

Goldsworth Primary School

Inspection report

Unique Reference Number	125119
Local Authority	Surrey
Inspection number	315156
Inspection dates	12 March 2008
Reporting inspector	Mr Peter Thrussell

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

Type of School	Primary
School category	Community
Age range of pupils	4-11
Gender of pupils	Mixed
Number on roll	
School	420
Appropriate authority	The governing body
Chair	Mrs K Bray
Headteacher	Mrs P Alexander
Date of previous school inspection	07 June 2004
School address	Bridge Barn Lane Woking GU21 6NL
Telephone number	01483 771321
Fax number	01483 757084

Age group	4-11
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Introduction

The inspection was carried out by an Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: achievement and standards, teaching and learning, and leadership and management, gathering evidence from lesson observations, scrutiny of pupils' work and documents. Parents' questionnaires and discussions with children, governors and staff also contributed to the judgements. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

Goldsworth is a popular, large, two-form entry primary school. The proportion of pupils known to be eligible for free school meals is much lower than average. About a fifth of pupils are from minority ethnic backgrounds, many of whom have a home language other than English. The largest group is from an Asian/British Pakistani background. A lower than average proportion of pupils has learning difficulties and/or disabilities, particularly specific learning difficulties or speech, language and communication needs. The school has International School, Healthy School and Activemark awards.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Goldsworth is a good school. It has some outstanding features. The highly committed headteacher, ably supported by the senior management team and governors, ensures a good quality of education for pupils. The care, guidance and support for pupils, and their personal development, are both outstanding. Excellent links with parents, other schools and agencies contribute to these. Parents have very positive views of the school. One commented that, 'Goldsworth has provided my children not only with academic success, but has also given them opportunities in sports, the arts and many other extra-curricular events. This has allowed them to develop many interests and become rounded individuals'. Pupils agree that 'It is a brilliant school'. They feel extremely safe and secure, knowing that staff are there to help them if they have any concerns. 'Run, Yell, Tell' boxes in classrooms allow pupils to report confidentially any unpleasantness or other concerns they may have. Key Stage 1 pupils were pleased that their suggestion for a playground 'buddy stop' for lonely pupils had been carried out. Year 6 pupils act responsibly as peer mediators, helping to sort out any minor squabbles. Excellent relationships help to develop pupils' high levels of self-confidence and esteem. Wonderful displays throughout the school show pupils that their work is valued. They enjoy many things about school, as shown in their good attendance. They particularly enjoy trips, including residential ones, and workshops, such as those on Shakespeare and the Vikings. They say that 'Drama and music are fun; we are not just sitting down'. This is evident from the large number of pupils who are learning to play the ukulele. These opportunities form an essential part of the school's excellent curriculum. The school council takes its role seriously, knowing that it helps to make the school a better place. Pupils have a very clear understanding of the importance of keeping fit and eating healthily. Links with local schools and sports clubs provide coaching for different sports. An array of trophies bears witness to the school's success in local tournaments. Behaviour is excellent, resulting in a harmonious school community and a strong eagerness to learn.

Achievement is good. At the end of Year 2, standards are well above average in reading, writing and mathematics. A very high proportion of pupils achieves higher than expected levels. Progress throughout Key Stages 1 and 2 is good. Standards by Year 6 are also well above average. More able pupils, especially, consistently maintain above average standards throughout Key Stage 2. Just over a half achieved higher than the expected level in English, mathematics and science in the 2007 national tests at the end of Year 6. Pupils with learning difficulties and/or disabilities, and those who are new to learning English, also achieve well due to the support they receive. The school seeks and successfully acts on advice to support pupils with speech, language and communication needs. Care is taken to help pupils acquire the vocabulary specific to the topics they are going to be working on.

The school has targeted writing, with a particular focus on boys, and is implementing strategies with some success. It is focusing on speaking and listening, through questioning and discussion, drama and role-play, and the use of film and video clips. This is helping pupils to become more actively involved in their learning and to generate ideas and vocabulary to improve the quality of their writing. These approaches have yet to be fully evaluated. However, an outstanding Year 6 lesson, where pupils discussed and developed their ideas for writing, using a print of a famous painting, showed that these approaches are proving successful, particularly for boys. Given their high level of basic skills and excellent personal development, pupils are extremely well prepared for their future life and learning.

The school carefully monitors pupils' progress and sets challenging end-of-year targets for teachers to plan towards, and for pupils to aim for. As part of performance management, teachers are accountable for the progress pupils make throughout the year. This is helping to ensure that teachers look more closely at the day-to-day progress pupils make to ensure that future lessons appropriately challenge all pupils. This practice, although resulting in better progress by pupils, is not consistent. Nevertheless, teaching and learning overall are good. Lessons are well planned, prepared and managed. Interactive white boards, used by both staff and pupils, help to enliven lessons. Teaching assistants work well alongside teachers in their supporting role. There are good opportunities for pupils to assess the work they are doing. They are set individual targets to aim for and understand how these can help them to improve their work. They also appreciate the 'tips' that teachers provide in their marking.

The school development plan sets out appropriate areas for improvement, based on thorough monitoring and careful self-evaluation. Leaders regularly monitor teaching and learning. Lesson observations are focused on areas of school improvement, but tend to look more at teaching, rather than the impact of teaching on pupils' learning and progress. Weaknesses in teaching are identified and support given, helping to maintain a high quality of teaching. Thought is given to how teachers are paired in year groups, to provide support and share experience. Given the improvements since the last inspection, for example the improved provision for information and communication technology, and the opportunities for pupils to use and develop their computer and other skills in a more creative approach to learning, the school has a good capacity for further improvement.

Effectiveness of the Foundation Stage

Grade: 1

Children are extremely well provided for in the Foundation Stage. A very caring environment supports children in their learning. They enter Reception with levels of attainment as expected for their age. They make very good progress here and, when they start in Year 1, the great majority are working well towards the goals expected of them. A significant proportion fully meets or exceeds these goals. Personal and social development is especially strong and children quickly become confident learners. Very friendly links with parents, and their confidence in the school, mean that children quickly settle and learn the routines. Particular care is taken over the induction of younger children. Planning shows a very good balance between activities directed by staff, and times for children to explore and discover for themselves. Children are encouraged to make choices. Activities make good links between the different areas of learning within interesting topics, such as 'The Rainforest'. Planning further identifies points for observation and assessment, so that an ongoing check is kept of children's progress in the different areas of learning. The outside area is very well incorporated into children's learning.

What the school should do to improve further

- Ensure that day-to-day assessment is used effectively, so that all pupils make the progress necessary to meet their challenging targets.

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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?	1
The effectiveness in the Foundation Stage	1
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ 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	1

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interest of learners?	1
How well are learners cared for, guided and supported?	1

¹ 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.

All white boxes must be completed. The grey boxes are used wherever the inspection team has sufficient evidence to come to a secure judgement.

² IE - denotes that insufficient evidence was available to inspectors for a judgement to be made.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
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

Annex B



Letter to pupils explaining the findings of the inspection.

27 March 2008

Dear Pupils

Inspection of Goldsworth Primary School, Woking, GU21 6NL

I am writing to let you know what I found when I visited your school. Thank you for taking part in the inspection. I spoke with many of you during my visit and you were interesting to talk to, very polite and helpful. You spoke very enthusiastically about enjoying school and all of the things you take part in. Goldsworth is a good school, and some things about it are excellent.

I liked these things the most.

- Children in Reception get an excellent start to their time in school.
- You work very hard and make good progress.
- You behave extremely well and enjoy your lessons.
- The school supports you well when you find learning difficult.
- The school makes sure that you are safe and very well looked after.
- You have a very good range of clubs to choose from and the residential trips provide you with memorable experiences. I shall look out for the Goldsworth Ukulele Band!
- You know the importance of eating the right things and staying fit and healthy. You really do have an impressive array of sports trophies.
- Your headteacher, staff and governors do a good job.

The school carefully checks how well you are doing and the different levels at which you should be working. In order for the school to get even better, teachers need to make more use of this information, to plan what you need to learn next. This will ensure that you are all challenged to do your very best and so make the best progress possible. You can help by continuing to work hard, although not forgetting to enjoy your time at school.

I did enjoy visiting your school and watching you learn.

Yours sincerely

Peter Thrussell
Lead Inspector