

Inspection of an outstanding school: Goldbeaters Primary School

Thirleby Road, Burnt Oak, Edgware HA8 0HA

Inspection dates:

28 February and 1 March 2023

Outcome

Goldbeaters Primary School continues to be an outstanding school.

What is it like to attend this school?

Leaders set the highest expectations for all pupils to achieve their best. The school's values are embraced by the whole school community. Leaders have created a positive school culture in which pupils are encouraged to live and learn productively and ultimately thrive. Pupils achieve highly here and are fully ready for their next steps.

Pupils' behaviour is exemplary. They display a genuine love of learning in the way they approach activities. Relationships between pupils and staff are strong and respectful. Pupils are proud of their work.

Bullying is not tolerated, and leaders follow up on any rare incidents and resolve them swiftly. Pupils are happy and safe and know they can tell a trusted adult any concerns or worries.

Pupils demonstrate great kindness towards each other and adults through their interactions. They spoke excitedly about their after-school learning in 'I Shine University', including weather forecasting, origami and coding. Teachers encourage them to learn about different professions, including in medicine.

What does the school do well and what does it need to do better?

Leaders and teachers have designed a curriculum that is planned in a logical order. The curriculum is ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). Leaders' curricular thinking enables pupils to gain knowledge and skills across all subjects. Teachers have strong subject knowledge. They check pupils' understanding regularly. Teachers ensure that any gaps in pupils' learning or misconceptions are addressed swiftly. In lessons, teachers help pupils to focus so that no disruption to learning takes place.

Teachers support pupils to develop accurate, subject-specific understanding. Children in early years develop a wide range of vocabulary. They use this to talk knowledgeably

about their learning. For example, pupils in Year 1 spoke confidently about different groups of animals, using terms such as 'mammals' and 'amphibians' accurately. Teachers encourage pupils to speak confidently. For example, all pupils take part in the Word Up Fest, which encourages development of pupils' listening and communication skills. Teachers encourage pupils to participate fully in planned activities. For instance, in science pupils carry out investigations, such as testing different soils.

Leaders identify the needs of pupils with SEND well. They provide bespoke support to pupils with SEND to access the curriculum. Teachers plan and adapt learning for all pupils. For example, staff used practical resources in mathematics to support pupils' understanding of fractions.

Leaders promote a love of learning. Pupils learn to read through consistent phonics teaching. Pupils practise their reading regularly. This helps them to become fluent and confident readers. Teachers identify any pupils who need more help with reading. High-quality reading sessions help them to catch up and keep up. The books that pupils read match the sounds that they are learning. Older pupils enjoy listening to younger ones read at lunchtimes. In early years, staff are highly skilled in developing children's communication and language skills.

Leaders have put in place a wide range of enrichment experiences for pupils. The school's arts hub provides evening and weekend activities. These are well attended. The six-week summer arts festival is enjoyed by pupils and their families. They valued the opportunity to work with performing artists and members of the community. Teachers encourage pupils to support others in their community. For instance, pupils donated food and provisions to the elderly. Leaders work closely with parents and carers, who spoke highly of the school. Leaders nurture positive relationships through events such as the weekly coffee morning.

Staff, including those who are early in their career, are supported well by leaders in the school. They appreciated the time they have to work with others. The governing body is committed in supporting the work-life balance of leaders and staff.

Safeguarding

The arrangements for safeguarding are effective.

Leaders train all staff to know how to keep pupils safe. Staff know what signs a child may display if they are at risk of harm. They also know to whom to report concerns. Leaders ensure that any concerns are followed up thoroughly and that pupils get the help they need. They use external agencies to get specialist support for pupils when appropriate.

Leaders and governors make sure that safer recruitment processes are robust. Pupils are taught how to stay safe, including when online. Teachers provide many opportunities for pupils to develop an awareness of safety through the curriculum.

Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be outstanding in December 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	101283
Local authority	Barnet
Inspection number	10240579
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	470
Appropriate authority	The governing body
Chair of governing body	Narges Narenthira
Headteacher	Chris Flathers
Website	www.goldbeaters.org.uk
Date of previous inspection	6 and 7 December 2016, under section 5 of the Education Act 2005

Information about this school

- The school is federated with Orion Primary School.
- The school does not use alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in the evaluation of the school.
- The inspector met with senior leaders and members of the governing body, including the chair. The inspector also spoke with a representative from the local authority.
- The inspector met with pupils to understand their views about the school.
- The inspector carried out deep dives in reading, science and geography. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, met with teachers, spoke with pupils about their learning and looked at samples of their work.
- The inspector also considered the curriculum in other subjects.

- The inspector met with the SEND coordinator and conducted joint lesson visits to consider the support for pupils with SEND.
- The inspector considered the behaviour of pupils during lesson visits and around the school. This included visiting pupils at breakfast club. The inspector looked at behaviour and bullying records and leaders' analysis of these.
- The inspector considered the effectiveness of safeguarding, including through discussions with leaders, teachers and support staff. The inspector also checked records relating to safeguarding, including pre-employment checks.
- The inspector spoke to staff about their workload and well-being.
- The inspector also considered the views of parents through the online survey, Ofsted Parent View.

Inspection team

Janice Howkins, lead inspector

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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