



Collyhurst Nursery School

Inspection Report

Unique Reference Number 105385
LEA Manchester
Inspection number 277347
Inspection dates 8 May 2006 to 9 May 2006
Reporting inspector Mr John Heap CfBT Lead Inspector

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

Type of school	Nursery	School address	Teignmouth Avenue
School category	Community		Collyhurst
Age range of pupils	3 to 5		Manchester, Lancashire M40 7QD
Gender of pupils	Mixed	Telephone number	0161 205 1744
Number on roll	71	Fax number	0161 203 5831
Appropriate authority	The governing body	Chair of governors	Mrs S Hopcyn
Date of previous inspection	23 November 1999	Headteacher	Mrs Linda Rogers

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

Collyhurst Nursery School has, since April 2006, been part of the newly formed Collyhurst Children's Centre. It serves an area of high deprivation; 85% of children are entitled to a free school meal. Levels of attainment on entry to the school are well below average overall. Most children are white British and there are small groups from a range of black, Chinese and mixed heritages. Eleven children do not speak English as a first language. A broadly average number of children have learning difficulties and/or disabilities. The school enjoys Gold Healthy School status.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

This is an outstanding school that provides excellent value for money. In its self-evaluation the school has been very cautious, underestimating its effectiveness. Children's personal development is outstanding. They feel safe and secure and enjoy coming to school. Exceptionally strong links with parents and outside agencies reinforce the very high level of care. Parents are delighted with the provision, as this typical view illustrates: 'They know my child brilliantly and I'm happy with the school. He is encouraged and expected to like the others and he knows they all love him.' By the end of nursery, children reach average standards for their age and progress is rapid. Achievement is outstanding for all the children, including those with many and varied extra needs. A key factor is the outstanding tracking of children's achievements, particularly in the clearly identified weaker areas of communication, language and literacy, and personal, social and emotional development. The excellent curriculum is interesting and exciting. Overall, the quality of teaching and learning is excellent. Relationships are very strong and the management of behaviour is exemplary. The headteacher and newly appointed head of children's centre work superbly as a team and are very successfully steering the school through a challenging transitional period. They are very well placed to continue to improve the school. Senior management is well supported by the governing body. This new set of governors have systems for checking the quality of provision, but it is too early for the systems to have a significant impact. As a result, the governing body relies too heavily on the headteacher's reports as their method of evaluating the school.

What the school should do to improve further

The school has already identified that in order to build on its strengths it should:

- ensure that governors use their skills, knowledge and understanding to gather information about the school and make accurate evaluations about the school's work.

Achievement and standards

Grade: 1

Children's achievement is outstanding in all of the six areas of learning. By the end of nursery, children reach average standards. All groups of children make rapid progress in the pre-nursery class and the nursery class. They make particularly strong gains in literacy and social skills and meet challenging targets. Children work very well together and benefit from sharing resources and ideas which help each other's understanding. The very strong leadership and management gives priority to lowering significant barriers to learning faced by individual children. For example, each child is assigned to a key worker who closely checks that the child is challenged, happy and supported to a high level. Where the school identifies weaker areas, such as creative and physical development, they are rightly boosted so that children make exceptional progress in all areas.

Children with extra needs make excellent progress. This is because of the very early identification of individual needs. Day-to-day support is of excellent quality and matched very closely to the individual child.

Personal development and well-being

Grade: 1

Children's personal development, including their spiritual, moral, social and cultural development is outstanding. Attendance is good. The school is an extremely orderly community where all are valued equally. Children are proud of their many achievements and keen to share them with all concerned. They forge very strong bonds with practitioners and respond very well to the school's highly supportive and effective ethos. Behaviour is exemplary. Children understand how to play safely and know the difference between right and wrong. In activities such as making sandwiches they show clearly that they understand the link between cleanliness and health and safety. Children enjoy their lessons and show amazement and delight when making discoveries. The school celebrates the diverse nature of their population and children learn from this diversity that all people are to be treated equally.

A crucial feature of children's personal development is the outstanding way that the school develops caring relationships with their parents. As a result, parents assist their children to respond very well to routines and thereby become more confident and independent learners. Excellent gains in basic academic skills provide the children with an exemplary foundation for future learning.

Quality of provision

Teaching and learning

Grade: 1

Overall, the quality of teaching is excellent. Key features are:

- excellent tracking of children's achievements promotes the setting of activities and challenges that stretch learning
- exemplary relationships and management of children's behaviour lead to calm rooms where children gain knowledge, skills and understanding at a rapid rate
- activities and visits capture children's interests and encourage them to take reasonable risks
- the use of an artist-in-residence to foster good observation, accurate skills and vivid use of colour.

Day-to-day planning is detailed and reflects the very strong knowledge and understanding that teachers have of the areas of learning and the children. Opportunities to develop literacy and social skills are rarely missed, regardless of the work being covered. Consequently, quiet guidance and strong encouragement foster rapid progress for all, including those capable of learning quickly. Children with extra learning and/or social needs are identified early, supported very well and make outstanding progress. Parents are particularly pleased that the school includes them

in any decisions about their children's individual learning programmes. Moreover, they are delighted to receive guidance on how to help their children.

Curriculum and other activities

Grade: 1

The outstanding curriculum exceeds the requirements of the national guidelines for the Foundation Stage. It is very broad, finely balanced and highly relevant for the specific needs of the children and their families. It is packed with a very wide range of activities that promote health, safety and enjoyment and this has been recognised in the Healthy School Award. High quality and plentiful resources support learning, as do the well trained and motivated staff. The curriculum is enriched by interesting and highly informative visits and visitors and through the teaching of simple Spanish. The work of the artist-in-residence is an exemplary spur to creative development and fosters spoken language and thinking skills in a highly successful way. Of particular delight is the use of canvas for painting and the opportunities to do 'big' pictures. Although the outside area for the nursery class is used well and extensively, the lack of permanent markings is a drawback. The extensive provision for individual parents and families is making a significant contribution to lowering barriers to learning.

Care, guidance and support

Grade: 1

The school provides excellent care for children and adults alike. Exemplary liaison with a wide range of service providers ensures outstanding care and support for all children and most families. The school rightly prides itself on the early identification of child, adult and family needs. This leads to sensitive and highly effective support for those with extra needs. Health and safety procedures are highly effective. Child protection procedures are clear and widely understood. Very effective assessment systems track how well each child makes progress. Staff very efficiently check that the needs of children and their families are met effectively. Parents rightly recognise how well their children are doing and are delighted with the skills they are learning.

Leadership and management

Grade: 1

Overall, leadership and management are outstanding. The headteacher and the head of the children's centre are highly focused professionals. They are very strongly motivated towards successfully:

- improving children's knowledge, skills and understanding across all areas of learning
- removing barriers to learning and fostering excellent personal development.

It is to their great credit that they are achieving these challenging goals. They receive good support from staff and governors. They know their school and are well aware that they need to carry on improving, even though much of the school's work is first-rate. The commitment to equal opportunity is outstanding. The opinions of all

children, adults and families are highly valued and included in all that the school does. Financial management is prudent and decisions about spending are carefully thought out. Governors and management have very strong procedures that ensure the school gets value for money when purchasing supplies and services. The governing body supports management well. There is much expertise that the school can call upon and this has been very obvious in the excellent links with outside agencies, such as Sure Start. Governors play a full part in decision-making and the implementation of the strong and innovative development plan. However, evaluation by governors rests too heavily on the work of the headteacher. Governors do not yet use their systems sufficiently well to gather their own information to evaluate the work of the school.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	1	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

What a lovely time I had in your excellent school this week. Thank you for the warm welcome and help you gave to me. I learned a lot about your school and have returned home with lots of memories. I will try very hard to share some of the special memories with you in this letter.

I am very impressed by your excellent behaviour and the way that you help each other when working or playing together. You ride your toys carefully around the 'road' and look out for dangers. You are much better at gardening than I am!

All the adults in the school are very friendly and helpful. They work hard and successfully to give you a fantastic number of exciting things to learn. Your work with the artist-in-residence was very exciting and I enjoyed watching you paint on canvas. It was obvious that you listen for a long time and that you understand what you are doing. Around the school were lots of good paintings and I looked at photographs of you working hard and enjoying your lessons.

In addition to teaching you very well, the staff are really good at showing you and your parents the best way to do things. So, they are kind, thoughtful, helpful and hard-working. Their example is helping you to grow up as very generous and caring children. You will be ready to go successfully and happily to your next school.

The staff work very hard to make sure that you and your parents have everything that you need and deserve. They are rightly proud of the way that you are learning. They are also always looking for ways to make things even better for you. They are helped by the governors of the school, who are keen to become even better at what they do.

Finally, keep working hard and getting on with everyone inside and outside your school.