

# Goldsmith Primary Academy

Goldsmith Road, Harden, Walsall, WS3 1DL

**Inspection dates** 10–11 June 2014

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected	
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils	Good	2	2
Quality of teaching	Good	2	2
Behaviour and safety of pupils	Good	2	2
Leadership and management	Good	2	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils reach average standards from starting points well below those expected for their age. They achieve particularly well in reading and mathematics.
- Pupils' behaviour is good and has improved well in the last year. Pupils are keen to learn, have good relationships with their teachers and nearly all get on well together.
- Teaching is good because teachers have a good understanding of the academic and social needs of their pupils.
- Teachers assess pupils' work promptly, accurately and in detail across a range of subjects, helping pupils to make secure improvements and develop their understanding.
- The headteacher gives strong and calm leadership to the whole school community. She is well supported by an energetic and enthusiastic team of leaders, and a staff with high ambition and morale. This has led to an improvement in teaching and achievement across the school.
- The sponsor of the school since its conversion to an academy has played a very positive role in the many improvements taking place in the performance of the school, particularly in teaching and the achievement of pupils.
- The governing body has improved its contribution to the school, and is playing a more active role in the management of the performance of teachers.

### It is not yet an outstanding school because

- Not all pupils achieve as well in writing as they do in reading.
- Attendance, although improving significantly in the last year, is below average; a minority of pupils are sometimes late for school.

## Information about this inspection

- Inspectors observed 20 lessons. Six of these were seen jointly with the headteacher.
- Meetings were held with pupils, the headteacher, other staff with leadership responsibilities, three governors and a representative of the sponsors.
- Inspectors discussed teaching and pupils' progress with class teachers and teaching assistants. Pupils' books and records of their progress were also examined.
- Inspectors listened to pupils reading and discussed their reading experiences with them.
- There were too few responses to Parent View, the online questionnaire for parents, for this to be taken into consideration. Inspectors examined a number of other responses from the parents to the school's own recent survey of their views. They also spoke to a number of parents in the playground. Inspectors considered 26 responses to the staff questionnaire.
- A range of documentation was examined, including the school's self-evaluation and development plan, analysis of pupils' achievement and progress, safeguarding arrangements, school policies, and records of checks made by leaders on the quality of teaching.

## Inspection team

Rodney Braithwaite, Lead inspector	Additional Inspector
Helen Owen	Additional Inspector
Alison Lamputt	Additional Inspector

## Full report

### Information about this school

- The school is larger than the average-sized primary school.
- Goldsmith Primary Academy converted to become an academy school in September 2012, sponsored by the Windsor Academy Trust (WAT).
- Most of the pupils are White British, the remainder coming from a range of ethnic heritages. The proportion of pupils who speak English as an additional language is below average.
- The proportion of disabled pupils and those who have special educational needs is below average. The proportion at school action plus or with a statement of special educational needs is average.
- The proportion of pupils supported by the pupil premium is three times the national average. This is additional government funding provided for pupils who are from service families, looked after by the local authority or known to be eligible for free school meals.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress.
- The school has a Nursery class which children attend on a part-time basis, two Reception classes and nine other classes. The number of pupils has increased significantly in the last year.
- The school has a high turnover of pupils starting or leaving at times other than entry into the Early Years Foundation Stage. Since September 2013, over a quarter of the pupil population has changed.
- The school provides breakfast each morning in the classrooms for pupils before school starts.
- The school is based in two buildings on a large site.

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

- Improve the quality of teaching and of achievement so that both become outstanding by ensuring that:
  - pupils achieve at least as well in writing as they do in reading
  - younger pupils do not lose concentration and have any difficulties dealt with more quickly in Years 1 and 2 where learning skills in all aspects of writing and reading are being taught.
- Ensure that the improvement in attendance continues, and that pupils and parents have a good understanding of the need to be punctual for school.

## Inspection judgements

### The achievement of pupils

is good

- Children enter the Nursery with levels of skills and experience well below those typically seen for their age, especially in their language and social development. They make good progress in the Nursery and Reception classes, although standards remain below average for their age when they begin in Year 1.
- In the first year as an academy, pupils' progress in Years 1 and 2 was slow in reading, writing and mathematics. The high number of pupils on roll supported by additional funding made slightly more progress in these subjects than others.
- Observations of teaching, pupils' work in books and the schools' data indicate that much better progress is now being made by pupils in Years 1 and 2. This includes disabled pupils and those with special educational needs, minority ethnic groups, those who speak English as an additional language and pupils eligible for additional funding. This is as a result of improved teaching and better analysis of pupils' progress and its use in planning for their individual progress.
- Pupils are making good progress in reading, writing and mathematics in Years 3 to 6. In the national tests at the end of Year 6 in 2013, above average numbers of pupils made and exceeded nationally expected progress in each subject. This included three quarters of the class who were entitled to additional funding. The more able pupils, too, achieve well, notably in reading and mathematics. Although few pupils reached the higher Level 5 in 2013, faster progress in Key Stage 2 means that more pupils are doing so now in these two subjects.
- Pupils supported by extra funding are attaining almost as well as others and there is little difference in their progress. Effective support has helped to improve the progress of disabled pupils and those with special educational needs and it is now similar to that of other pupils. This also includes pupils in minority ethnic groups and pupils with English as an additional language.
- Progress in the learning of phonics (letters and the sounds they make) is another area targeted by the school for improvement. This has been effective because teachers are improving their skills in helping pupils to learn and understand letter sounds.
- As a result, pupils have improved their reading standards and become enthusiastic readers. Both they and their teachers carefully track their progress as they enjoy reading regularly to adults. They particularly like reading the books which have been made into films, such as *The Boy in The Striped Pyjamas*.
- Writing skills are generally not as well developed as those in reading, as is reflected in recent national test results. This is because new teaching approaches to help pupils apply their skills in a range of subjects are not yet as firmly in place. Also there are times when pupils need additional support to make maximum progress in using their phonic skills.
- Pupils are improving their achievement in a range of other subjects, such as information and communication technology.
- Pupils are also improving their skills in physical education, sporting activities and knowledge of healthy lifestyles. This is because the new sport funding is being used effectively in providing a higher quality of teaching.

### The quality of teaching

is good

- Teaching has improved since the school became an academy, and continues to do so. It is now nearly always good in every year, with the occasional example of outstanding practice. This is why the progress of many pupils who were underachieving is now much improved.
- The improvement in teaching over time was clearly evident in pupils' books and in the displays around the school. In addition, many pupils were keen to tell inspectors about their exciting learning experiences, and were glowing in the praise of their teachers.
- Older pupils say their progress is helped by developing their skills in problem solving related to their daily lives. For example, in both of the Year 6 classes, pupils started learning a number of

varying skills when planning the development of the area around the school pond. They learned about drawing plans to scale, how to cost a budget when buying plants for the surrounds and fish for the pond, and the value of teamwork in meeting challenging tasks.

- Teachers are careful to ensure that pupils listen to and understand instructions, take care and pride in their work and learn the routines of the class and what the teacher expects of them.
- Books show regular learning targets for pupils, which are carefully planned for each individual. Pupils also have their own evaluation books which the oldest ones, particularly, fill in during every lesson, so that they know which targets they still need to reach. Teachers' marking also carefully indicates to pupils how they can improve, as well as praising good work.
- There have been past weaknesses in the teaching of reading and phonics. Intensive training has improved teachers' skills and, consequently, the attainment and progress of pupils have risen.
- In spite of this there is still room for further improvement. Occasionally in the sessions of guided reading, learning of phonics and comprehension activities learning falters because younger pupils especially lose concentration or do not have difficulties dealt with soon enough.
- Teaching in the Early Years Foundation Stage is good, and is helping children to make much better progress in their language and social skills. Children made good progress in the outside learning area, where some from Nursery and Reception were observed enjoying opportunities for climbing and balancing. Others were making good strides in their speaking skills when deciding whether to make 'a little caterpillar or a long one'.
- Teachers and their teaching assistants work productively together to improve pupils' learning and skills. There is good teamwork between all adults, especially in their support for pupils in vulnerable circumstances.

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

- The behaviour of pupils is good. They behave well in lessons and around the large school and extensive play areas.
- Pupils think behaviour has improved a lot in the last year, although 'there are still a few who misbehave'. They say that they all understand the behaviour system and that teachers stick to it.
- Pupils enjoy their learning, talking enthusiastically about all their clubs including the choir, 'which over 40 go to'. They like especially the challenges they get, such as the pupil who defeated his teacher in a 99 times tables competition. 'We follow our school's Gold Star values, because it is a fun way to get better life skills.'
- Pupils have positive attitudes to learning, take care with the presentation of their work and are proud of their school uniform. Only a very small minority of pupils occasionally have difficulties in concentrating on their learning
- The wide variety of practical opportunities and experiences provided by the school, particularly through the use of the new school sport fund, also help to contribute effectively to pupils' spiritual, moral, social and cultural education. This is also helped by the calm, early start to the day when many pupils enjoy having breakfast together in their classrooms.
- Children in the Nursery and Reception classes learn quickly to help each other and soon settle to routines in taking turns and following instructions carefully. Their behaviour in and outside their classrooms during the inspection was frequently excellent.
- The school's work to keep pupils safe and secure is good. Typically, one pupil commented, 'Teachers would notice if anyone was unhappy.' This shows their belief that they can trust the adults in the school to look after them.
- Pupils have a good understanding of all types of bullying, including through social media and the internet. They also fully understand that the school will not tolerate homophobic name calling, and deals strongly with any pupils who do resort to it.
- Since the school converted to academy status, there has been a decline in exclusions of pupils from school. This has been limited to a very small number of pupils, and staff have been rigorous in enabling all pupils in the school to understand what is expected of them.

- Attendance has improved well in the last year as a result of school leaders' constant encouragement to pupils and promotion of a variety of rewards to pupils and classes for good attendance. However, although it is improving, it is still slightly below average. A small number of pupils are sometimes late for school, in spite of the school's strenuous efforts to encourage punctuality.
- Parents and staff alike indicate that behaviour has improved in the last year, enabling pupils to learn in a calmer and enjoyable environment.

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

- The headteacher has led the school very determinedly through the conversion to academy status. She has ensured that, with the assistance of other leaders and staff, there has been a number of important improvements in the school performance. In particular, the headteacher leads the monitoring of teaching and learning strongly. She encourages teachers to evaluate their own skills, but also gives them detailed advice and support in their professional development. Leaders relate pay increases very closely to the performance of teachers in relation to their targets for pupil improvement.
- The leadership structure ensures that responsibilities are spread more widely than in the past. Consequently, new senior and middle leaders alike are making increasingly successful and enthusiastic contributions to the management of the school through more effective checks on pupils' progress. Middle leaders, in particular, in a number of subjects are making good contributions to school improvement. This is resulting in, for example, better progress in literacy and numeracy skills in Key Stage 1. There has also been a strong rise in the achievement and progress of almost all pupils in every year group, although their attainment could still be further improved, especially in writing.
- The use of additional funding for the many disadvantaged pupils in the school is carefully planned, and is resulting in a more sustained rise in the achievement of these pupils who are now reaching the same levels as other pupils.
- The leadership of the Early Years Foundation Stage is good, because staff have a comprehensive knowledge of the progress of all children and ensure that their planning is based upon the needs of each individual.
- School leaders have a very realistic view of the school's work, which provides the basis for very detailed planning for improvement.
- The curriculum contributes strongly to pupils' good and improving achievement, as well as pupils' spiritual, moral, social and cultural development. In particular, the school promotes equal opportunities and cooperation well. The management is particularly effective in supporting families and pupils in vulnerable circumstances. The care exercised towards all pupils supports the good promotion of pupils' spiritual, moral, social and cultural education.
- The leadership has been well supported by teachers and guidance from the headteacher of their sponsors. Leaders and teachers are gaining much in the advancement of their skills from regular inter-school visits, which sometimes also includes pupils.
- The school's partnership with parents is good. This was noted by a good turnout at the Key Stage 1 sports day during the inspection. The rapid rise in numbers in the school in the last twelve months also indicates that parents approve of the school.
- **The governance of the school:**
  - The governing body is currently being led by an acting Chair, following the recent retirement of the previous one. The governors have coped well with the challenges of academy conversion, and have a good understanding of the school and its areas for improvement. They are proud of its improving performance and growing reputation in the local community. They hold leaders to account and are regular visitors to school. They are beginning to develop their understanding of staff performance in relation to the progress of their pupils, and how this will affect their decisions on pay.
  - Governors have a good working knowledge of how the school uses extra funding for particular

groups of pupils, and how they are progressing as a result. They also have a good understanding of the use of the new sport funding. Governors ensure that all safeguarding arrangements are fully met, that pupils are kept safe and that school policies are regularly reviewed.

## 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>	138591
<b>Local authority</b>	Walsall
<b>Inspection number</b>	440029

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>	Academy sponsor-led
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	325
<b>Appropriate authority</b>	The governing body
<b>Chair (Acting)</b>	Nikki Davidson
<b>Headteacher</b>	Michaela Crawford
<b>Telephone number</b>	01922710182
<b>Fax number</b>	01922470724
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