



Goldsmith Infant School

Inspection Report

Unique Reference Number 116182
LEA Portsmouth LEA
Inspection number 279765
Inspection dates 21 November 2005 to 22 November 2005
Reporting inspector George Rayner AI

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

Type of school	Infant	School address	Bramble Road
School category	Community		Southsea
Age range of pupils	4 to 7		PO4 0DT
Gender of pupils	Mixed	Telephone number	02392828604
Number on roll	109	Fax number	02392828604
Appropriate authority	The governing body	Chair of governors	Mrs Share D'All
Date of previous inspection	8 November 1999	Headteacher	Mrs Alison L Spittles

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Introduction

The inspection was carried out by an additional inspector.

Description of the school

Goldsmith is much smaller than most schools and is located in an inner city community. The area is one of mixed housing and commercial property, including a high level of student accommodation. Many pupils travel from areas outside the immediate locality. The socio-economic circumstances are broadly average. The proportion of pupils from different ethnic groups is similar to that usually found in most schools, although the percentage with a first language other than English is higher. The proportion with learning difficulties is below average. There is after-school care provision, on the site, but run independently. This was inspected separately, at the same time as the school.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

While the school has correctly judged most areas of its provision and performance as good, its self-critical approach led it to consider its overall effectiveness as satisfactory. The inspection found that it was good. This is strongly endorsed by parents who, in the questionnaire and additional comments, showed very positive opinions about the school and their children's progress. The school judges quality and standards in its Foundation Stage to be good. The inspection confirms this. Achievement is good in both the Foundation Stage and Years 1 and 2 and standards have improved well since the last inspection. An important factor is pupils' good personal development that helps them to be better learners. Teaching and learning are good. Well planned, stimulating, lessons encourage pupils to enjoy learning and work willingly. The good pace of learning and management of pupils' behaviour found in many lessons is not consistent in all classes. The curriculum is good and the school cares well for pupils. There is a need to improve the way in which assessment information is used to track and support progress. Leadership and management are good and have secured improvement in standards. The school provides good value for money and its capacity for further improvement is also good.

What the school should do to improve further

* Continue to improve the consistency of teaching so that the pace and quality of learning in all lessons matches that of the best.* Further improve the way in which assessment information is used to track and support progress.

Achievement and standards

Grade: 2

Children enter the Foundation Stage with standards that are a little lower than average, because many have weaknesses in literacy. They make good progress towards all their learning goals. Strong emphasis on personal development through effective teaching of social skills and the provision of frequent opportunities to work with others and make choices about their work, plays an important part in children's achievements. This good progress allows most children to enter Year 1 with standards expected nationally at the end of the reception year. Achievement continues to be good and, by the end of Year 2, standards are above average in reading, writing and mathematics. The emphasis on personal development continues to be a key factor in good learning. Lessons proceed at a good pace as pupils listen attentively and follow instructions responsibly. Effective action taken by the school has brought about improvement in pupils' achievement and standards. In 2004, the Year 2 assessments showed reading and mathematics to be above average, but writing was below average. By concentrating on improving writing skills, teachers improved pupils' performance significantly in 2005. Current work shows that standards in writing are good. Pupils in all groups achieve as well as each other. Those with learning difficulties and with a first language

other than English benefit from good individual support, to also achieve well. Standards and pupils' rates of progress have improved well since the last inspection.

Personal development and well-being

Grade: 2

The school provides good personal development. It has a strong commitment to pupil's personal development and well-being, because it makes a significant contribution to their academic performance. Parents say they value this highly. Most pupils show their positive attitudes by good attendance and very good behaviour. They willingly talk about the things that they do in school and how much they enjoy them. Pupils' social and moral development are very good and make a strong contribution to their personal development. The school and class councils provide good learning about the electoral process and opportunities for pupils to discuss and help with important school matters. For example, they recently suggested ideas for colour schemes during the school's redecoration. A group of pupils said that one of the things they liked best was that they have so many good friends here. This illustrates the success of one of the key parts of the school's moral code, to be a good friend. Spiritual and cultural development are good. Pupils are often asked to think about for example, what it means to others if they are a good friend. They celebrate Christian festivals and those of other religions and during the past year, have learned about the traditional dances from other cultures. Pupils say they are given good advice on healthy eating and show good knowledge of healthy foods and those they should be cautious about so they can make healthy choices. The community police officer visits often to guide children on road safety. Pupils have good opportunities to contribute to community life. They collect money for charities, help children in the neighbouring nursery school with their reading and invite them to school productions. They enjoy taking part in community carol singing and the annual Summer Festival.

Quality of provision

Teaching and learning

Grade: 2

Teaching makes a good contribution to achievement. In most lessons, well planned activities and efficient management of pupils ensure they learn at a good rate. There is a good mix of whole-class and small group activities. Pupils often have opportunities to work independently and are also encouraged to help each other. Interesting tasks engage pupils, so that they work willingly and productively. Teachers emphasise the importance of following rules about listening well and following proper procedures for contributing to discussions. In most lessons, this contributes effectively to the development of pupils' social skills and the effectiveness of learning. The school's checks on the quality of teaching have identified areas that need to be improved. Inspection evidence shares the school's view that in some lessons the pace of activities is slower and pupils do not get on quickly with their work. Monitoring records show that there has been improvement over time, but there is still work to be done to ensure

that all teaching and learning is consistently at the level of the best. Teachers use interactive whiteboards well to provide stimulating presentations and involve pupils in learning new things.

Curriculum and other activities

Grade: 2

The curriculum is good. In the Foundation Stage all key areas of learning are provided for well. Pupils in Years 1 and 2 are taught in mixed age classes and because teachers are careful to cater for the needs of children in each year, this arrangement provides effective learning. Pupils work in groups set by ability for literacy and numeracy. This effectively helps those of all abilities to make good progress. The school has judged, validly, that most pupils currently benefit from working with a stable group for these subjects. Pupils enjoy the good range of extra curricular activities that enrich the curriculum. These include music workshops, clubs for dance, skipping, and French, as well as opportunities to play football and tag rugby. The development of information and communication technology (ICT) resources and the school intranet is well managed. This puts the school in a good position to develop ICT across the curriculum, and most subjects have ICT activities in their planning.

Care, guidance and support

Grade: 2

Care, guidance and support are good overall. The school is proud that it makes the most of its small size to create a "village school feel within a city". As a result it is successful in creating a very secure, happy, community. During the inspection, several parents wrote about how happy their children are at the school. A breakfast club is provided for parents who need to leave their children at the school before the start of normal lessons. Safety procedures comply with requirements and are clear to all. Most staff are trained in first-aid. Effective links with the neighbouring nursery school and local junior schools ensure effective transfer. Assessment provides generally good guidance to pupils on how well they are doing. Teachers mark pupils' work carefully. The school is aware that there is a need for further improvement in the way it uses assessment information to track pupils' progress over the longer term. It is developing computer based systems to give all teachers the information that they need in a more useful form.

Leadership and management

Grade: 2

The school is well led and managed. The headteacher provides very clear and effective leadership. She is supported well by the deputy headteacher and colleagues at all levels. The school has effectively improved the way in which its purpose is shared by very clearly defining the role of all members of staff. Significant strengths are willingness to be self-critical and to listen to views of other stakeholders, including staff, governors, parents and pupils. Parents are strongly appreciative of how well the

school seeks and welcomes their views. These qualities have underpinned the successful drive to improve standards, which demonstrate the good capacity for further improvement. Procedures for monitoring teaching and learning are well organised. The school uses the findings effectively to make improvements. Recently teachers' skills in teaching writing were enhanced resulting in a rise in standards. The school makes good use of consultants and advisers, with the result that strategies for improvement are well focused and effective. Governors provide good support. They have worked with commitment to improve the organisation of their committees, allocation of responsibilities and their expertise and confidence. As a result, they have equipped themselves to be effective 'critical friends' and support much of the school's development, rather than just approving it. Financial expertise on the governing body is ensuring efficient financial management.

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

Thank you for being so friendly and helpful when I visited your school. I really enjoyed my visit. I found that you are taught well and that you work hard. Because of this, you do well in all of your subjects. In the past, your writing was not as good as your reading. The teachers are very pleased that you are now much better at writing interesting stories. Important reasons why you do so well are that you behave well, pay good attention and act in a grown up way. This helps the teachers a lot, because they can get on with the lesson, without having to stop to tell pupils off. There are a few times when some children forget to put their hand up and call out answers instead, but I know that you are all trying hard to be even better at waiting your turn.

Lots of you told me that you really enjoy being at school and think it is a very happy place. You all try to be good friends to each other. This pleases the teachers, because they think that being a good friend is very important indeed. Your parents and the other grown-ups who look after you at home told me that they are very pleased that you are so happy in school.

The headteacher and teachers know what they have to do to make things even better. They are working together to make all lessons as good as the best ones and to be better still at telling each other about what help you need to be even more successful.

Well done to you all.

George Rayner

Lead inspector