

Lee Royd Nursery School

Inspection report

Unique Reference Number	119064
Local Authority	Lancashire
Inspection number	358487
Inspection dates	22–23 March 2011
Reporting inspector	Gillian Salter-Smith

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

Type of school	Nursery
School category	Maintained
Age range of pupils	3–4
Gender of pupils	Mixed
Number of pupils on the school roll	110
Appropriate authority	The governing body
Chair	Mr Bernard Holden
Headteacher	Mrs Karen Coffey
Date of previous school inspection	15 March 2008
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Introduction

This inspection was carried out by two additional inspectors. Two teachers and six teaching assistants were seen. Eleven part-sessions of learning and play were observed. Meetings were held with the headteacher, staff and a member of the governing body. An inspector talked to parents and carers as they brought their children to school at the start of sessions. Inspectors observed the school's work, and looked at the school's self-evaluation form, the school improvement plan, minutes of governing body meetings, information on children's progress and documents relating to safeguarding and child protection. Questionnaires received and scrutinised included 59 from parents and carers, and those completed by staff.

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

- Whether different groups of children such as boys, summer-born children, children with English as an additional language and children with special educational needs and/or disabilities make as good progress as others.
- How well the use of assessment helps staff to meet the needs of all groups of learners and individuals.
- Whether extended services have a positive impact on children's progress and well-being.
- The effectiveness of the school improvement plan in identifying whether actions taken have a positive impact on outcomes for children.
- Whether the school's judgement on the provision for community cohesion is accurate.

Information about the school

This purpose-built nursery school provides for 55 children in the morning and 55 in the afternoon. Around 43% of the children are from minority ethnic backgrounds, predominantly Pakistani and Bangladeshi. Of these children, 41% speak English as an additional language and almost a third of all pupils are in the early stages of English language acquisition. A few pupils have been identified as having special educational needs and/or disabilities.

Child care is provided on the school site by a private provider during term time; the Squirrel Club comprises a breakfast club, lunch club and an after-school club; the Squirrel Academy is a 16-place nursery operating morning and afternoon sessions for children aged 2 to 4 years. A separate inspection report is available for this provision.

The school has achieved Healthy School status and Smiling For Life accreditation. The school has achieved stage 2 of the local authority Quality Award for Early Years Foundation Stage Education.

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

Lee Royd Nursery is an outstanding school. Children love coming to school and parents and carers hold it in very high regard. The excellent care, guidance and support, exemplified in the warm and welcoming environment, help children to settle very quickly and become confident learners. Staff know the children and their parents and carers exceptionally well, enabling parents and carers to play a full part in supporting their children's development. Excellent ongoing observation and assessment of children's play and learning are used exceptionally well to tailor the teaching and support so that it is outstanding in meeting the needs of every child, including those with special educational needs and/or disabilities and those learning English as an additional language. The excellent curriculum provides a wide range of activities that children find exciting and stimulating. The visit of Magic, the trainee guide dog for the blind, and his trainer was an example of the excellent curriculum, teaching and support. Children were totally captivated by the young Labrador who they have seen grow from being a tiny puppy. Staff skilfully made the most of this visit to support learning. The indoor classrooms and the outdoor learning areas, both the verandas and the wider outdoor area, provide excellent opportunities for play and learning. The wider outdoor area is continually being added to and developed. However, the school is aware of the need to further enhance opportunities for learning in these developing areas.

Staff morale is high. Staff work as a highly effective team with a common purpose to provide the best possible education, care and support for every child, whatever their background and circumstances. As a result, all children are able to make the most of their time in school, and their achievement and all aspects of their personal development are outstanding. Children fully contribute to the nursery by their careful use of resources and toys. They play happily and their behaviour is outstanding. They have an excellent understanding of how to keep themselves healthy and they feel completely safe. Excellent partnerships with the Squirrel Club and the Squirrel Academy ensure a seamless transfer for children entering the school, and between sessions during the school day. Since the previous inspection the exceptional leaders and governing body have maintained the outstanding quality of provision and outcomes and the capacity to improve is outstanding. There is absolutely no complacency. Through rigorous evaluation of the effectiveness of provision and of children's progress by the end of each year, accurate self-evaluation clearly identifies what needs to be done next. A highly effective and supportive governing body holds leaders firmly to account, although opportunities to observe the work of the school for itself are not extensive, and the mid-year review of the impact of the school improvement plan is not fully informed by a formal overview of the progress of children currently in school.

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What does the school need to do to improve further?

- Improve further the opportunities for learning and playing outdoors by:
 - further enhancing within the continually developing wider outdoor environment the opportunities for children to consolidate their developing skills within all areas for learning.
- Ensure that leaders and the governing body have a full understanding of the impact of improvement planning on children's outcomes at a mid-year point by:
 - providing an overview of the progress of the children currently in school in relation to the focus areas in the improvement plan
 - finding more ways for the governing body to see the work of the school first-hand.

Outcomes for individuals and groups of children

1

Children make outstanding progress in response to excellent teaching and support and an exciting and stimulating curriculum and they thoroughly enjoy their time in the school. Their behaviour is exemplary; they follow routines exceedingly well and willingly help to tidy up, often without prompting. They are very attentive and sit and listen well because staff know how to captivate their interest and manage their behaviour through well-deserved praise and encouragement. Children persist with tasks, as was seen when one child was so determined to fix the bunting she had made to the banner in preparation to celebrate the Royal Wedding. Children are delighted by the mini-beasts they find in the wider outdoor area and are excited and proud to show them to adults. They enjoy describing what they look like and how they move.

Children fully understand at a level appropriate to their age how to keep themselves healthy and safe and they can say why they need to wash their hands before eating and after handling animals. They know that some foods are healthy and as one child said, 'I am going to eat these peas so that I will be healthy'. Children are very active in the lengthy periods that are allocated to outdoor learning. Children's sensitive and caring natures are seen in their ability to play happily with each other, share toys and communicate with each other.

The school's data on children's progress show that from starting points often below those typical for their age, all children make at least good progress and often outstanding progress. The large majority reach levels of development that are better than those typical for their age in all areas of learning. There is an upward trend in children's achievement and the gaps between the achievement of boys and girls are closing quickly. Achievement is excellent for all children, including those with special educational needs and/or disabilities, those who speak English as an additional language and those who are born in summer months. Children's attendance is good, but for some it is affected by extended visits to countries of their family's origin for major family events.

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These are the grades for children's outcomes

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

¹ 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?

Teaching and the use of assessment are outstanding in promoting children's excellent progress. Warm and supportive relationships and good humour help to make learning fun for children. Staff make the most of every learning opportunity to follow children's interests and develop learning in all areas. They build on the children's experiences, encouraging language development, thinking and imagination. Parents are very closely involved in their children's learning and appreciate the first-rate home packs that provide additional learning activities very well matched to individual needs. Very good focus on using talk, open questions, role play and drama alongside a well-planned programme of learning for 'letters and sounds' is helping children, especially boys, to develop their early communication, reading and writing skills. The rigorous ongoing assessment of children's progress informs day-to-day planning and children's individual targets so that staff know which children to challenge and stretch and those who need additional support. Staff continually talk to the children about what they are trying to achieve and how well they are doing so that the children understand what they are doing well. Children's progress is carefully recorded and every child has a record of achievement which is shared with parents and the children regularly. Children are proud of their achievements and enjoy looking through their record of achievement files. Weekly meetings of staff are used to review children's progress and match activities and support to individual needs.

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The curriculum is very carefully planned to follow children's interests and is flexible enough to respond to events, such as the link to the Royal Wedding, or a helicopter flying over. Many visitors bring new experiences for children including some parents who help children in the garden. There is an excellent balance between activities chosen by the children and those led by adults. Excellent attention is paid to ensuring progress in developing children's personal attributes, key skills in communication, reading and writing, and in number, problem solving and reasoning.

Outdoor learning is planned for both the covered verandas and the wider grounds and matches the learning intentions planned for indoors. Exploration and experimentation is encouraged, as was seen when one child carefully balanced along the wooden beams and was excited about her achievement.

Positive and highly supportive relationships with children and their families underpin the work of the school. The school ensures that children are kept completely safe and that they feel happy and secure. Children with special educational needs and/or disabilities are identified quickly and the school works with a wide range of agencies to find the right support. Children who speak English as an additional language are very closely supported by bi-lingual teaching assistants and they make rapid progress in learning English.

These are the grades for the quality of provision

The quality of provision in the Early Years Foundation Stage	1
The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets children's needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Exceptionally strong leaders set very high expectations of staff and themselves and there is a relentless drive for continual improvement. Staff are highly committed and teachers and teaching assistants fulfil their clear roles and responsibilities in relation to classroom management and children's learning exceptionally well. Staff expertise in leadership and other areas is regularly shared with partner schools. School improvement planning identifies the right priorities and the performance management of staff. Carefully targeted professional development reflects individual priorities and those of the school. Rigorous monitoring and precise analysis of children's progress inform improvement planning from year to year. Although children's progress is meticulously assessed and monitored, there is no formal overview of the current children's progress at a mid-year point to inform the success or otherwise of improvement planning.

The governing body is highly supportive of the work of the school. It provides an excellent range of expertise and undergoes regular training to support the role. It provides a high level of professional challenge to leaders and fulfils its monitoring role well, keeping the

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work of the school closely under review. However, the opportunity for the governing body to work with staff to see the impact of the work first-hand is not extensive. The governing body fulfils its statutory responsibilities in full, including those for safeguarding children. It carries out regular and exacting checks on the safety and security of the school, especially the outdoor learning areas. The vetting procedures of adults who work with children are stringent. Arrangements for child protection and for keeping children safe are robust.

The school is highly inclusive and does all that it can to ensure that every child achieves their full potential. The gap in performance between girls and boys in some areas of the curriculum is closing rapidly. The achievement of all groups of children is at least good and often outstanding.

The school has analysed very carefully how best it can contribute to community cohesion. It is a high priority for the school in its planning and the impact of actions taken are evaluated in terms of children's outcomes. As a result, the school is an extremely settled, happy and harmonious community. Children from a wide range of backgrounds get on extremely well with each other. Every opportunity is taken to share children's different cultural events such as festivals and ceremonies. Children and their families share these events happily and staff make the most of them to develop children's learning and personal development. The school's planned next steps are to make links with other schools globally.

These are the grades for leadership and management

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

Views of parents and carers

A good proportion of parents and carers returned questionnaires. These comments from parents and carers reflect the exceptionally high regard they have for the school: 'I

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couldn't be happier with all aspects of my child's experience at Lee Royd – it is a fantastic nursery.' 'Wonderful, caring environment.' 'Brilliant nursery and staff.'

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lee Royd 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 59 completed questionnaires by the end of the on-site inspection. In total, there are 110 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	50	85	8	14	0	0	0	0
The school keeps my child safe	50	85	9	15	0	0	0	0
My school informs me about my child's progress	41	69	18	31	0	0	0	0
My child is making enough progress at this school	48	81	11	19	0	0	0	0
The teaching is good at this school	50	85	9	15	0	0	0	0
The school helps me to support my child's learning	47	80	11	19	0	0	0	0
The school helps my child to have a healthy lifestyle	47	80	12	20	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)	38	64	16	27	2	3	0	0
The school meets my child's particular needs	45	76	14	24	0	0	0	0
The school deals effectively with unacceptable behaviour	51	86	7	12	0	0	0	0
The school takes account of my suggestions and concerns	45	76	13	22	0	0	0	0
The school is led and managed effectively	47	80	10	17	0	0	0	0
Overall, I am happy with my child's experience at this school	54	92	5	8	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).

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of children.■ The quality of teaching.■ The extent to which the curriculum meets children's needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



24 March 2011

Dear Children

Inspection of Lee Royd Nursery School, Accrington, BB5 2LH

Thank you for welcoming the inspectors, the special visitors, to your lovely school. You have an excellent school. All the adults work very hard indeed to take care of you and to help you to do your very best. It was wonderful to see how much you enjoyed all the exciting things there are to do. You were always very busy both inside and outdoors.

You really are very special children who love to come to school to be busy and learn. You are sensitive and caring and it was good to see how kind you were to Magic, the guide dog, when he visited you.

We know that Mrs Coffey and all the adults work very hard to make your school even better. To help to do this I have asked them to:

- carry on thinking of ways to use the beautiful outdoor areas to help you to play, learn and enjoy being outdoors even more than you do now
- check even more closely on whether the plans to make things better are working.

I hope that you carry on enjoying everything there is to do in your outstanding school.

Yours sincerely,

Gillian Salter-Smith

Lead Inspector

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