

# Great Coates Village Nursery School

## Inspection report

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<b>Unique Reference Number</b>	117697
<b>Local Authority</b>	North East Lincolnshire
<b>Inspection number</b>	358176
<b>Inspection dates</b>	16–17 November 2010
<b>Reporting inspector</b>	Jane Hughes

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

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<b>Type of school</b>	Nursery
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3–4
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	52
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Alan Walmsley
<b>Headteacher</b>	Mrs Christine Penszor
<b>Date of previous school inspection</b>	9 June 2008
<b>School address</b>	Station Road Great Coates, Grimsby North East Lincolnshire DN37 9NN
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 10 lessons and observed six teachers or teaching assistants. Inspectors held meetings with governors and staff and talked with children. They observed the school's work, and looked at the school's self-evaluation, improvement plans, policies, assessment and tracking systems, safeguarding procedures and children's work. Inspectors examined questionnaires from 26 parents and carers, as well as those from staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- Whether the progress made by children with special educational needs and/or disabilities is as fast as that made by other children.
- Whether children's personal skills are as strong as the school judges.
- How well teaching supports children's developing knowledge and understanding of the world.
- How well the learning environments support children's communication skills.
- Whether leaders at all levels have an accurate view of the school's strengths and weaknesses.

## Information about the school

This school is average in size when compared to other nursery schools. Children attend flexibly for up to 15 hours per week. Most attend either morning or afternoon sessions. Almost all children are of White British heritage and very few children speak English as an additional language. A small minority of children have special educational needs and/or disabilities. The school is working towards Healthy School status.

The Nursery ceased providing day care for children in July 2009. This, coupled with the local authority piloted single funding formula, has led to recent, significant reductions in staffing.

**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

## Inspection judgements

**Overall effectiveness: how good is the school?****2****The school's capacity for sustained improvement****2**

## Main findings

Great Coates Village Nursery is a good school. It provides good value for money. Parents and carers are fulsome in their praise of the school and typically comment, 'The school meets all my expectations.' The school has an excellent partnership with parents and carers. They demonstrate keen support for the setting and engage with alacrity in its work. Since its last inspection in 2008, the school has consolidated aspects of identified good practice and particularly the good rates of progress made by all groups of children. Weaker practices have been addressed and the school continues to make recognisable progress in its priority areas and demonstrates clear capacity for sustained improvement.

The school's philosophy is embodied in all elements of its work. The welcoming environment encourages children to make the most of their time here. Parents and carers confirm that children are keen to come to school even when it is closed at weekends and in the holidays. The children's clear enjoyment of school is also reflected in the unusually high levels of attendance for children their age. Children show respect for each other, share well and are aware of the needs of others. They develop a first class understanding of how to live healthily. Staff are caring and provide strong personal support. Coupled with comprehensive assessments of what children know, understand and can do, children are able to make clear strides in all areas of learning, especially their personal, social and emotional development.

Careful self-evaluation by the leadership provides a largely accurate view of the school's performance, and monitoring of teaching is thorough. However, information from monitoring and from analysing children's assessment data is not always used as effectively as possible. The governing body is supportive and brings a range of skills to the school. However, it does not monitor the school's policies, performance or practice with enough rigour and this limits their contribution to school improvement.

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

- Develop further the effectiveness of leadership and management by:
  - increasing the rigour of the monitoring of teaching and learning so that staff have a very clear understanding of how to improve further
  - using the good quality data collected about each child's learning and development to establish a clearer overview of attainment and progress in school at any given time.
- Ensure the governing body provides more support and challenge to senior leaders by:
  - increasing the rigour of its monitoring of health and safety

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- taking more responsibility for monitoring and evaluating the school's performance, policies and practices
- promoting community cohesion more actively and evaluating the impact of this work.

## Outcomes for individuals and groups of children

**2**

Children arrive each day ready to learn and immediately launch themselves into the colourful array of activities on offer. They thoroughly enjoy all the activities and persevere well with these, especially indoors. They listen carefully when adults speak to them and try hard to answer the many questions they are asked. They take pride in their work and activities and are particularly eager to record their efforts on digital cameras. For example, children excitedly tried to identify different shapes such as triangles, rectangles and circles as these were slowly revealed from behind a screen. They then independently photographed different shapes around the room. Strong relationships between children and staff ensure that the children feel secure and happy. They behave well and usually follow the simple rules. Parents and carers are conscientious about bringing their children to school regularly and on time. As a result levels of attendance are high. Children achieve well. They join the school with skills typical for their age. By the time they move to primary school, they generally attain skills beyond the levels expected. Children's language skills and their knowledge and understanding of the world are weaker than other areas of learning when they join the school but they make equally good progress in these areas. Children with special educational needs and/or disabilities achieve as well as other groups as they respond very well to the additional adult support they receive.

Children have a great understanding of what factors help to keep them fit and healthy and are quick to talk about 'getting rid of germs' by washing their hands after going to the toilet. Almost all relish the healthy snacks and drinks and join in physical activities with gusto. They know that physical exercise keeps them fit and that fruit and vegetables are good for them. They also have opportunities to focus on their self-esteem and general emotional well-being.

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

*These are the grades for children's outcomes*

<b>Outcomes for children in the Early Years Foundation Stage</b>	<b>2</b>
<b>Children's achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Children's attainment <sup>1</sup>	2
The quality of children's learning and their progress	2
The quality of learning for children with special educational needs and/or disabilities and their progress	2
<b>The extent to which children feel safe</b>	<b>2</b>
<b>Children's behaviour</b>	<b>2</b>
<b>The extent to which children adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which children contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which children develop skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Children's attendance <sup>1</sup>	1
<b>The extent of children's spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Staff have high expectations of children's behaviour and responses and help children to manage their emotions well. All the adults provide good role models for children and are quick to resolve any difficulties. They show interest in what children tell them and ask searching questions to extend their problem solving and investigative skills while consolidating their communication, language and literacy skills.

Staff ensure that all children have access to generally well-planned activities. Every area of learning is represented outdoors as well as inside. Parents and carers refer to an exciting range of stimulating activities. Staff ensure that children experience daily outdoor learning even though the layout of the building prevents continuous free flow between the inside and outdoors. Children are taken to the main outdoor areas daily but have less frequent access to the 'secret garden' area which is an ideal resource to develop imaginative play and investigation as they seek to improve their knowledge and understanding of the world.

All staff provide good care for children. The good systems of assessing and monitoring children's progress, including their personal development, ensure that those with special educational needs and/or disabilities receive extra support if needed. Each child's key person keeps children's individual records up-to-date. These provide an accurate written

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and photographic record for parents and carers to enjoy. Parents and carers are very complimentary about the provision and confirm that, 'Children are safe, cared for and provided with wonderful opportunities in their education and learning.'

*These are the grades for the quality of provision*

<b>The quality of provision in the Early Years Foundation Stage</b>	<b>2</b>
<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets children's needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The leadership and staff team create a stimulating and supportive learning environment where children are happy and flourish. Leaders and managers show ambition and clearly work to improve the school. The headteacher places importance on the regular development of the professional skills of all the staff, including ancillary and administrative personnel. This ensures that they all feel well supported and able to offer children a variety of consistently good experiences. Even so, the feedback from the monitoring of teaching and learning sometimes lacks the clarity required to provide staff with specific areas to improve and so raise the quality of their teaching still further.

Accurate assessment and tracking data ensure staff have good knowledge of the progress individual children make. However, current recording methods do not allow a sufficiently clear overview of overall attainment and progress in school. The leadership is investigating different methods of preparing this overview.

Strong leadership and management have succeeded in consolidating some previous strengths while developing areas that were not as strong. Much consideration has gone into working with a reduced budget while maintaining strengths in provision and outcomes. Excellent partnership with parents and carers is a major strength and all staff are accessible to families at any time. Their views are regularly canvassed and are taken into account. As a result parents and carers express great satisfaction with what the school offers their children. They are extremely well informed about the progress their children make and highly appreciative of the care and guidance their children enjoy. All children are equally supported and valued as the school pays keen regard to the promotion of equality of opportunity and tackles discrimination well. As a result all groups of children make similarly good progress whatever their needs. Staff lead their areas of responsibility well and ensure that the six areas of learning receive equal attention so that the children experience a balance of learning experiences.

The governing body brings a range of useful skills to the school and is very supportive of the school's work. Despite a frequent turnover of parent governors who often move on with their children to primary school, the school has no problem in recruiting

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replacements. Nonetheless, the governing body does not play a sufficiently strong role in school self-evaluation, and does not maintain a close enough overview of school policies, including those pertaining to health and safety. Safeguarding requirements are met, with the headteacher and staff systematically and regularly reviewing procedures and practice as required. The governing body, however, are not sufficiently involved in this. Similarly, although the school pays due regard to the promotion of community cohesion and shows a sound view of its context, the governing body does not play an active role in promoting greater awareness of local, national and global communities.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in the Early Years Foundation Stage</b>	<b>2</b>
<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Views of parents and carers

There was a strongly positive response as 50% of all parents and carers returned the inspection questionnaire. These demonstrate how highly supportive parents and carers are of the school and reflect positive feedback from the school's own surveys. Typically, parents and carers describe the school as, 'A fantastic school, second to none.' A single concern raised about the security of the school gates at home time was investigated by inspectors who found that the school clearly and regularly reminds parents and carers to close the gates as they enter or leave the grounds. Overall, parents' and carers' positive views are similar to those of inspectors.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Great Coates Village Nursery School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 26 completed questionnaires by the end of the on-site inspection. In total, there are 52 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	22	85	4	15	0	0	0	0
The school keeps my child safe	22	85	4	15	0	0	0	0
My school informs me about my child's progress	20	77	5	19	1	4	0	0
My child is making enough progress at this school	18	69	8	31	0	0	0	0
The teaching is good at this school	19	73	7	27	0	0	0	0
The school helps me to support my child's learning	18	69	8	31	0	0	0	0
The school helps my child to have a healthy lifestyle	18	69	7	27	1	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	13	50	9	35	0	0	0	0
The school meets my child's particular needs	18	69	8	31	0	0	0	0
The school deals effectively with unacceptable behaviour	18	69	7	27	0	0	0	0
The school takes account of my suggestions and concerns	18	69	8	31	0	0	0	0
The school is led and managed effectively	20	77	6	23	0	0	0	0
Overall, I am happy with my child's experience at this school	21	81	5	19	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## 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 children's needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its children well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its children.
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 children. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a child in their learning and development.
Attainment:	in other phases of school, for example primary schools, attainment is the standard of the pupils' work shown by test and examination results and in lessons. However, there is no national average for three- and four-year-olds. Therefore, in inspections of nursery schools, inspectors take account of expectations in the age-related bands of the Early Years Foundation Stage.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well children acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of children.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets children's needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which children are learning in nursery sessions and over longer periods of time.

**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.**



18 November 2010

Dear Children

**Inspection of Great Coates Village Nursery School, Grimsby DN37 9NN**

Thank you for showing me all the fun things you do at nursery. This is what I found out.

On the bend of a busy road in Great Coates, there is your little nursery school. You all behave well, try hard and listen carefully. You are very good at solving problems on the interactive whiteboard and taking digital photographs of what you see around you. All of you are very happy at nursery and want to come every day which is a very good thing. You eat lots of lovely fruit and vegetables for snack and have fun with the adults when you play inside and outdoors. You recognise lots of different shapes and are good at measuring and counting and explaining what you are doing.

Sometimes you have fun looking for birds, insects and squirrels in the secret garden.

Your teachers take good care of you. Some of your mums, dads and carers sent me messages about how much all of you enjoy the nursery.

Everyone at the school wants it to get better and better. The adults are going to look even harder at how they can help this to happen.

Carry on having fun and enjoying school every day. I hope all the digital photographs look fantastic when you print them out. Thank you for being so friendly to me.

Yours sincerely

Jane Hughes

Lead inspector

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