

# Goldsworth Primary School

## Inspection report

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<b>Unique Reference Number</b>	125119
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	362097
<b>Inspection dates</b>	22–23 September 2010
<b>Reporting inspector</b>	Wiola Hola HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	419
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Joan Deans
<b>Headteacher</b>	Pauline Alexander
<b>Date of previous school inspection</b>	March 2008
<b>School address</b>	Bridge Barn Lane Woking Surrey GU21 6NL
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<b>Age group</b>	4–11
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<b>Inspection number</b>	362097

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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. Inspectors observed 22 lessons or parts of lessons and saw 18 teachers. They held meetings with staff, groups of pupils and two members of the governing body. They also talked with pupils in lessons and at break times, and attended a meeting of the school council. They met with individual parents and carers at the start and end of the school day. Inspectors observed the school's work, including assemblies, and looked at the school's documentation including records of pupils' attainment and progress, a selection of policies, some minutes of meetings of the governing body, notes of visits by the School Improvement Partner, and the school development plan. Inspectors read and analysed questionnaires returned by some staff, a sample of pupils and by 132 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- pupils' current learning and progress, particularly in English
- the effectiveness of day-to-day assessments made by teachers in supporting pupils' learning
- the impact of the work of leaders and managers on raising the quality of teaching and learning, especially in English
- the school's procedures for safeguarding pupils and its work to promote community cohesion.

## Information about the school

This primary school is much larger than average. The percentage of pupils known to be eligible for free school meals is well below average. The proportions of pupils from minority ethnic backgrounds and those who speak English as an additional language are both well above average. Half of pupils are from White British backgrounds and most others are either from other White or Pakistani backgrounds. The percentage of pupils with special educational needs and/or difficulties is below average but the percentage with a statement of special educational needs is a little above average. The school has International School, Healthy School and Activemark awards. The 'Wise Owl' club, a breakfast and after-school club operating in the school, is managed by the governing body and was looked at as part of this inspection.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

There is much to praise in this outstanding school. Pupils achieve well academically and standards are above average. Moreover, pupils' personal development has many strengths because the school fosters it extremely well. Pupils grow in confidence and maturity. A very large majority of parents and carers are entirely happy with the school; a comment such as 'A brilliant school, with extremely caring and supportive staff' is typical of many others from parents or carers.

Children in the Early Years Foundation Stage make an excellent start to school life. Viewed over Years 1 to 6, pupils' progress is good. Progress varies, however, from lesson to lesson, depending on the quality of teaching, which is more often good or outstanding but can sometimes be just satisfactory. Teaching is good overall. The best teaching uses day-to-day assessment skilfully to ensure pupils are provided with interesting and absorbing tasks at the right level of challenge, maintains pupils' good concentration, and makes them aware of how well they are doing through good marking or verbal comments. Very well-established routines make for a calm, purposeful learning environment in most lessons. Behaviour is good. Pupils work well in pairs or groups because the skills of collaboration, sharing and listening are honed from an early age.

The outstanding curriculum plays a huge part in making school life and learning enjoyable, both in lessons and in the wide range of enrichment activities and memorable experiences. Provision for pupils with special educational needs and/or disabilities is strong, as is provision for those pupils who have other barriers to learning. The attractive school site and buildings are a very valuable resource and are used extremely well to enhance learning. Displays in many parts of the school are vibrant and bear witness to the richness of the curriculum. Similarly, the excellent care, guidance and support contribute greatly to pupils' achievements.

Staff and members of the governing body are buoyant in a drive to develop their skills and effectiveness. They ensure self-evaluation is of high quality. The headteacher and senior staff are assiduous in their gathering of assessment information, and scrutiny of it, to keep a close check on the performance of each pupil and to spot any underachievement. The systems they employ for this are good but do not currently allow for swift analysis. The school's high-quality educational provision, coupled with a proven track record of making improvements to it and to outcomes for pupils', underpinned by strengths in leadership and management at all levels, result in an excellent capacity for further improvement.

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## What does the school need to do to improve further?

- Increase further the rate of pupils' progress and hence raise attainment, by:
  - enhancing teachers' skills in assessing pupils' learning, sharing existing good practice, so as to provide the right level of challenge in all lessons, and to make pupils more aware of their successes and next steps
  - streamlining the school's already good systems for collating information about pupils' attainment and progress to allow for easy and speedy analysis of performance.

## Outcomes for individuals and groups of pupils

2

Children leave the Reception class with skills that are well developed for their ages. Test results at the end of Year 2 have been consistently above average for many years. Results at the end of Year 6, in the past, have been significantly above average. They dipped in 2008 to a little above average, although not significantly so and rose in 2009 to significantly above average. Provisional results for 2010 show a further rise. In 2009, results in mathematics and science were high and showed the impact of the school's work to raise attainment in these subjects. The slight dip in English results in 2009 has been reversed in 2010, again showing how well the school acts to address any relative weaknesses. In 2010, the vast majority of pupils attained at least the nationally expected levels in English and mathematics and approximately two thirds exceeded them. There are no significant differences in the achievement of pupils from different groups. Pupils with special educational needs and/or disabilities make similar progress to their peers. These outcomes demonstrate pupils' good academic achievement in recent years, and also a rising trend in attainment and progress.

Pupils have many opportunities to grow spiritually and socially, to consider moral issues, and to experience a wide range of cultural activities; all these show a positive impact in pupils' conduct and learning. Pupils in Year 6 discussed responsibly and thoughtfully how they might discharge their duties as 'playground champions', for example, and their views on the Ten Commandments. The nature of the school as an inclusive community gives pupils, through direct experience, opportunities to respond to the needs of those pupils who have a range of difficulties, such as behavioural or learning difficulties. Inspectors witnessed moving moments when pupils supported each other with great understanding. Pupils feel secure and speak confidently about their great enjoyment of school as well as their concerns. They praise staff for their care. Pupils are extremely well prepared for their next stages in life and education because basic skills are secure, they have an outstanding grasp of how to lead safe and healthy lives, attendance and punctuality are excellent and because levels of personal responsibility are so high.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

High-quality educational provision underpins not only pupils' good academic success but also their excellent personal development. The philosophy lessons, for example, enable pupils to reflect on moral and spiritual matters. Teachers have understood so clearly the importance of helping pupils to listen well, to become articulate, and hence also to improve their skills, particularly in writing, and their abilities to empathise with others.

Lessons start briskly and calmly because routines have been so well established. They are always well planned and have great clarity of purpose that is made very apparent to the pupils. The pace of learning and the nature of the tasks set are usually good or even outstanding but, where this is occasionally not the case, pupils' concentration or behaviour slip and progress slows. The partnerships between teachers and teaching assistants are of a very high order so that support for individual pupils is timely and appropriate. Adjustments, interventions and additional support are made or provided when needed for pupils who speak English as an additional language and for those with special educational needs and/or disabilities. In most lessons, teachers are adept at discerning exactly how much pupils have learned and what needs to be done or said to prompt further progress. Pupils are generally clear about how well they are doing, but they are not always helped to see their next individual learning milestones through good marking or verbal feedback. Some marking is excellent but, for some older pupils, too many spelling errors go

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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uncorrected. The facility to use the delightful outdoor spaces for learning, as well as the indoor areas, is taken advantage of to good effect.

Very good links are forged across subjects so that writing skills, for example, are taught in the context of topics being studied in subjects such as history and design and technology. Topics are highly relevant and enjoyable. Drama is often used to enhance learning. The outstanding range of extra-curricular activities, with excellent take-up, adds greatly to pupils’ personal development and enjoyment of learning. During the inspection pupils were often seen enthusiastically consulting the ‘Clubs’ notice board and signing up in numbers for ukulele, embroidery, sports, recorder, newspaper and many other clubs.

Parents and carers rightly value the outstanding levels of care, guidance and support provided for their children. Many praise not just the care given to the pupils but also to families. Such care is through the very effective work of school staff but also through that of several external agencies working on attendance, advising on behaviour management and aspects of learning, for example. In this highly inclusive school, high-quality support is given to those pupils with barriers to learning, including special educational needs and/or disabilities. Pupils excluded from other schools have settled here successfully. The ‘Wise Owl’ club is organised and run well. It offers high levels of care and pupils enjoy the wide-ranging activities. The club’s policies are in place as required but many require a routine review.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account:	
The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The drive to enable each and every pupil to make the best of all the opportunities provided, and to ensure these are of the highest quality, is palpable in all that staff and the governing body do. Staff morale is high. Staff feel greatly supported by the headteacher and speak highly of how they are encouraged to enhance their skills. Innovations are embraced but only after due consideration. Great care is taken to devise provision that is closely matched to pupils’ needs, and to evaluate the impact of actions taken. Staff know exactly what can be improved further, primarily in relation to the use of assessment to support learning where some outstanding practice already exists but not consistently so. Assessment information is compiled very well and analysed methodically, but systems for the analysis of it are not as streamlined as they might be. The school previously identified that reading skills among some boys were relatively weak; it took action to good effect. Such action is

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typical of the way in which senior staff and others explore carefully pupils’ progress, both academic and personal, and respond to improve outcomes as necessary. The school’s work to promote equality of opportunity and tackle discrimination is excellent.

The governing body is well organised and well informed. They ensure statutory responsibilities are met and resources are used wisely. Risk assessments are undertaken exceptionally well, and procedures for safeguarding pupils are good. The governing body is in the process of developing robust key indicators through which they can monitor even more closely the work and effectiveness of the school. Through a wide range of initiatives, newsletters, and through the parent–teacher association, the school has excellent links with parents and carers. A wide range of partners, including those from the local authority, make a strong contribution to pupils’ learning and well-being. The school has worked extremely well to promote community cohesion; the International School award pays tribute to aspects of this work. The many activities in the community and further afield also bear witness to it.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school’s engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

Children settle exceptionally quickly into school life. They are encouraged from the outset to become active, independent learners who enjoy exploring. The excellent teaching helps to develop their thinking and social skills, through the philosophy lessons, for example. Children cooperate well and their behaviour is excellent. Children clearly feel very secure. They are very aware of what constitutes a potential hazard and talk comfortably to staff about their feelings, ideas and problems.

The learning environment is highly attractive and stimulating, with many

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opportunities for children to develop their language skills, more so indoors than outside, however. Activities are extremely inviting, innovative, topical and challenging; they are designed in partnership with the children whose ideas are drawn out and built upon so successfully. On-site learning is greatly enhanced through many trips and visits. Resources are well deployed to maximise learning, but some, especially those in the outdoor area, are ready for renewal. Storage space is rather limited.

Outstanding teamwork and planning, exceptionally high-quality assessment of children’s needs and learning, very effective systems for ensuring the welfare of children, and excellent partnerships with parents and carers all underpin the success of this Early Years Foundation Stage. Children go on to Year 1 with skills that are more highly developed than seen typically for their ages.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

In the questionnaires, most parents and carers express positive views about the school and many wrote comments in praise of the staff or about their child’s very happy and successful experiences. A handful of parents or carers express some concerns, primarily about the school’s handling of behaviour. Inspectors also spoke with some parents during the inspection and the views expressed were overwhelmingly positive, with one expression of concern about behaviour. Inspectors found that instances of less-than-perfect behaviour do occur occasionally. They view the school’s systems for dealing with any shortcomings in behaviour as good and applied well.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Goldsworth Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 132 completed questionnaires by the end of the on-site inspection. In total, there are 419 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	99	75	33	25	0	0	0	0
The school keeps my child safe	89	67	37	28	2	2	2	2
The school informs me about my child's progress	75	57	49	37	4	3	0	0
My child is making enough progress at this school	76	58	50	38	3	2	0	0
The teaching is good at this school	89	67	42	32	0	0	0	0
The school helps me to support my child's learning	82	62	45	34	3	2	0	0
The school helps my child to have a healthy lifestyle	82	62	47	36	2	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	90	68	36	27	0	0	0	0
The school meets my child's particular needs	65	49	62	47	1	1	0	0
The school deals effectively with unacceptable behaviour	57	43	56	42	6	5	5	4
The school takes account of my suggestions and concerns	60	45	57	43	4	3	2	2
The school is led and managed effectively	82	62	41	31	2	2	0	0
Overall, I am happy with my child's experience at this school	88	67	42	32	1	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ the school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ the quality of teaching.</li><li>■ the extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ the effectiveness of care, guidance and support.</li></ul>
Progress:	The rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



24 September 2010

Dear Pupils

### **Inspection of Goldsworth Primary School, Woking, Surrey, GU21 6NL**

Thank you for your help and welcome when inspectors visited your school recently. Thank you also for sharing your views with us when we talked with you in lessons, in break times and in some meetings. I write to let you know our findings.

Your school is outstanding. Children in the Early Years Foundation Stage make an excellent start to school life. You make good progress throughout the school because teaching is good overall. In some lessons your progress is excellent because teaching is exceptionally good. Most teachers are skilled in assessing your work lesson by lesson; they mark your work well and give you good verbal feedback. Sometimes marking could be better. Test results in Year 6 have been rising in recent years and the provisional 2010 results were significantly above average.

The school provides you with many excellent opportunities to learn and develop your personal qualities. It takes extremely good care of you so that you feel safe and enjoy school greatly. You told us how much you enjoy not only the lessons but the many clubs and other extra activities. Your school grounds and buildings, including a swimming pool, are delightful. The many displays show what a wonderful range of activities you get involved in. We saw how well-behaved you are, although, occasionally, behaviour does slip. You are polite and considerate, and you work extremely well in pairs or groups often helping each other. Your punctuality and attendance are excellent.

The staff and the governing body are constantly and enthusiastically seeking ways of improving the school. They know clearly what else can be done. We have asked them to make some further improvements to the ways in which teachers assess your work. We have also suggested they refine the methods used for keeping a close check on your progress so that if any group is getting left behind this can be spotted even more quickly. We hope you continue to work hard and let teachers know if the tasks are either too easy or too hard for you.

I wish you all the very best for the future.

Wiola Hola  
Her Majesty's Inspector

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