

# Goldstone Primary School

Laburnum Avenue, Hove, BN3 7JW

**Inspection dates** 9–10 May 2013

<b>Overall effectiveness</b>	Previous inspection:	<b>Good</b>	<b>2</b>
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher's inspirational leadership, with strong support from senior leaders and the whole staff, has ensured that achievement and teaching continue to be good.
- The school has been extremely successful in maintaining a strongly inclusive and positive ethos during its expansion, so that pupils, staff, parents and carers continue to feel warmly welcomed and highly valued.
- Teaching is good and some is outstanding. As a result, pupils achieve well. They make good progress from their starting points to reach levels that are typically in line with national averages in English and mathematics.
- Pupils make excellent progress in reading so that, in 2012, attainment in reading at the end of Year 6 was high.
- Specialist teaching provided by The Reading Centre makes a strong contribution to the development of reading skills for those pupils who attend.
- Pupils' behaviour has improved further since the last inspection and is now exemplary.
- Pupils are interested in learning and very keen to do well. Pupils' enjoyment of school is reflected in their attendance, which is consistently above average.
- Governors have an accurate picture of the school's strengths and development needs and provide effective support and challenge.
- Parents and carers are strongly supportive of the school.

### It is not yet an outstanding school because:

- There is not enough outstanding teaching to ensure that pupils' achievement is outstanding.
- Achievement in mathematics is not as strong as in other subjects.

## Information about this inspection

- The inspection team observed 27 lessons and part lessons, including a learning walk completed with the headteacher and a joint lesson observation completed with the deputy headteacher.
- Discussions were held with the headteacher, a group of governors, a representative from the local authority, senior leaders, staff, parents, carers and pupils.
- The inspection team took account of 135 responses to the online Parent View survey, in addition to several individual letters received from parents and carers.
- The inspection team observed the school's work and analysed a range of documents and policies, including the school improvement plan, information about pupils' progress, attendance records, safeguarding documents and a sample of pupils' work.

## Inspection team

Julie Sackett, Lead inspector	Additional Inspector
Gordon Jackson	Additional Inspector
Barbara Saltmarsh	Additional Inspector
Susan Hunnings	Additional Inspector

## Full report

### Information about this school

- The school is larger than the average-sized primary school.
- The proportion of pupils who are known to be eligible for the pupil premium in this school is below the national average. Pupil premium is additional funding provided by the government to support pupils known to be eligible for free school meals, looked after children and the children of service families.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average, but the proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils from minority ethnic backgrounds is above the national average and the proportion of pupils who speak English as an additional language is in line with the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school has a breakfast club and an after-school club, both of which are run by the school and were included in this inspection.
- The Reading Centre has been established within the school to provide specialist teaching for individual pupils. It is managed by the school and was included in this inspection.

### What does the school need to do to improve further?

- Increase the proportion of outstanding teaching and further improve achievement, especially in mathematics, by:
  - increasing the opportunities for children in the Early Years Foundation Stage to use and apply mathematical skills during activities in the outdoor area
  - building on existing good practice through ensuring that questioning by teaching assistants always has a clear focus on learning and responds promptly to pupils' needs
  - ensuring that marking is of a consistently high quality, including comments to help pupils to know what they need to do to improve, and that pupils are given time during lessons to respond.

## Inspection judgements

### The achievement of pupils is good

- Children's skills and understanding when they join the Early Years Foundation Stage are generally below the levels expected for their age, although rising in recent years. They make good progress, particularly in the development of reading and writing skills, so that attainment at the end of the Reception Year is slightly above average and has improved steadily over the past three years.
- Pupils continue to make good progress overall as they move through Key Stage 1 and Key Stage 2. The high priority given by the school to ensuring that the teaching of reading is effective has been highly successful in ensuring that pupils make excellent progress in developing their reading skills. As a result, attainment in reading at the end of Year 6 in 2012 was well above average, with double the national average of pupils attaining the higher levels.
- Pupils' achievement in mathematics is not as strong as in other subjects. In part, this has been the result of the highly successful focus given to the teaching of English. The school has identified achievement in mathematics as a priority for development. Recent improvements, including increased challenge, mean that pupils' progress is accelerating, particularly for the most-able pupils.
- Improvements in aspects of teaching, including consistently high expectations and increased opportunities for pupils to work independently, ensure that the most-able pupils make at least good progress. As a result, the proportion of pupils attaining the higher levels at the end of Year 6 has increased and was above average in 2012 in English and mathematics.
- The school is strongly committed to securing equal opportunities for all pupils, whatever their background or ability and discrimination of any sort is not tolerated. All pupils are expected to do their best. As a result, all groups of pupils, including those from minority ethnic backgrounds and those who speak English as an additional language, make good progress. High-quality support, including specialist teaching, ensure that disabled pupils and those with special educational needs make good progress, similar to their peers.
- Pupils whose circumstances make them vulnerable, including those with complex emotional and behavioural needs, often make marked progress in their ability to engage positively in lessons and in other school events. Adults understand their needs well and provide positive, sensitive and caring support. The Sunflower Room provides high-quality support for pupils who need a little extra help with their learning or with social issues.
- The school's own data show that in the 2012 tests the attainment of Year 6 pupils who benefited from pupil premium support was in line with other pupils in the school. There was half a National Curriculum level gap between the attainment of these pupils in the school and the national picture. The gap narrowed substantially in mathematics in 2012, while in English the gap was similar to that in the previous year.

### The quality of teaching is good

- Lively teaching and confident subject knowledge characterise teaching and underpin pupils' extremely positive attitudes to learning and their good achievement. For example, in Year 3, the teacher's lively retelling of *Jack and the Giant*, effective use of the interactive whiteboard and briskly paced input gained pupils' full interest from the outset.
- Children thoroughly enjoy the interesting activities provided in the Early Years Foundation Stage. They are encouraged to make choices about their learning and this contributes well to the development of independence and self-esteem. A wide range of activities in the outdoor area, including opportunities for children to apply their reading and writing skills, effectively supports children's good progress. There are fewer opportunities, however, for them to use their mathematical skills, so that progress in mathematics is not maximised.
- Teachers actively listen to pupils' views and questioning is used effectively to explore and build

on their understanding. This was reflected in one pupil's comment, 'Teachers grab your attention by asking you questions, even when you don't have your hand up!' For example, in the Reception Year, the teacher's questioning successfully encouraged children to think and talk about their feelings while talking about the story of The Good Samaritan.

- There has been a successful drive to ensure that lessons provide sufficient challenge for all pupils, so that expectations are now consistently high.
- Teaching assistants play an active and confident role in lessons and when working with individuals and small groups. They understand pupils' needs and work well with teachers to ensure a consistent approach. Much of the questioning by teaching assistants is effective so that pupils make good progress. Occasionally, however, while teaching assistants are caring and attentive, opportunities are missed to focus on pupils' learning needs and respond to these promptly, particularly in mathematics.
- Pupils' work is regularly marked and some marking is of good quality, with comments by the teacher helping pupils to understand what they can do to improve. However, there is slight variation in the quality of marking across the school, with opportunities missed, in a few cases, to provide comments to guide pupils in their learning. Pupils are not always given time to respond to teachers' comments.
- The teaching of reading is extremely effective because teachers are knowledgeable and use information about how well pupils are learning to provide targeted support where needed. Initiatives such as The Reading Centre and regular phonics lessons across the school make a valuable contribution to pupils' progress in reading.
- The overall quality of teaching is not yet outstanding because, while there is some outstanding teaching, there is not enough to secure outstanding achievement.

### **The behaviour and safety of pupils** are outstanding

- Pupils' behaviour in lessons and around the school is excellent, from the youngest children in the school to those in Year 6. They are extremely polite, warmly welcome visitors and speak about their school with pride. Pupils carry out roles of responsibility, such as serving on the school council or as 'playtime pals', sensibly and maturely.
- The school's behaviour policy is implemented successfully across the school and is understood by all. High expectations, combined with a whole-school conviction that pupils can successfully be helped to achieve their best, mean that all pupils are skilfully supported and strongly included, including those individual pupils who find it more difficult to behave appropriately.
- Pupils' attitudes to learning are exemplary and they enjoy school very much, one commenting to inspectors, 'I love it!' Relationships are strong and pupils feel very safe. As a result, attendance is consistently above average. Almost all parents and carers who completed Parent View feel that their children are safe and happy.
- Pupils know that adults value what they have to say and so are confident in approaching them if they have any worries. For example, pupils told inspectors that they appreciate being able to speak to adults in The Sunflower Room if they have any worries or need reassurance.
- Regular events in school ensure that pupils are well informed about why bullying is harmful. They know about the different forms that bullying can take and understand how they can play a part in helping to keep safe.
- Good relationships and enjoyable activities in the breakfast club and after-school club provide a positive start to the school day for those pupils who attend.

### **The leadership and management** are good

- The headteacher has provided consistently strong and committed leadership in the school and is ably supported by the deputy headteacher. The determination of all leaders, including the

governing body, to build on the school's strengths, combined with a complete lack of complacency, has been central to the school's success in maintaining pupils' good achievement and improving important aspects of provision since the last inspection.

- The key issues identified at the last inspection have been addressed in full. For example, the way leaders at all levels use information about pupils' progress to check how well pupils are doing is now a particular strength in the school. Information is systematically analysed and provides an accurate picture of pupils' progress and needs, while also ensuring that pupils continue to be known as individuals.
  - Close links with parents and carers are a particular characteristic of the school and highly valued. During the inspection, many parents and carers were keen to share their positive views and experiences of the school.
  - The curriculum is broad and balanced and makes a good contribution to pupils' achievement and to their enjoyment of learning, including weekly music and art lessons taught by specialist teachers.
  - The curriculum promotes pupils' spiritual, moral, social and cultural development well, including opportunities for pupils to consider a range of faiths, cultural backgrounds and moral issues. This was evident during the inspection, for example, when pupils talked with feeling and sensitivity about the persecution of the Jews during the Second World War.
  - The local authority has provided light touch support for this successful school.
  - Leadership and management are not yet outstanding because achievement in mathematics is not yet as strong as in other subjects. Rigorous and accurate self-evaluation means that the school has already identified this aspect for further development and appropriate action plans are in place to drive improvement.
  - **The governance of the school:**
    - Governors are highly supportive of the school but also ask probing questions which effectively hold the school to account. For example, governors discussed the planned establishment of The Reading Centre in the school at length and are involved in checking, through visits and discussion of pupils' progress reports, the degree to which this specialist support is helping pupils to improve their reading skills. Minutes of meetings of the governing body record the good levels of challenge provided by governors. Regular reports from the headteacher, combined with visits to the school, mean that governors have a good understanding of the quality of teaching. They are well informed about how staffing and pay decisions are related to pupils' performance and the school's priorities for improvement. Governors know how pupil premium funding is spent and the effect it has on pupils' achievement. They understand how well the school is performing in relation to other schools. Safeguarding procedures are robust and meet statutory requirements.
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## 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

<b>Unique reference number</b>	114398
<b>Local authority</b>	Brighton and Hove
<b>Inspection number</b>	403238

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	602
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ian Munroe
<b>Headteacher</b>	Chris Pearson
<b>Date of previous school inspection</b>	9 October 2007
<b>Telephone number</b>	01273 294851
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