

# Pound Park Nursery School

## Inspection report

---

<b>Unique Reference Number</b>	100098
<b>Local Authority</b>	Greenwich
<b>Inspection number</b>	376345
<b>Inspection dates</b>	19–20 September 2011
<b>Reporting inspector</b>	Jacqueline Marshall

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

---

<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>	36
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Nick Edwards
<b>Headteacher</b>	Sheena Gilby
<b>Date of previous school inspection</b>	23–24 March 2009
<b>School address</b>	Pound Park Road Charlton London SE7 8AF
<b>Telephone number</b>	020 8858 1791
<b>Fax number</b>	020 8858 1977
<b>Email address</b>	info@poundpark.greenwich.sch.uk

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011



## Introduction

This inspection was carried out by an additional inspector. The inspector made six observations of children working both independently and on adult-led activities, observing four teachers as well as other early years educators. She talked with children as they worked and held meetings with staff, school leaders and representatives of the governing body. The inspector looked at documents including school policies, children's progress data, attendance figures and the centre development planning. She also scrutinised children's portfolios and a range of children's work as well as evaluating 18 questionnaire responses received from parents and carers and 20 from staff.

The inspection 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 information to support and challenge children's learning and secure outstanding achievement.
- 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 in writing and calculating, particularly for boys.
- The extent to which the recent federation has affected the effectiveness of the nursery.

## Information about the school

Pound Park Nursery serves the local area. Following a period of consultation, the nursery school has made changes to the hours it offers from the start of this term. A staged entry has been planned during September from the 36 on roll at the start of term until the nursery reaches its full capacity. The children come from predominantly White British families as well as from a wide range of other ethnic backgrounds. Almost half of the children speak English as an additional language and of these, half join the nursery speaking little or no English. The proportion of children with special educational needs and/or disabilities is above average representing a range of needs. The nursery has achieved the Charter Mark for Inclusion. One third of the governing body were appointed in the summer term 2011.

The nursery shares the site with a children's centre, run by the school on behalf of the local authority, and has recently federated with the Cardwell Children's Centre in Woolwich. Facilities include day care for 0–3 year olds and before- and after-school childcare provision.

**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 school. Outcomes for children, as well as most aspects of leadership and management, are excellent. Since the last inspection, staff and the governing body have successfully maintained the tremendously high levels of care, guidance and support provided for children. There is a very strong focus on every aspect of the school's pastoral care which ensures that children and their families are extremely well supported. One parent commented that they, 'not only support the children but also us. They make you feel like family'. All staff work effectively to ensure that children achieve very well in their learning and develop exceptionally as mature and caring individuals.

While achievement is outstanding, the whole staff work together extremely effectively, constantly looking for ways to improve children's attainment and personal development further. Attainment is currently above expected levels by the time they leave the nursery. The school has focused very successfully on raising attainment in children's writing and is currently working to raise the profile of calculating, especially for boys, both at the school and at home. Long-standing members of the governing body have played their part very effectively in supporting the school and ensuring high standards have been maintained in all aspects of its work. Those newly appointed to the governing body are keen to play their part and develop their own skills in checking just how well the school is doing. This constant striving to reflect on outstanding practice and still look for ways to improve, together with leaders' accurate self-evaluation, shows the school has an excellent capacity for further improvement.

Children's achievement is excellent because the school uses assessment information particularly well to adapt its extremely well-enriched curriculum to ensure that every individual's needs are met and all children fulfil their potential. This, along with outstanding teaching, enables children to make excellent progress from their starting points in the Early Years Foundation Stage to when they leave to join the primary school. All staff know the children's abilities extremely well. This is because of the highly effective checks regularly made on their progress and the considerable skill with which the school adapts and targets the well-focused support it gives individual children. Adults are skilled at moving on children's learning through extremely 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 very good understanding of what they are learning and how to get better.

**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

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

- Develop the expertise and skills of new members of the governing body to enable them to check very effectively how well the school is doing.

## Outcomes for individuals and groups of children

**1**

Throughout the school children achieve extremely well in their personal, social and emotional development. Because of the school's successful strong focus on its pastoral care, children contribute extremely effectively to the school community. This is demonstrated well through their readiness to be involved in looking after the school as they tidy up each day as well as caring for their learning environment as they look after the guinea pigs and fish, and the gardens. For example, a group of children were very keen to help the caretaker clear leaves from the garden. They worked together as a team extremely well using brooms and litter pickers, being really proud of their achievement as leaves were relegated to the wheelie bin. Children's understanding of how to stay safe and lead a healthy lifestyle is excellent with children making very good use of the extensive outdoor learning environment to exercise and enjoying their healthy snacks daily. Children talk confidently about the healthy choices they make in what they eat and the benefits provided. Their behaviour is exemplary, both when 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's considerable enjoyment in learning, ability to work really well together as a team and take responsibility for their own learning, and well-developed independent skills, along with high attendance, are key factors in their extremely strong development of workplace skills.

Children also achieve extremely well academically. Over time, children, including those at the early stages of learning to speak English as additional language, make outstanding progress from their starting points. They are clear about their learning and frequently talk with confidence about this, sharing their ideas willingly. During a session using information and communication technology (ICT), children explored a series of new programs. They confidently discussed each step, considering where to move the cursor and what they might do next as they learnt from the activity about different festivals. They demonstrated considerable concentration as they solved each problem and gathered items people use to celebrate their special celebrations. Their enthusiasm was fuelled by the well-chosen quality resources and the wealth of opportunities planned both indoors and outdoors for them to investigate independently, consolidate and extend their learning throughout the day. Attainment by the time children leave to join primary school is above average in all areas of learning. The school ensures different groups and individuals, such as those with

**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

special educational needs and/or disabilities and boys in their writing and calculating, are very well targeted, enabling them to learn particularly effectively. Consequently, all children make the same excellent progress.

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

## How effective is the provision?

Children’s tremendous keenness to learn is due in a large part to the exceptionally wide and varied curriculum and consistently high quality teaching. The learning environment, both indoors and outdoors, is outstanding. Children freely move between the two as they take ownership of their own learning, keen to explore and investigate all that is on offer. The extremely creative links planned between subjects help to stimulate and foster children’s considerable interest, and provide further opportunities to challenge and stretch their learning. During an activity to make their own play dough, children followed instructions using both their literacy and numeracy skills enthusiastically. Highly effective and targeted questioning by the teacher ensured the most able were stretched as they discussed the texture of the play dough and how to overcome problems as it became too wet or dry. One child decided his needed to cook before it was ready and with the teacher fetched the model cooker from another room. Keen to capture this enthusiasm, the next addition became a sand timer stimulating children’s anticipation and providing a perfect way to demonstrate how to use it. Children, including boys, were engrossed and showed considerable concentration as they washed up or left to play with friends before returning regularly to check if theirs was ‘ready’ or needed ‘just a little bit longer’.

<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

**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

Opportunities for developing all areas of learning were provided from this one simple starting point. This approach is exceedingly successful and valued extremely highly by children, parents and carers alike. All staff play their part in delivering this rich, stimulating and engaging curriculum. Some of the key features of the outstanding teaching seen are the very good relationships adults have with children, the considerable subject knowledge of the highly trained staff, and the particularly effective questioning adults use to extend and challenge children’s learning. Boys and girls alike are fully engaged. The school has been successful in raising attainment in the basic skills of literacy and is now focused on numeracy. Increased opportunities to develop calculating skills are already in place with children counting as they add one more spoonful of powder paint or collect leaves for the bin. End-of-day review meetings allow staff to discuss where opportunities arise to promote calculating and number further. Other basic literacy and ICT skills are also very effectively developed.

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. Consequently, parents and carers value highly the procedures in place to support themselves and their children both as they join the nursery and leave to join their Reception classes. Key workers build up an extremely close relationship with children and their families, regularly sharing details about children’s progress as well as being there to support when needed.

*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	<b>1</b>
<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, supported exceptionally well by other leaders, provides a clear vision for how the school can move forward. Staff comment on the tremendously positive spirit and how, ‘everybody works very closely in a team with excellent communication and support’. As part of the school’s extremely effective development planning, leaders at all levels are positively encouraged to take on responsibilities. They are highly involved in analysing the school’s results and checking teaching to see where it is most effective in order to share good practice and identify where improvements are needed. As a result, all leaders have an exceptionally clear understanding of the school’s overall strengths and weaknesses. The governing body is fully involved in making these checks and new members are quickly developing their skills to ensure they too can become as effective. Considerable efforts are made

**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

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 success. The expertise of leaders and staff is shared with other schools to help improve their effectiveness. Similarly, while leaders are rigorous in ensuring the new federation has not weakened the effectiveness of the school, they are using this opportunity to benefit the school by allowing other leaders to develop their effectiveness as they take on new roles and responsibilities in both the school and the children’s centre.

All staff play their part in ensuring that safeguarding procedures are rigorous, constantly checking to ensure exemplary practice is maintained across all areas. The school’s promotion of equality and diversity is excellent. Staff ensure that there is no discrimination between groups so that all children have opportunities to flourish individually and achieve exceptionally well. In the same way the school has worked extremely hard to encourage ‘dads’ to play a significant part in their children’s learning. Highly regarded ‘Dad’s Brunches’ and opportunities to attend courses and training are, in one father’s words, ‘not some novelty bolt on that comes as an afterthought but a genuine understanding that children benefit from their dad’s active involvement’. Leaders have been particularly effective in promoting community cohesion at school and local levels, as well as establishing links with other cultures, ensuring that children can also engage well with others from different countries and backgrounds.

*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>



**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

## Views of parents and carers

An above average response from parents and carers resulted in all parental questionnaires being positive. The overwhelming majority of the written comments expressed considerable satisfaction with the school. They commended all aspects of the school. Typical comments included: 'They are a brilliant Nursery and my children are very lucky to go there', 'My child enjoys Nursery so much it takes a long time at the end of the day to get home as she wants to stay longer', 'It is a really nurturing, developmental, stimulating and fun environment' and 'Staff are friendly, informative and eager to support the children and families.'

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

Ofsted invited all the registered parents and carers of children registered at Pound Park 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 inspector received 18 completed questionnaires by the end of the on-site inspection. In total, there are 36 children registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	17	94	1	6	0	0	0	0
The school keeps my child safe	16	89	2	11	0	0	0	0
The school informs me about my child’s progress	15	83	3	17	0	0	0	0
My child is making enough progress at this school	16	89	2	11	0	0	0	0
The teaching is good at this school	16	89	2	11	0	0	0	0
The school helps me to support my child’s learning	16	89	2	11	0	0	0	0
The school helps my child to have a healthy lifestyle	15	83	3	17	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)	14	78	3	17	0	0	0	0
The school meets my child’s particular needs	15	83	3	17	0	0	0	0
The school deals effectively with unacceptable behaviour	15	83	3	17	0	0	0	0
The school takes account of my suggestions and concerns	15	83	3	17	0	0	0	0
The school is led and managed effectively	16	89	2	11	0	0	0	0
Overall, I am happy with my child’s experience at this school	16	89	2	11	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 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.**



21 September 2011

Dear Children

### **Inspection of Pound Park Nursery School, London, SE7 8AF**

Thank you for talking to us and showing us your work when we visited. We were pleased to hear how much you enjoy coming to the school and that your teachers and key workers plan such a lot of interesting things for you to do. You get on extremely well with one another and your behaviour around the school is first rate. You have an excellent understanding of how to be safe and lead a healthy lifestyle. We can see that there are lots of interesting visitors to your school and activities to get involved in, and were especially impressed with how well you look after all the plants in your gardens and the guinea pigs and fish in your care. We understand why you think the adults are very good at helping to make you feel really safe and cared for.

Pound Park Nursery School is outstanding. The curriculum planned for you meets your needs extremely well. Teachers and other adults are very good at helping you to make excellent progress in everything you do. The leaders run it particularly well. They know just what needs to be done to make it even better.

In order to help make it become even more successful we have asked the adults to work on one thing.

- Make sure new school governors are helped to become really good at checking just how well the school is doing.

You can help by continuing to respect each other's values, both in school and in later life. Thank you for helping us with our work.

Yours sincerely

Jacqueline Marshall  
Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234**, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**