

Goldsmith Primary Academy

Address: Goldsmith Road, WS3 1DL

Unique reference number (URN): 138591

Inspection report: 18 November 2025

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Inclusion**Exceptional** ●

The school creates an exceptional culture of inclusion that transforms pupils' experiences and outcomes. Staff identify pupils' individual needs early and act quickly to remove barriers to their learning and/or wellbeing. Disadvantaged pupils and those with special educational needs and/or disabilities achieve highly because of tailored support and ambitious expectations. Leaders make sure that pupils who need extra help, get that help and then quickly return to learning with their classmates. Leaders also act swiftly to support pupils known to children's social care and those facing additional challenges, such as joining the school at different points in the year or who speak English as an additional language.

Teachers adapt lessons and use highly effective strategies, so that all pupils access the full curriculum. Strategies, including structured language programmes and scaffolded digital tools, are embedded and used consistently well. Leaders monitor pupils' progress rigorously and ensure extra help has the intended impact. Staff receive regular, high-quality training and work in strong partnership with families and external professionals, including a wide range of National Health Service professionals. Pupil premium funding is used strategically and successfully to support any identified barriers for disadvantaged pupils. Leaders meticulously check the impact of their work to ensure that it is making a difference for all pupils and that it is sustained over time. Nurture provision and pastoral systems are carefully structured, enabling pupils to feel safe, respected and have a full part in school life. As a result, pupils flourish academically and socially.

Leadership and governance**Exceptional** ●

Leaders have an astute and precise understanding of the school's strengths and priorities. They have created a culture of exceptionally high aspiration that benefits every pupil. Their relentless focus on removing barriers for disadvantaged pupils has had a transformational impact on their academic outcomes, attendance and wellbeing. Governance is robust and visionary, with decisions consistently made in pupils' best interests. This vision is lived and breathed by the whole school community. The trust is highly effective in ensuring that all statutory duties are met fully. They provide rigour and exceptional support and challenge, resulting in sustained improvement in all aspects of the school's work. Staff's extensive professional development is a standout feature, with expert evidence-informed training, guidance and coaching enabling staff at all levels to thrive. Early career teachers receive highly effective mentoring from the start, which enables them to have the knowledge, skills and passion to provide consistently high standards of education for pupils at the school. All of this strong work, results in pupils achieving well and some of the most vulnerable pupils excelling. Clear leadership strategies are having a significant impact on improving pupils' outcomes and sustaining high achievement, where it already exists.

Staff wellbeing is prioritised, and the culture of teamwork and professional growth is infectious. Leaders share expertise widely, supporting other schools in areas, such as inclusion and digital technology. The vision for the school is lived and breathed by everyone, resulting in consistent, high-quality provision and sustained improvements. Pupils, staff,

parents and carers value the culture of care and belonging. The impact of leaders' work is evident in all aspects of pupils' academic success and personal growth.

Personal development and wellbeing

Exceptional 

The exceptional personal development programme transforms pupils' character and raises their aspirations. Leaders place pupils' wellbeing at the heart of the school's ethos. Pupils feel exceptionally well supported and play a central role in the school's inclusive culture, showing respect and acceptance of each other's unique qualities. The personal development programme is highly effective and includes character education, life skills and age-appropriate relationships education. Pupils confidently explain how this shapes their values and decisions. Pupils have an astute and well-developed understanding of fundamental British values. They are terrific ambassadors for tolerance and acceptance, both within the school and the wider community. Their understanding of how to stay safe online and in the community, with a strong focus on local risks, is highly developed.

Pupils benefit from an extensive enrichment offer, including the '11 before 11' pledge that is designed to include a wide range of sports, music and creative opportunities. All pupils benefit from this offer. Leaders make deliberate choices about the offer, which leads to high participation among disadvantaged pupils and those with special educational needs and/or disabilities. The extensive careers education and 'ASPIRE' character virtues are woven throughout all aspects of the school's curriculum. This opens pupils' eyes to the opportunities available to them in the future. All pupils, including the youngest pupils, take pride in the leadership opportunities they are given. This wide-ranging provision significantly raises aspirations for all pupils and their families, develops lifelong leadership skills and prepares pupils, particularly those who are most disadvantaged, exceptionally well for life beyond school.

Pastoral support is second to none. Leaders' meticulous tracking of pupil wellbeing means that all pupils swiftly get the support they need from expertly trained staff. Leaders embed wellbeing programmes seamlessly across the school day, targeting those that need it most. This helps pupils to build remarkable emotional resilience. Pupils leave as confident, well-rounded resilient individuals, who make a real difference in the wider community.

Strong standard

Achievement

Strong standard 

Pupils achieve strongly across the curriculum. By the time that Year 6 pupils leave the school, the vast majority achieve really well in reading, writing and mathematics. The published data shows that pupils' progress is significantly above the national average, particularly for disadvantaged pupils. Reading and writing outcomes remain strong over time, and phonics results match national figures despite high mobility and varied starting points. Pupils with special educational needs and/or disabilities make very strong progress through the curriculum because of the precise and highly effective tailored support that they receive. This enables them to overcome barriers to learning and integrate extremely

successfully. Some children begin with barriers to their learning, such as in communication and language. The school provide highly effective support so that children quickly secure foundational knowledge in communication, language and reading. Pupils gain strong mathematical foundations which are reflected in the consistently positive Year 4 multiplication check outcomes. The school's work to improve higher standard outcomes in mathematics and writing is having a positive impact. Pupils leave very well prepared for the next stage of education.

Attendance and behaviour

Strong standard ●

Leaders establish and maintain a strong culture for promoting high attendance. Attendance for all pupils stays close to national averages and compares strongly with similar schools. Persistent absence remains below average. When attendance becomes a concern, leaders act decisively and effectively. They work closely with families and remove barriers to attendance through targeted support. This approach has delivered notable improvements in recent times.

Pupils' behaviour is exemplary. They concentrate fully in lessons, work hard and show impeccable manners. Arrival routines are calm and positive. Lunchtimes are harmonious, with pupils enjoying a wide range of activities and showing high levels of self-control. Pupils treat each other with deep respect, reflecting the school's caring ethos. Low-level disruption is rare and pupils maintain consistently positive and collaborative attitudes to learning. Leaders carefully analyse trends, when pupils behaviour does not meet expectations and put in place thoughtful and deliberate support to prevent any further unwanted behaviours in the future. Leaders have a zero-tolerance stance on bullying and discrimination. Bullying is extremely rare and pupils are confident that adults will resolve any problems that they have.

Curriculum and teaching

Strong standard ●

The school provides an ambitious, broad and exciting curriculum that is carefully sequenced across subjects and age-groups. Teachers demonstrate very strong subject knowledge and use consistent approaches, which helps pupils build fluency and confidence.

The curriculum prioritises strong foundations in reading, writing and mathematics. Phonics is taught systematically, with accurate modelling and swift correction of misconceptions. Handwriting and spelling are embedded alongside phonics, and pupils build their language and vocabulary knowledge very well through structured routines and high-quality interactions. Teachers make sure that pupils with additional needs can learn very successfully alongside their peers, making effective adaptations when needed. They carefully check on pupils' understanding so that anyone falling behind gets the support they need to catch up quickly.

Across all subjects, pupils are encouraged to think, talk and share ideas. They learn about history, science and geography in ways that spark curiosity and build knowledge very well. Leaders determined action means that higher attaining pupils are now being well supported

to reach the highest standards in mathematics and writing. This strong approach to teaching means pupils are very well prepared for the next stage of their education.

Early years

Strong standard 

Children in the early years thrive from an aspirational, curiosity-driven curriculum that gives them a strong start to their time in school. Staff create a vibrant, calm and purposeful environment, where every interaction maximises learning. They hold high ambitions for all children. Staff understand each child's next steps, and weave these into planned activities and routines. Typically from low starting points, children move seamlessly through the curriculum in all areas of learning.

Some children start with barriers, such as limited communication and language. Staff provide highly effective support to develop vocabulary from the outset, enabling children to secure strong foundational knowledge quickly. Reading and early language remain a priority throughout the day. Staff use songs, rhymes, stories, and a highly effective phonics programme to build strong foundations for future learning.

In the setting for 2-year-olds, children show remarkable concentration and curiosity. Adults skilfully promote language, fine motor skills and independence through questioning and 'what if' prompts, fostering investigative skills. They expertly embed routines, such as naming emotions and setting expectations quickly and effectively.

Staff work closely with parents and carers, who value the school's nurturing approach. Children, including those with special educational needs and/or disabilities and disadvantaged pupils, leave early years very well prepared for Year 1 with strong foundations for future learning.

What it's like to be a pupil at this school

Pupils thrive academically and personally in this vibrant, harmonious and nurturing school. Staff know pupils exceptionally well and care deeply about their success and wellbeing. This creates a strong sense of belonging and pride among pupils. Pupils feel safe, happy and valued because of the positive relationships that they have with staff and their peers and the extensive support they receive for their personal development. Attendance rates are close to national averages and strong when compared to similar schools. This reflects pupils' eagerness to attend school.

Pupils, parent and carers embrace the school's mantra of 'dream, rise and aspire', which is evident in every aspect of school life. Aspiration is high for all pupils. They rise to these expectations and achieve highly, particularly those pupils who are disadvantaged and those with special educational needs and/or disabilities. Skilled staff remove barriers to learning through innovative approaches, including technology that personalises support so every pupil can thrive.

From the early years onwards, pupils develop curiosity and confidence, showing sustained focus in lessons and positive attitudes to learning. They behave impeccably in classrooms and during social times, treating each other with respect and kindness. Bullying is not tolerated, and pupils trust staff to act swiftly if concerns arise. Pupils enjoy an incredibly rich curriculum and a wide range of clubs, trips and leadership opportunities that nurture talents and broaden horizons. They speak confidently about their learning and future ambitions because careers education is embedded throughout the curriculum. Older pupils are superb role models for younger children, and all pupils contribute meaningfully to the school community through the leadership roles that they are proud to hold. Pupils leave extremely well prepared for their next steps, proud of their achievements and their school.

Next steps

- Leaders and those responsible for governance should sustain the effectiveness of their work in all areas. They should seek continued improvement, overcoming barriers and challenges, in order to drive a transformational impact for all pupils. This includes disadvantaged pupils, those with special educational needs and/or disabilities, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing.

About this inspection

This school is part of the Windsor Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Dawn Haywood, and overseen by a board of trustees, chaired by Andrew Middleton.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with school leaders, including the headteacher and other leaders. They also spoke with representatives of the trust, including trust leaders, trustees and the chief executive officer.

The inspectors confirmed the following information about the school:

The school does not use alternative provision

The school runs a Nursery class catering for children aged 2 to 4 years old.

Headteacher: Maximilian Wakeman

Lead inspector:

Catherine Young, His Majesty's Inspector

Team inspectors:

Antony Bradshaw, His Majesty's Inspector

Rob Matthews, His Majesty's Inspector

Emma Titchener, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 18 November 2025

School and pupil context

Total pupils

494

Well above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

315

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

67.64%

Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

2.23%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

18.02%

Above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	75%	61%	Above
2024/25	75%	62%	Above
2023/24	75%	61%	Above
2022/23	74%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	83%	74%	Above
2024/25	84%	75%	Above
2023/24	77%	74%	Close to average
2022/23	86%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	78%	72%	Above
2024/25	86%	72%	Above
2023/24	75%	72%	Close to average
2022/23	74%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	78%	73%	Close to average
2024/25	77%	74%	Close to average
2023/24	77%	73%	Close to average
2022/23	79%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	65%	46%	Above
2024/25	70%	47%	Above
2023/24	60%	46%	Above
2022/23	64%	44%	Above

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	75%	62%	Above
2024/25	80%	63%	Above
2023/24	63%	62%	Close to average
2022/23	81%	60%	Above

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	69%	59%	Above
2024/25	80%	59%	Above
2023/24	60%	58%	Close to average
2022/23	64%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	68%	60%	Above
2024/25	70%	61%	Close to average
2023/24	63%	59%	Close to average
2022/23	69%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	65%	68%	-3 pp
2024/25	70%	69%	1 pp
2023/24	60%	67%	-7 pp
2022/23	64%	66%	-2 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	75%	80%	-4 pp
2024/25	80%	81%	-1 pp
2023/24	63%	80%	-16 pp
2022/23	81%	78%	2 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	69%	78%	-9 pp
2024/25	80%	78%	2 pp
2023/24	60%	78%	-18 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23	64%	77%	-13 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	68%	80%	-12 pp
2024/25	70%	81%	-11 pp
2023/24	63%	79%	-16 pp
2022/23	69%	79%	-10 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (1 term)	4.4%	5.1%	Close to average
2023/24	5.9%	5.5%	Close to average
2022/23	7.0%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (1 term)	13.2%	14.3%	Close to average
2023/24	16.4%	14.6%	Close to average
2022/23	21.6%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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