

Goldsmith Infant School

Inspection report

Unique Reference Number	116182
Local Authority	Portsmouth
Inspection number	326341
Inspection dates	23–24 September 2008
Reporting inspector	Jo Curd

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number on roll	
School (total)	133
Government funded early education provision for children aged 3 to the end of the EYFS	45
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs Share D'all
Headteacher	Mrs Alison Spittles
Date of previous school inspection	21 November 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Bramble Road Southsea PO4 0DT
Telephone number	02392 828604
Fax number	02392 828604

Age group	4–7
Inspection dates	23–24 September 2008
Inspection number	326341

© Crown copyright 2008

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This is a small school in a densely populated inner city area. Pupils usually start in the Reception Class, half way through their Early Years Foundation Stage (EYFS). Most have already attended the Nursery run at the separate Children's Centre next door. Pupils come from a wide range of backgrounds. About half come from the immediate vicinity whilst the other half come from further afield. Three quarters are from white British backgrounds. The proportions of pupils who are from minority ethnic backgrounds, have English as an additional language or who are eligible for free school meals are slightly lower than the national average. Almost a tenth of pupils on roll are at early stages of learning English. The range of first languages is diverse and growing. The proportion of pupils who have learning difficulties and/or disabilities is lower than the national average. Three pupils have statements of special educational need. The school runs a breakfast club and hosts an independent after school club.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Pupils are happy and safe in this small, effective school. They particularly like '...being with friends.' and '...learning'. They all achieve well and are successfully cared for and supported. Their personal development, including behaviour, is good. Pupils make an exceedingly good contribution to their school and community. Staff know pupils needs and their families well. There is a strong community ethos. Excellent partnerships with others including parents and other professionals provide a very wide range of first hand experiences and an extremely well enriched curriculum. Many parents reported that they were particularly grateful for the way that they are welcomed into the school. As one said, 'There are many great things at Goldsmith but what makes it so special is that the child's family is made so welcome particularly first thing every morning.' This successfully helps pupils to settle and achieve well during the day.

The headteacher and deputy headteacher have been at the school a long time and are highly committed to its success. They are both strong visionaries and constantly have new ideas for events and activities. Pupils are involved in a multitude of local events including carol singing on the town hall steps, raising money for charity and sports opportunities. These successfully enable them to contribute to their local community and inspire good achievement. Governors are committed, proactive and very challenging. Self-evaluation is strong and largely accurate. Leaders and managers successfully address any identified weaknesses. This has a positive impact in maintaining good achievement. Developments since the last inspection, including great improvements in assessment procedures and the resolution of some financial challenges, are good. However, not all leaders and managers monitor provision or outcomes consistently and rigorously. As a result, the impact has not been enough to move provision or achievement to be outstanding rather than good. For example, although the quality of teaching and learning has many strengths, including relationships, activities and behaviour management, its overall quality remains good. Teachers do not always match the work sufficiently well to pupils' learning needs and pupils do not always know what they need to learn next.

Due to an interesting and practical curriculum, good teaching and effective support, all pupils achieve well throughout the school. The knowledge, skills and experience with which children start their Reception class vary greatly. Overall, they are below those expected for this age, particularly in communication and calculations. Due to good provision, all the children make good progress in the EYFS and, by the end of the year, standards are broadly in line with expectations. At the end of Year 2, standards for reading, writing and mathematics are above the national average.

Based on the school's strong track-record of successfully addressing areas for development, the commitment and hard work of all the staff, the support and challenge of Governors and the very strong partnership with others including parents, the capacity for further improvement is good.

Effectiveness of the Early Years Foundation Stage

Grade: 2

All children make good progress in the EYFS. Parents are very appreciative of the way staff help children to settle. As one said, 'I feel the teachers in the Reception Year have been very successful in providing a happy start to my child's entrance into school, he feels confident and very happy about coming'. The leader of EYFS works closely with the deputy headteacher to

ensure that leadership and management are good. She has a good understanding of the needs of young children, and a clear plan of how she wants provision to improve. Staff work well together and all the children are cared for and supported well. Children enjoy a wide range of activities, especially working on the computers. From starting points below expectations for this age, all the children achieve well and generally meet expectations by the time they leave. Although staff and children use outdoor accommodation satisfactorily, resources are underdeveloped and access is not easy. Plans to improve this have not yet been implemented.

What the school should do to improve further

- Increase the rigour and frequency of monitoring so that the impact of provision on pupils' achievement and personal development is evaluated and increased.
- Raise achievement by ensuring that work is better matched to pupils' individual needs and that all pupils know what they need to do and learn next.
- Implement plans to improve EYFS accommodation to provide better opportunities for learning.

Achievement and standards

Grade: 2

All pupils achieve well. Standards at the beginning of Year 1 are broadly in line with the national average and are generally above this by the end of Year 2. In 2007, standards at the end of Year 2 dipped for various reasons including the challenges of some new pupils and staff changes. In 2008 standards in reading, writing and mathematics rose to previous levels. Pupils who have learning difficulties and/or disabilities make good progress because they are supported well and benefit greatly from warm encouraging relationships. The achievement of pupils who have English as an additional language is good because the practical visual curriculum is so accessible to all. Pupils who learn more quickly or easily achieve well, but are not always challenged to learn even more. Progress occasionally slows when work is sometimes too difficult or too hard for pupils.

Personal development and well-being

Grade: 2

Relationships throughout the school are very warm and positive. The value given to each individual successfully helps pupils' confidence, enjoyment and self-esteem. One parent recognised how staff encouraged her initially shy daughter, saying, 'The staff helped her develop self-confidence and group presence and she is now thriving in these areas'. Pupils feel safe because they know that, 'Teachers are there to look after us'. They have a good awareness of, and commitment to, health, recognising the importance of exercise, eating vegetables and fruit, and drinking water. Pupils' contribution to their school and community is excellent. Their opinions, sought through class discussion and the School Council, are highly valued and have influenced school decisions, including a new uniform and activities for 'golden time'. Pupils make extremely good contributions to the local community in sports events, carol singing, hosting events for the elderly and raising money for national and international charities. Although the school has an excellent partnership with parents, and has worked extremely hard to improve attendance, the small minority of families who take holidays in school time mean that levels remain average. Because all pupils achieve well in learning and personal development their preparation for later life and learning is good.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Planning is effective and activities are broad, practical and varied. Visual elements make teaching accessible and interesting to all pupils, contributing well to their good achievement. During the inspection, younger pupils drew around a peer's outline and chose the correct words and symbols to label various body parts. Older pupils ordered number cards in the playground and moved around to show the correct answers to mathematical questions. The adult to pupil ratio is high and teamwork between staff is generally good. Pupils respond positively to the high and consistent expectations for behaviour, which staff have for them. Behaviour is good and most pupils are keen to learn. However, work is not always sufficiently well matched to pupils' learning needs and tasks are occasionally too difficult or easy for some.

Curriculum and other activities

Grade: 2

The curriculum is broad and balanced and covers all the required areas. Enrichment through special days, involvement in community events and visitors is excellent. Photographs clearly show that pupils enjoy 'challenge' afternoons, where they work on projects such as building towers from newspaper or designing brochures about the Olympics. These activities also contribute well to pupils' achievement in speaking, listening and personal development. The newly revised curriculum for personal, social and health education has helped pupils' good personal development, including awareness of how to stay healthy and safe, respect for others and self-esteem. Topic work combining different subjects is developing well. Although most aspects of the curriculum are engaging and relevant to pupils, the curriculum is not always sufficiently well adapted to meet individual learning needs.

Care, guidance and support

Grade: 2

All the children, especially those who have additional needs or who are more vulnerable, are cared for and supported very well. Improved assessments and regular meetings of the newly reorganised 'inclusion team' mean that pupils' individual needs are frequently discussed and considered. Several parents value the extended care of breakfast club, which provides a safe and settled start to the day for those who come early. Within the school's caring community, and with the good role models from staff, all pupils develop confidence, self-esteem and care for others, which contributes well to effective personal development and well-being. Guidance for learning is satisfactory. Although verbal feedback and discussion help pupils' progress, marking is inconsistent and does not always show pupils what they need to learn next.

Leadership and management

Grade: 2

The headteacher and deputy headteacher provide a strong and able leadership team. They are both visionaries and are highly ambitious for the school. In partnership with the effective, dynamic and challenging Governing Body, they have successfully addressed various areas

including assessments, tracking and some financial challenges. Assessments, which are now frequent, thorough and detailed, contribute to and show good achievement throughout the school. New ideas and initiatives contribute to the very diverse and interesting curriculum, good progress and personal development of all. However, leaders and managers do not always monitor provision sufficiently rigorously to move these to be outstanding. New middle managers, including leaders of Key Stage 1 and EYFS, and some subject leaders, are assuming their responsibilities well. Excellent links with others, including parents, other professionals and members of the community contribute well to good care, support, curriculum and achievement for all pupils and cohesion of the whole community.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

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

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

06 October 2008

Dear Pupils

Inspection of Goldsmith Infant School, Southsea, PO4 0DT

Thank you for making me feel so welcome in your school when I visited recently. I especially enjoyed seeing you work and play, eating lunch with you and hearing your school song in assembly.

I think you have a good school and can see why so many of you enjoy being there. You are all looked after and cared for well. You are making good progress in your learning and the way you behave and relate to each other. You have a good awareness of health and safety. Your involvement in, and contribution to, your school and local community are extremely good. It was lovely to hear about you singing carols at the Town Hall, welcoming some elderly people to your school and raising money for charities. You do lots of really fun and interesting things, including challenge days where you work with friends from different classes, which help you enjoy school and help get you ready for later life and learning.

There are just three things which I have asked all your staff to improve.

- Look carefully at how the school helps you learn and develop and how this could be even better.
- Make sure that work is always suitable and interesting for you all and that you all know what you need to do and learn next.
- Carry out plans to improve Emerald and Ruby classes to provide even more opportunities for learning and play.

Perhaps you could help by telling staff when work or activities particularly help you in your learning and by continuing to work hard when building work is done.

I wish you and your families all the best for the future.

Yours sincerely

Jo Curd

Lead Inspector