

Golden Valley Primary School

Nailsea Park, Nailsea, Bristol, BS48 1BB

Inspection dates 11–12 March 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- In the Reception classes and across the school, pupils make rapid and sustained progress and reach standards that are consistently above average.
- The learning of all pupils, including those supported by the pupil premium, disabled pupils and those with special educational needs, and the most able pupils, is consistently good and often outstanding.
- Pupils achieve high standards in reading because they read widely and often.
- Teaching is consistently outstanding. Teachers skilfully assess the progress of all pupils and adapt the activities, pace and their questions to sustain pupils' rapid progress.
- Pupils' attitudes to learning and to each other are exceptional. This is due to the school's work in developing their critical thinking and to the many opportunities they are given to work together, including across year groups. The school's work to keep pupils safe and secure is robust.
- The headteacher's pursuit of excellence in all of the school's activities is shared by staff and governors. As a result, the governing body and school leaders have been highly successful in improving the quality of teaching and learning since the previous inspection, and in reaching the highest levels of achievement. Procedures for the performance management and training of staff are exemplary.

Information about this inspection

- The inspectors observed 20 lessons taught by 14 teachers, some of which were observed jointly with the school's senior leaders. In addition, they made short visits to some lessons, specifically to observe how well pupils with special educational needs were learning, and heard some pupils reading.
- The inspectors held meetings with pupils, teachers, senior leaders and those in charge of subjects, and members of the governing body. They met informally with parents and carers. A telephone call was made to a local authority adviser.
- The inspection team observed the school's work and examined a range of documents, including information on the monitoring of pupils' progress and their behaviour and attendance, systems for the performance management and development of staff, the school improvement plan and documents relating to the safeguarding of pupils.
- The team examined pupils' work, with a particular focus on their writing.
- The inspectors took account of 180 responses to Ofsted's online Parent View survey and questionnaires completed by 46 members of the teaching and support staff.
- During this inspection, inspectors asked additional questions designed to ascertain the school's view of the impact and effectiveness of local authority services to support school improvement. This information will contribute to work being carried out by Ofsted to assess the use, quality and impact of those services.

Inspection team

Sue Frater, Lead inspector

Her Majesty's Inspector

David Beddard

Additional Inspector

David Bowles

Additional Inspector

Full report

Information about this school

- Golden Valley Primary School is much larger than most primary schools.
- The proportion of pupils eligible for support through the pupil premium is well below average. The pupil premium is additional government funding for children in the care of the local authority, children of parents or carers in the armed forces, and pupils known to be eligible for free school meals. At this school, the pupil premium applies to children of parents and carers in the armed forces and pupils known to be eligible for free school meals.
- The large majority of pupils are of White British heritage and very few speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs who are supported by school action plus or with a statement of special educational needs is below average. The number supported by school action is well below average.
- Two pupils attend alternative provision at local special schools for part of the week.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

What does the school need to do to improve further?

- Further increase the quality of teaching where appropriate by:
 - sharing the existing best practice in checking the learning of all pupils during the lesson so that progress continues to be rapid and sustained.

Inspection judgements

The achievement of pupils

is outstanding

- From their different starting points, the proportions of pupils making and exceeding expected progress in reading, writing and mathematics are high when compared with national figures. Pupils supported by the pupil premium achieve as well as others in the school in English and mathematics.
- Pupils make rapid and sustained progress in many subjects throughout most year groups, including in the Early Years Foundation Stage. Due to improvements in the teaching of phonics (the sounds that letters make), results in the national reading test taken in Year 1 have improved rapidly in recent years.
- Pupils learn exceptionally well because they read widely and often across all subjects to a high standard. They develop critical thinking skills, such as problem solving and investigation, and apply these and their skills in reading and writing in regular team challenges. By the time they leave Year 6, pupils are exceptionally well prepared for secondary school.
- Pupils, including in the Early Years Foundation Stage, acquire knowledge quickly and develop their understanding rapidly in a wide range of different subjects across the curriculum. The subjects include science, design and technology, information and communication technology, geography, history, religious education, physical education, art, music and French. Pupils enjoy learning to play musical instruments, including the ukulele.
- The learning of groups of pupils, particularly those who are disabled, pupils with special educational needs, pupils who are supported by the pupil premium and the most able, is consistently good and often outstanding.
- Standards reached by all groups of pupils by the end of the Early Years Foundation Stage, Key Stage 1 and Key Stage 2, have been above national averages for more than three years.

The quality of teaching

is outstanding

- Teaching is consistently outstanding through the school. As a result, pupils make rapid and sustained progress across the school.
- Challenging targets for individual pupils help teachers to maintain consistently high expectations. Teachers check pupils' progress towards the targets regularly and adjust their lesson plans to enable pupils to learn exceptionally well across subjects.
- Where pupils' learning is rapid, teachers systematically and effectively check pupils' understanding throughout the lessons, intervening to support pupils who need additional help and extending those who are ready to move on in their learning. Occasionally, some teachers are not as adept at checking pupils' progress during lessons to sustain their rapid progress.
- Teachers use resources very well. They set interesting and imaginative work and suitable homework at the right level of difficulty for individual pupils. Teaching assistants provide effective support, especially for pupils with special educational needs.
- The teaching of reading, writing, communication and mathematics is highly effective and linked to the teaching of critical thinking. Teachers give pupils exceptionally well-planned opportunities to apply these skills in a wide range of subjects, often linked by topics, and in team challenges.
- In a Year 5 mathematics lesson, for example, groups of pupils eagerly applied their calculation skills to the challenge of calculating the ratio of blackcurrant juice to water in making drinks with different proportions of ingredients. They enjoyed explaining their methods to the class.
- Teachers' strong subject knowledge and enthusiasm inspire pupils to learn and generate an exceptional commitment to learning across the school. This was seen in lessons and in the high quality of pupils' work in their books and in displays around the school.
- Consistently high-quality marking informs pupils what they need to do to improve their work. Pupils respond very well to this guidance and make rapid gains in their learning.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding in class and around the school. Pupils consistently display a thirst for knowledge and a love of learning and this helps them to make excellent progress.
- Pupils' attitudes to learning are of an equally high standard across subjects, years, classes and with different staff.
- Parents and carers, staff and pupils agree that behaviour is outstanding across the school. Through working on themes such as 'courage' in mixed-age 'community' groups, pupils become keenly aware of how good attitudes and behaviour contribute to life within and beyond school. They support each other very effectively in lessons and around the school.
- All staff manage pupils' behaviour exceptionally well and this helps to establish an excellent climate for learning. The school's consistent approach to behaviour management helps pupils with particular behavioural needs to overcome barriers to learning so that they make outstanding progress.
- Pupils are exceptionally polite, courteous and well mannered. They treat each other and all adults with great respect. Their attendance is above average and their punctuality is excellent.
- The school's work to keep pupils safe and secure is outstanding. Pupils are fully aware of different forms of bullying, including cyber bullying and prejudice-based bullying, and actively try to prevent it from occurring. Bullying and derogatory or aggressive language in all their forms are rare and dealt with highly effectively.
- All groups of pupils feel safe at school and at the alternative provision placements at all times. They have a very thorough awareness of how to stay safe, including when using the internet.

The leadership and management are outstanding

- The headteacher has inspired all leaders and managers, including members of the governing body, to be highly ambitious for the pupils and lead by example.
- Governors, senior and subject leaders base their actions for improvement on a thorough and accurate understanding of the school's performance, and of staff and pupils' skills and attributes. They gain this knowledge through robust systems for checking pupils' progress and the quality of teaching.
- Excellent policies and practice lead to pupils' high levels of literacy, especially reading.
- Senior and subject leaders focus relentlessly on improving teaching and learning, and provide training and support for all staff, including newly qualified teachers. This is underpinned by exemplary procedures for the performance management of teachers and support staff that encourage, challenge and support teachers' improvement. As a result, teaching is outstanding.
- The school's innovative curriculum provides a wide range of subjects and activities, including critical thinking skills, visits, topic 'Wow days' such as a fashion show using recycled materials, and mixed-age community groups. Extra-curricular clubs such as music, sport and drama, are very well attended. The curriculum is highly effective in developing pupils' love of learning, their academic, personal, spiritual, moral, social and cultural excellence, and their physical well-being.
- The school's actions have secured improvement in achievement for those supported by the pupil premium, which is rising rapidly, including in English and mathematics. The use of the sports funding provided by the government is equally well planned to develop teachers' skills and the provision of a wider range of physical activity, including gymnastics and dance. The impact is beginning to be seen in rapidly improving achievement in these activities.
- The school has highly successful strategies for engaging with parents and carers, including those who find working with the school difficult, for example through events which support them in helping their children's learning.
- Senior and subject leaders provide highly regarded support to local schools through mutual visits.

- The school's arrangements for safeguarding pupils meet statutory requirements.
- All staff set an excellent example of professional standards in all of their work and demonstrate high levels of respect and courtesy for pupils and others.
- The local authority has an appropriately light touch approach to working with this outstanding school. It provides a thorough, evaluative and accurate report on the school's performance each year, including information about progress across year groups. It also provides a range of good quality training for governors, which enables them to analyse performance information and to ensure that the school's safeguarding arrangements are robust. The level of challenge and support has rightly decreased over time as the school has improved. The local authority has supported the school's improvement in the past by asking challenging questions about the achievement of different groups of pupils. It is now making good use of the school's strengths to support other schools to improve.
- **The governance of the school:**
 - The governing body has an in-depth knowledge of the school, through regular visits and scrutiny of information, including published data on pupils' attainment and progress. As a result, governors are fully aware of how the school's performance compares to that of other schools.
 - Governors stringently hold senior leaders to account for all aspects of the school's performance.
 - They manage the school's budget, including pupil premium and sports premium funding, highly effectively and efficiently, ensuring action plans and the deployment of staff and resources benefit all groups of pupils.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	109108
Local authority	North Somerset
Inspection number	431477

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	415
Appropriate authority	The governing body
Chair	Mary Elford
Headteacher	Kevin Lynch
Date of previous school inspection	13 May 2009
Telephone number	01275 853077
Fax number	01275 857379
Email address	goldenvalley@n-somerset.gov.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

