

Comper Foundation Stage School

Inspection report

Unique reference number	122967
Local authority	Oxfordshire
Inspection number	380558
Inspection dates	1–2 February 2012
Lead inspector	Wendy Ratcliff HMI

This inspection of the school was carried out under section 5 of the Education Act 2005. The registered childcare provision, managed by the governing body, was inspected under sections 49 and 50 of the Childcare Act 2006.

Type of school	Nursery
School category	Maintained
Age range of pupils	3–5
Gender of pupils	Mixed
Number of pupils on the school roll	64
Appropriate authority	The governing body
Chair	Rosemary Knagg
Headteacher	Trish Sangwine
Date of previous school inspection	4 March 2009
School address	Hertford Street Oxford OX4 3AJ
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Registered childcare provision	EY294521 and EY386639
Number of children on roll in the registered childcare provision	95
Date of last inspection of registered childcare provision	March 2009 and September 2009

Age group	3–5
Inspection date(s)	1–2 February 2012
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Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Introduction

Inspection team

Wendy Ratcliff

Her Majesty's Inspector

Gill Bosschaert

Additional inspector

This inspection was carried out with two days' notice. The inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. The inspectors observed four staff teaching groups of children. They observed eight staff overall, teaching during child-initiated activities when children move freely between activities both indoors and outdoors as they choose. Meetings were held with the headteacher, senior leaders, staff and the chair of the governing body. They spoke with parents and carers during the inspection. They observed the school's work and looked at a range of documentation, including children's profiles, assessment records, school development plan, safeguarding policy and policies about the childcare provision. Inspectors analysed 37 parental and carers questionnaires and 20 completed by staff.

Information about the school

This is an average-sized nursery school. It has been on the current site since 2004 and forms part of the Comper Foundation Stage School and East Oxford Children's Centre. The children's centre was inspected at the same time as the school and a separate report is available.

The school works in partnership with SS Mary and John, a primary school with Key Stage 1 on the same site. Reception class children from the primary school are taught within the Early Years Foundation Stage nursery school. Provision for these children was inspected at the same time as the primary school.

The governing body of the school operate registered early years provision from both the school and children's centre sites. Childcare provision includes term-time integrated wraparound care for nursery and Reception children, breakfast and holiday playschemes for children up to eight years and full- and part-time places for children aged one to five years.

The majority of children come from a wide range of different ethnic backgrounds and many of these children speak English as an additional language. A minority of children come from White British heritage. There is a small proportion of disabled children and those with special needs is below average. A few children are known to be eligible for free school meals.

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Inspection judgements

Overall effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good nursery school. Staff work effectively as a team, providing exciting indoor experiences that cover the six areas of learning well. Children have many opportunities to make choices in their learning. Nevertheless, not all children experience the same opportunities during outdoor play as they do during indoor sessions.
- Children behave well and feel safe at nursery. Staff encourage them to take responsibility for their actions and effectively explain expectations. As a result, children are developing a good understanding of respecting others, the environment and equipment, reflecting their good spiritual, moral, social and cultural development.
- Children achieve well and make good progress in their learning. Carefully considered transitions ensure children are well prepared for the next steps in their learning. Families who are new to speaking English appreciate the importance of communication and speaking English at home before children start at school.
- Teaching is good. Adults plan a broad range of activities to extend children’s learning across the six areas. In most lessons, adults demonstrate a good understanding of the Early Years Foundation Stage. There is a good balance of adult-led activities and opportunities for children to choose their play.
- The headteacher and senior leaders monitor the school’s work and strive for improvement in order that each child can reach their full potential.
- ‘I am delighted to have my child in this school’ is just one comment shared by a parent. The large majority of parents and carers say the school helps them to support their child’s learning. However, they and their children do not have consistent opportunities to contribute to their learning through individual profiles or ‘special books’.
- The children who attend the registered early years provision are happy, confident and inquisitive learners as they engage in well-planned activities.

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What does the school need to do to improve further?

- Focus leadership and management on accelerating children's progress further by:
 - ensuring all teaching is at least good or better
 - ensuring that the same richness of opportunities is available both indoors and out
 - providing opportunities for parents and children to contribute to their profiles.

Main report

Achievement of pupils

Children enter the nursery with varying levels of skills and knowledge typical of three year olds. For example, children who are at the early stages of acquiring English start nursery with skills that are well below those expected for their age. All children make good progress across each of the areas of learning. They do particularly well in their personal, social and emotional development and in their use of language for communication. This represents good achievement from their starting points.

The gaps between groups, including those with English as an additional language and others, are closing. This is because adults identify when children would benefit from additional support during small-group times and 'Spirals' intervention. Staff successfully support this group of children as they encourage them to engage in play and conversation, using 'signing' and appropriate questioning to promote thinking and test understanding. Children with disabilities or who have special needs do as well as their peers because of additional one-to-one support and education plans, which ensure adults make suitable adjustments to activities to match their varying abilities.

Children make good progress in developing early reading skills. They have many opportunities to enjoy books with an adult or with their friends. During the inspection, children were observed to help the adult tell the story of 'The Great Kapok Tree' as they selected the animals from the story box and enthusiastically recognised the different animals in the book. This enjoyment of books is extended during child-initiated play, as children choose familiar books and retell stories together.

Children develop good levels of independence and confidently learn new skills. For example, in the workshop, they enjoy 'junk modelling' as they carefully design their models and stick different resources together. Adults know when to step in to provide help and encouragement before children become discouraged.

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The majority of parents and carers who returned the questionnaire, and who spoke to the inspectors, are pleased with the progress their children are making.

Quality of teaching

Teaching is mainly good and parents and carers agree. Adults ensure that sessions are well organised, effectively planned and well resourced. Satisfactory teaching was observed in a few lessons during the inspection. In better teaching, adults made effective use of resources to encourage children's participation and effective questioning to extend children's thinking. For example, an adult sensitively intervened to support and extend children's learning as they put on a show during outdoor play. However, on a few occasions, adults missed such opportunities. There is a good balance of adult-led and child-initiated play. Indoors, the nursery is organised into exciting 'zoned' areas, ensuring all areas of learning are covered. This enables adults to focus on planning for and developing children's specific knowledge, understanding and skills across each of the areas of learning. The outdoor area is organised in a similar way and adults are developing this area in order to provide the children who choose to do their learning outside the same opportunities as they experience inside, particularly during child-initiated play.

Activities are carefully chosen to support and motivate children. For example, in the role play area, two boys became engrossed in making dinner for the dinosaurs, working together using their counting skills to ensure each miniature dinosaur had equal amounts of food.

Adults plan their group times well. They ensure the learning intention is clear and provided in an age-appropriate way. For example, the adult helps her key children to begin to accept the needs of others as they share something they can do well and something they need help with, such as fastening their coat. It is during these sessions that adults reinforce routines and behaviour expectations, such as the golden rules, with gentle but firm reminders. Children behave well and develop an understanding of the feelings of others and how taking turns ensures fair chances, which contributes to children's spiritual, moral, social and cultural development.

Adults discuss and evaluate how well different activities have gone and what children have learnt. This process then helps them to adapt activities in order to challenge children further or make things easier. Key workers track the children's progress and plan for their next steps and 'spotlight' children to be supported during child-initiated activities.

Behaviour and safety of pupils

Children enjoy coming to nursery and attend regularly. The majority of parents and carers who returned the inspection questionnaire overwhelmingly agree that the school ensures their child is well looked after and feels safe. A very few parents expressed concerns about behaviour outside. However, they express confidence in the school's systems for dealing with any issues that might arise. Inspection finding

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confirms this to be the case. There is no evidence of any bullying. School documentation and discussions with staff show that for some children there have been good improvements in behaviour over time. Adults work hard to ensure that children learn how to behave in different situations. As a result, children know what behaviour is expected and confidently tell adults if they have a concern. Good behaviour was observed as children played and worked together, whether inside, outdoors or in the area they eat lunch. Children say they enjoy coming to nursery and have many friends who are kind to them. They help each other to understand routines, such as taking turns on the computer and using the sand timer so they know when it is their friend's turn. Those who use the out-of-school club show exceptional care for each other. Older children help the younger ones as and they all play cooperatively together. During breakfast, a truly social time, they listen and show a genuine interest in what each other has to say.

Children are developing skills in risk taking as they play in the outdoor environment and use equipment in the workshop. Observations confirm that children feel safe at school because of the nurturing and positive relationships they have with adults.

Leadership and management

The headteacher is very much at the heart of the school's success. A very enthusiastic senior leadership team, who are developing well into their role, support her effectively. They are passionate about their work to ensure all adults support children in making the best possible progress in their learning. Members of the governing body have a clear understanding of the strengths and weakness across the provision, are supportive and offer a good level of challenge. Self-evaluation is honest and accurate and has led to clear and ambitious targets being set, which have been effective in moving the school forward. For example, the school's involvement in a communication, language and literacy project has effectively developed adults' skills and has resulted in children making even better progress in their speaking and listening skills. The school has a good capacity to improve further.

The curriculum meets the needs and interests of all pupils well. Curriculum leaders ensure that all children have equal access to the six areas of learning, and activities are exciting and motivating. Monitoring and evaluation systems are in place and senior leaders are embedding these well, ensuring children's profiles and tracking information are up to date. Children have a profile or 'special book', which highlights their learning journey. Adults ask children if they can include significant pieces of work in their 'special book'. Parents and carers explained how they value being involved in children's transition to nursery, and key workers get to know children quickly which helps them to settle. The majority of parents say they feel supported in helping their child's learning at home. However, some parents and carers, and their children do not have consistent opportunities to contribute to profiles.

The nursery promotes equality and tackles discrimination well. Children and families from different backgrounds get on well together. Through the curriculum, children are helped to appreciate that there are many different cultures and these are

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celebrated in different ways. For example, children made a Chinese dragon from large cupboard boxes and other resources as they found out all about Chinese New Year. One parent reported, 'My child feels valued and the school deals very well with the diversity of its pupils'. As a result, of these and the promotion of high expectations by all staff, children's spiritual, moral, social and cultural awareness is well developed.

The school has an extremely strong partnership with the adjacent primary school, whose children start school in the Reception class at the nursery. This partnership enhances the opportunities across the curriculum, for example as they use school facilities for some lessons. This contributes to a smooth transfer into Key Stage 1.

Safeguarding requirements are met and monitored by the governing body. Careful checks are made to ensure the suitability of adults to work with children across the provision. Staff demonstrate a clear understanding of child protection procedures and the action to take if they have a concern about a child.

The Early Years Foundation Stage delivered in the registered childcare provision

The registered provision on the school site runs from 7.45am to 5.45pm, offering a breakfast club for children up to eight years, wraparound care for nursery and Reception children and childcare and education for children aged from two to three years. A holiday playscheme is available during school holidays for children from two to eight years. Provision at the Union Site provides places for children in the early years age range from one year old. Sessions are available from 9.00am to 3.00pm during term times.

The key strengths in provision are the highly effective interactions between adults and children. Opportunities for well-planned purposeful play build children’s self-confidence and emotional well-being. Behaviour is very good. Children get on extremely well together and learn to share and take turns. There is a wide range of exciting activities both indoors and outside. These are well resourced and are of great interest to children. Children are active and inquisitive learners and use the resources to the full. For example, older children thoroughly enjoyed the parachute activity, while younger children waited excitedly as the parachute rose and fell slowly towards them.

Children enjoy telling stories with their key worker, and are fully engaged in the activity. They take turns to add their animal to the story mat and confidently explain to their friends what happens next. As a result of well-planned activities and adults’ good knowledge of the Early Years Foundation Stage, children make good progress in their learning. They do particularly well in their personal, social and emotional development and have a head start compared with others as they start the nursery school.

The provision is fully integrated with the nursery school. Adults work well as a team and planning is good, taking account of children’s individual needs and all areas of learning. The daycare leader successfully monitors the work of the team. She is a member of the senior leadership team, maintains a clear picture of performance across the two provisions, and identifies how to improve practice further, which is linked with the main priorities for the nursery school. For example, adults have been developing the outdoor area to maximise the opportunities children can access outside.

All welfare and safeguarding requirements are met.

These are the grades for the Early Years Foundation Stage of the registered childcare provision, inspected under sections 49 and 50 of the Childcare Act 2006

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage for the registered provision	2

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



3 February 2012

Dear Children

Inspection of Bartlemas Nursery School, Oxford OX4 3AJ

Thank you for being so friendly and helpful when we came to visit your nursery school. We very much enjoyed our visit, talking with you and all the adults, and seeing all the exciting things that you do. You told us that you enjoy coming to nursery and have many friends. It was good to see how well you get on together. The nursery is a good place to learn. Here are some of the reasons why.

- You all learn a lot especially in your speaking and listening.
- All the adults are good at looking after you and helping you to learn.
- You enjoy playing outside and are very careful to keep everyone safe.

Your headteacher and teachers are determined to help you succeed, as are your parents and carers. Staff and governors know what they want to improve. So I have asked them to:

- plan your outdoor activities so that they are even more exciting
- improve their teaching so that you can all learn as much as you can in lessons
- give you and your parents opportunities to contribute to your 'special books' so together you can be more involved in your own learning journey.

Your parents and carers told us how pleased they are with the nursery and know how they can support your learning at home.

Thank you for letting us share your play. Enjoy your time at nursery and continue to have lots of fun.

Yours sincerely

Wendy Ratcliff
Her Majesty's Inspector

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