

# Inspection of an outstanding school: Clyde Nursery School

Alverton Street, Deptford, London SE8 5NH

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Inspection date:

6 December 2022

## **Outcome**

There has been no change to this school's overall judgement of outstanding as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The next inspection will therefore be a graded inspection.

## **What is it like to attend this school?**

Children enjoy coming to school. They have lots of fun learning and playing. They are safe and well cared for by staff who want the best for them. Even the very youngest children at Clyde settle quickly and happily in the calm and nurturing environment.

Staff know each child very well. Children with special educational needs and/or disabilities (SEND) are extremely well supported. As a result, these children learn successfully. Parents and carers are complimentary about the school. They said that Clyde 'has a great impact' on their children and are particularly pleased about how it develops their children's confidence.

Leaders and staff find out what children know and can do when they start school. This helps them to plan for children's individual needs and interests. Generally, staff promote children's learning well. However, some staff lack the training they need. Some do not have the skills or expertise required to make the best use of opportunities to support children's reading and mathematics development.

Staff help children to learn how to play and learn together. Children are taught how to take turns and how to be kind to each other. This helps them to make good friends. Children behave well. While bullying is not an issue, staff deal with any problems quickly and well.

## **What does the school do well and what does it need to do better?**

Leaders and staff want children to learn well at Clyde. Leaders ensure that children's needs are identified, including those with SEND. Staff provide well-thought-out support for children with SEND. All children benefit from the full range of interesting activities on offer. Two-year-old children settle into school life quickly. They have fun exploring the

activities on offer, from making pretend cakes to bandaging toy animals in the role-play hospital.

Recently, leaders have made some changes to the way in which they plan and deliver the curriculum. These changes reflect their high expectations for what children can achieve. However, these approaches are not firmly embedded. This leads to some inconsistencies in how things are done and how staff deliver the curriculum. Sometimes, this has an impact on how well children learn and build up their understanding.

Overall, staff work effectively to develop children's literacy skills. They put careful emphasis on developing children's vocabulary and encouraging children to speak in full sentences. However, sometimes interactions between children and staff do not stretch or develop children's spoken language as well as they might.

Developing children's early reading skills is a key priority for the school. There is an abundance of books available for adults to read to children and for children to take home. Leaders are committed to making sure that children develop the skills and knowledge they need for reading, including phonics. Staff take every opportunity to read with children and develop their love of books. However, some staff lack the skills and expertise needed to promote children's early reading skills. Not all teaching staff have benefited from training in developing children's early reading.

Similarly, staff provide a range of interesting activities, songs and rhymes to help children to learn about numbers and counting. However, some staff have not received training to help them deliver the early mathematics curriculum consistently well. For example, sometimes staff miss opportunities to build on what children know and can do.

The inside and outdoor learning spaces support children's development across all areas of learning. For example, children enjoy climbing and playing ball games which support their physical development. Staff develop children's creative and expressive art skills well. Children's artwork is displayed with pride throughout the school.

Staff place a great emphasis on helping children to make friends, take turns and be kind and considerate to each other. Children manage their feelings and behaviour very well. This allows learning to happen without disruptions. Children develop warm and trusting relationships with adults and friendships with each other. Snack times and lunchtimes are sociable and happy times at Clyde.

Staff are positive about working at the school. They feel well supported by leaders.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders, staff and governors put children's safety and well-being first. They make every possible effort to protect children from harm. They are proactive in working with external services to get children and families the support that they need.

Staff and governors receive up-to-date training. Staff are confident about the procedures to follow in order to raise any concerns about children in their care. Leaders carry out all necessary checks to ensure the safer recruitment of staff.

Leaders are in the process of reviewing their record-keeping systems related to safeguarding. This is because these records are not as well organised or accessible as they could be.

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

### **(Information for the school and appropriate authority)**

- Some staff lack the knowledge and expertise needed to deliver key aspects of the curriculum. Not all teaching staff have benefited from training in how to implement the curriculum, particularly in reading and mathematics. This affects how well children build up their knowledge and skills in these areas of learning. Sometimes, in their interactions with children, staff do not support the development of children's spoken language as well as they might. Leaders should ensure that staff have the training and support they need in order to deliver the curriculum consistently well.
- Leaders have made changes to the way in which children's learning is planned. These changes are new and not fully embedded. This leads to some inconsistencies in staff practice. Leaders should ensure that any changes to the curriculum are embedded. When this happens, leaders should evaluate the impact of these changes on children's learning.

## **Background**

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be outstanding in September 2013.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

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| <b>Unique reference number</b>             | 100667   |
| <b>Local authority</b>                     | Lewisham   |
| <b>Inspection number</b>                   | 10241950   |
| <b>Type of school</b>                      | Nursery  |
| <b>School category</b>                     | Community  |
| <b>Age range of pupils</b>                 | 2 to 5   |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 68   |
| <b>Appropriate authority</b>               | The governing body   |
| <b>Chair of governing body</b>             | Laura Rathbone   |
| <b>Headteacher</b>                         | Cathryn Kinsey   |
| <b>Website</b>                             | <a href="http://www.clydenurseryschool.co.uk">www.clydenurseryschool.co.uk</a> |
| <b>Date of previous inspection</b>         | 16 May 2017, under section 8 of the Education Act 2005                         |

## Information about this school

- The number of children on roll is lower than at the time of the previous inspection. The school has recently undergone significant staff restructuring.
- The school has provision for two-year-olds.
- Leaders do not make use of alternative provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, governors and other leaders.
- Inspectors carried out deep dives in these subjects: early reading, early mathematics, communication, language and literacy, and personal, social and emotional development. For each deep dive, inspectors discussed the curriculum with leaders, visited the indoor and outdoor learning spaces, spoke with practitioners, spoke to children about their learning, and looked at samples of children's achievements.

- Inspectors checked the single central record of staff suitability checks. They met with leaders responsible for safeguarding and spoke to staff about the school's safeguarding arrangements and other aspects of the school's work.
- Inspectors reviewed the responses to Ofsted Parent View, Ofsted's online survey, and the staff survey.

### **Inspection team**

Ruth Dollner, lead inspector

His Majesty's Inspector

Sarah Bailey

Ofsted Inspector

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