

# Tunstall Nursery School

Tunstall Road, Croydon, CR06YT

## Inspection dates

6–7 November 2013

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Leaders and managers have not undertaken formal monitoring of the quality of teaching, through lesson observations and work scrutiny, regularly enough.
- Feedback from leaders' informal lesson observations is not effective enough because it is delivered to the whole staff, rather than to individual members of staff.
- More-able children do not make as much progress as possible.
- Children who speak English as an additional language do not always make enough progress.
- Information about children's skills and progress is not routinely analysed, particularly those of different groups of children, so leaders do not have a precise enough understanding of improvement priorities.
- Actions prompted by the school development plan do not have clear enough time deadlines and too few targets for managing staff performance relate to children's progress.
- The success of actions taken in response to the development plan is not always measured by looking at the positive impact of those actions, but only on whether tasks have been completed.
- The governing body is not as well informed as it ought to be about children's achievement so it cannot ask the searching questions it should.
- The school has had no formal monitoring involvement with the local authority and, therefore, no external evaluations of the school have been conducted since its previous inspection in 2011.

### The school has the following strengths

- Staff work well together as a team. They are committed and reflective practitioners.
- Parents spoke highly of the care shown towards their children, the enjoyment of learning and the way in which staff identify the needs of disabled children and those who have special educational needs.
- The school's strong links with the children's centre on site place it at the centre of the local community.
- The school is welcoming and inclusive, where children get along well together, enjoy school and where their spiritual, moral social and cultural development is well promoted.
- Children feel safe and the leaders ensure that they are kept safe.
- Tunstall's work with the 'Forest School' is valued within the local teaching community.
- The school has a well-resourced and large outdoor area which offers good opportunities for children to learn.

## Information about this inspection

- The inspection was carried out with half-a-day's notice and took place over two days.
- The inspector observed eight sessions and parts of sessions taught by a range of teachers, Early Years Foundation Stage educators and support staff. Many of these observations were carried out with senior leaders. She also looked at children's work in their files and at records of observations kept by key workers.
- The inspector also reviewed a range of documentation, including information relating to: children's attendance, their skill levels and their progress, the school's own judgements on its strengths and weaknesses, development plans, minutes from governing body meetings, documents relating to safeguarding and information collected by the school relating to parents' views.
- Planning for lessons and evaluations carried out by staff on focus activities, as well as on the management of staff performance, were also reviewed, as was the school website, which is currently under construction.
- The views of staff and parents were also considered through the analysis of 15 completed staff questionnaires and 40 responses to the Parent View online survey.
- Discussions were held with parents, the headteacher and other senior leaders, governors, children, the course leader for the 'Freedom Programme' at the children's centre and a representative from the local authority.

## Inspection team

Najoud Ensaff, Lead inspector

Additional Inspector

## Full report

### Information about this school

- Tunstall Nursery offers places for 110 children. There are currently 89 children in the Nursery, most of whom attend for half a day, in the morning or afternoon.
- Children come from a range of ethnic backgrounds: the largest groups come from Asian, White British and other White backgrounds.
- A sizeable number of children speak English as an additional language, with at least half of these at an early stage of learning English. The number of children speaking English as an additional language has increased in the recent past.
- The proportion of disabled children and those who have special educational needs supported through early action, action plus or a statement of special educational needs is below average.
- Children of nursery age are not eligible for the pupil premium. (The pupil premium is additional funding for those pupils who are eligible for free school meals, children from service families and those children who are looked after.)
- The school has a children's centre on site and is in the process of being registered for two-year olds. Both of these settings are subject to separate inspections.
- The school is part of a teaching alliance and has taken a lead locally in training for special educational needs and in the 'Forest School' project.

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

- Raise the quality of teaching to outstanding by ensuring that:
  - more-able children are always challenged and guided effectively to move on in their learning
  - children who speak English as an additional language are always well supported so that they always make enough progress.
- Improve the effectiveness of leadership and management by making sure that:
  - formal monitoring of teaching is undertaken more regularly and findings are regularly used to improve teaching and learning
  - leaders and managers sharpen arrangements for feedback to staff on their teaching so that these are provided to individual staff rather than groups of staff
  - information about children's skills and progress is routinely analysed, particularly in relation to the different groups within the school, and actions are taken to address areas of weakness
  - actions in response to priorities in the school development plan have clear time deadlines and the success of the actions taken is measured by the impact they have, rather than by whether a task has simply been completed
  - targets for the management of staff performance relate to the progress children make
  - the governing body is better informed about the work of the school so that it can ask more searching questions.

An external review of governance should be undertaken in order to assess how this aspect of leadership and governance may be improved.

## Inspection judgements

### The achievement of pupils is good

- The majority of children join the school with skills below those typical for their age in all areas, but especially in making relationships and speaking. Some enter with skills which are at least typical. The majority leave on track to achieve a good level of development in the prime areas of learning in Reception. A few leave with skills above those typically found in children of their age.
- Staff check what children understand, know and can do at various stages during their time in the Nursery. The resulting achievement data indicate that most children make typical progress and a sizeable number make better progress than this. This view of progress is supported by children's work.
- Children's progress in communication and personal and social development is better than in physical development. The school has started to address this relative weakness, through the Forest School initiative, where children have opportunities to learn outdoors, developing in confidence and in their health and well-being. Individual children spoke positively about going to the park and parents also commented on how their children's confidence had grown as a result.
- During the two-day inspection, children were observed using the play equipment in the large outdoor area well, and good support was provided to children climbing up and down ladders to paint a firework display. Some children were very confident in climbing frames unaided and several were seen cycling with good balance, coordination and great enjoyment.
- Children's progress in communication and language is good because staff provide them with a range of opportunities to develop their listening, understanding and speaking skills through songs, focused questions about activities and through reading stories together.
- Disabled children and those who have special educational needs are well supported so that they make similar progress to that of other children. Their needs are identified quickly and they are provided with focused activities which support their communication skills, in particular, very effectively. Individual members of staff were seen using special signs, repetition and props to help support these children extremely well.
- Lesson observations and school information about children's skills and progress indicate that more-able children do not make as much progress as possible because more demanding questions are not always asked by staff and activities are not always challenging enough for these children, particularly in extending their literacy and number skills.
- School data indicate that children who speak English as an additional language often make good progress and most make at least typical progress. However a small minority do not make enough progress. This is because leaders do not routinely analyse information about children's progress and have, therefore, not identified support for children with English as an additional language as an area for development.
- While staff work hard to communicate with children who speak English as an additional language, through repetition and questioning, they miss opportunities to use dual language or to use picture prompts to support these children.

### The quality of teaching is good

- A strength in the teaching provision at the Nursery is the warm working relationships that staff have with the children and with each other. Key workers help to support children's learning well.
- Teaching is good overall, and there is some outstanding teaching of small groups of disabled children and those who have special educational needs. Teaching of more-able children and those at a very early stage of learning English as an additional language is not as strong.
- Staff have a secure understanding of the Early Years Foundation Stage areas of learning and of nursery children's development. This means that they encourage children's learning through play and foster children's skills in all areas with a particular focus on the prime areas – developing communication, confidence and physical development.

- Children are provided with lots of opportunities to make choices about which resources to use, and to be independent. Alongside focused activities, this ensures that the majority of children are on track to achieve a good level of development in the prime areas of learning when they leave the Nursery and move on to Reception.
- Staff make good use of the well-resourced outdoor area. Children are supported well in negotiating spaces and avoiding obstacles when using the tricycles, walking up steps to a slide, sliding down and playing with others on a see-saw.
- Support is strong for children identified as requiring additional help with speech and language. A member of support staff was seen skilfully using toy animals to engage children's interest in a story. Through repetition and questioning, she effectively developed children's language skills and turn-taking abilities. Children successfully named animals and repeated words from the story as a result.
- Children's creative development and understanding of the world are also well promoted as they have good opportunities to experiment with paint, texture and colour, and to engage with the Nursery's pet guinea pigs. Opportunities to use paint brushes and pens also help children to develop the first stages of writing through mark making.
- Children's progress in mathematics is supported through working with play dough and blocks, as well as songs involving numbers and puzzles with written numerals. Their understanding of technology is well promoted through using computers and an interactive whiteboard.
- The opportunities to mark make using paint brushes and pens, and to learn about shape and about the first few numbers, do not always move the more-able children on in their learning as well as possible. Demanding activities involving reading, writing or number work, are not fully provided for these children and staff do not ask enough 'what if' and 'why' questions. As a result, some of the more-able children do not make as much progress as possible.
- Staff carry picture prompts which they use to support children's speech and language development. While special signs were seen being used by individual members of staff, opportunities to use picture prompts and dual language were, sometimes, missed so that children at a very early stage of learning English were not always as well supported as they could have been.

### **The behaviour and safety of pupils are good**

- Children said that they enjoy coming to school and want to learn, they have fun and that they feel safe. Parents also indicated that their children are happy at the school and feel safe.
- Children were observed getting along well together. They said that they had friends to play with. Any inappropriate behaviour was effectively managed by staff, who skilfully focused on positively reinforcing children's good behaviour, rather than highlighting their negative behaviour.
- Even at this relatively early stage in the school year, most children have learnt to share with others and to play or listen in a group situation, demonstrating growing social skills. One or two children who speak English as an additional language have greater difficulty integrating with others because of language barriers.
- Children are encouraged to stay safe by taking care of themselves while moving and when using the toilet and by washing their hands before they eat or after touching the pet guinea pigs.
- Although attendance is not compulsory for children of this age, it was identified as an area for improvement in the previous inspection. While the school encourages regular attendance and attendance of children has improved a little over the past year, children do not always attend as regularly as they could.
- Staff discuss children's learning daily and, through these discussions, suggest useful strategies to support children's behaviour and learning. Each key worker keeps written records of designated children's personal, social and emotional development, which supports their good behaviour.
- The school provides parents with a useful induction booklet which outlines the steps the school takes in response to behaviour and bullying incidents.
- Although behaviour is good overall, it is not yet outstanding because leaders do not formally

monitor children's behaviour in order to spot trends or patterns that could be usefully tackled.

## **The leadership and management** requires improvement

- Leaders and managers have not undertaken enough formal observations of lessons or analysis of children's work since the school was last inspected. As a result, they have not provided staff with enough guidance about how to maintain the outstanding quality of teaching and the outstanding levels of achievement reported at the previous inspection. Consequently, teaching is now no more than good.
- Monitoring of lessons has been informal and feedback provided to staff as a whole, rather than individuals. Consequently, key guidance, for example, about using more demanding questions to extend children's learning, has not been communicated effectively.
- The school has received no recent support from the local authority and there have been no external evaluations of the school since its previous inspection.
- Leaders and managers do not have a precise enough understanding of how well different groups of children are achieving, and assessment information has not been used rigorously enough to inform whole-school actions. This is because it is not routinely analysed by senior leaders. Consequently, the very few actions in the school's development plan that relate to children's progress, are not precise enough to ensure the quality of teaching and achievement of children at the school are outstanding, and that a greater number of children who speak English as an additional language make at least typical progress.
- Priorities for improvement in the school development plan are appropriate. They have personnel responsible identified but they do not always have clear time deadlines. In addition, the way that the success of these actions is measured often does not relate to evaluation of the positive impact on the intended outcomes, but only on whether an action has been carried out.
- While lesson observations shared between leaders and lead inspector indicated that leaders rightly identify strengths and areas for development, leaders' evaluation of the effectiveness of the school as a whole is over generous.
- Learning opportunities are good. Children's attendance has improved. The Forest School initiative is impacting positively on children's well-being; children's spiritual, moral, social and cultural development is well promoted through music, book and cultural weeks, as well as gardening activities. The school works well with other agencies and schools, and has identified the need to develop more demanding questioning of children and promote their physical development more. Although the impact of the school's recognition of these priorities is yet to be fully seen, overall, the school demonstrates sufficient capacity to make further improvements.
- Performance management of staff takes place, and leads to relevant staff training, particularly in relation to 'Forest School'. There is a clear link between staff meeting performance management targets and salary progression. However, too few of these targets relate clearly to children's progress; the link between children's achievement and teachers' salary progression is, therefore, not as transparent as it needs to be.
- Because of differences between the achievement of some more able children some of whom may speak English as an additional language and that of their peers, leaders promote equality of opportunity adequately rather than well. They do not tolerate discrimination of any kind.
- **The governance of the school:**
  - The governing body has a general idea of the school's strengths and areas for improvement, but it is not as well informed as it needs to be about children's skills or progress, or about the quality of teaching in the school. As a result, it offers limited challenge to the school's leaders, particularly in relation to children's achievement and how teachers' performance leads to salary progression. Governors recognise strengths in the way in which the school engages with parents, many of whom spoke effusively about the school's provision, and in its contribution to the community. They ensure that staff and children work in a safe environment. However, an external review is recommended to help them to improve their skills and help them hold leaders more fully to account for the school's performance.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	101705
<b>Local authority</b>	Croydon
<b>Inspection number</b>	429511

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>	89
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Penny Nicholls
<b>Headteacher</b>	Diane Ward
<b>Date of previous school inspection</b>	15 March 2011
<b>Telephone number</b>	020 86540371
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