

Golders Hill School

666 Finchley Road, Golders Green, London NW11 7NT

Inspection dates

27 February–1 March 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- Leadership and management are effective. Leaders work together well to ensure that the school complies with the independent school standards.
- Leaders have maintained good teaching and pupils' outcomes since the previous inspection.
- Teaching, learning and assessment are good. Teachers have a thorough knowledge of the pupils' abilities and use assessments to help plan to meet the needs of individual pupils.
- Pupils' outcomes are good. Pupils make good progress, especially in reading, writing and mathematics.
- Members of staff promote good behaviour and teach good manners effectively.
- Safeguarding arrangements are thorough, enabling pupils to feel safe and to stay safe.
- Pupils' personal development, behaviour and welfare are good. Pupils enjoy learning and take pride in their work.
- The early years provision is good. Members of staff ensure that children take part in engaging activities that promote good learning.
- Teachers do not consistently challenge the pupils to deepen their knowledge and understanding, especially in subjects other than English and mathematics.
- There are insufficient opportunities for members of staff to develop professionally.

Compliance with regulatory requirements

- The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Full report

What does the school need to do to improve further?

- Ensure that teachers consistently challenge pupils to deepen their knowledge and understanding in subjects other than English and mathematics.
- Improve opportunities for members of staff to develop professionally so that they can raise the quality of their teaching and strengthen pupils' progress across the curriculum.

Inspection judgements

Effectiveness of leadership and management

Good

- The proprietor, headteacher and senior leaders ensure that there is a calm atmosphere in the school that supports good learning. The senior leadership team has developed well since the previous inspection. There are clearly defined roles and responsibilities to ensure that independent school standards and other requirements are met effectively.
- Leaders' self-evaluation of all aspects of the school's work is accurate and plans for further improvement identify the right next steps for development.
- Since the previous inspection, leaders have ensured that good teaching has been maintained so that pupils make good progress.
- The curriculum is planned well to meet pupils' differing needs and promotes particularly good progress in reading, writing and mathematics. It ensures that pupils of all abilities have equal opportunities to learn and to succeed and to take part in extra-curricular activities, including interesting educational visits.
- Pupils' spiritual, moral, social and cultural development is promoted thoroughly. For example, during circle times, pupils improve their communication skills while discussing topics such as how they can help others. Pupils are prepared well for life in modern Britain. They show respect for the beliefs of others and understand worthy behaviours such as courage and honesty.
- Parents and carers are pleased with the work of the school and typically make comments such as, 'the school is great' and 'everyone knows the children well'.
- Several of the members of staff who completed the Ofsted staff questionnaire were not fully satisfied with the professional development and training that they receive. Leaders are aware that this is an aspect of the school's work that has not been tackled successfully since the previous inspection. While the quality of teaching is checked, the management of teachers' performance lacks rigour.

Governance

- The school does not have a governing body.

Safeguarding

- The arrangements for safeguarding are effective.
- The school publishes a suitable safeguarding policy on its website and ensures that all the relevant safety checks are made on adults working in the school. There is frequent and up-to-date training on all safety and safeguarding matters and these are understood by all staff.
- Leaders have established a safe culture that enables pupils to learn effectively because they feel safe and are confident that they will be looked after well. As one pupil pointed out, 'all our friends and the teachers look after us'.
- Members of staff are vigilant in checking that the safeguarding policy is followed. For example, parents are reminded not to use their mobile phones in school and pupils are

supervised carefully throughout the school day.

- Leaders work well with parents and external agencies to provide additional support for pupils as needed.

Quality of teaching, learning and assessment

Good

- Teaching, learning and assessment are effective because members of staff have a good knowledge of the individual needs of pupils in the small classes. They support the pupils well, including the most able, ensuring that they are clear about what they need to learn next. For example, pupils know their individual targets and help to evaluate how well they have completed their homework.
- There are strong relationships between pupils and members of staff. Behaviour is managed well; teachers and assistants are skilled in reminding pupils of the best way to behave in any situation. Members of staff use praise effectively and, as a result, pupils are keen to learn and take care with their work.
- There are good strategies in place to help the less able pupils or those who have special educational needs (SEN) and/or disabilities to make the same progress from their starting points as their peers. The teachers' good knowledge of the pupils' learning enables them to provide additional support in a timely manner.
- Teachers have a good knowledge of the subjects they teach. Phonics is taught thoroughly and is used well to support learning in reading and writing.
- Teachers do not consistently challenge the pupils to work in sufficient depth, especially in subjects other than English and mathematics.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils feel safe and are confident because school routines are clear and well established. They understand what to do if they encounter any unkind or bullying behaviour. They resolve most 'falling out' with their friends for themselves and know who to ask if they need adult help. Pupils feel well supported by members of staff and are knowledgeable about safety matters, such as 'stranger danger' and e-safety.
- Pupils' physical and emotional well-being is supported effectively. The school makes good use of external providers for swimming and games lessons and has suitable play areas and a new hall for other physical activities. Specific activities, such as circle time, support pupils in developing well emotionally.
- Pupils understand how to be successful learners and take pride in their work. Occasionally during class discussions, a few pupils lose concentration when another pupil is speaking. When this happens, they do not show respect for the ideas and opinions of others.

Behaviour

- The behaviour of pupils is good. Pupils know how to follow the 'Golders Hill Way' and

what it is to be trustworthy and honest. For example, in the Reception Year, children explained clearly why it would be wrong to try to spend fake money.

- Pupils attend school regularly because they enjoy school and say that learning is fun. They appreciate the opportunities they are given to make choices about their learning.
- Pupils are keen to help each other with their work and share resources sensibly. They learn about each other's beliefs and faiths and why it is important to respect others.
- Parents and pupils are positive about behaviour at the school. Pupils describe each other as being 'kind', 'polite' and 'playful'. Occasionally in class, pupils need to be reminded to stay focused on their learning, especially when they are not challenged by demanding tasks.

Outcomes for pupils

Good

- Pupils make good progress in reading, writing and mathematics. Almost all pupils are working at, and often beyond, age-related expectations in these subjects. As a result, pupils are prepared well for the next stage of their education.
- In writing, pupils' use of vocabulary, spelling, grammar and punctuation is a particular strength of their work.
- In reading, pupils are fluent and expressive. For example, they read using different voices to mark out various characters in a book. They use their knowledge of phonics to help them with unfamiliar words. Pupils have a good understanding of what they are reading and, as a result, they enjoy books. As one pupil in Year 1 said, 'Books help you to learn more things.'
- In mathematics, pupils make calculations accurately and have a good understanding of the value of different numbers.
- Pupils who have SEN and/or disabilities make good progress from their starting points. Their progress is monitored carefully so that learning builds on their prior knowledge and skills.
- The most able pupils make good progress in English and mathematics.
- Pupils, including the most able, do not work in sufficient depth in other subjects. Their factual writing does not reflect a deeper knowledge and understanding of what they have been learning.

Early years provision

Good

- Children make good progress in the early years provision and are prepared well for joining Year 1.
- Strong relationships with members of staff support the children's good behaviour. Well-established care routines, such as those that develop social skills, enable children to feel calm and safe.
- Teaching has a good impact on the children's learning and outcomes. Members of staff use praise well and record frequent observations of the children's learning.
- Children persevere with engaging tasks. Members of staff take account of children's

specific interests when planning activities.

- There is a good emphasis on the development of literacy and numeracy skills. Specific vocabulary, such as colours and names of animals, is promoted successfully with the nursery-age children. In the Reception Year, pupils apply what they have learned well. For example, they made price labels for their 'toy shop' and used their knowledge of phonics to support their reading and writing.
- Leadership and management of the early years are good. Leaders ensure that the school meets the independent school standards. Good links with parents and external agencies ensure that all children are supported equally well.
- Leaders have clear plans for the development of provision. A new, more rigorous system for checking the children's progress is helping members of staff to identify and rectify any gaps in learning. Leaders have provided training to ensure that all staff are equally skilled in using the new system.
- Occasionally, members of staff do too much for the children; when this happens, children are not challenged enough to think for themselves.

School details

Unique reference number	101377
DfE registration number	302/6063
Inspection number	10035779

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Other independent school
School category	Independent school
Age range of pupils	2 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	89
Number of part-time pupils	46
Proprietor	Eikoku Maeda Gakuen Ltd
Chair	Not applicable
Headteacher	Amanda Eglash
Annual fees (day pupils)	£13,827
Telephone number	020 8455 2589
Website	www.goldershillschool.co.uk
Email address	admin@goldershillschool.co.uk
Date of previous inspection	7–9 May 2014

Information about this school

- Golders Hill is a small independent infant school housed in two buildings a short distance apart. The second building is at 678 Finchley Road. There are four classes in the early years provision. A further class for children under two is registered separately and did not form part of this inspection.
- Pupils come to the school from a range of heritages, but few are learning to speak English as an additional language. There are no disadvantaged pupils at the school. The proportion of pupils who have SEN and/or disabilities is low.
- The previous standard inspection was 7–9 May 2014.

Information about this inspection

- The inspectors observed teaching and learning in 11 lessons, some jointly with the headteacher or one of the deputy headteachers.
- Discussions were held with leaders and other members of staff.
- Inspectors held informal discussions with several parents and scrutinised the 15 responses to Ofsted's online questionnaire, Parent View, and the 26 responses to the staff survey.
- Inspectors listened to Year 2 pupils reading and looked at samples of pupils' work.
- A range of information supplied by the school was checked, including the school's own information about pupils' outcomes, planning documents and checks on the quality of teaching. The inspectors also looked at the school's development plan and records relating to behaviour, attendance and safeguarding procedures.
- Inspectors checked that the school complies with the independent school standards by holding discussions with members of staff, checking the premises and scrutinising relevant policies and documents held by the school.

Inspection team

Alison Cartlidge, lead inspector

Ofsted Inspector

Gary Rawlings

Ofsted Inspector

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