

# Goldbeaters Primary School

## Inspection report

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<b>Unique Reference Number</b>	101283
<b>Local Authority</b>	Barnet
<b>Inspection number</b>	307640
<b>Inspection dates</b>	15–16 October 2008
<b>Reporting inspector</b>	Sarah McDermott

This inspection of the school was carried out under section 5 of the Education Act 2005.

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	429
Government funded early education provision for children aged 3 to the end of the EYFS	77
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Father Dane Batley-Gladden
<b>Headteacher</b>	Mr Christopher Flathers
<b>Date of previous school inspection</b>	4 July 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Thirleby Road Edgware Middlesex HA8 0HA
<b>Telephone number</b>	020 8959 6033
<b>Fax number</b>	020 8959 6033

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Goldbeaters is a large school with a high proportion of pupils who are eligible for free school meals. The school caters for pupils from a rich diversity of ethnic backgrounds. The two biggest groups of pupils are those from Black African or White British heritage. Over half of pupils do not speak English at home, but few are at the early stages of learning English. The percentage of pupils who need extra help with their learning because they have speech and language difficulties is similar to other schools. Nearly a quarter of the pupils are refugees or asylum seekers.

The Early Years Foundation Stage (EYFS) consists of one Nursery class and two Reception classes. Most Nursery children attend either in the morning or in the afternoon, although a small number attend Nursery full time.

A separately managed club provides onsite childcare after school. The school is part of a federation and shares the headteacher and governing body with another primary school. The school has gained the Healthy Schools Award.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

Goldbeaters is a satisfactory school. The headteacher has been influential in ensuring standards have steadily climbed from the last inspection. Standards are in line with national averages at end of Key Stage 1, but are below average at the end of Key Stage 2. Pupils make satisfactory progress overall from their entry points. Pupils who arrive with very little English make good progress in their language acquisition. However, some of the more able pupils are not achieving high enough standards in their lessons. The school recognises that standards in science are not improving fast enough and are still lagging behind those of English and mathematics.

The school has a strong community ethos, where pupils from many different backgrounds get on very well together. Pupils feel happy because they have many friends at school. They know that their teachers will not tolerate bullying. One parent writes, 'Seeing my daughter settled, happy and learning is a real delight!' Parents rightly believe that the school looks after their children well. The school understands the family circumstances of each pupil well, so can give good levels of pastoral support. One parent spoke for many when she said, 'There is great partnership between parents and teachers.' Consequently, pupils grow in confidence and their personal development is good. They particularly like the great variety of sport on offer and participate enthusiastically in cricket, athletics and dance.

Satisfactory teaching helps pupils to make appropriate progress in their learning. There is some very good practice in Year 6 and in Key Stage 1, but the quality of teaching is variable elsewhere. Teachers are well organised and make sure resources are always to hand. Pupils know what they should learn by the end of the lesson. Teaching assistants give good individual attention to pupils who need extra support, but work is not always pitched at the right level for other pupils so that they can also make good, rather than satisfactory progress. The curriculum promotes healthy and safe lifestyles well. Exciting projects, such as 'mathletics', when pupils compete to improve their mental maths, enliven learning. The school is starting to look at similar strategies to promote higher achievement in science. Academic guidance is satisfactory. Marking is positive and encouraging, but pupils are not always clear about what they need to do to improve their work once adults are not there to remind them.

Leadership and management are satisfactory. The headteacher is rightly held in high esteem and gives the school good direction. The deputy headteachers and senior managers organise the school well when the headteacher shares his management time with the other federation school. Leaders and managers know what is successful and what needs developing. However, they do not rigorously stick to long term challenging targets to lead the school to improved achievement. Subject leaders regularly observe their colleagues teach, although some of their evaluations dwell too much on the mechanics of teaching rather than the impact of teaching on the pupils' learning. Capacity to improve is satisfactory.

## Effectiveness of the Early Years Foundation Stage

### Grade: 3

The EYFS has improved since the last inspection and is now satisfactory. Children make satisfactory progress overall and they make good progress in their personal, social and emotional development and in their physical development. There is a strong focus on helping children to develop independence and good relationships. Consequently, children settle quickly into the daily routines, are keen to learn and most behave well. This is borne out by comments from

parents such as, 'My daughter is very happy and loves going to school'. Although there were a few safety issues raised during the inspection relating to the building work, the school moved quickly to rectify them.

Teaching and learning are satisfactory overall and they are good in the Nursery. Nursery staff are clear about what they want children to learn. They plan a broad range of indoor and outdoor activities that incorporate the six areas of learning. During activities, staff interact well with children to check their learning and move this on. In Reception, there is some good practice. For example, in the teaching of phonics and organising children to learn together in small groups using mathematics games or preparing pizzas. However, Reception staff are not linking their planning and assessments closely enough to national guidance and what they expect children to learn across each of the areas of learning. Nor are staff always striking a good balance between adult-led and free-choice activities. This means that children are not being challenged in their learning and are not all sufficiently engaged in activities that will help them acquire the basic skills in early reading, writing and mathematics.

Leadership is satisfactory. The EYFS leader provides good day-to-day advice and support. He has been instrumental in establishing systems for regularly assessing children's work and involving parents well in their children's learning and development. The EYFS leader has had some opportunities to monitor how children are learning, but evaluations lack incisiveness about where improvements are still needed. Resources are satisfactory but some are old and shabby.

### **What the school should do to improve further**

- Improve the consistency of teaching and learning so that by the end of Key Stage 2 standards and achievement rise, especially for the more able pupils and in science.
- Improve the quality of subject and middle leaders' monitoring and evaluation of pupils' learning, so they all work together to improve achievement.
- In the EYFS, provide greater challenge for children in the Reception classes and improve the accuracy of assessment.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

From 2003 to 2007, standards in Key Stage 1 and Key Stage 2 improved well. In 2007, standards were in line with the national average in reading, writing and mathematics by the end of Year 2. At the end of Year 6, pupils' standards were average for English, just below average for mathematics and below average in science. Science standards have not been improving as fast as those in English and mathematics and have remained below average for several years. These particular pupils made good progress overall. In the 2008 unvalidated national tests, standards for pupils in Key Stage 1 were similar to the previous year. However, at Key Stage 2 standards fell in English, with few pupils attaining the higher levels in writing. Mathematics standards were similar to the previous year, but science standards dropped.

Currently pupils make satisfactory progress from the time they enter school. Progress is good in Key Stage 1 but slows in the early years of Key Stage 2, necessitating a good deal of extra support and booster classes at the top end of the school. Pupils who do not speak English at

home make good progress in acquiring English. Pupils with learning difficulties and/or disabilities achieve well because of the good support they receive. However, the progress of the more able pupils is uneven and they make satisfactory progress overall. Pupils from different ethnic backgrounds make similar progress to their classmates.

## **Personal development and well-being**

### **Grade: 2**

Pupils are good ambassadors for the school. They are polite, friendly and chat confidently about themselves and their work. Pupils say they enjoy lessons, especially practical activities like physical education, information and communication technology (ICT) and art. Pupils feel safe in school because they know they can turn to staff if they need help. The simple and effective 'Golden Way' is understood by all pupils and leads to good behaviour in and out of the classroom. Pupils participate well in sporting activities, but not all choose to eat healthy food at lunchtimes. Good spiritual, moral, social and cultural development underpins very good relationships and racial harmony. Pupils play together positively, listen to one another and collaborate well in lessons. Attendance is satisfactory. Pupils are keen to get involved in school life, as is evident from the good numbers who enthusiastically attend the before and after school activities. They are willing to take on responsibility for helping in school and to be school councillors, so building up their ability to take ownership for their decisions. The 'Playground Buddies' are very proud of their jobs. By the time pupils leave school in Year 6, they are sensible, mature and well prepared for the next stage of their learning.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The overall quality of teaching and learning is satisfactory although some teaching is good. Teaching is overall stronger in Key Stage 1 than Key Stage 2. Teachers encourage pupils to look upon each day as a 'Learning Adventure', so pupils enjoy their lessons and are keen to find out more. Pupils look up to their teachers and want to do their best for them. Teachers organise classrooms well, setting up resources in advance and ensuring they deploy teaching assistants effectively to help pupils learn. However, teachers are not consistently planning to ensure that work matches all groups of pupils' needs. On occasion, more able pupils feel they could be stretched further or are covering work they have already done. Most teachers are adept at questioning to ensure pupils understand. In an outstanding literacy lesson studying Roald Dahl's 'The Twits', the teacher expertly involved all the lower ability pupils in acting out different parts. The pupils put a lot of thought into how they could represent each character and grew greatly in self-esteem. However, sometimes the pace of lessons is too slow and precious learning time is lost. Teachers mark work regularly with encouraging comments and are starting to give pointers on how pupils can improve their work further.

### **Curriculum and other activities**

#### **Grade: 3**

The school has successfully integrated sport and ICT into many activities to enthuse pupils about their learning. The 'Get Active' parts of each day mean pupils are fitter and better prepared for productive academic learning. Teachers use ICT well to extend pupils' knowledge across many other subjects. The good extra-curricular provision including trips, visitors and many after

school events helps to bring learning to life. The curriculum is well adapted for pupils who take more time to learn or those who speak little English. However, subject leaders are not all checking that the curriculum is allowing different ability groups to achieve at expected rates. Unlike the good practice in mathematics, the school is aware that not enough is done to find the best activities in science lessons to improve standards.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good. The school has a positive and friendly ethos where pupils and their families feel very much 'at home'. Staff settle new children very effectively, especially so for those whose mother tongue is not English. They know pupils' personal needs very well and follow procedures carefully to ensure their health and welfare. The school pays particular attention to pupils with medical or learning needs. One parent of a boy who has extra difficulties commented, 'My son is made to feel part of a group and is encouraged whatever'. Academic guidance is improving. In lessons, pupils know what they should achieve by the end and are starting to check their own and each other's work. They were able to describe their targets for longer-term learning, but were less clear how they could use them to improve their work.

## **Leadership and management**

### **Grade: 3**

The headteacher and his team of senior leaders run a welcoming, happy school well appreciated by the parents. Pupils are given good direction in how to be valuable members of their community, whether in school or beyond. The headteacher is energetic, hard-working and gives good overall strategic leadership. Leaders and managers know the overall strengths and weaknesses of the school, but development planning lacks precision. It tends to list activities to do rather than identifying the exact improvement in standards and achievement expected from the planned actions. Subject and middle managers monitor teaching and learning regularly. They are beginning to give their colleagues direction in how to put more of a focus on the pupils' learning. The use of targets to challenge and improve learning is satisfactory. There is sometimes confusion between different leaders as to what the school's targets are, which detracts from a common approach to achieving them. Governors have a very clear picture of what needs improving and can foresee where development is likely to be necessary. They give good support and challenge.

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## Annex A

**Inspection judgements**

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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**Overall effectiveness**

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	3

**Effectiveness of the Early Years Foundation Stage**

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	3
How effectively is provision in the EYFS led and managed?	3

**Achievement and standards**

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	2

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<sup>1</sup>Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

03 November 2008

Dear Pupils

Inspection of Goldbeaters Primary School, Middlesex, HA8 0HA

Thank you very much for helping us on the inspection by talking to us and showing us what you can do. Your parents are pleased with your school because they believe you are happy and in safe hands. We definitely agree.

You go to a satisfactory school. Standards in English, mathematics and science are lower than other schools, but we think you are making satisfactory progress. Those of you who find learning difficult or who do not speak English at home are given good support to improve your language skills. Your teachers and helpers make learning fun and they organise lessons well. You have good opportunities for sport and ICT. Mr Flathers and his team of senior teachers lead the school satisfactorily.

You told us that you like coming to school and we are not surprised. Behaviour is good and you get on well with your teachers and friends. We are pleased that you know how to lead healthy and safe lives. We especially like the way you are developing as responsible young people and take part in many after-school clubs. It is not every day that we hear about pupils who keenly take part in 'mathletics' to help their mental maths!

To make your education better, we have asked your school to do three things:

- improve your learning in science and make sure those of you who are more able make as much progress as you should
- make sure the senior teachers all know how well you are doing in your learning
- improve learning for children in the Reception classes, especially outside.

We thoroughly enjoyed our visit to your school. We know that your teachers make your school a special place for you. You can do your bit by continuing to be very positive and by making the most of your time at Goldbeaters Primary School.

Yours sincerely

Sarah McDermott

Lead Inspector