

# New Bridge Nursery School

## Inspection report

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<b>Unique Reference Number</b>	109752
<b>Local Authority</b>	Reading
<b>Inspection number</b>	356616
<b>Inspection dates</b>	16–17 March 2011
<b>Reporting inspector</b>	Patricia Davies

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>	Community
<b>Age range of pupils</b>	3–5
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	120
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Emma Tear
<b>Headteacher</b>	Lisa Bedlow
<b>Date of previous school inspection</b>	20 September 2007
<b>School address</b>	Montague Street Caversham Reading RG4 5AU
<b>Telephone number</b>	01189375580
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<b>Email address</b>	admin.newbridgenursery@reading.gov.uk

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## Introduction

This inspection was carried out by two additional inspectors. They observed three teachers during visits to three lessons. In addition, lesson activities were also observed to look at particular aspects of provision. Inspectors held meetings with members of the governing body and with staff, and talked with children and some parents and carers individually and as a small group. They observed the school's work, and looked at safeguarding, monitoring and assessment information and governing body documentation. Inspectors also scrutinised 83 questionnaires returned by parents and carers and others received from staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How effectively assessment is used to ensure a sharp match of activities to children's individual needs and interests, particularly in communication, language and literacy and in problem solving, number and reasoning.
- The impact of the school's work to increase the confidence of parents and carers in sending their children to school regularly, and in encouraging their children to eat healthily and take part in physical exercise.
- How far the school promotes and celebrates the wide range of different cultures represented in its own and local communities and those further afield.
- How successfully senior leaders and the governing body manage change and challenges in the school's circumstances.

## Information about the school

New Bridge is a two-class nursery offering separate morning and afternoon sessions. Children attend one of these sessions each day, and one additional session in order to provide 15 hours of attendance each week. On their one full day, there is provision for children to stay at the nursery for lunch. Children's entry to the nursery is phased across the autumn term, depending on their date of birth, with a few joining at the start of the spring term. In response to changes in local authority arrangements for admission to reception, the nursery has many more children who join when they are just three years old than it did at the time of its last inspection. The majority of children leave at the end of the summer term. There have been many changes to staff since the last inspection. Staffing has stabilised this year.

The majority of children at the nursery are from White British families. Other children come from a wide range of minority ethnic backgrounds, with the largest proportion currently from Asian groups. The proportion of children who speak English as an additional language has risen in recent years and is above average. The proportion with special educational needs and/or disabilities is below average. The school manages a specially resourced provision for children with a hearing impairment. This resource base has places for five children and serves the whole local authority area. One child is attending this facility at the moment and has a statement of special educational needs.

**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?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

New Bridge Nursery School is outstanding and provides an exceptionally rich and nurturing education for its children. Almost without exception, parents and carers describe the school in glowing terms. Those who shared their satisfaction in person spoke of conspicuous attention to the individual needs of children and families, and to children's outstanding well-being and safety. They also praised the wholehearted dedication with which staff include parents and carers as partners in their children's learning. The tone and content of the many written comments are typified in one from the parent who wrote: 'This is a wonderful nursery. My child comes home happy every day!' The impact of such positive features is clear in children's high levels of independent activity and their extremely warm and respectful relationships with staff and other children.

Children's achievement is good across all areas of learning, leading to broadly expected attainment by the end of the year. Their personal and social skills develop strongly, giving them the fundamental 'readiness' for gaining the early knowledge and understanding that prepare them well for the academic demands of later education. Their very ready motivation is stimulated by high-quality resources and an extremely wide range of stimulating and imaginative experiences indoors and out. A high degree of flexibility allows staff to respond spontaneously to children's interests, such as channelling children's concerns about the Chilean mine disaster into designing a rescue 'pod' of their own. Those children in the resource base benefit from everything that is on offer to other children and also make good progress. Very occasionally, there are missed opportunities to involve all children fully during small- group activities directed by an adult. In addition, staff do not always seize every chance to encourage children to select activities that directly promote language, literacy and numeracy skills. As a result of such missed refinements, teaching and learning are good, rather than outstanding.

Senior leaders are always searching for how to make things better. Their passion for the work they do is shared by all the staff, who pull together as a highly collaborative team. The school's outstanding capacity for further improvement is demonstrated powerfully in having moved from being a good school to becoming an outstanding one. The school has firmly maintained areas of previous excellence. It has also built on the particular strengths in children's personal development to ensure outstanding behaviour. Among the many initiatives for improvement, those to assessment have been particularly valuable for self-evaluation. They have provided a rich source of information for staff and the governing body to monitor and evaluate success and identify where to turn next. The analysis of these data is becoming increasingly sophisticated, in order to enhance the many strengths of current good teaching and accelerate children's learning even further.

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

- Enhance the quality of teaching and accelerate learning and progress beyond their current good levels, by:
  - taking more opportunities to encourage children to select activities that directly develop their language, literacy and numeracy skills
  - ensuring that children are given a full opportunity to take part during small-group activities directed by an adult.

## Outcomes for individuals and groups of children

**1**

Children settle in each day happily and show considerable independence. They 'register' themselves by finding their names and are confident to leave their parents and carers, becoming immersed quickly in the activities around them. They maintain good levels of motivation and interest, being keen, for example, to draw a monster, look quietly at a book in the rocking chair or make a model from an array of materials in the creative area. Some are very willing to chat about what they are doing, while others say little when coaxed beyond the odd word or two. There are moments when children show much curiosity and pleasure in the outcomes of their activity. For example, a child was amazed and delighted when she balanced the scales, while another summoned the courage to reach out and stroke a real snake. Children's enthusiasm, excellent behaviour and safe and sensible play contribute highly to the everyday life and learning of the school community and its friendly and supportive ethos. Even when they had to wait during a 'traffic jam' of wheeled vehicles in the outdoor area, they did so with great patience and good humour.

Current admission arrangements have changed the overall profile of attainment to below expected levels overall on entry. Nevertheless, children make good progress and achieve well from their different starting points at school and widely varied attainment when they first join. This good pace of progress brings overall attainment to broadly age-related expectations by the time they leave after two or three terms at the school. All groups progress well, including those with special educational needs and/or disabilities, although those learning to speak English as an additional language make relatively faster progress than other groups. Projects to encourage all children's spoken language and early writing skills are working well, and there is increasingly focused attention to mathematical areas of development. All children benefit from the little tasks provided to do at home, and the guidance given to parents and carers about the purpose of learning activities in school. Parents and carers from minority ethnic backgrounds report that these factors have proved to be particularly valuable in the support of their children's learning, including those from Asian groups. They note that the time taken by staff to explain the school's teaching methods has gained their understanding of, and confidence in, their effectiveness.

Children's energetic physical activity in the fresh air outside and enthusiastic snacking of fruit show a natural and spontaneous tendency towards keeping healthy. They wash their hands when necessary as a matter of course and without being prompted. While a very small minority of children do not always attend regularly, most have good attendance and attendance figures are rising.

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*These are the grades for children's outcomes*

<b>Outcomes for children in the Early Years Foundation Stage</b>	<b>1</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>	3
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>1</b>
<b>Children's behaviour</b>	<b>1</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>1</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>	3
<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?

Highly flexible and responsive pastoral care forms the bedrock of the school's work. As a result, some individual children have made significant gains in attendance, confidence and language development. Staff are quick to respond to any concerns as parents and carers arrive at school, and they give considerable practical and emotional support to families and children when needed, especially at times of particular difficulty. There are very close links with other schools and outside agencies to aid transition or point families on to other services, and resource packs are available to give guidance about moving house or establishing bedtime routines, for example. Provision is tailored carefully to meet the needs of those attending the resource base. Most staff are trained in sign language, so that these children can be included fully when mixing in with classroom activities.

Each child's 'learning journey' is recorded meticulously and taken from direct observations of achievement. These records are readily available to parents and carers so that they can keep abreast of their children's progress and make comments too. Together with the timely checks on attainment when children first join and the careful tracking of achievement over time, assessments are used well to adjust the curriculum to children's needs so that it is challenging and highly stimulating. Exciting activities, like going off to

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the woods to 'hunt for the three bears', extend children's confidence to explore and take risks. At the same time, small daily changes are equally effective in stimulating learning. For example, children come in to find that the miniature toy park has been transformed by a fall of 'snow' overnight, to demonstrate the passing seasons. Planting vegetables in the school patch, helped by local senior citizens, and then showing how to use computers and mobile telephones in return, give children a very special chance to participate in the wider community.

The many staff supporting learning ensures that there is an adult close at hand to talk about discoveries and make suggestions. Sometimes this conversation is of a high level, but there are times when opportunities are missed in relation to language and mathematical development because activities that specifically target these areas of learning are not always used to the full. Key workers liaise closely with their particular groups. Their 'circle time' at the beginning of sessions, for example, enables children to talk about their families, show and discuss something special, or explore mathematical concepts such as weight and measure. Children enjoy the chance to talk individually but sometimes have to wait too long for their turn and then attention slips a little.

*These are the grades for the quality of provision*

<b>The quality of provision in the Early Years Foundation Stage</b>	<b>1</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>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher and senior leaders are keenly aware of how young children learn and are intensely ambitious for the children and families they serve, promoting equality of opportunity and the exclusion of discrimination to a high degree. The great harmony and friendliness among children pay testament to their success. Despite the challenges created by, for example, the changes to staff over recent years, aspects of the school's quality of education and children's personal development have been strengthened further and good achievement maintained.

There is a very clear view of priorities. The monitoring of teaching and learning has been much enhanced by the improvements to the analysis of data on children's attainments, and such activity is being sharpened and refined in order to strengthen the quality of both. The governing body is well organised and reflective. It works closely with staff and is both challenging and very supportive. Those new to key positions on the governing body are gradually getting to grips with current and future initiatives for improvement. Attention to safeguarding is scrupulous and permeates every aspect of school life. Risk assessment is comprehensive, having regard for the well-being of the animals in the school's care, as well as the children and adults. Parents and carers are appropriately and closely involved

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and any necessary training is thorough and up to date. Parents and carers are also invited regularly to share their views through formal consultation. Community cohesion is well promoted, particularly at school and local levels, and the school is increasingly using its wide mix of cultures to make their differences an integral part of school life and learning. The sharing and celebration of different food, for instance ♦ at one-off events, like the school fair, and at lunch time ♦ are proving to be valuable strategies

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in the Early Years Foundation Stage</b>	<b>1</b>
<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</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>2</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>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Views of parents and carers

There was a high return of questionnaires from parents and carers, representing almost 70% of the children attending the school. These responses were overwhelmingly positive about the school's work. With the exception of one question, all replies to the questions either agreed or agreed strongly. In particular, parents and carers wrote to express their considerable pleasure with the school overall and their children's enjoyment. They especially praised the staff, the quality of the school's concern for children's safety and welfare and its range of facilities and resources. Those parents and carers who expressed their views in person, shared the same high levels of satisfaction. The very few issues raised in written comments on questionnaires were individual in nature and were not reflected more generally.



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

Ofsted invited all the registered parents and carers of children registered at New Bridge 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 83 completed questionnaires by the end of the on-site inspection. In total, there are 120 children registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	68	82	15	18	0	0	0	0
The school keeps my child safe	69	83	14	17	0	0	0	0
My school informs me about my child's progress	64	77	18	22	0	0	0	0
My child is making enough progress at this school	70	84	12	14	0	0	0	0
The teaching is good at this school	73	88	10	12	0	0	0	0
The school helps me to support my child's learning	72	87	9	11	1	1	0	0
The school helps my child to have a healthy lifestyle	62	75	20	24	0	0	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)	60	72	20	24	0	0	0	0
The school meets my child's particular needs	68	82	14	17	0	0	0	0
The school deals effectively with unacceptable behaviour	58	70	23	28	0	0	0	0
The school takes account of my suggestions and concerns	59	71	24	29	0	0	0	0
The school is led and managed effectively	74	89	9	11	0	0	0	0
Overall, I am happy with my child's experience at this school	75	90	8	10	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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.**



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18 March 2011

Dear Children

**Inspection of New Bridge Nursery School, Reading RG4 5AU**

Thank you very much for welcoming us to your school. We very much enjoyed our visit, talking with you and all the grown-ups at school and seeing all the very exciting things you do. When your school was inspected last time, it was found to be good. Since then, all the grown-ups at school have worked really hard to make it even better. As a result, it is now an outstanding school. Lots of your parents and carers wrote to say how very, very pleased they are with everything your school does for you and how happy it makes you. Your excellent behaviour and your great enjoyment of all you do play a really important part in your good progress.

Here are some other things we found out about your school

- The grown-ups take very special care of you all, so that you feel safe.
- You are given lots of opportunities to explore and find out for yourselves, so that your confidence grows and helps you to do things you have not done before ♦ like stroking a snake.
- The school sends home little games and tasks so that your parents and carers can help you to learn more.
- The school checks carefully how well you are all doing, so that it can make even more improvements.

These are the things your school has been asked to do to make it even better

- It should help you to make even faster progress by encouraging you to take part in writing and number activities more often, and by making sure you have the chance to join in more often when you are talking in small groups with your key grown-up.

You can all help by continuing to work as hard and with as much pleasure as you do now.

Yours sincerely

Patricia Davies

Lead Inspector

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