any concerns, including about bullying, '... teachers sort it out'. Records show that there is no bullying or any incidents of discriminatory behaviour.
- Pupils come to school regularly, and attendance rates are above those nationally.

Outcomes for pupils

Good

- In the 2018 key stage 1 tests, pupils' attainment was above average in reading, writing and mathematics. The results in all three subjects were similar to those achieved in the previous year. Pupils in Year 1 achieved well above the expected standard in the phonics screening check. However, this contrasted with the previous year, when a below-average number of pupils reached the expected standard.
- In the 2018 key stage 2 tests, pupils' attainment in reading, writing and mathematics was also above average. The results in reading and mathematics were similar to those achieved in the previous year and those for writing showed improvement.
- In 2018, pupils' progress was average in reading, writing and mathematics. This was a slight improvement from the previous two years, when progress was average in reading and mathematics, and below-average in writing. Overall, pupils' progress in reading and in mathematics is stronger than for writing.

- Disadvantaged pupils make strong progress because of the quality and timeliness of interventions to help them with their learning. The sustained focus on their progress helps to diminish the difference between their outcomes and their peers, nationally.
- Pupils with SEND make strong progress because of the early identification of their learning needs and the quality of provision made for them.
- Pupils' recorded work shows strong progress, but there is variability between classes and year groups, particularly for the most able pupils. The recently introduced systems for giving feedback are having a positive impact on the rate of new learning. However, these systems are not fully embedded across the school.
- Pupil progress meetings provide a secure basis from which to determine next steps in learning. However, the information from these meetings is not used consistently to plan lessons or series of lessons across the school.

Early years provision

Good

- Children start their Reception Year with skills at a higher level than those typical for their age. They leave early years achieving a level of development that is above that of children, nationally.
- Adults are well qualified and skilled in engaging very young children in learning. They model behaviours to which children respond very well. Children play cooperatively with one another; they take turns, share equipment and join in with the same activities.
- A good range of resources and equipment further enhances children's learning. Their choice of activities, led by their interests, is closely observed and supported by the adults working with them. On occasions, adults do not take opportunities to challenge children through additional questioning or diverting them to other more complex activities. Children learn early reading, writing and mathematical skills. They enjoy practising these skills in a range of ways, including role play, story writing and construction.
- The early years provision is well led and managed. Leaders prioritise children's social and emotional development so they feel secure and safe to learn. The above-average outcomes for a good level of development mask variation between the different areas of learning. Leaders use data to support pupils' progress in the areas that are less secure. Engagement with parents is a strong feature of the provision. Parents are well informed about their children's learning.

School details

Unique reference number	101279
Local authority	Barnet
Inspection number	10058994

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	316
Appropriate authority	The governing body
Chair	Bronwen Tumani
Headteacher	Kim Sanett
Telephone number	020 8449 2714
Website	www.fouldsp.org
Email address	office@fouldsp.org
Date of previous inspection	21–22 May 2013

Information about this school

- Foulds is a larger-than-average-sized primary school.
- The children in the early years are taught in two Reception classes.
- The proportion of pupils from ethnic minority backgrounds is broadly average.
- The proportion of pupils who speak English as an additional language is among the top 20% of schools, nationally.
- The school is in the lowest 20% of areas of deprivation, nationally.

Information about this inspection

- Inspectors observed teaching and learning in all year groups. The majority of the observations were undertaken with the headteacher and deputy headteacher.
- Inspectors reviewed a range of pupils' written work to check their progress.
- Inspectors met with school leaders and governors about self-evaluation, safeguarding and school improvement activities. They met with staff to seek their views about the school, and the opportunities provided for continuous professional development. They also took account of the 29 responses to the staff survey.
- Inspectors spoke to pupils during lessons, and at play and lunchtimes. They met formally with groups of pupils to talk about their views of the school. They also reviewed the 32 responses from the pupil survey. Inspectors heard pupils read and asked them about their choices of books.
- Inspectors reviewed a range of documents, including records relating to safeguarding, health and safety, behaviour and pupils' progress. They also reviewed minutes from recent governing body meetings.
- Inspectors spoke to parents to seek their views about the school, and took account of the 154 responses to Parent View and the free-text service.

Inspection team

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