

# Inspection of Goldsmith Primary Academy

Goldsmith Road, Harden, West Midlands WS3 1DL

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Inspection dates: 2 and 3 November 2022

## **Overall effectiveness**

**Good**

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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Early years provision

**Good**

Previous inspection grade

Requires improvement

## **What is it like to attend this school?**

Pupils at Goldsmith Academy are able to 'Dream, Rise and Aspire' because inspirational leaders are determined that pupils reach their full potential. Leaders have high expectations of all pupils. The curriculum is ambitious and enables pupils to achieve well. Leaders also use every available space in the wider school to reinforce learning, including in the early years, to inspire pupils.

Pupils' personal development is exceptionally well developed. Pupils say that the school rules and values help them to become a better person and give them a sense of belonging. Pupils talk with pride about the opportunities they get to experience new challenges and meet inspirational people.

Pupils behave consistently well. They work cooperatively in class and care for each other in the playground. In the early years, children play and learn happily together. Bullying is rare and pupils know adults will deal with any incidents swiftly. Pupils feel safe at school and know that adults will listen to them if they have any problems. Relationships between adults and children are based on positivity and respect.

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

Exceptional leadership has enabled the school to make significant improvements over time. Leaders are determined that staff and pupils reach their potential. Leaders give pupils the confidence to aim high in school and in later life. Pupils learn how the knowledge and skills they acquire at school will help them to achieve their future career ambitions. Leaders also provide training and coaching to enable staff to develop their teaching skills extremely well. Staff feel valued and appreciate the leaders' care and support.

Leaders have organised an ambitious and coherent curriculum from the early years to Year 6. They have carefully set out the knowledge that pupils need to learn. As a result, teachers are clear about what to teach and when. This enables pupils to successfully know and understand more over time. However, in a small number of subjects, the knowledge pupils need to learn is not as detailed. This makes it harder for pupils to build on their prior learning.

Teachers use checks on pupils' learning to identify and address any gaps in their knowledge. Older pupils use their electronic devices to share their work and get feedback during lessons. This means that pupils swiftly recognise their mistakes, know their strengths and learn how to improve even further.

Pupils enjoy reading books every day. From the moment the youngest children start school in 'Goldilocks' they listen to stories. When children join Reception, they begin to learn about the sounds that letters make. Leaders have ensured that staff who teach phonics are expertly trained. Staff check pupils' learning of sounds regularly. This ensures that pupils who find reading more of a challenge get extra support that

helps them to catch up. Pupils enjoy weekly library visits and listening to their teachers read daily. Pupils are supported well to become confident and fluent readers.

Leaders quickly identify pupils who need additional help, including those with special educational needs and/or disabilities (SEND). Teachers successfully adapt the curriculum to make sure that all pupils can access the learning. Pupils with SEND receive effective support, which helps them to achieve well. Parents appreciate the support that pupils with SEND receive.

Leaders have developed a highly effective personal development curriculum. The rich programme of learning ensures that pupils understand a range of important issues, such as equality and fundamental British values. Pupils have many opportunities beyond the classroom. For example, in the '11 before 11' programme, pupils visit London and go to the theatre. All pupils take part. Leaders ensure that all pupils can take part. Every pupil takes on a role or responsibility during their time at school. For example, pupils can be on the junior leadership team or school senate, are play leaders or catering assistants.

Pastoral support for pupils is effective. Staff check the mood and emotions of all pupils every day. Staff have put strategies in place to support the pupils if needed, such as 'wobble walks'. Leaders work closely with families to promote regular school attendance. Despite this there are still a small number of pupils who do not attend school regularly enough.

Parents are overwhelmingly positive about the school. They praise the warmth and approachability of the staff and value the regular communication they receive.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders are alert to safeguarding issues. They know pupils and families well. Staff swiftly identify signs that something might not be right in a pupil's life. Leaders have ensured that all staff know the risks that pupils may face. There are secure systems in place for staff to report concerns. The designated safeguarding leader works effectively, including with other agencies if needed, to keep pupils safe. Pupils learn about the risks they may face growing up, including online. They know how to keep themselves safe and the steps they should take if they are anxious about something.

## **What does the school need to do to improve? (Information for the school and appropriate authority)**

- Some pupils do not attend school regularly enough. These pupils then miss too much learning and do not make as much progress as they should. Leaders need to continue to work with families and external agencies to address the persistent absence of some pupils.

- Leaders have not ensured that, in a small number of subjects, curriculum planning is as well planned or embedded as other subjects. Consequently, pupils do not build their knowledge as well as they could. Leaders should ensure that all curriculum planning clearly sets out the important knowledge pupils need to know.

## 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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	138591
<b>Local authority</b>	Walsall
<b>Inspection number</b>	10241261
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	441
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Anne Haigh
<b>Headteacher</b>	Leanne Bridgwood
<b>Website</b>	<a href="http://www.goldsmith.walsall.sch.uk/">http://www.goldsmith.walsall.sch.uk/</a>
<b>Date of previous inspection</b>	10 March 2020, under section 8 of the Education Act 2005

## Information about this school

- Goldsmith Primary Academy became an academy in September 2012. The school is part of the Windsor Academy Trust, a multi-academy trust of five primary schools and four secondary schools.
- The executive headteacher leads this school and Rivers Primary Academy.
- Leaders do not make use of any alternative provision.

## Information about this inspection

- The inspectors carried out this graded inspection under section 5 of the Education Act 2005.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in the evaluation of the school.

- The inspectors held meetings with the executive headteacher, the head of school, deputy headteacher, curriculum leaders and the special educational needs coordinator. They met representatives of the local governing body, members of the trust executive team and trustees
- The inspectors carried out deep dives in reading, mathematics, geography and art. For the deep dives, inspectors discussed the curriculum with subject leaders, visited lessons, spoke to teachers and pupils, and looked at samples of pupils' work.
- The lead inspector met with the designated leader for safeguarding to discuss the actions taken to keep pupils safe. The lead inspector reviewed a range of documents, including the school's single central record.
- During the inspection, inspectors met with groups of pupils, both formally and during less structured parts of the day.
- The inspectors took account of responses to Ofsted's online survey, Parent View, the pupils' survey and the staff survey. Inspectors spoke with groups of staff and spoke informally with parents.
- Inspectors met with the leaders responsible for the early years, pupils with SEND, disadvantaged pupils, behaviour, attendance and personal development.
- Inspectors examined a range of school documentation, including records of governance and documentation relating to attendance and pupils' behaviour.
- The lead inspector listened to a sample of pupils in Year 1, Year 2 and Year 3 read to a familiar adult.

### **Inspection team**

Corinne Biddell, lead inspector

His Majesty's Inspector

Susan Hughes

Ofsted Inspector

Louise Minter

Ofsted Inspector

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