

# Foulds School

## Inspection report

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<b>Unique Reference Number</b>	101279
<b>Local Authority</b>	Barnet
<b>Inspection number</b>	307639
<b>Inspection dates</b>	19–20 November 2007
<b>Reporting inspector</b>	Raminder Arora

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	308
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dr Eric Hemming
<b>Headteacher</b>	Ms Nicola Woolf
<b>Date of previous school inspection</b>	29 October 2001
<b>School address</b>	Byng Road Barnet EN5 4NR
<b>Telephone number</b>	020 8449 2714
<b>Fax number</b>	020 8440 5932

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is a large primary school serving a relatively affluent area in Barnet. The percentage of pupils from minority ethnic groups is above average and a small proportion of pupils are at the early stages of learning English. The proportion of pupils with learning difficulties or disabilities is average. A very small minority of pupils takes free school meals. The current headteacher was appointed in September 2007.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

Foulds is a good school and justifiably enjoys a good level of parental confidence. Typical comments include, 'a lovely community school', 'children love it', 'so pleased with my child's progress'. Pupils achieve well because of good teaching and a curriculum enriched with many interesting opportunities. They learn in an ethos in which all pupils are valued, no matter what their backgrounds or abilities.

Strong pastoral care and a very positive school climate lead to pupils' outstanding personal development and well-being. Pupils' behaviour is exemplary because relationships are outstanding and staff have high expectations. Pupils readily take on extra responsibilities to help the school and the wider community. Their very positive attitudes to work make a major contribution to their good progress. Pupils know how to keep safe and avoid danger. They have an excellent awareness of healthy eating and fitness. 'A lot of fruit everyday and no sweets', commented one. Pupils especially enjoy the daily 'take 10' exercise activities in class. Their well-developed teamwork skills and a secure grounding in the basic skills stands them in good stead for future education.

Several other factors contribute to pupils' good progress throughout the school, including the part played by parents in encouraging and supporting children's work at home. The warm, caring and purposeful atmosphere in the Reception classes helps secure children's subsequent learning. Teaching and learning overall are good, enabling pupils to make good progress. Most teachers question skilfully to draw out ideas from pupils and involve them actively in their learning. Pupils attain high standards by the end of Years 2 and 6. Achievement is good in relation to their slightly above average attainment on entry to school. Pupils perform particularly well in English, as a result of the effective measures taken by the school to raise standards. They perform relatively less well in mathematics, and this is particularly the case with middle and lower attaining pupils in Years 3 to 6. The school is aware of the need to improve progress in this area through careful monitoring and more opportunities for problem solving and investigative work. Support staff play a significant role in helping and guiding pupils of all abilities. The use of assessment to track pupils' progress is in place and pupils are set targets for learning. However, these targets are not sharp enough or used well to raise pupils' awareness of the next step in their learning.

Good leadership and management ensure good outcomes for pupils. Very supportive governors and senior leaders evaluate and analyse the school's work effectively. They have an accurate view of its performance and know what needs to be improved. The new headteacher has introduced further initiatives for improvement, such as establishing a new leadership team and developing the roles of subject leaders to monitor achievement and standards. She has formed an effective partnership with the governors, deputy headteacher and the other staff. Most of the issues identified at the last inspection have been tackled successfully. The headteacher's clear vision coupled with the support and commitment of her staff, show that the school has a good capacity for further improvement.

## Effectiveness of the Foundation Stage

### Grade: 2

Children are happy and confident in their indoor and outdoor environments. While they enter school with social skills a little above what is expected at the age of four, their skills in literacy

and calculation are weaker. Teachers and teaching assistants provide an effective blend of direct teaching and opportunities for children to explore, work independently, and be creative. Good guidance and support from staff ensure all children make good progress in all areas of learning. By the end of Reception, most children are working well within the learning goals expected at this age and a significant number exceed them. They behave extremely well, as shown when they attended the singing assembly. Staff ensure that the children work and play in a safe environment. A good range of well-prepared resources for example, the well-equipped 'Aliens' role-play area, and the opportunities to handle and share books, successfully further children's language skills.

### **What the school should do to improve further**

- In order to raise achievement and standards in mathematics, provide more opportunities for problem solving and investigative tasks, especially for pupils in Years 3 to 6.
- Develop the role of subject leaders in monitoring achievement and standards.
- Sharpen pupils' learning targets and ensure that they understand their use in helping them to improve their work.

## **Achievement and standards**

### **Grade: 2**

Standards are above average and particularly improved in writing at the end of Year 2, following carefully implemented strategies, for example regular teaching of phonics, handwriting and spelling skills. They are also given extended opportunities in other subjects to explore ideas and write for a range of purposes. Pupils continue to build on these skills and reach high standards in English by the time they leave the school. Pupils' progress in mathematics is relatively weaker than in English and science in Years 3 to 6. Nevertheless, the school is taking appropriate steps for improvement in this area. The achievement of different groups, for example, pupils with learning difficulties and disabilities and those learning English as a new language, is good, because of the very good support provided for them.

## **Personal development and well-being**

### **Grade: 1**

Pupils greatly enjoy school, attend well, and have excellent relationships with adults and each other. They are extremely welcoming, polite and their behaviour is outstanding. Pupils flourish in this environment where each individual is encouraged to play a full part within the school community. One pupil remarked that he was particularly proud to be a 'star pupil'. An active school council represents the pupils' views well and gets things done, such as obtaining more equipment and new markings for the playground. Pupils respond very well to their roles of 'listening ears' and they talk encouragingly about the positive impact of the 'buddy bench'. They contribute well to local community activities and raise funds for charities, such as Diabetes UK and Greenpeace. Their spiritual, moral, social and cultural development is excellent, with pupils showing mature respect for values and beliefs of others. This is reflected in school displays and the harmonious relationships that pupils enjoy.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teachers know their pupils well and establish a strong rapport with them. Most teachers plan lessons that provide appropriate challenge for the more able and support for those who learn at a slower rate. They use a good range of questions to stimulate pupils to think carefully. Pupils respond well, eagerly offering their ideas and explaining their opinions. In most lessons, teachers use a wide variety of strategies to capture pupils' interest and attention. They often use computer technology to illustrate teaching points and help make learning exciting. One pupil said, 'Using the interactive white board makes lessons fun'. Some teachers do not clearly identify the learning intentions or use them to check on pupils' progress. Consequently, pupils do not always know how well they have learnt. Some lessons move at a slower pace and pupils work less productively as a result.

### Curriculum and other activities

#### Grade: 2

The curriculum has improved well since the previous inspection and meets statutory requirements. As a result of recent initiatives, there are now more planned links between subjects. Literacy is strongly featured in many other areas. The school recognises the need to incorporate numeracy in the same way and plan for more problem solving and investigative work in mathematics. Information and communication technology is used well to support work in other subjects. Pupils are proud of their website and love having their own web pages. Topics such as 'Barnet' and 'World War II' were much enjoyed, using first-hand experiences from grandparents. Well-planned activities ensure that the needs of those pupils with learning difficulties and disabilities are effectively met. Health and safety education receives good attention and contributes to pupils' well-developed skills in these areas. Popular clubs include, 'rock challenge', chess and choir.

### Care, guidance and support

#### Grade: 2

Pupils are very well cared for and there are very good procedures to ensure they are safe. All members of staff pay careful attention to health and safety including regular risk assessments. Child protection arrangements are robust and the school works very well with other agencies to support pupils. Systems for supporting pupils who have learning difficulties or disabilities are good, well managed and inclusive. This enables these pupils to make good progress towards achieving their targets. Pupils feel that adults readily help them when they have any problems or concerns. They feel secure and free from discrimination. Although academic guidance is sound overall, individual targets for pupils are not precise enough and there are inconsistencies in their use. Pupils do not always know their targets or understand them fully. This means that they do not know clearly how to improve their work or the next steps to take in their learning.

## Leadership and management

### Grade: 2

The new headteacher is giving the school a clear direction for its future development, which is securely centred on maintaining high standards. She, together with the deputy head, has rightly identified the need to accelerate progress in mathematics, particularly for pupils in Years 3 to 6. Teamwork among the staff is good and the expertise of individuals is utilised well. The headteacher has made a very positive start and gained the respect and trust of all members of the school community. One parent commented, 'The new headteacher goes out of her way to be visible around the school'. Self-evaluation is good, which means that the school knows what it does well and takes effective action to bring about improvements. Leaders are aware that there is more to do to ensure that teaching is consistently good in all areas, so that all pupils make the maximum progress. Governors are committed and supportive. They have good understanding of the school's performance. The governing body does a good job in monitoring finances and improvements to the premises.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

29 November 2007

Dear Pupils

Inspection of Foulds School, Barnet, EN5 4NR

Thank you for welcoming us to your school and showing us your work. We enjoyed our visit and would like to tell you what we found out. Yours is a good school.

This is what we really like about your school.

- Your school is welcoming and friendly.
- You enjoy school immensely and eagerly participate in all activities.
- Children in the Reception classes get off to a great start.
- Teaching is good, which is why you are making good progress.
- Teachers provide an interesting range of learning activities for you.
- You are friendly and polite and get on well with each other and adults.
- Your behaviour is outstanding in lessons and around the school.
- You show an excellent understanding of how to be fit and healthy.
- Your school is well led and managed by the headteacher and other senior staff.
- All Staff know you very well, take care of you and give you very good support.
- Your parents are very pleased with your work and the care and education you receive.

There are three things the school has been asked to improve.

- In mathematics you need more opportunities to investigate and work on problem solving tasks.
- The subject leaders need to check that you are all doing as well as you can, and continuing to achieve high standards.
- The class teachers should make your learning targets easy for you to understand. You need to look at them carefully and work on them, so that your work gets even better.

Finally, thank you once again for all your help. We wish you all the best for the future.

With kind regards

Raminder Arora

Lead Inspector