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Piccadilly Gate
Store Street
Manchester
M1 2WD

T 0300 123 1231
www.gov.uk/ofsted



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Jaqi Stevenson
Executive Headteacher
Selhurst Nursery School
23 Dagnall Park
South Norwood
London
SE25 5PL

Dear Mrs Stevenson

Additional, remote monitoring inspection of Selhurst Nursery School

Following my remote inspection with Gaynor Roberts, Her Majesty's Inspector (HMI), of your school on 3 March 2021, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions that have been taken to provide education to all pupils during the current circumstances.

This monitoring inspection was conducted under section 8 (2) of the Education Act 2005 (as amended) and in accordance with Ofsted's published procedures for visiting schools while routine inspections remain temporarily suspended. It was additional to the usual monitoring process for schools that are judged to require improvement.

This monitoring inspection was carried out remotely. As such, the range of evidence available to inspectors was narrower than would normally be the case during an on-site inspection. As a result, this letter provides a more limited level of assurance than our usual monitoring reports.

The inspection took place because the school has received two successive judgements of requires improvement. The school's most recent section 5 inspection took place in January 2020.

Having considered all the evidence and taking into account the impact of COVID-19 (coronavirus) on the school, I am of the opinion that at this time:

Leaders and those responsible for governance are taking effective action to provide education in the current circumstances.

Leaders and those responsible for governance should take further action to:

- make sure that there is a clear curriculum framework in each area of learning which explains what leaders want children at each stage of development to know and understand
- revise the school's website so that it gives parents and carers up-to-date information about the school's curriculum
- develop the work of governors so that they are fully informed about the work of the school and can hold leaders to account by asking the right questions.

Context

- The school has recently undergone a staffing restructure. Key members of staff have left and others have been appointed to new posts from within the federation. The special educational needs coordinator (SENCo) and operational lead had only been in post for a short time at the time of the inspection. There are two parent governor vacancies.
- A small number of children had to learn at home for a period of time in the autumn term. In the spring term, the school had to close for two days because of a positive case of COVID-19.
- At the time of the inspection, almost all children were attending the setting, including vulnerable children and those with special educational needs and/or disabilities (SEND).

Main findings

- Since early years settings reopened in June 2020, leaders have provided education comparable to other times. They have made some changes to their practice because of COVID-19 guidelines. However, they have ensured that all areas of the early years curriculum are taught. They have worked to make sure that families are confident for their children to attend the setting. Attendance was at 87% at the time of the inspection.
- Children enjoy a range of stimulating activities planned from their interests. They develop a love of stories from the books that are woven into the curriculum. Teachers develop children's understanding and use of language, including story language. However, curriculum planning is not always precise enough to help teachers know what children need to learn next. Leaders have plans to further develop the curriculum, but this work has been delayed by the pandemic and staffing changes. Leaders also need to ensure that parents are fully informed about the school's work to support their children's learning. This includes developments to the curriculum.

- Leaders have identified the vulnerable children in school. Almost all of them have continued to attend on site throughout this period. Leaders send home learning packs for the small number of children who are not attending on site. These packs are personalised to children’s needs and interests.
- The inclusive culture is part of the fabric of the school. Leaders are knowledgeable about a range of approaches to support the communication and development of children with SEND. Staff understand how to develop the listening and attention skills of those children with complex needs. Nevertheless, curriculum planning needs to be refined to include the small steps that leaders expect children to make in their learning.
- Governors are committed and supportive of the school and staff. Governors are aware of staff well-being and workload and have arranged for staff to access additional support. Governors have also taken steps to evaluate their strengths and needs as a governing body. They understand what they need to do to be fully informed about the work of the school and hold leaders to account. Governors have made a start on this work. However, their plans for refining the timetable for governor visits, defining each governor role and some governor training, have been delayed by the pandemic.
- The local authority has continued to support the school, although this work has been impacted by COVID-19 restrictions. The local authority agrees with leaders’ view of what needs to be done to improve the school further.

Evidence

This inspection was conducted remotely. We held meetings with the executive headteacher, curriculum leaders, the SENCo, the local authority link adviser and governors to discuss leaders’ actions to provide education to all children during a national lockdown.

We also looked at curriculum planning, records of meetings and examples of children’s work. There were too few responses to Ofsted’s online questionnaire, Parent View, for meaningful analysis. However, we looked at two free-text responses from parents and 14 responses to Ofsted’s staff questionnaires.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children’s services for Croydon. This letter will be published on the Ofsted website.

Yours sincerely

Bryony Freeman
Her Majesty’s Inspector