

# Goldfield Infants' and Nursery School

Christchurch Road, Tring, Hertfordshire, HP23 4EE

**Inspection dates** 25–26 September 2013

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

## Summary of key findings for parents and pupils

### This is an outstanding school.

- The headteacher is held in high esteem by parents and pupils. Her enthusiasm and very clear vision inspires all members of staff who continually search for ways in which they can improve their teaching.
- Governors keep staff on their toes through constructively challenging their performance and ensuring that there is no complacency.
- The headteacher and governors know the school well. This has enabled them to sustain and build on the outstanding qualities identified at the last inspection.
- Much teaching is of a high quality that inspires the pupils and results in their rapid progress and high attainment in reading, writing and mathematics.
- The pupils' curiosity is nurtured at every opportunity. They love learning and strive to fulfil the school's aims of 'perseverance, reflection, co-operation and resourcefulness'.
- Learning is brought to life for pupils through the very creative way in which subjects are taught and the wide variety of interesting activities they experience. They are fascinated about the world around them by the exciting use made of the school grounds.
- Many activities help the pupils to understand they are part of a global society and to support their spiritual, moral, social and cultural development. Through these they are sharply aware of diversity and the customs and cultures of others.
- The pupils' behaviour is exemplary and they greatly enjoy all aspects of their school life. They are very kind, considerate towards each other, very polite and well mannered.
- Parents appreciate the way governors and staff take great care to ensure the welfare of their children. Pupils feel safe and are taught how to stay safe and how to look after themselves and each other.
- Children have an exciting start to their schooling in the Nursery and Reception classes, although outdoor learning in Reception is not as effective as in the Nursery.
- The rapid progress of disabled pupils and those who have special educational needs reflects the strong and successful commitment to ensuring equality of opportunity.
- The school works very closely with parents so that they are genuine partners in the education of their children.

## Information about this inspection

- Inspectors observed 19 lessons or parts of lessons, three of which were seen together with the headteacher.
- Meetings were held with groups of pupils, school staff and members of the governing body, including the Chair. A telephone discussion was also held with a representative from the local authority.
- Inspectors took account of the 99 responses to the online parent questionnaire (Parent View) and held informal discussions with parents at the start of the school day.
- Inspectors observed the school's work and looked at a number of documents, including the school's own information on the pupils' current progress, planning and monitoring documentation, records relating to behaviour and attendance, and documents relating to safeguarding.
- Inspectors also listened to the reading of a group of pupils in Year 2.

## Inspection team

Martin Beale, Lead inspector

Additional Inspector

Maria Rees-Johnson

Additional Inspector

## Full report

### Information about this school

- The school is average in size.
- Almost all pupils are from White British backgrounds.
- Only a very small number of pupils are supported by the pupil premium. This is extra money given to schools for looked after children and pupils known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs supported through school action is broadly average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is low.

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

- Bring the quality of outdoor provision in Reception and its link to learning inside up to that in the Nursery.

## Inspection judgements

### The achievement of pupils

### is outstanding

- Most children enter the school at the level of development expected for their age. They make rapid progress and the results of Year 2 assessments are consistently high. Almost all pupils reach, and large numbers exceed, levels expected for their age in reading, writing and mathematics. This reflects the challenge across the school for all pupils and particularly the more able.
- Children in the Nursery and Reception classes display excellent listening and concentration because they have such exciting things to do. They make speedy progress so that their attainment is above levels by the time they enter Year 1.
- Basic reading skills such as understanding letters and sounds are taught well and develop rapidly. Pupils use these skills with only a little prompting to tackle new and unfamiliar words. They are able to recognise or deduce a wide range of words by Year 2 so that they read fluently and with expression. They also read widely particularly following the school's push to promote reading for pleasure.
- Every opportunity is taken to develop writing skills from the Nursery onwards, including how to hold and manipulate a pencil. The pupils' writing is creative and interesting and by Year 2 beginning to be in a neat joined script. Pupils benefit considerably from talking about their writing as they plan each section. By doing this Year 1 pupils, only a few weeks out of Reception, wrote several linked and meaningful sentences to describe how they lost and then found a favourite toy.
- The recent drive to sharpen the pupils' mental arithmetic has been very successful. Year 2 pupils, particularly the more able, can rapidly recall number facts quickly such as when doubling and halving numbers. They apply these skills readily when solving simple problems.
- Disabled pupils and those who have special educational needs make rapid progress because their needs are carefully identified and highly effective support programmes put in place. These are regularly evaluated to make sure they are having the maximum impact and adjusted if required.
- Pupil premium funding is used well to support the few eligible pupils through individual tuition and small group work to develop their social skills. They make similarly outstanding progress as others to reach similar levels of attainment.
- The pupils' physical well-being is a high priority for the school. Pupils are kept very active at lunchtimes and through the wide range of after-school clubs. The school plans to use the recent primary schools' sport funding to extend this through a partnership with local schools to purchase the services of specialised physical education teaching.

### The quality of teaching

### is outstanding

- Teachers have established a very calm and purposeful working atmosphere in their classrooms. Their lessons are so interesting that pupils become quickly engrossed and stay engaged on activities for long periods. Pupils thrive on the challenge presented and value the praise they receive when they are successful in their answers and their work.

- Teachers make sure that the learning of all pupils is moved forward rapidly by using their on-going assessment of their learning to match activities closely to individual needs and their targets. This leads to considerable challenge for the more able and support for those who find learning difficult. Learning moves forward at pace because teachers make every moment count and adapt their teaching in the light of the pupils' responses to their skilfully posed questions.
- Additional adults are deployed well so they make a very significant contribution to learning including when taking small groups by themselves. They are particularly effective when supporting pupils who have special educational needs as they have developed trusting relationships which make them sensitive to changing moods. They can often be seen adapting their methods and materials thoughtfully as individual needs dictate.
- Pupils are very aware of how well they are doing and the targets they are aiming for in each piece of work. Thorough and regular marking and verbal feedback gives individuals valuable guidance which they take on board and try to act upon immediately.
- The wide range of exciting activities in the Nursery and Reception classes stimulates the children's curiosity, and provides many opportunities for the development of their social skills, independence and language. Children move freely between the inside classroom and the outside area in the Nursery where the activities are carefully designed to meet the children's needs and capture their interests. Learning in the outside classroom in Reception is less effective because activities are not always sharply focused on the next steps in each child's learning.

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

- Pupils have tremendously positive attitudes to learning and good levels of attendance. They greatly enjoy school and arrive each morning smiling, on time and ready for learning. They listen carefully in lessons and are keen to answer their teachers' questions. They put much effort into their work and are keen always to do better.
- Many of the qualities that help them to learn so well start in the Nursery and are built upon as they move through the school. Children quickly learn how to work together co-operatively by discussing ideas and sharing resources. At the same time they become independent and reflect on how well they are learning such as by assessing carefully their own work and that of others.
- Pupils move around the school sensibly and play happily together at break and lunchtime. They understand the importance of behaving well and recognise the consequences of their actions and how they might be hurtful to others. The consistent use by staff of the 'Talk, Listen, Care' strategy means any squabbles end quickly and amicably. Additionally, any incidents of inappropriate behaviour are very rare and there has been no reported bullying or racism.
- Pupils take responsibilities such as becoming 'Super Learning Council' members with great pride and are keen to raise funds for various charities. They make sure they all follow the school's 'Eco-code' reflecting their great care and concern for the environment.

### **The leadership and management** are outstanding

- The inspirational headteacher has a very clear vision. She is totally committed to the pupils and how the school can be even better for them. The well-trained and effective team of subject leaders is fully behind her drive for continual improvement. There is a sharp link between incisive self-evaluation and the priorities and action identified for improvement. This is why school has the capacity to become even better

- There is a continual and relentless drive to improve teaching. Focused training is provided when introducing new programmes such as for phonics and mental mathematics and their implementation is carefully monitored. Formal processes are used rigorously to make clear to teachers how their performance is linked to financial rewards and to drive up the quality of their teaching.
- The school promotes strong global awareness amongst pupils of all ages and ensures there is no discrimination of any form. Pupils gain a very mature understanding for their age of different faiths and cultures through activities in 'One World Week' and from visitors to school during 'Faith and Belief' week who share the customs and beliefs associated with their religious faiths. They also sponsor a child in Kenya and closely follow her progress and development.
- The way subjects are organised and taught is constantly under review, reflecting the drive for continual improvement. Learning in different subjects is creatively linked and new technology continually used by pupils. This includes filming 'weekend news', programming toys to move around a track or using laptop and tablet computers regularly to extend their learning.
- Parents are very much in support of the school and all that it does for their children. They are provided with much information about the way subjects are taught through workshops and termly leaflets explaining learning and how they can support their children's learning at home.
- The headteacher is committed to doing her utmost so that no pupil is left behind. No stone is left unturned in attempting to ensure that barriers to learning such as for pupils who have special educational needs are quickly removed.
- The local authority provides light touch support for this outstanding school, although it has remained close enough to understand its qualities. Teachers from other schools are regularly invited to observe the high-quality teaching and provision.
- **The governance of the school:**
  - The highly effective governing body contributes very significantly to sustaining high achievement and to the school's improvement. Governors are fully involved in monitoring the impact of their policies while individual 'governor champions' track priorities in the strategic plan. Governors undertake regular training to extend their expertise including in understanding assessment data. This means their questioning of the headteacher is challenging and pertinent. They are quite aware how good teaching is and how performance is linked closely to salary progression. Governors keep a very close eye on finances and through careful planning have been able to fund the new Nursery building. They have sharpened the allocation of the pupil premium so that it is fully in support of eligible pupils. Self-evaluation has led to a change in committee structure, the impact of which is now being considered.

## 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>	117274
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	427222

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

<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	216
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Paul Elley
<b>Headteacher</b>	Debbie Stevens
<b>Date of previous school inspection</b>	26 June 2008
<b>Telephone number</b>	01442 823551
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