

# Goldsmith Infant School

Brambles Road, Southsea, Hampshire, PO4 0DT

**Inspection dates** 3–4 October 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Attainment by the end of Year 2 is above average. As a result, pupils are well prepared for the move to their next school.
- Pupils make good progress because they are well taught. Over the past year, progress has been strengthened in reading, writing and mathematics. It remains strongest in reading and mathematics.
- Planned activities for different groups of pupils are typically well matched to their individual needs; this is helping pupils to learn effectively.
- In lessons, pupils work together well, readily answer questions and join in with discussion to share what they know and understand.
- Teaching assistants promote learning effectively with small groups and individual pupils. They give just the right level of support so that pupils are challenged to work things out for themselves.
- Pupils have positive attitudes, behave well and say that they enjoy coming to school. They feel very safe in school and know who to talk to about any concerns they may have.
- Good leadership, management and governance have been maintained since the previous inspection, including close checks on the quality of teaching. Staff work well together and are keen to learn from each other and improve.

### It is not yet an outstanding school because

- Achievement in writing is not as strong as in reading and mathematics; there are not as many pupils reaching the higher levels in writing.
- Individual support provided for staff has not been sharp enough to promote sufficient outstanding teaching.
- Pupils' attendance is below the national average but improving.

## Information about this inspection

- Inspectors observed 12 lessons, of which three were joint observations with the headteacher or senior staff. They also scrutinised samples of pupils' work and did some short observations.
- Meetings were held with staff, members of the governing body and groups of pupils. A telephone conversation was held with a representative from the local authority.
- Inspectors gathered the views of staff from 19 questionnaires.
- Inspectors took account of the 50 responses to the online parent questionnaire (Parent View). Parents' views were also gathered from informal conversations at the end of the school day.
- Inspectors observed the school's work and looked at documents, including the school improvement plans, school checks on teaching, records relating to attendance, and the school's data on pupils' progress.

## Inspection team

Peter Clifton, Lead inspector	Additional Inspector
Gordon Jackson	Additional Inspector

## Full report

### Information about this school

- Goldsmith Infant School is smaller than the average-sized school. It federated with Brambles Nursery School, which shares the same site, in September 2012.
- Just over one half of pupils attend from outside the local area.
- The large majority of pupils are of White British heritage.
- The proportion of disabled pupils and those with special educational needs supported by school action is a little below average; the proportion supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for children in the care of the local authority, pupils known to be eligible for free school meals and other groups, is a little above average. Currently, the school has pupils who are eligible for free school meals and children in the care of the local authority.
- There have been several changes of staff over the past two years, reflecting increasing numbers of pupils attending the school.
- Breakfast and after-school clubs run daily.

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

- Strengthen the quality of teaching and increase the proportion of lessons where learning is outstanding by:
  - giving teachers more help on an individual basis so that they can improve their own effectiveness and help pupils to learn even better, for example, when pupils are not being directly supervised by adults in lessons.
- Strengthen the impact of leadership and management by:
  - implementing planned actions to improve achievement in writing
  - working with parents more closely to improve attendance.

## Inspection judgements

### The achievement of pupils is good

- In 2012 pupils' attainment was above average at the end of Year 2. The most recent results, in 2013, are even better than those in 2012. This means that pupils make good progress from their different starting points, as was the case at the time of the previous inspection.
- The school's records show that pupils make good progress in reading, writing and mathematics and this is reflected in the way the pupils learn in lessons. Records over the past year indicate a strengthening picture. However, progress remains stronger in reading and mathematics than in writing.
- Disabled pupils and those who have special educational needs make good progress because they are well taught. In lessons, teaching assistants typically provide additional support and encouragement, which promotes effective learning.
- More-able pupils make good progress and there are increasing numbers of pupils reaching the higher National Curriculum Level 3 by the end of Year 2, particularly in reading, where the proportion of pupils achieving this has doubled over the past two years. The proportion of pupils reaching the higher Level 3 in writing is improving, but not as strongly as in reading and mathematics.
- The school's records for pupils known to be eligible for the pupil premium show that they make progress which is at least as good as other pupils and sometimes better, in both English and mathematics. There was a gap in performance between this group of pupils and their classmates in 2012 but this is now closing.
- In the 2012 phonics screening check, the proportion of pupils achieving the expected standard exceeded the national expectation. Readers in Year 2 persevere well and use their knowledge of letters and sounds securely to help them to read unknown words and show a good understanding of characters and plot. More-able pupils are beginning to make choices about books and have preferences for different authors.
- In the Early Years Foundation Stage, children start school with knowledge, skills and understanding that are broadly in line with levels expected for their age; their reading, writing and mathematics skills are weaker areas of learning. However, all three areas are being developed strongly in lessons.

### The quality of teaching is good

- Since the previous inspection teaching has remained good, and this is reflected in the school's progress information. There is a small proportion of outstanding teaching.
- Learning is typically good because the tasks provided for different groups of pupils are closely matched to their individual needs. As a result, pupils have work that is not too easy or difficult. For example, in mathematics lessons in Year 2, more-able pupils tackled challenging tasks where they used their addition skills to solve problems. Most enjoyed doing the 'really tricky' ones.
- In Reception, children make good progress, for example, when sharing stories and talking about the different events and characters, and when learning about the properties of different shapes, because teaching is well matched to their needs.
- Relationships between staff and pupils are good. Pupils, generally, are keen to do their best and finish tasks. They help each other when working in groups, for example, to check their answers and work out why they might be different. Discussion and questioning typically help pupils to develop their ideas and understanding.
- Teaching assistants provide valuable support for different groups of pupils, including helping more-able pupils, disabled pupils and those who have special educational needs. In Year 1, for example, they provided support which promoted pupils' use of adventurous vocabulary.
- Pupils are given clear information about what they need to do to improve their work. This is

reinforced by individual targets that they have in their literacy and numeracy books for different activities. Marking is detailed and helpful. Some pupils comment that they always look at the comments made, and try to improve. However, this practice is not consistent and, as a result, marking is not yet having its full impact on learning.

- While there is good teaching in all classes, there are some occasions when learning slows, for example when a few boys do not maintain the concentration necessary to complete tasks in the time available. This happens particularly when they work on their own away from the teacher.

### **The behaviour and safety of pupils are good**

- Pupils clearly enjoy coming to school. They comment that their teachers are nice to them and that they have to do a lot of work. They value the certificates they get in assemblies for their good work and have positive attitudes towards each other. They know that discrimination is not tolerated; pupils from different backgrounds get on well together. Pupils in Reception have settled well into class routines.
- In and around the school and at playtimes, pupils are friendly and behave sensibly. At playtimes pupils use up plenty of energy on the play areas. They confirm that they feel safe and secure in school and that there is an absence of bullying. Adults are quick to sort out any problems.
- Parents, carers and staff confirm that pupils' behaviour and safety are strengths of the school. Incident logs show few incidents of misbehaviour and that these are followed up well.
- Pupils' comments confirm that it is uncommon for their learning to be interrupted. They know the class rules and think they are implemented fairly by their teachers. They comment that a few pupils are a bit 'chatty' in class and that this slows them down. There are a few occasions when learning falters because some pupils find it difficult to work independently without any direct support from an adult, and this, along with attendance, is why behaviour is not outstanding.
- Pupils enjoy the different activities they do in the breakfast and after-school clubs. These promote healthy eating choices and activities are well supervised.
- Attendance is below average. Leaders have analysed absence data and are taking appropriate steps to improve pupils' attendance. This includes a daily monitoring of pupils including those who are absent too often, and following up on reasons why. Regular attendance is promoted frequently through newsletters and by giving out rewards in assembly, and this is helping to reduce absence.

### **The leadership and management are good**

- Good leadership and management have ensured that teaching enables pupils to achieve well. The school's records seen show that strengths and weaknesses of teaching are analysed well and fed back to individual staff. Joint observations with the headteacher and senior staff confirm the accuracy of these judgements. This and other support have ensured that learning activities meet the needs of different groups of pupils equally well.
- Senior staff and other leaders have led developments effectively. Funding has been used well to boost pupils' reading skills. The federation is now providing opportunities for the two schools to work more closely together and share, for example, expertise in the Early Years Foundation Stage.
- Staff work well as a team and promote positive attitudes to learning in lessons. Several comment that they like working in the school and that they have been given good support by senior staff to help them improve. Common approaches, for example to marking, setting targets and rewarding pupils' effort through giving out 'golden points', are well established across the school.
- School plans to promote improvement are accurately matched to key areas of weakness. There is, for example, a detailed and well-thought-out plan to improve pupils' progress and attainment in writing, some of which has already been implemented. For example, the school is using 'talk' to develop pupils' ideas and sequence events in stories.

- Leaders are in the process of auditing the current sporting provision to help draw up plans to use extra money from the primary school sports funding. Although at an early stage of development, plans include additional training for staff.
- A representative from the local authority regularly visits the school and is knowledgeable about the school's strengths and weaknesses. The support provided is valued by the headteacher and other staff and has helped the school to improve.

■ **The governance of the school:**

- Governors have a clear understanding of their roles and responsibilities and bring a broad range of experience to the leadership of the school. They have an accurate understanding of the strengths and weaknesses of the school, including in teaching, and some governors regularly question the headteacher closely about the progress being made by different groups of pupils. Regular visits to the school enable them to gain a fuller insight into their areas of responsibility. The school has appropriate arrangements to hold teachers fully to account for the progress made by pupils, and make decisions about whether or not teachers move up the salary scale. Governors have questioned the effectiveness of the pupil premium funding in detail and are knowledgeable about how this has helped, for example, to boost reading skills. The required procedures about safeguarding children are followed and governors check up on these to ensure that they are met. The school is tackling a deficit budget; this is being rectified through prudent spending decisions.

## 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

<b>Unique reference number</b>	116182
<b>Local authority</b>	Portsmouth
<b>Inspection number</b>	426592

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

<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	179
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Share D'All
<b>Headteacher</b>	Alison Spittles
<b>Date of previous school inspection</b>	23 September 2008
<b>Telephone number</b>	023 9282 8604
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