

Inspection of Goldsworth Primary School

Bridge Barn Lane, Woking, Surrey GU21 6NL

Inspection dates: 17 and 18 October 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school and chief executive officer is Gill Kozlowski. This school is part of Bright Futures Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is overseen by a board of trustees, chaired by Helen Smith.

Ofsted has not previously inspected Goldsworth Primary School as an academy under section 5 of the Education Act 2005 as, until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection of the predecessor school.

What is it like to attend this school?

Pupils relish the exciting and varied opportunities at Goldsworth Primary School, which helps to prepare them for their future lives. They appreciate how everyone in the school's diverse community is included. Pupils enjoy celebrating different cultures through events like the Diwali bonfire night. They value the school's emphasis on promoting physical and mental health. For example, pupils delight in regular swimming lessons.

The school has high expectations of pupils. Pupils strive to demonstrate the school's 'GOLD' values of growing together, opportunities for all, learning for life and daring to dream. This includes the 'fabulous walking' programme. Pupils move calmly and sensibly around the school, respecting others' learning. They are confident to respectfully challenge each other about conduct in the corridors. These high expectations extend into learning. Pupils are passionate about the topics they learn. They are proud to talk about their learning experiences and achieve well.

The most vulnerable pupils are well cared for. 'The Haven' is a safe space for pupils who need time and help to calm so they are ready to focus on their learning. These pupils feel fully included, which has helped them be an active part of the school community and learn effectively alongside their peers.

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

The school has established a curriculum that is broad and balanced. Leaders have ensured that the curriculum thinking in most subjects contains the essential knowledge that pupils will learn. This is broken into small steps of learning. The curriculum planning begins from the first days in Nursery and gradually builds through the school. It includes helpful adaptations to support staff when teaching pupils with special educational needs and/or disabilities (SEND). In a few subjects, the school has not yet precisely identified the key content it intends pupils to learn and remember.

The school provides high-quality training for staff. Staff actively request and engage with professional development. They are positive about how this impacts on their workload and well-being. This support ensures that staff have the required expert knowledge to teach the curriculum effectively. Staff make sure that their teaching is inclusive, especially for disadvantaged pupils. Staff across the school routinely check what pupils know and can do and use this information to inform future teaching. In Nursery and Reception, staff select activities which promote high-quality interactions. Consequently, across the school, pupils, including those with SEND, typically achieve well. This is reflected in pupils' work, which is usually strong across the curriculum. As a result, pupils, including children in the early years, are well prepared for their next stage of education.

The teaching of reading is a high priority. Staff in the Nursery promote language development and communication effectively with well-chosen activities and

resources. From Reception onwards, staff teach phonics using a well-structured and sequenced programme. The school supports staff to ensure that they teach consistently effective phonics sessions. Staff routinely check pupils' understanding, which ensures that they have a precise understanding of pupils' fluency and accuracy. Pupils read books that closely match what they can read independently. Staff foster and model a passion for books so that pupils develop a love of reading. Adult-led reading sessions broaden pupils' exposure to different book types from various cultures.

Pupils behave well and enjoy positive attitudes to learning. The school has established effective procedures to promote good behaviour and conduct. Pupils interact positively and respectfully and focus well in lessons so that learning is not disrupted. The school teaches pupils how to behave from the start of Nursery. Pupils learn how to use respectful language to kindly resolve disagreements. As a result, pupils are respectful and considerate of others.

Pupils benefit from a wide range of opportunities to develop their personal development. Pupils are well informed about fundamental British values, such as democracy and the rule of law. They recognise and celebrate differences, and develop a detailed understanding of gender, disability and healthy relationships. The school is effective in ensuring that experiences, including extra-curricular opportunities, positively impact disadvantaged pupils. For example, pupils can attend clubs to learn languages, participate in sports events and join a community rock band.

Leaders at all levels are effective. The local governing body and trustees are well informed and ask probing questions to provide sufficient challenge. They make careful checks to assure themselves that they meet their statutory duties. For example, they work constructively on equality issues to ensure the diverse community is reflected throughout the school. Consequently, the school is supported and challenged to provide a positive education for pupils.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, the curriculum is underdeveloped. This means that staff lack precision about what they are teaching and, consequently, pupils' learning is variable. The school should precisely identify the essential content they intend pupils to learn and check that staff are consistently emphasising it. They should then review how well pupils remember long term the content they have been taught.

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 and carers 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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	137850
Local authority	Surrey
Inspection number	10267879
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	629
Appropriate authority	Board of trustees
Chair of trust	Helen Smith
CEO of the trust	Gill Kozlowski
Principal	Gill Kozlowski
Website	www.goldsworthprimary.co.uk
Date of previous inspection	Not previously inspected under section 5 of the Education Act 2005

Information about this school

- The school joined the Bright Futures Learning Trust in August 2012.
- The school has a nursery for two- and three-year-olds.
- The school makes use of one unregistered alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, science, physical education, art and design, and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also discussed the curriculum in some other subjects.
- The inspectors met with the headteacher, who is also the chief executive officer, senior leaders, teachers and pupils. The lead inspector met with the members of the governing body, including the chair of governors, and also with members of the trust board.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record, took account of the views of leaders, staff and pupils, and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors gathered evidence to explore the impact of pupils' behaviour during lessons and at playtimes.
- Pupils were talked to throughout the inspection to gain their views about the school. Inspectors considered the views of parents submitted through Ofsted Parent View. The views of staff and pupils were also considered through Ofsted's surveys.

Inspection team

Toby Martlew, lead inspector	His Majesty's Inspector
Vicky Matthews	Ofsted Inspector
Kate Owbridge	Ofsted Inspector
Matthew Clark	Ofsted Inspector

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