

Foundry Lane Primary School

Foundry Lane, Southampton, SO15 3JT

Inspection dates 29–30 April 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Children in the early years achieve well because teaching is good. Children experience a broad range of activities each day, inside and outside, to encourage their enjoyment of learning.
- Pupils achieve well in reading, writing and mathematics. Disadvantaged pupils are not far behind other pupils, having made up ground considerably, particularly during this year.
- Senior leaders respond quickly to any relative dips in teaching and achievement and make sure these are put right.
- Leaders have focused successfully on raising attainment in writing. Attainment in mathematics is also picking up strongly.
- Teaching is good in most year groups and is particularly effective in Years 5 and 6. Reading is taught well and this year's focus on grammar, spelling and punctuation has improved pupils' accuracy when writing.
- Vulnerable pupils and those who have special educational or medical needs receive good care and support. Extra help is planned with care so that these pupils receive precisely what they need.
- Pupils are friendly and behave well around the school. They feel safe and act responsibly. Pupils understand and show commitment to the values that staff promote, such as tolerance, respect and equality.
- Pupils enjoy the broad and interesting curriculum at Foundry Lane. They have many opportunities to join clubs, learn outdoors, hear from visitors or take part in events with the other Trust schools.
- Governors have an accurate view of the school and draw on a range of evidence to assure themselves that teaching and achievement are good enough. They fulfil their strategic role well and provide an appropriate degree of challenge for senior leaders.

It is not yet an outstanding school because

- Children's assessments, from the end of Reception, are not used to full effect to make sure children's progress is consistently good from Year 1 onwards.
- More able pupils in Years 3 and 4 could tackle harder work in mathematics to extend their thinking and require them to apply their mathematical knowledge in different contexts.

Information about this inspection

- Inspectors visited 22 lessons and sessions where staff were working with individual pupils or small groups. They observed assemblies, breaks and clubs, including the after-school club.
- Inspectors met with senior leaders, middle leaders and governors and held a telephone discussion with a representative of the local authority.
- Inspectors talked to pupils informally in lessons and met with two groups of pupils to ask them about their learning and their views of school life.
- A large sample of pupils' writing and mathematics books was scrutinised from Years 1 to 4. In addition, inspectors looked at pupils' work during some of the lessons they visited.
- Parents' views were reviewed, largely from 77 responses to the online questionnaire, Parent View. Questionnaires completed by 70 members of staff were also analysed.

Inspection team

Margaret Dickinson, Lead inspector

Her Majesty's Inspector

Abigail Wilkinson

Her Majesty's Inspector

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Additional Inspector

Full report

Information about this school

- Foundry Lane is a much larger-than-average primary school. Along with four other primary schools and a secondary school, it is part of the Southampton Cooperative Learning Trust.
- The school is expanding and is in the process of becoming a three-form entry primary school. Currently, there are three classes in Reception, Year 1 and Year 2. From Year 3 onwards, each year group has two classes.
- The proportion of disabled pupils and those who have special educational needs is slightly above average.
- The proportion of disadvantaged pupils who are supported by additional government funding (pupil premium) is slightly below average.
- The school runs a breakfast club and an after-school club that are managed by the governing body.
- Children in the Reception class attend full-time.
- The headteacher currently supports governance at the Trust secondary school, as a member of its Interim Executive Board.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

What does the school need to do to improve further?

- Improve pupils' achievement in Years 1 to 4 to consistently good, particularly for the more able pupils, by:
 - making full use of the information from children's assessments at the end of Reception to set aspirational targets for the end of Years 1 and 2
 - developing the way that information from assessments is collated to provide a longer-term picture of pupils' progress over more than a single year, so that any dips in achievement can be identified and rectified quickly
 - making better use of the information from pupils' assessments to analyse how well different groups are achieving and ensure that any checks carried out by leaders focus firmly on how well pupils are learning
 - making sure that teachers have sufficiently high expectations of the more able pupils in mathematics, ensure the level of challenge increases as their competency develops, and provide opportunities for pupils to broaden the strategies they use.

Inspection judgements

The leadership and management are good

- Senior leaders have worked effectively to improve achievement since the last inspection. They use information from pupils' assessments and tests to pinpoint where improvements in teaching are required. However, leaders focus more on pupils' progress within the year rather than reviewing it over a longer period. Leaders have tackled some key areas successfully. Pupils' skills in grammar, spelling and punctuation were weak; this is no longer the case.
- The headteacher and leadership team make sure the school's values have prominence. Pupils' social, moral and cultural development are promoted well through a broad and interesting curriculum. Pupils are encouraged to respect each other and the environment, value equality and show fairness and tolerance for others. When they met inspectors, pupils talked readily about the school's, as well as the Trust's, values and were clearly aware of the importance of reflecting these in our demeanour in everyday life.
- Middle leaders, including those who oversee a number of year groups, are clear about their responsibilities. All demonstrate a sense of drive and determination to make sure that pupils receive an effective education. This was reflected in the staff questionnaires, which showed that 90 per cent staff strongly agree that the school is well led and managed. Parents' views were equally positive.
- The deputy headteacher collates a wide range of data on pupils' performance. This is used well, for the most part, especially to check that pupils' progress is good enough in Key Stage 2. Progress is not monitored as well from the beginning to end of Key Stage 1 or to tease out any differences between the achievement of groups. Leaders and teachers are not always making full use of children's assessments at the end of the Reception Year to set the sights high for these children, especially those who are more able and exceeding the expectations for their age.
- Provision for pupils with special educational needs is led and managed well. The leader with responsibility for this aspect has a detailed knowledge of each child's needs and makes sure that any extra help is precisely targeted and regularly reviewed, and that staff are well trained. Adults who support pupils with particularly complex needs do so sensitively and confidently. Importantly, this good provision has a positive effect on these pupils' wellbeing and personal development as well as their learning and progress.
- The pupil premium is used well to support disadvantaged pupils through additional intervention and opportunities. This year, the funding has had a clear impact. The gaps between the attainment of disadvantaged pupils and those from more favourable backgrounds have narrowed considerably.
- Additional funding for primary sport has been targeted well. Pupils benefit from a range of coaching and sports activities, many led by professional coaches. The funding is also equipping teachers with more specialist skills and expertise to enhance their teaching. Many pupils participate in the lunchtime and after-school activities that involve a physical education or sports element. The dance club, for example, is popular and particularly well attended. There has also been a five-fold increase in girls taking up football.
- Safeguarding of pupils is given good attention. Senior leaders make sure all necessary measures are in place to keep pupils safe. Staff are suitably trained and appropriate checks are carried out for any adults who work with children, including volunteers. Staff are alert to situations when they should share any emerging concerns. Incidents are logged appropriately and records are well evidenced.
- The local authority has an appropriate oversight of pupils' performance. Beyond this, the local authority has little involvement. The school looks to the Trust schools and a consultant to provide an external perspective on the school's work and professional development.
- **The governance of the school:**
 - Governance is good. Governors are knowledgeable about the school's work and effectiveness. They draw on a wide range of evidence, some of it through their own visits. Governors ask for presentations from different leaders to hear about developments and successes first hand. Through these activities, governors have a good overview of pupils' achievement in different subjects, the quality of teaching and the decisions leaders make to improve provision further.
 - Governors have made good use of training opportunities to strengthen their impact and strategic oversight. For example, recent safeguarding training led to safeguarding being included on every committee agenda. Training on data has been put to good use. Governors talked in some detail about the school's 2014 data and were knowledgeable about the progress of disadvantaged pupils in Key Stage 2. They are not as knowledgeable about this group's progress in Key Stage 1.
 - Governors are conversant with the arrangements for managing the performance of staff and the decision-making process relating to pay awards.

The behaviour and safety of pupils are good**Behaviour**

- The behaviour of pupils is good. This is the case both in lessons and around the school. Pupils' attitudes to learning are positive because work interests and engages them. Almost all parents who responded to the online questionnaire confirmed pupils are well behaved.
- Pupils have good relationships with one another and with adults. Parents are happy with how staff support and look after their children and report that their children enjoy school.
- Pupils share, understand and celebrate the values promoted by the Learning Trust. Assemblies offer opportunities to reflect and acknowledge pupils' successes across the curriculum. Pupils clearly take pride in their own and others' achievements.
- Pupils are sensitive to the needs of others in their school community, particularly those with disabilities, and are inclusive in lessons and in their play. They enjoy learning about other cultures, such as the recent international day that celebrated the traditions of Poland.
- In mathematics, some pupils do not always achieve high standards of presentation in their books. Their work is untidy and, in work on shape, inaccurately drawn.
- Attendance was above average last year. Latest figures show attendance rates have slipped and last year's good attendance is unlikely to be replicated this year.

Safety

- The school's work to keep pupils safe and secure is good. Leaders provide regular training for staff and have implemented clear processes for keeping pupils safe from harm. Leaders show sensitivity and rigour in following through concerns, particularly in their work with external agencies. As a result, pupils who are vulnerable receive the support they need in a timely way.
- Pupils feel safe in school and well supported. Those who spoke to inspectors said they trusted the adults in school to deal with any concerns quickly. The breakfast and after-school clubs provide a safe environment for pupils.
- Pupils have benefited from help with e-safety. They recognise why it is important not to share personal information online and know what to do if someone they do not know contacts them by email. Pupils also gave examples of ways that they can keep safe on the road, when using play equipment in school and in the event of a fire.
- Risk assessments to ensure pupils are safe when on and off the school site are up-to-date and well maintained. These include personal evacuation plans for pupils with reduced mobility.

The quality of teaching is good

- Teaching is particularly effective higher up the school. Pupils clearly benefit from teachers' detailed subject knowledge. Teachers have high expectations and pupils work diligently and thrive on the degree of challenge. In mathematics lessons, for example, they are highly aware of the purpose of their tasks and make their own decisions about the strategies they will use.
- Teachers have adopted a consistent approach to how they assess pupils during lessons and how pupils can check their own learning. In all lessons, pupils are given tips on how to be successful and told how they can go the extra mile and achieve 'blast off!' This clearly helps to motivate pupils and encourage them to try their best and set themselves challenges.
- Reading is taught well. Pupils are given plenty of opportunities to read both independently and with others. They are introduced to a range of authors and different types of books and taught to use the library successfully.
- Many teachers draw on opportunities that arise through other subjects to encourage pupils to write. For example, in Year 2, pupils wrote about Van Gogh's painting techniques and were expected to make precise use of subject-specific vocabulary, such as 'texture', 'brush strokes' and 'colour'.
- Learning support assistants provide good support for individuals and small groups. They are fully conversant with what the teacher wants to achieve for each group and support teaching effectively. Consequently, they make a marked contribution to pupils' good achievement.
- The teachers' expectations are not consistently high and, in Years 3 and 4, some tasks require pupils to complete worksheets that require little effort. Not all teachers expect pupils to produce neat and accurate work, especially in mathematics.

The achievement of pupils is good

- Pupils make good progress between Years 3 and 6, particularly in reading and writing, and their progress is improving strongly in mathematics. This picture also includes the pupils from disadvantaged backgrounds.
- Pupils' attainment at both Year 2 and Year 6 improved in 2014 and the school's assessments indicate this trend is continuing, with above average attainment expected this year. At Year 6, mathematics results dipped in 2014 because fewer pupils reached the higher levels than was the case nationally. This year, attainment in mathematics is much better and more pupils are on track to attain the higher levels.
- The Year 6 assessments in 2014 also showed a marked improvement in writing, including pupils' knowledge of spelling, punctuation and grammar. Leaders have focused sharply on these key skills and their concerted effort has paid off. In one Year 5 class, for example, pupils across the ability range make good progress in the quality, quantity and complexity of their writing.
- Pupils achieve well in reading. They develop a broad range of strategies as they move through the school. By Year 6, pupils readily discuss texts in depth and talk knowledgeably about characters, relationships and the various strategies that authors use.
- Alongside the improvements in reading, writing and mathematics, the school's broad curriculum also encourages good standards in other subjects. For example, pupils were observed making good progress in art, Spanish, music and physical education lessons.
- Achievement for disadvantaged pupils is picking up strongly. In 2014, attainment for this group was not far behind that of other pupils in the school in mathematics and, in writing, attainment for the two groups was similar. In contrast, the gap was wider in reading. This year, the school's information shows that all these gaps have closed considerably. In reading and writing, there is now little difference and in mathematics, the gap has closed completely. In 2014, when compared to attainment of pupils from more advantaged backgrounds nationally, there were distinct gaps in mathematics and reading but not in writing.
- Pupils with disabilities and those with special educational needs make good progress. Many are supported through a personalised programme which takes their specific needs into account. Support and intervention are targeted and adapted to take account of the progress they make and what they need help with next.
- Achievement is not outstanding because more able pupils do not make consistently good progress. In Years 1 and 2, not all build successfully upon the good start they make in Reception. Some more able pupils in Years 3 and 4 are not being moved on quickly enough in mathematics.

The early years provision is good

- Teachers plan carefully to provide plenty of opportunities to develop children's early reading, writing and number skills. They regularly observe and record children's achievements across all areas of learning. Parents are kept closely in touch with children's learning and development.
- Children are confident in their knowledge of the sounds that letters make (phonics). Staff extend learning for more able children quickly, to ensure that they use the sounds they know when writing on their own. Children are proud of their neat handwriting.
- Leaders check the achievement of individual children regularly. They have rightly identified that boys have not made as much progress as girls in the past and adapted the curriculum accordingly. The achievement of disadvantaged children has not had the same degree of scrutiny. Work to narrow the gap between this group and other children is not as well established.
- Children benefit from well-planned opportunities to develop coordination, balance and control in their physical development. They know why it is important to bend their knees after jumping, 'so you don't hurt yourself'.
- Children show a strong sense of responsibility and cooperation. They are eager to do well. They know that 'learning time' is important and show they can persevere and concentrate. Children know the routines and are keen to help and play their part. They take turns and listen sensitively to other children when they are choosing activities.
- Staff know and apply all the necessary measures to keep children safe from harm.

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

Unique reference number	116261
Local authority	Southampton
Inspection number	461935

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

Type of school	Primary
School category	Foundation
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	504
Appropriate authority	The governing body
Chair	Tony Croft
Headteacher	Andy Withers
Date of previous school inspection	20 June 2012
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