

Inspection of a good school: Foulds School

Byng Road, Barnet, Hertfordshire EN5 4NR

Inspection dates:

12 and 13 March 2024

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Pupils arrive at school with a smile on their face and a skip in their step. They are welcomed by enthusiastic staff. Pupils are extremely happy and safe here. Staff have very high expectations of all pupils. The curriculum goes well beyond the academic. This enables pupils to be passionate and excited about their learning.

Pupils have an excellent understanding of what makes healthy relationships and friendships. They have positive working relationships with staff across the school, who support and motivate them. In lessons and around the school, behaviour is exemplary. Staff know all pupils and their families incredibly well. All stakeholders describe the school as a 'family' and 'community'.

Parents and carers are overwhelmingly positive about the school. They are grateful of the strong and visible leadership and the quality education their children receive.

The school encourages pupils to become positive members of the local and global community. For instance, through the school's 'Foulds Values'. School visits are carefully planned. There is a wealth of extra-curricular opportunities on offer, including gymnastics, Spanish, football and computing. These are extremely well attended by all pupils, including those with special educational needs and/or disabilities (SEND).

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

Leaders have thought carefully about what pupils should learn and when. They have designed an aspirational curriculum that goes beyond the expectations of the national curriculum in every subject. It is carefully sequenced across all subjects. The school's curricular thinking builds logically from Reception. Staff training, and subject-specific development is made a priority. Subject leaders make sure they are up to date with best practice. Expectations of all pupils including those with SEND are exceptionally high.

Teachers continuously assess pupils' understanding, which informs them of what and how to teach next. They routinely check what pupils know and remember. Teaching builds on pupils' prior learning very carefully. For example, in geography pupils deepen their knowledge and understanding of rivers over time. This helped pupils in Years 5 and 6 understand about the roles of the River Thames.

Leaders have made sure that reading is a priority. All staff receive regular training and deliver the reading programme consistently and with confidence. Pupils who have fallen behind catch up quickly. Books that pupils read match their phonic level. Pupils routinely use their phonics strategies to decode unknown words. The assessment processes in place are extremely thorough. This enables staff to identify gaps in individual pupils' knowledge. All staff promote the love of reading. A range of engaging books are shared with pupils daily. Staff encourage pupils to take home books regularly.

Staff know how to identify pupils' needs. They work with outside agencies effectively to best support pupils with SEND. Staff are expertly guided in adapting learning for pupils to access the full curriculum.

Pupils' behaviour across the school is excellent. Pupils concentrate on their learning with enthusiasm. They engage positively in lessons and do not disrupt learning for others in their class. Pupils have very positive attitudes to their learning. Pupils' attendance is high. Leaders work closely with families to make sure their children are at school every day and on time.

School leaders go beyond the expected to prepare pupils for life in modern Britain. Their work on developing pupils' character is exemplary. Pupils are strongly encouraged to contribute to the life of the whole school. They can apply and get voted to be on the eco-committee, house or sports captains. Staff teach pupils about the importance of fundamental British Values.

All leaders, including governors, make sure that staff are consulted with whenever there are any changes. Staff feel looked after and valued. Their workload is always being considered. They love working here and are fully committed to the pupils and their families.

Safeguarding

The arrangements for safeguarding are effective.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in 16–17 January 2019.

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	101279
Local authority	Barnet
Inspection number	10323277
Type of school	Primary
School category	Community
Age range of pupils	5 to 11
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	315
Appropriate authority	The governing body
Chair of governing body	Kavita Band
Headteacher	Kim Sanett
Website	www.fouldsp.com
Dates of previous inspection	16 and 17 January 2019, under section 5 of the Education Act 2005

Information about this school

- This is a one and a half form entry school.
- This school does not currently use any alternative provision.

Information about this inspection

- 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. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector met with representatives of the governing body, including the chair of the governing body. The inspector spoke to two representatives from the local authority, met with the headteacher and other members of the leadership team.

- The inspector carried out deep dives in these subjects: early reading, mathematics and geography.
- To evaluate the effectiveness of safeguarding, the inspector: 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.
- The inspector considered responses to surveys completed by pupils, parents and staff.

Inspection team

Aliki Constantopoulou, lead inspector

His Majesty's Inspector

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