

Inspection of Goldfield Infants' and Nursery School

Christchurch Road, Tring, Hertfordshire HP23 4EE

Inspection dates:	4 and 5 February 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since September 2013. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

Pupils feel safe in, and enjoy attending, this highly inclusive school. Relationships between adults, pupils and their families are warm. This helps make the school a happy place.

Children settle into the early years very quickly. As they move through the school, pupils learn a broad and balanced curriculum. They achieve well, particularly in the core subjects of English and mathematics.

The pastoral support provided is a strength. The school ensures that pupils' well-being comes first. Pupils know that adults will listen to them if they ever feel worried. If any pupil needs some more specific support, this is provided by trained adults. Regular well-being mornings involve parents and carers in this offer, too.

Behaviour around school is typically positive. Pupils are enthusiastic learners in the classroom. The playground is a hive of activity. Many pupils play games together happily, while pupils who prefer quiet time have this opportunity, too. If any pupil feels left out, members of the 'kindness crew' are on hand to support them to find a friend.

Pupils benefit from the chance to develop their wider talents and interests through clubs such as French, yoga and football. School councillors take on leadership roles. They enjoy having an active voice in school life.

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

Children make an excellent start in the early years. Clear routines and expectations are set straight away. The well-thought-out curriculum has communication and language at its heart. Children learn about stories and poems and are exposed to a wide range of new words. This learning is built on as children move from the Nursery class into Reception. Skilled adults interact with children to further their learning. Children in the early years secure key knowledge and develop strong learning behaviours. They are well prepared for Year 1.

The early reading curriculum is a clear priority. Trained staff deliver the school's chosen phonics programme effectively. Pupils use their knowledge of letter sounds to read books that are well matched to their stage of learning. Adults check how well pupils are reading. Where any pupil needs some extra help, this is provided without delay. The weekly 'reading raffle' motivates pupils to read at home as well as at school. Pupils become fluent, confident readers.

Beyond the early years, the school has redesigned its curriculum in recent years. The school has ensured that the curriculum is carefully ordered so pupils build on their learning year on year. This is beginning to work well. Pupils are learning the key knowledge identified in subject curriculums. However, some subject curriculum planning is further developed than others. In some subjects, recent changes in curriculum leadership have hindered the school from developing these subjects as quickly as they might. Intended improvements to these subject curriculums have not yet been made. In these subjects,

pupils do not always learn and connect their learning as effectively as they might. They do not secure a depth of knowledge over time.

Support for pupils with special educational needs and/or disabilities (SEND) is strong. The additional needs of pupils with SEND are identified precisely. The school understands the adjustments that each pupil needs to help them to learn. Staff put these in place to enable many pupils with SEND to access the same curriculum as their peers successfully. Some pupils follow a more individual curriculum, which is right for them. Pupils with SEND achieve well at this school.

The school encourages pupils to reflect on their own behaviour. Adults model behaviour expectations and pupils typically meet these expectations well. On a few occasions, some pupils show a lack of engagement with their lessons. However, staff are well trained to re-engage pupils without disrupting the learning of others.

The school's personal development provision helps pupils to learn how to be a good friend, as well as how to keep themselves safe, including online. Pupils develop their character and learn how to be an effective learner by building their 'learning powers'. Visits to school from different faith leaders support pupils to value difference and respect different cultures and beliefs. The curriculum is enhanced by different trips, visitors and experiences that bring learning to life.

Governors care deeply about the school. They monitor the impact of the school's provision and offer a strong balance of support and challenge to school leaders. Staff are proud to work at this school. They value the close-knit staff team and the support they receive from school leaders around their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some subject curriculum thinking is not yet fully embedded. In these subjects, pupils do not always connect and develop a depth of knowledge over time. The school should further support subject leaders to consider and refine their curriculum thinking so that pupils consistently learn and remember the intended knowledge across all curriculum subjects.

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	117274
Local authority	Hertfordshire
Inspection number	10345186
Type of school	Infant
School category	Community
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	213
Appropriate authority	The governing body
Chair of governing body	David Crane
Headteacher	Katherine Cooper
Website	www.goldfield.herts.sch.uk
Date of previous inspection	25 September 2013, under section 5 of the Education Act 2005

Information about this school

- The school runs its own wraparound care provision.
- The school makes use of one registered alternative provision.
- The headteacher took up her post in September 2022.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation 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 held meetings with the headteacher, other leaders and staff, members of the governing body and a representative of the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, art and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers, spoke with pupils about their learning and looked at samples of pupils' work. The lead inspector also listened to pupils read with a familiar member of staff.
- To evaluate the effectiveness of safeguarding, 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 reviewed a range of documents, including behaviour logs, attendance records, pupil records, records of governing body meetings, school development plans and school self-evaluation documents.
- The inspection team considered the views of parents through responses to Ofsted Parent View and conversations held during the inspection.
- Inspectors gathered the views of pupils and staff through Ofsted's pupil and staff surveys, as well as discussions conducted throughout the inspection.

Inspection team

Jonny Wallace, lead inspector

His Majesty's Inspector

Louise Cooper

His Majesty's Inspector

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