

# Bayonne Nursery School

## Inspection report

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<b>Unique Reference Number</b>	100318
<b>Local Authority</b>	Hammersmith and Fulham
<b>Inspection number</b>	354836
<b>Inspection dates</b>	6–7 July 2011
<b>Reporting inspector</b>	Jacqueline Marshall

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>	57
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Coleman
<b>Headteacher</b>	Pat Logan
<b>Date of previous school inspection</b>	4 October 2007
<b>School address</b>	50 Paynes Walk London W6 8PF
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors made five observations of children working on adult-led activities and observed two teachers as well as other early years educators. They also observed children working independently. They talked with children as they worked and held meetings with staff, school leaders and representatives of the governing body. Inspectors looked at documents including school policies, children's progress data, attendance figures, and school improvement and development planning. They also scrutinised children's portfolios and a range of children's work as well as evaluating 69 questionnaire responses received from parents and carers and 18 from staff.

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

- The extent to which staff use assessment to support and challenge children's learning, particularly the most able.
- The effectiveness of leaders, including the governing body, in checking, reviewing and taking actions to raise the quality of provision in order to raise attainment for all groups of children.
- The impact of the school's care, guidance and support on children's personal development and well-being.

## Information about the school

Bayonne Nursery School is an average-sized nursery which serves the local area as well as the wider surrounding area. Children join the school at different times throughout the school year. The children come from both White British families and a wide range of other ethnic backgrounds. Almost half of the children speak English as an additional language and, of these, most join the Nursery with little or no English. The proportion of children with special educational needs and/or disabilities is average.

The school has gained the Healthy Schools accreditation and the International Schools status for creating global links.

**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

This is a good school. It has several outstanding features. Since the last inspection it has worked hard to maintain the tremendously high level of care, guidance and support it provides while ensuring that all children achieve well in their learning and, particularly, in their development as individuals. Parents and carers agree strongly saying, 'This is a life changing place where the staff really care' and, 'we've seen our child blossom and develop'. Children benefit from exceptionally good relationships with all staff and display enormous enthusiasm for learning. Their behaviour is exemplary both in group work and at play, where they show considerable support for one another regardless of age, gender or ethnicity. They talk keenly about their school because of the exciting and very well-enriched learning environment and curriculum on offer. Through experiences such as the highly popular Forest Schools initiative children gain an extremely good understanding of how to stay safe.

In this caring school, all staff know children's abilities well because teachers regularly check on how well pupils are doing and are effective in sharing this information with them and their parents and carers. Children join the Nursery with limited abilities. Although there is a degree of variability between different key-worker groups, all groups of pupils, including the most able, make at least good and sometimes better progress. Children's achievement is good because of effective teaching and a well-adapted curriculum which ensures that individuals' needs are met and all children fulfil their potential. Adults are skilled at moving on children's learning through good quality interventions as they play. They talk to the children about their learning and discuss their next steps regularly. As a result, children have a good understanding of what they are learning and how to get better. Nevertheless, there are some inconsistencies in the use of assessment and opportunities are occasionally missed to use questioning to challenge and stretch pupils, or plan activities which ensure all pupils are able to make those next steps in their learning.

The school has effectively focused on improving teaching and learning for the children over the last year throughout a period of staff changes, absences and recent appointments to the governing body. Senior leaders have a clear awareness of the school's effectiveness and what it needs to do to bring about improvement. There is a strong shared commitment to looking for ways to improve children's attainment and personal development further. For example, the school has focused effectively on systematically developing children's basic skills, especially their language and speaking skills. Senior leaders, effectively supported by the governing body, are currently refining the checks they make to ensure all provision is at the same level as the best and that all systems and procedures in the school are always rigorous and robust. This, combined with their recent successes, shows the school's good capacity for sustained improvement.

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

- Raise children's attainment by:
  - making consistent use of assessment information to ensure that all staff always challenge and engage children well
  - ensuring that all activities on offer are closely matched to next steps in children's learning.
- Raise the quality of provision by:
  - ensuring that the checks all leaders make are thorough enough to build on the best practice already seen and secure consistently outstanding teaching across the school.

## Outcomes for individuals and groups of children

2

Throughout the school children achieve well in their personal, social and emotional development. Their behaviour is exemplary, when both working with an adult or playing independently, and they show considerable support for one another regardless of age, gender or ethnicity. Children have exceptional moral and social skills, and their spiritual and cultural awareness is excellent. They are extremely considerate of each other, valuing and celebrating each other's differences. This helps to make the school very safe and welcoming. Children are keen to take on responsibilities around the school with the highly successful school council regularly considering ways to improve their surroundings. The school is now considering how this enthusiasm can be used to support projects in the wider local community. Attendance is good and, combined with children's enjoyment in learning, their ability to work well together as a team, take responsibility for their own learning and demonstrate independence, shows their effective development of skills for the future. Their understanding of how to lead a healthy lifestyle is good and demonstrated well by the knowledge children show as they make good use of the extensive outdoor learning environment to exercise and enjoy their healthy snacks daily.

Children also achieve well academically. They are clear about their learning and frequently talk with confidence about this, sharing their ideas willingly. During a group session on number, children were keen to talk to each other as they measured their own height using tape measures and recorded their findings on the floor in chalk. They confidently used the skills they had learnt as they measured other objects around the room, checking with each other and the adult whether different measurements were the same. Sometimes not all of the children are as actively involved in their learning and this slows their progress. Attainment by the time children leave to join primary school is broadly average, although weaker in aspects of communication, language and literacy and problem solving, reasoning and numeracy. Over time, children, including those at the early stages of learning to speak English as additional language, make good progress from starting points that are well below expected levels as they enter the school. The school ensures different groups and individuals, such as those with special educational needs and/or disabilities, are well targeted, enabling them to learn effectively. Consequently, all children make the same good progress.

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*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>	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>2</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>	2
<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?

Children's keenness to learn is due in a large part to the wide and varied curriculum and teaching that is consistently good and sometimes better. The learning environment, both indoors and outdoors, is particularly well resourced. Children freely move between the two as they take ownership of their own learning, being keen to explore and investigate all that is on offer. The creative links planned between subjects help to stimulate and foster children's interests and, in the best activities, provide further opportunities to challenge and stretch their learning. All areas of learning are extremely well provided for through the Forest School sessions on Wimbledon Common. In particular, children grow considerably in their personal and social development as they work together to solve problems and learn through this rich environment. This approach is exceedingly successful and valued extremely highly by children, parents and carers alike. Similarly, back at school children were set the task of exploring colour and shape through creating their own pictures inspired by the paintings by Mondrian. They used rulers to create their own rectangles and squares to then paint in blues, yellows and reds. Children were keen to discuss their choice of colour and the different properties of the shapes as they worked. Possibilities for developing many areas of learning were provided from this one simple starting point. However, at times adults miss opportunities for children to make accelerated progress by

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using assessment more effectively to match closely activities or questioning to the next steps in an individual's or group's learning.

Children's welfare and personal, social and health needs are catered for tremendously well because the school works exceptionally closely with parents and carers as well as outside agencies where needed. Key workers build up an extremely close relationship with children and their families, regularly sharing children's progress as well as being there to provide support when needed. This really is a school where 'every child matters' and staff at all levels go the extra mile to make a difference.

*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>1</b>

## How effective are leadership and management?

Senior leaders have a clear vision for the school, which is shared by all members of the staff. There is a positive team spirit and a strong atmosphere of 'can do' among the whole staff. Considerable efforts are made by the school to involve parents and carers in every aspect of the school's work. These extremely strong links are another of the contributory factors to the school's outstanding pastoral care, guidance and support and the school's overall effectiveness. Leaders have become increasingly effective in analysing performance data to see how well the school is doing and to plan actions for improvement. They are more and more holding staff to account for children's progress. However, while checks to ascertain just how well the school is doing are securely in place, leaders and the governing body acknowledge that they are not as rigorous and robust as they could be in building on best practice and securing outstanding provision in all aspects of its work.

All staff play their part in ensuring that safeguarding procedures are good, particularly when children are off site during their Forest School sessions. The governing body also makes regular checks on the school's procedures and systems. The school's promotion of equality and diversity is good because it takes effective steps to tackle discrimination to make sure that children from all backgrounds perform to a similar standard, while ensuring the children whose circumstances have made them vulnerable have the opportunities to achieve as well as their peers. As part of the school's outstanding promotion of community cohesion, children are very effectively encouraged to play their part in the school community. More recently this has extended to the wider world through the highly successful focus on developing meaningful international links. The school is now focusing on making similar progress in promoting children's understanding of communities and cultures in a wider national context.

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*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>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>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</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>2</b>

## Views of parents and carers

The return of questionnaires from parents and carers was above average for this type of school. The vast majority of responses were positive and the overwhelming majority of the written comments expressed considerable satisfaction with the school. They commended their children's enjoyment of the school, its support for children's health and its teaching. Typical comments about the school included, 'The children so obviously enjoy the care and freedom that the staff provide', 'I am so impressed with how they've equipped my child to manage themselves and their feelings with confidence' and 'What a great nursery!!'



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

Ofsted invited all the registered parents and carers of children registered at Bayonne 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 69 completed questionnaires by the end of the on-site inspection. In total, there are 59 children registered at the school. The questionnaires were sent to all parents and carers, that is two per child where contacts are known.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	62	90	7	10	0	0	0	0
The school keeps my child safe	56	81	12	17	0	0	1	1
My school informs me about my child's progress	47	68	19	28	3	4	0	0
My child is making enough progress at this school	52	75	16	23	1	1	0	0
The teaching is good at this school	52	75	17	25	0	0	0	0
The school helps me to support my child's learning	44	64	24	35	1	1	0	0
The school helps my child to have a healthy lifestyle	46	67	23	33	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)	39	57	25	36	1	1	0	0
The school meets my child's particular needs	48	70	19	28	0	0	0	0
The school deals effectively with unacceptable behaviour	45	65	21	30	1	1	2	3
The school takes account of my suggestions and concerns	41	59	23	33	3	4	1	1
The school is led and managed effectively	51	74	16	23	1	1	0	0
Overall, I am happy with my child's experience at this school	56	81	10	14	1	1	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.**



8 July 2011

Dear Children

**Inspection of Bayonne Nursery School, London, W6 8PF**

Thank you for talking to us and showing us your work when we visited. We were pleased to hear that you like school and we agree that your teachers plan many interesting things for you to do. You get on extremely well with one another and your behaviour around school is first rate. You have an excellent understanding of how to be safe, even when you are enjoying yourselves at Forest School. We agree that there are lots of interesting visitors to your school and activities to get involved in. We understand why you think the adults are very good at helping to make you feel really safe and cared for.

Your school is good. The curriculum planned for you meets your needs well and teachers help you make good progress in your work. The leaders in the school know what needs to be done to make your education better. In order to help you to make faster progress, we have asked the staff to do two things.

- Make sure your learning is always challenging enough and that it gives you just what you need for the next steps in your learning.
- Keep checking to make sure all the school's work and all your activities and learning are as good as the best.

You can all help by continuing to be kind and considerate to one another. Thank you again for helping us with our work.

Yours sincerely

Jacqueline Marshall

Lead inspector

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