



Golden Valley Primary School

Inspection Report

Unique Reference Number 109108
LEA North Somerset
Inspection number 278127
Inspection dates 22 March 2006 to 23 March 2006
Reporting inspector Jill Arnold HMI

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

Type of school	Primary	School address	Nailsea Park
School category	Community		Bristol
Age range of pupils	4 to 11		BS48 1BB
Gender of pupils	Mixed	Telephone number	01275 853077
Number on roll	410	Fax number	01275 857379
Appropriate authority	The governing body	Chair of governors	Mr Neil Middleton
Date of previous inspection	6 June 2000	Headteacher	Mr Alan Shaw

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

Description of the school

This is a larger than average primary school situated on the outskirts of Nailsea. Most pupils are of White British origin and live nearby in privately owned accommodation. When pupils start school, their skills are generally better than expected for their age. The school has lower than average percentages of pupils with learning difficulties or taking free school meals.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Golden Valley Primary is an effective school that provides good value for money. This confirms the view held by the school. It is a welcoming and harmonious community in which pupils' personal development and achievement are given the highest priority. Parents are overwhelmingly supportive and the school is highly regarded by the local community. Pupils enjoy coming to school and say so. Their behaviour and attitudes to learning are outstanding.

The good quality education and care provided contribute to the good achievement and progress of the majority of pupils. Teaching is good and pupils are very positive about their learning targets. Standards in the Foundation Stage are good and pupils make good progress. Pupils make satisfactory progress in Key Stage 1 and good progress in Key Stage 2. However, the rate of pupils' progress is not consistent across the school. Boys do not always achieve as well as girls, particularly in Key Stage 1. More able pupils in Key Stage 2 do not achieve as well as they could in writing.

The school is well led by a highly effective headteacher who has a clear vision for the school. The staff and governors are united in their commitment to ensuring that pupils enjoy their learning and achieve their best. The school has a clear plan for improving the quality of education provided, based on an accurate evaluation of its strengths and weaknesses. It has made good progress since the last inspection and has a secure capacity for further improvement.

What the school should do to improve further

Continue to raise standards by:

- accelerating the progress of pupils in Key Stage 1, particularly boys
- improving achievement in writing for more able pupils in Key Stage 2.

Achievement and standards

Grade: 2

Standards are good. The school's test results have been consistently above the national results for the last five years. Most pupils achieve well and make good progress, although some potentially higher attaining pupils could be doing better, especially in writing. In some year groups, girls make better progress than boys. This was particularly noticeable in the 2005 test results of Year 2 pupils. Pupils with learning difficulties usually achieve well in relation to their capabilities.

Pupils in the Foundation Stage achieve well, most reaching the goals expected of them by the end of Reception, and some exceeding them. Progress is satisfactory in Key Stage 1 and by the end of Year 2 pupils usually achieve standards that are just above the national averages. Pupils make good progress in Key Stage 2. By the time they leave the school in Year 6, their standards are above average in mathematics and science and are well above in English. The school's actions to improve achievement in writing have had some success. Writing standards have improved since the last

inspection, although they are still not as good as reading standards. The school is continuing to improve achievement in writing through close monitoring of pupils' progress, target setting and focused teaching.

Personal development and well-being

Grade: 1

Pupils' personal development is outstanding. They enjoy school and are eager to learn. Their behaviour in lessons and around the school is excellent. They work and play amicably. They are polite, friendly and considerate towards others. They have excellent relationships with all the adults in school. Attendance is good.

Pupils take an active role in the local community through local festivals and inter-school sports. They willingly undertake responsibility and show initiative in many aspects of school life. The school council has had a considerable impact and its suggestions for improving lunches and playtime equipment were successfully introduced. Pupils make healthy eating choices and participate in a great range of sporting activities which help them to keep fit. They show a good awareness of safety issues.

Pupils' spiritual, moral, social and cultural development is good. Pupils are confident to express their views and are able to discuss issues and reflect on ideas in a mature way. They have a strongly developed moral sense and an appreciation of others less fortunate than themselves. They choose charities and organise fund-raising events independently. Pupils' cultural awareness is developed well through music, art and visits to local places of historical interest to support lessons.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching is good overall with a small amount being outstanding. There is a small amount of satisfactory teaching. Lessons are planned very thoroughly with tasks that are carefully matched to the needs of all pupils. The quality of questioning is good and teachers use this to check on understanding and extend pupils' thinking. Pupils successfully practise their speaking and listening skills when explaining their answers, especially in mathematics. Pupils enjoy learning because teachers make lessons interesting, particularly through the use of interactive whiteboards that capture their attention. The pace in good lessons is lively and brisk, fully engaging pupils and providing many opportunities for them to share ideas. Relationships between adults and pupils are very good and teachers have high expectations of both work and behaviour. As a result, pupils develop very good attitudes, are confident and achieve well. In a small minority of lessons pupils do not make as much progress as they could because there is a lack of purpose and the pace is too slow. Teaching assistants are effective, providing good support for lower attaining pupils, but occasionally they are not fully used.

There is a strong emphasis on assessment. Pupils' progress is tracked very well in English, mathematics and science so that teachers can plan effectively for the next steps in learning. Individual target setting for writing is now established throughout the school. Even quite young pupils know what they must do to improve. They are also supported by consistent marking which tells them how to develop their work successfully. This is having a beneficial impact upon standards.

Curriculum and other activities

Grade: 2

The curriculum is good. The extensive range of visits, visitors and after school activities such as music, drama and gardening significantly enrich the curriculum for pupils, enhancing their learning and increasing their enjoyment. Pupils in the Foundation Stage experience an appropriate and purposeful start to school.

Teachers plan regularly together in year groups ensuring that effective links between subjects are established. There is good provision for the development of key skills in literacy, numeracy and information and communication technology (ICT), which successfully prepares pupils for their future economic well-being. ICT, in particular, has seen good development since the last inspection. The deeply embedded learning culture of the school has resulted in a programme of thinking skills to help pupils to develop determination and perseverance in their tasks and to successfully manage distractions. This is making a significant contribution to their future life skills.

The recent national initiative to release teachers for planning time has been wisely used by the school. During these periods pupils have the opportunity to learn French and enjoy a variety of sports through specialist teaching.

Care, guidance and support

Grade: 2

Care, guidance and support are good. The school promotes high quality care for all its pupils, enabling them to feel confident and learn well in a calm and happy atmosphere. The school works well with a wide range of external organisations and agencies, as well as parents, to the benefit of pupils. Arrangements for child protection are good and there are effective systems to ensure the pupils' health and safety.

Teachers know their pupils well and carefully monitor their progress. They provide them with encouraging feedback and helpful guidance on how to improve their work. Academic targets enable pupils to be clear about what is expected and the progress they are making. A close check is kept on those with learning difficulties and close links with parents ensure that their needs are met. Pupils expressed confidence in all the adults who help them and parents agree.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher provides strong leadership and works with energy and dedication. He is ably supported by an enthusiastic team who share his sense of purpose and work hard to make learning enjoyable and worthwhile. Governors have a clear understanding of their roles and responsibilities. They are very supportive and provide good levels of challenge.

The school has an accurate view of its strengths and weaknesses, gained through rigorous self-evaluation. This informs the school development plan, which clearly identifies appropriate actions to improve the quality of education provided. The views of pupils and parents are sought and acted upon where possible. Effective use is made of assessment data to determine whether individual pupils are making good progress and to identify those in need of additional support. The progress of various groups of pupils is carefully tracked, but the information is not used to anticipate the needs of different year groups. Recent initiatives to improve the quality of teaching, assessment and target setting have resulted in improved standards. The school's successful track record is a clear indication of its capacity to make further improvements in the future.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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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?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Dear Pupils

Thank you for making us feel so welcome when we came to inspect your school. We enjoyed talking to you. Your views and opinions have given us a lot of helpful information. Many of you told us how much you like school, enjoy your lessons and feel that you are getting on well.

We thought you behaved extremely well in your lessons and around the school. We were impressed with how well you listened and concentrated, what sensible ideas you had and how well you got on together. You were working hard to do your best and we saw some really lovely work in your books and on the walls.

We think that your teachers work hard to make sure that learning is fun and you make good progress. Most of you are doing well but we think that some of you could be doing even better. We have asked your teachers to help you to do as well as you can, especially in Key Stage 1. We think that some of you could improve the quality of your writing so that by the time you reach Year 6, more of you might achieve Level 5. You can help by following the advice your teachers give you on how to improve your work.

You are really fortunate to come to such a good school. We also think you are lucky to have such lovely healthy lunches!

With best wishes for the future

Jill Arnold Her Majesty's Inspector