

# Everton Nursery School

## Inspection report

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<b>Unique Reference Number</b>	104505
<b>Local Authority</b>	Liverpool
<b>Inspection number</b>	355591
<b>Inspection dates</b>	17–18 May 2011
<b>Reporting inspector</b>	Shirley Herring

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>	3–5
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	130
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Joyce Humphreys
<b>Headteacher</b>	Mrs Lesley Curtis
<b>Date of previous school inspection</b>	14 May 2008
<b>School address</b>	Spencer Street Liverpool Merseyside L6 2WF
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 11 sessions, and held meetings with members of the governing body, staff, parents and carers, professionals at the attached family centre and a representative from the local authority. They observed the school's work, and looked at the school's improvement plan, reports from the School Improvement Partner, documentation relating to the safeguarding of children, teachers' plans and records of children's progress. They examined 24 questionnaires completed by parents and carers.

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

- The effectiveness of the support and challenge for different groups of children, particularly for those who speak English as an additional language.
- The effectiveness of the planning to ensure all children have experiences in all areas of learning.
- The effectiveness of the school's partnerships with parents and carers and others to promote children's learning and well-being.
- The effectiveness of the strategies to moderate potentially challenging behaviour.

## Information about the school

The nursery school is located in an inner-city area of Liverpool. It is part of the integrated provision within the Everton Nursery School and Family Centre which is managed by the headteacher. The number of children known to be entitled to free school meals is above average. Most children are from a White British background, with an increasing number of children from a range of minority ethnic groups. Approximately 15% of children have special educational needs and/or disabilities and around 12% of children speak English as an additional language.

The family centre provides care for children under three years old and before- and after-school care which will be inspected separately. The report will be available on the Ofsted website.

**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

This is an outstanding nursery school. Exceptional concentration on the needs of each individual and the involvement of their families is at the heart of the school's work. One parent wrote, 'I feel the school has helped me and my child understand how to learn together in school and at home.'

From very low starting points when children enter the nursery they make excellent progress and attain knowledge and skills that are broadly typical for their age by the time they leave. This is because all aspects of the school's provision are outstanding.

Teachers plan an excellent range of interesting, practical activities to foster children's enjoyment and learning. Children respond well to the consistently high expectations and their behaviour is excellent. Adults are excellent role models in demonstrating cooperation and respect for others and so children's personal development is exemplary for their age. The excellent quality of the outdoor learning environment is acknowledged by other professionals as an example to follow. Children delight in building dens outside, watching the flow of water and balancing across the wooden bridges. This helps them to develop a greater knowledge and understanding of the world as well as giving them opportunities for vigorous exercise, working with others, for example to build a wigwam, and to be aware of safety at all times. The school pays excellent attention to all aspects of care, guidance and support so all children, including those with special educational needs and/or disabilities and those at an early stage of learning English, are fully included and make excellent progress. Procedures for safeguarding children and staff are excellent.

Senior leaders are rigorous in monitoring the school's performance and determined to drive through further improvements. They enjoy the wholehearted support of staff in this endeavour. There are excellent procedures for assessing and tracking the progress of individuals to plan the next stage of their learning. However, the information is not yet organised in a format that would make it easy for leaders to gain an overview of attainment and to pinpoint specific targets for improvement.

The school has sustained the high quality of its work from the last inspection and is always striving to improve further. Self-evaluation is thorough, honest and accurate and the school has an excellent capacity to improve.

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

- Collate the wealth of information about the progress of individual children to make it easier for senior leaders to have an overview of attainment and progress and so identify specific areas for improvement.

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## Outcomes for individuals and groups of children

**1**

Children show a great joy in learning because they are actively involved in a very wide range of interesting activities and they achieve well. They revel in outdoor activities. For example, they learn a lot about liquids as they alter the flow of water through drainpipes and are surprised by how high the water splashes as they jump into puddles, fully protected in their waterproofs. Behaviour is excellent and this makes a strong contribution to their learning.

Children enter the nursery with a range of skills that overall are much lower than is typical for their age. They make excellent progress and attain standards that are similar to what can be expected for their age by the time they leave. They achieve particularly well in developing personal and social skills and in their knowledge and understanding of the world because of the high priority placed on these aspects. Children with special educational needs and/or disabilities achieve exceptionally well because their needs are identified at the earliest stage and they receive excellent support in school and from other professionals. Children whose home language is not English make excellent progress because of extensive use of pictorial clues and demonstrations to help them to understand.

Children feel very safe and have the confidence to approach an adult should they need help. They have a very good understanding that some foods are healthier than others and enjoy the fresh fruit salad after lunch and vigorous exercise in the extensive grounds. They respond extremely well to the high expectations to tidy away equipment and take turns. They show a very good awareness of others' needs; for example, when one child came in just after an activity had started another child got up from the circle, spontaneously, and led her by the hand to join the circle. Their readiness to learn and their ability to cooperate with others provide an excellent preparation for the future. They are quickly developing a very clear understanding of how to conduct themselves and how to respect each other. They experience a wide range of cultures through listening to music, trying different foods and celebrating the festivals of different faith groups.

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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:	3
Children's attainment <sup>1</sup>	1
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
<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>1</b>
Taking into account:	1
Children's attendance <sup>1</sup>	
<b>The extent of children's spiritual, moral, social and cultural development</b>	<b>1</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?

All adults work together closely with the prime purpose of promoting the learning of each individual child. There are excellent systems for assessing children's progress, whatever the activity, and the information is shared by the teaching team to plan the next stage of learning for each child. Consequently, all children learn at an excellent rate. Staff video some activities, for example building dens outside, and the children delight in watching themselves play. Teachers use this interest very effectively to point out and reinforce what children have learned about structures and shapes. Teachers make excellent use of practical resources, indoors and outside, to promote children's understanding and enjoyment. They build on children's interests to extend their learning; for example a teacher joined a group of children playing with figures in a sand pit to develop language such as 'next to' and 'behind'. All staff apply the school's behaviour policy consistently, and potentially challenging behaviour is dealt with extremely effectively with minimal disruption to learning.

The rich curriculum is based firmly on purposeful, practical activities, linking all areas of learning. It is based on an excellent understanding of how young children learn. The quality of the curriculum outdoors is exceptional. Staff's expertise in this area is shared with other schools. The use of resources such as water features and wooden bridges is planned to extend children's knowledge and understanding of the world. The outdoor area

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is a valuable resource, used on a daily basis, rain or shine, as children and staff are fully protected in waterproofs. As one teacher quoted, 'There is no such thing as bad weather, just the wrong clothes!' The nursery rightly places a strong emphasis on personal, social and emotional development to promote personal skills and well-being and so children make excellent progress in this area of learning. Initiatives such as peer massage provide a calming effect and enable children to be ready to learn.

The school's strong commitment to the needs of the individual and the very focused support it provides have enabled all children to be fully included in all the school provides. Consequently, children make excellent progress in acquiring a wide range of skills and in their behaviour. The school works very closely with other professionals to provide specialist support where needed. It has developed excellent links with families and this has helped to promote excellent attendance. Several parents sought out the inspector to report on how much difference the school had made in helping children to overcome a particular difficulty. There are many examples of excellent provision for those children who are most vulnerable because of their circumstances, enabling them to make excellent progress.

*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>1</b>
Taking into account: The use of assessment to support learning	1
<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?**

Senior leaders have high expectations of all staff to enable children to achieve well and the school is constantly striving to improve the already high quality of its provision. As part of this process the school makes excellent provision for the continuing professional development of staff to give them the confidence and skills to become excellent practitioners. Staff at all levels say how much they feel appreciated. The school monitors its work rigorously to identify areas for improvement. It has a wealth of information to track the progress of individuals. However, this is not yet collated in a useful format to give a ready overview of attainment when the school is setting precise targets for improvement.

The governing body provides well-informed challenge and support to help the school plan improvements. It is fully involved in the school's self-evaluation process and is conducting a strategic review of its own structure in terms of roles and responsibilities. It is well aware of its responsibilities including safeguarding.

There are excellent procedures for ensuring the safety of children and staff. All the recommended procedures are in place and are regularly updated and reviewed. All staff

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and a member of the governing body are fully involved in the process. The school site is inspected daily to remove anything that might be harmful to children before they go outdoors. The school makes excellent use of technology to ensure children's safety and security. The school is committed to the needs of the individual, including equality of opportunity. Discrimination is not tolerated and the staff regularly walk round school to ensure that activities and resources are accessible to and used by all.

The school has developed excellent links with parents and carers so that they can be fully involved in their children's learning. The returned questionnaires were unanimously positive about the school's work. Parents and carers say how much they appreciate being so welcome in school and particularly enjoy joining their children for 'Terrific Tuesday' and 'Fun Friday'. They appreciate the extensive amount of information about the school in newsletters and also the daily feedback from teachers about their own child's achievements.

There are excellent links with other partners in the family centre and further afield to promote children's learning and well-being. For example, the family link workers in the centre work closely with nursery staff to monitor the most vulnerable children and this has helped to improve attendance and promote learning. The school is generous in sharing its expertise with other local schools, for example by hosting training.

The school is at the heart of its local community and has built up trust and respect for its work over several years. The school and centre have invested in translating information into 12 languages to encourage greater access to all that the nursery has to offer. The children receive a weekly lesson in German and this has strengthened their appreciation of other cultures.

*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	1
<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>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>



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## **Views of parents and carers**

A below-average proportion of parents and carers completed a questionnaire. Inspection evidence supports their exceptionally positive views.

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

Ofsted invited all the registered parents and carers of pupils registered at Everton 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 24 completed questionnaires by the end of the on-site inspection. In total, there are 130 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	23	96	1	4	0	0	0	0
The school keeps my child safe	24	100	0	0	0	0	0	0
My school informs me about my child's progress	21	88	2	8	0	0	0	0
My child is making enough progress at this school	24	100	0	0	0	0	0	0
The teaching is good at this school	24	100	0	0	0	0	0	0
The school helps me to support my child's learning	24	100	0	0	0	0	0	0
The school helps my child to have a healthy lifestyle	23	96	1	4	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)	22	92	2	8	0	0	0	0
The school meets my child's particular needs	23	96	1	4	0	0	0	0
The school deals effectively with unacceptable behaviour	22	92	2	8	0	0	0	0
The school takes account of my suggestions and concerns	22	92	2	8	0	0	0	0
The school is led and managed effectively	24	100	0	0	0	0	0	0
Overall, I am happy with my child's experience at this school	24	100	0	0	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.**



18 May 2011

Dear Children

**Inspection of Everton Road Nursery School, Liverpool, L6 2WF**

I hope that there is an adult to help you to read this letter. Thank you very much for making the inspectors so welcome when we came to see you in the nursery. We had such a good time and thoroughly enjoyed watching you play in Cresswell and Spencer, and also in the wonderful outdoor area. Fortunately, you have such very good waterproofs and wellies that you can enjoy being outside even when it is raining. I was not so well prepared and so I got a little wet. I did not mind as it was so good to see you having such fun while you were learning. Everton Nursery is a very special place and your parents and carers seem to enjoy being in the nursery almost as much as you do.

We think that Everton Nursery is outstanding, which is the highest praise I can give. All the adults take excellent care of you all and help you to learn such a lot while you are there. I was really impressed to hear you singing songs in German and learning the German words for car and aeroplane. Your lunches looked very good and I was pleased to see you choosing healthy food, such as fruit and yoghurt. You are polite and friendly and behave very well. Well done!

It is part of my job to suggest ways in which even excellent schools could improve. There is nothing I could think of to make the teaching or the way that adults look after you any better, but I have asked the adults to organise the paperwork in a slightly different way to help them to get information a little more easily.

Yours sincerely

Shirley Herring

Lead inspector

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