

Goldenhill Primary School

Inspection report

Unique Reference Number	123977
Local Authority	Stoke-On-Trent
Inspection number	359555
Inspection dates	23–24 November 2010
Reporting inspector	Kevin Johnson

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	212
Appropriate authority	The governing body
Chair	Mr Phil Reynolds
Headteacher	Mr Neil Wade
Date of previous school inspection	Not previously inspected
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Introduction

This inspection was carried out by three additional inspectors who observed fourteen lessons and saw nine teachers. Meetings were held with groups of pupils, governors and staff. Inspectors observed the school's work, and looked at national test data and the school's own assessments and policies, governors' minutes, curriculum and safeguarding documentation, and samples of pupils' work. Sixty-seven questionnaires returned by parents and carers were scrutinised. In addition, inspectors looked at questionnaires completed by pupils and by members of the staff.

The inspection team reviewed many aspects of the school's work. Inspectors looked in detail at the following:

- Whether the school is addressing the difference between girls' and boys' attainment in mathematics.
- Whether teaching promotes outstanding learning and progress, as the school suggests.
- The strengths in pupils' personal development and their impact on overall achievement.

Information about the school

The very large majority of pupils in this average sized primary school are White British. The proportion of pupils known to be eligible for free school meals is a little above average, as is the number of pupils with special educational needs and/or disabilities. The school has achieved Healthy School status and Activemark. Before- and after-school care, managed by the governing body, is provided on site.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?**1****The school's capacity for sustained improvement****1**

Main findings

Goldenhill is an outstanding school. It has improved continually over a number of years due to highly effective leadership and management. The quality of teaching and learning has improved to outstanding since the last inspection. Many aspects of pupils' personal development have also improved and are now outstanding because of the exceptional quality of care, guidance and support. Children in the Early Years Foundation Stage are given an excellent start. Overall, the school demonstrates outstanding capacity for sustained improvement.

The school made a rapid recovery from an untypical dip in attainment in 2009 so that at the end of Year 6 in 2010, pupils' standards were slightly above average in English and mathematics and in line with the pattern at the school over the past four years. From very low stages of development across all areas of learning on entering Nursery, pupils' standards by the end of Year 6 represent outstanding progress and good achievement. This is also true of pupils who have special educational needs and/or disabilities, who benefit greatly from the expert and sensitive provision put in place for them. These outcomes stem from several sources, which include high quality teaching underpinned by rigorous and accurate assessment, a challenging and varied curriculum and the deeply embedded commitment of all staff to improving the life-chances of all pupils. The governing body provides strong support and challenge and, by monitoring its effectiveness, has an accurate understanding of the school's strengths and areas for development. Excellent work with partner schools and other providers has added momentum to the school's successful progress.

Among the many excellent aspects of pupils' personal development are their attitudes to work and the enthusiasm and enjoyment they show for learning. They feel entirely safe, and are acutely aware of how to keep themselves healthy in an environment which has its roots in mutual care and respect. Tolerance of others is highlighted in assemblies, displays and in the playground so that pupils are aware of and respect cultural differences within the school and at a local level. However, there are too few experiences which give them a more global understanding of life in a multicultural society. Pupils very strongly oppose all forms of bullying and invariably behave exceptionally well. Their above average attendance, and ability to apply their social and other skills in an enterprising way, leaves them extremely well placed to secure their future well-being.

What does the school need to do to improve further?

- Provide more opportunities and experiences for pupils to learn about the lives and cultures of different communities beyond the locality of the school, how those communities contribute to their own societies, and how they influence others.

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Outcomes for individuals and groups of pupils

1

Pupils get the best out of their lessons because they are always attentive and extremely well behaved. They rise to the challenges teachers provide for them, are quick to learn and enjoy their daily literacy and numeracy lessons, which some say are their favourites. Pupils find lessons interesting because they work in different ways, for example collaboratively, individually or in specially formed groups for specific purposes. Cross-curricular themes give pupils the chance to practise their skills in different ways, for example by searching the Internet for information to help their writing in a topic. Pupils have excellent understanding of their own progress and know what they need to do to improve.

A measure of pupils' outstanding progress, from very low levels of skill on entry to Nursery, is their average attainment at the end of Year 6 which, in many cases, is above average. This was a very good recovery from 2009 when that cohort's attainment dipped; however this was due to the very high number of lower ability pupils in that year group. On the evidence of pupils' current work, the upward trend in English and mathematics appears set to continue. Pupils in Key Stage 1 build equally well on the rapid progress they make earlier. Their average attainment also shows a trend of steady improvement. Different attainment in mathematics between girls and boys in 2010 has been picked up by the school and the groups are closely monitored. Current assessments show no significant differences. Pupils with special educational needs and/or disabilities make exceptional progress, due to the very well-tailored and highly effective support they are given.

Excellent relationships help pupils to enjoy school and achieve well. Pupils make an important contribution to school life by being involved with the school council, acting as play leaders or making sure that they are there to support others if difficulties arise in the playground. Pupils show good initiative when it comes to fundraising, and have elicited the help of a local business for an environmental scheme to develop wildlife habitats in the school grounds. Pupils' spiritual, moral, social and cultural development is good overall but their cultural understanding, whilst fostering very positive and harmonious relationships within the school, does not extend sufficiently beyond these boundaries.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Outstanding teaching sets a very good pace for learning in lessons and leads to pupils' exceptional overall progress. Teachers' excellent subject knowledge, including their use of technology, and their finely tuned assessments and marking are used consistently to challenge pupils of all abilities. Teaching assistants are well trained and are skilled members of the teaching team who contribute very significantly to the pace and quality of pupils' learning. The very best lessons challenge pupils from the minute they come into the classroom. Work is based on what pupils say they have learned as well as on the teachers' assessments. Pupils are confident enough to question the teacher about their work and are motivated, at times, to do even more than the teacher expects of them.

The creative curriculum is well adjusted to pupils' needs and has a positive impact on their achievement and personal development. There are many opportunities for pupils to enjoy sports and other activities outside of school time. Some of these result from links with local sports clubs. There is a good focus on improving literacy and numeracy skills, and pupils are developing as competent users of information and communication technology (ICT). The introduction of Spanish gives added breadth to the curriculum but planning to integrate this in a meaningful way with other subjects is still not finalised.

The school places great emphasis on providing for pupils' individual pastoral and learning needs. Parents and carers are unanimous in their view that the school takes exceptional care of their children. Positive links are maintained with external agencies in order to

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secure the best possible help for vulnerable pupils. The school works extremely hard to support pupils and families facing the most difficult circumstances. Arrangements for pupils to join and leave the school are very supportive and parents are well informed about their children's progress and other school matters. Parents and carers are very appreciative of the additional care provided before and after school. The school keeps a very close watch on attendance, which has risen significantly since the last inspection.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Leaders and managers at every level are deeply committed to, and effective in, bringing about improvement. Despite their accurate view of the school's success there is no complacency in their ambition to provide every pupil with the opportunities needed to achieve their personal goals. This is amply reflected in the way in which the school strongly opposes discrimination and sets challenging targets for all pupils. Excellent work with partner schools and other providers has enhanced learning opportunities in, for example, mathematics, ICT and sports. Professional development for staff has ensured that teaching quality is now outstanding and that leaders have the skills needed for robust monitoring and evaluation. The governing body is watchful over the school's progress and members fulfil most of their responsibilities effectively. They ensure that pupils and staff are safeguarded well by regularly reviewing procedures and making sure that staff are aware of their responsibilities. Leaders have a clear overview of the school's role within the local community. Its strong contribution to multi-cultural events has a good impact in the school. However, the governing body is aware that pupils do not engage effectively with groups beyond the school and plans to address this are being developed.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children make outstanding progress from their starting points. The care and nurturing they receive, part of which is a daily breakfast on arrival, quickly provides them with the essential personal skills they need to become active and curious learners. By the end of Reception almost all pupils are working securely within the expected levels and some are more advanced. Provision for children is outstanding. They receive excellent teaching and there are exciting activities for children to enjoy indoors and in the outside areas where they put their skills to the test, gain in confidence, and develop their friendships with one another. Provision for children's welfare is given the highest priority. Teachers and assistants take the greatest care to ensure the well-being of children. Those who have specific needs are very well supported. There are very positive links with parents. Children's development is constantly checked to make sure that the next challenges planned, properly match their individual needs. Highly effective leadership results in excellent team-work among staff. There are rigorous systems for monitoring and self-evaluation and a clear shared vision for future developments.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account: Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation	1

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Please turn to the glossary for a description of the grades and inspection terms

Stage

Views of parents and carers

A majority of parents and carers returned completed questionnaires. Overall their views were very positive. Some parents commented particularly on the care provided, how the school raised self-esteem and of the progress their children make. A very small number of parents expressed individual concerns and these were discussed with senior staff members.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Goldenhill Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 67 completed questionnaires by the end of the on-site inspection. In total, there are 212 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	50	75	17	25	0	0	0	0
The school keeps my child safe	52	78	15	22	0	0	0	0
My school informs me about my child's progress	42	63	22	33	1	1	1	1
My child is making enough progress at this school	43	64	23	34	1	1	0	0
The teaching is good at this school	48	72	19	28	0	0	0	0
The school helps me to support my child's learning	47	70	18	27	2	3	0	0
The school helps my child to have a healthy lifestyle	40	60	24	36	2	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	40	60	24	36	1	1	0	0
The school meets my child's particular needs	41	61	23	34	2	3	0	0
The school deals effectively with unacceptable behaviour	34	51	28	42	1	1	1	1
The school takes account of my suggestions and concerns	35	52	27	40	1	1	2	3
The school is led and managed effectively	40	60	21	31	2	3	1	1
Overall, I am happy with my child's experience at this school	48	72	16	24	2	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



25 November 2010

Dear Pupils

Inspection of Goldenhill Primary School, Stoke-on-Trent, ST6 4QE

Thank you very much for welcoming my colleagues and me so warmly when we came to inspect your school recently. It was a pleasure to talk to you about your school and you told us a great deal. We agree with what you said, especially about what fun your lessons are and how much you enjoy some of the exciting activities. I know from your assembly that you are very caring and mindful of one another. Well done for that!

Goldenhill is an outstanding school. You make excellent progress, which begins in your outstanding Nursery and Reception classes. Your attainment in English and mathematics is average and improving and you achieve well. Your teachers do excellent work, but you know that already! The grown-ups take excellent care of you, which is why you do so well. Your behaviour and attitudes to work are outstanding and your attendance is above average.

I know everyone would like your school to be even better and your headteacher has plenty of plans to make that happen. However, I have asked for one improvement and that is that you have better opportunities to learn more about different people and cultures around the world so that you understand how they help their own communities and what you can learn from them.

You can play your part by keeping up that good attendance, continuing to enjoy your lessons and working hard.

Yours sincerely

Kevin Johnson

Lead Inspector

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