

INSPECTION REPORT

Chertsey Nursery School

Pycroft Road, Chertsey, Surrey

LEA area: Surrey

Unique reference number: 124911

Headteacher: Mrs Sue Chambers

Reporting inspector: Janet Sinclair
19824

Dates of inspection: 10/1/00 – 12/1/00

Inspection number: 182826

Inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary 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.

INFORMATION ABOUT THE SCHOOL

Type of school:	Nursery
School category:	Community
Age range of pupils:	3 - 5
Gender of pupils:	Mixed
School address:	Pycroft Road Chertsey Surrey
Postcode:	KT16 9ER
Telephone number:	01932 562225
Fax number:	01932 561720
Appropriate authority:	Governing Body
Name of chair of governors:	Mr B Fleet
Date of previous inspection:	June 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Susan Stock	Lay inspector		Attitudes, behaviour and personal development. Care of children. Partnership with parents.
Janet Sinclair	RgI	Language and literacy. Physical development.	Achievement. Teaching and learning. Assessment. Leadership and management
Gill Allen	Team inspector	Mathematics. Knowledge and understanding of the world. Creative development. Personal and social development	Curriculum. Staffing, accommodation and learning resources. English as an additional language.
Margaret Filley	Team inspector		Special educational needs. Unit for special educational needs. Equal opportunities

The inspection contractor was:

Quality Assurance Associates Ltd (QAA)

Herringston Barn
Herringston
Dorchester
Dorset
DT2 9PU

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	11
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	12
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	13
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	13
HOW WELL IS THE SCHOOL LED AND MANAGED?	14
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	16
PART C: SCHOOL DATA AND INDICATORS	17
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	20

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Chertsey Nursery school is located in the town of Chertsey. The Nursery comprises a main nursery and a unit for children with special educational needs. There are two classes in the main nursery with a total of sixty two children attending either part time or full time depending on their age. They can start in the nursery the term after their third birthday and generally leave the year in which they are five. The main nursery takes in a good proportion of children with special educational needs (24 per cent). The unit accommodates ten children with complex needs and communication and language difficulties, six of these children have statements of special educational need. There is a small number of children for whom English is an additional language. Children come from a wide range of backgrounds, with some from a privileged background, but overall their socio-economic circumstances are unfavourable. Some travel long distances in order to attend the school. The Local Education Authority's Nursery Screening Assessment Pilot shows current attainment on entry is in line with the County average. However, the number of children having special educational needs is higher than average.

HOW GOOD THE SCHOOL IS

The children in the main nursery make satisfactory progress and are on target to achieve the recommended learning outcomes in most areas of learning. Their attitudes to school are good and most are keen to attend. The quality of teaching in the main nursery is satisfactory. The special educational needs unit provides good quality education for the children in its care and is a strength of the school. Overall leadership and management is good and has sustained the school well in a time of high staff illness and bereavement. The school's socio-economic factors are unfavourable. However, standards of achievement and teaching quality have not been maintained since the last inspection and there are weaknesses in curriculum planning. In the main nursery provision for children with special educational needs and English as an additional language is unsatisfactory in some areas of learning. The headteacher does not have a regular teaching commitment. Taking all these factors into consideration the school provides satisfactory value for money.

What the school does well

- The special educational needs unit is a strength of the school.
- Children make good progress in the development of their personal and social skills.
- Relationships across the school are good.
- The children behave well in and around the school.
- The head teacher provides clear direction for the work of the school.

What could be improved

- The planning of the curriculum in the main nursery.
- The use of assessment to inform planning for children of differing prior attainment.
- The provision for children with special educational needs and English as an additional language in the main nursery.
- The planning for outdoor and indoor play.

The areas for improvement will form the basis of the governors' action plan

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was inspected in June 1996 and has acted satisfactorily on most of the key issues identified in the last report. There is a systematic approach to policy development and review, assessment has been rationalised so that it is consistent and the role of curriculum co-ordinators has been developed. However, standards and quality of teaching are not as high as they were in the last inspection. The school identified its own areas for improvement through its involvement in the Effective Early Learning programme and its recent and successful drive to acquire "Investors in People" status. There has been a high level of staff illness, which has been managed well. The special educational needs unit remains a strength. Overall the team judges that the school has made satisfactory improvement since the last inspection.

STANDARDS

The table summarises inspectors' judgements about the achievements of pupils in relation to the desirable learning outcomes by the time they leave the school.

Performance in:		Key
Language and literacy	C	well above average A above average B average C below average D well below average E
Mathematics	C	
Personal and social development	B	
Other areas of the curriculum	C	

Most children, except for those with special educational needs, are on target to meet the recommended learning outcomes in most areas of learning and all children are in line to exceed them in their personal and social development by the time they are of statutory school age. However, in the main nursery, their achievements in some aspects of reading, writing, physical development and knowledge and understanding of the world cannot be assured as there is insufficient planning in place to ensure appropriate coverage or the development of appropriate skills. There is insufficient focus on provision for children with special educational needs or English as an additional language in some areas of

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The children have good attitudes to school. They are keen to attend and are willing to learn.
Behaviour, in and out of classrooms	Behaviour throughout the school is good. Children are managed sensitively and respond well.
Personal development and relationships	There is a good emphasis on supporting personal development. Relationships are good throughout the school.
Attendance	Good.

The focus on personal development, both in the main nursery and in the special educational needs unit, is good.

TEACHING AND LEARNING

Teaching of pupils	Aged up to five years	Aged 5 – 7 years	Aged 7 – 11 years
Satisfactory	Satisfactory	N/A	N/A

The quality of teaching in the nursery is satisfactory overall. The teaching in the special educational needs unit is good; support staff are well deployed and all staff interact well with the children to extend their expressive language and comprehension skills. In the main nursery teaching varies between good and unsatisfactory and is hampered, to some extent, by weaknesses in curriculum planning. Support staff make an effective contribution to the children's learning and classrooms are organised well to allow independent access to activities. Indoor and outdoor play is not planned well in order to provide good quality learning experiences.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum are satisfactory, however, the current planning is insufficient to ensure appropriate coverage of all areas of learning.
Provision for pupils with special educational needs	Provision in the special educational needs unit is very good. It is unsatisfactory in the main nursery, owing to lack of sufficient support.
Provision for pupils with English as an additional language	Provision for these children is unsatisfactory. There is no funding in place to support them and limited provision for their specific needs within the curriculum.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal, moral and social development is good. Spiritual and cultural development are satisfactory. Some opportunities are taken to promote development of these areas but there is insufficient planning in place to ensure this is covered in a systematic way.
How well the school cares for its pupils	The school takes very good care of the children in the special educational needs unit. The pastoral care of the children in the main nursery is good.

The school's partnership with parents is good in the main nursery and very good in the special educational needs unit. The strength of the curricular provision is in the variety of activities on offer for the children, the weakness is the lack of systematic planning to ensure appropriate coverage in all areas of learning and continuity in children's learning. Pastoral care of the children is good but the school makes insufficient use of assessment to provide for children who learn at different rates.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The head teacher provides clear and determined leadership especially in respect of provision for the special educational needs unit. The acting deputy head teacher provides effective support. There are weaknesses in curriculum leadership.
How well the appropriate authority fulfils its responsibilities	Governors fulfil their statutory duties appropriately and have a good level of sub-committees in place to support the work of the school. They have yet to develop a rigorous approach to monitoring the work of the school to identify its strengths and weaknesses.
The school's evaluation of its performance	Satisfactory overall. Good use of Effective Early Learning programme and Investors in People to focus on areas for improvement but less emphasis on planning and assessment to raise standards.
The strategic use of resources	Satisfactory in the main nursery and good in the special educational needs unit. Good use of all support staff who make a significant contribution to the work of the school.

The head teacher provides good leadership. Her determination has ensured the success of many initiatives which have impacted well on the school's overall development. However a lack of focus on planning and assessment means that the children do not always make the progress of which they are capable. Staffing and learning resources are good. The outdoor area provides a good resource for enhancing the curriculum. The principles of best value are consistently applied.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children make good progress.• Confidence building for the children is excellent.• The SEN unit is excellent.• Behaviour is good.• Children are very keen to attend.	Nothing – school is considered excellent.

The inspection team agrees to a large extent with the parents views of this school. The children in the special educational needs unit make good progress. Confidence building for the children is good and good behaviour is encouraged. Progress in the main nursery is satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

Attainment

1. Children attend the nursery generally from the age of three years to four years and two terms. The Local Education Authority's Nursery Screening Assessment shows current attainment as average on entry. However, the main nursery has a higher than average number of children with special educational needs and the children in the unit have complex special needs.
2. The oldest children in the nursery, except those with special needs, are on target to achieve the recommended learning outcomes in most areas of learning by the time they reach statutory school age, except in some aspects of language and literacy, physical development and knowledge and understanding of the world. They are on target to exceed the recommended learning outcomes in personal and social skills. Children's attainment is not as high as it was in the last inspection and this is linked to the quality of teaching, which was good overall, in the last inspection. Also, current planning and assessment does not always focus clearly on the next steps in learning for children of differing prior attainment. There are currently two temporary teachers in the main nursery. However, they are experienced teachers and have been in place for one and two terms respectively.
3. In language and literacy, most children are on target to meet the recommended learning outcomes in speaking and listening and most aspects of reading but are unlikely to meet the recommended outcomes in writing by the time they are of statutory school age. This is due to a lack of emphasis on the development of early writing and early work on letter sounds. All children listen very well to adults and are developing good listening skills. They gradually become more confident as speakers and the oldest children answer questions in a simple, but relevant, manner using phrases and short sentences appropriately. They enjoy looking at books and the older children are beginning to make up their own stories. However, apart from recognising their own name, most have limited print or letter /sound awareness. Their writing skills are limited to tracing or the early stages of mark making, with a few of the oldest children writing their first name appropriately.
4. In mathematics most children, are on target to meet the recommended learning outcomes by the time they are of statutory school age. Older, higher attaining children count accurately to ten and sometimes to twenty. Some are beginning to recognise shapes such as circles, squares, and triangles. They make and copy their own patterns. Some use mathematical language such as "tallest" and "shortest" appropriately.
5. Owing to a lack of detailed planning for knowledge and understanding of the world coverage cannot be assured or attainment guaranteed. However, in the work seen the children were on target to meet the recommended learning outcomes by statutory school age. Children identify a number of animals from pictures and some know that hibernation means sleeping in winter. They learn what food birds will eat by making bird cake to hang outside. They learn about pets' needs when shown some of the items brought in by the nursery nurse. Children are developing appropriate skills in information technology and are learning to use the mouse and directional keys appropriately. They design and make their own pet boxes for the animals they have made and are developing an awareness of the properties of different materials. There is limited evidence of provision for the development of early geography and history skills.
6. In creative development most children are on target to meet the recommended learning outcomes by the time they are of statutory school age. In their artwork their achievements are good. They express their ideas successfully through the use of a wide range of media. They mould clay to make animals, mix paints to create new colours and use a variety of materials in their collage work. They learn nursery rhymes and sing songs appropriately. Some of the older children recognise and name musical instruments and describe the sounds they make.
7. Most children are on target to meet the recommended learning outcomes in most aspects of their physical development. Many jump, climb, run and ride tricycles with increasing confidence and competence. They demonstrate good control in handling small objects such as construction toys, pencils, and paintbrushes and collage materials. There is, however limited planning in place for the progressive development of their gross motor skills or opportunities to use their bodies imaginatively or expressively.

8. Children's achievement in some areas of learning is limited, to some extent, by the lack of detailed planning in place to ensure appropriate coverage or the progressive development of skills.

Pupils' attitudes, values and personal development

9. Attitudes, behaviour, personal development and relationships are all good. The children at the nursery are very keen to come to school as found at the last inspection. Their parents made this clear at their meeting with inspectors and during informal conversations. These young children are developing positive and constructive attitudes to their learning. They enjoy the tasks they are given to do, often working with concentration and perseverance. Only occasionally did they not listen attentively to their class teacher but, even then, with appropriate adult intervention they got on with what they had been asked to do. Many of the children work with care and take a pride in finishing their work, for example, when drawing an animal in a cage and making a collage of different materials.
10. The children behave well in all their lessons and at playtime and lunchtime. This is a direct result of the well-established school routines, which provide a secure, calm and welcoming environment to which the children have responded positively. The children are developing good social skills, which are encouraged through the emphasis on good manners and mutual respect, provided by all the adults in the school. This is particularly evident at lunchtimes when the children mix happily together and wait politely for all to be served before starting their lunch. In lessons the children work alongside each other, sharing resources and offering help to those less able than themselves. For example, when one child, of his own accord, helped another to make progress on the computer. Most children are able to select and organise their activities, often completing a task before moving on to something new.
11. The relationships in the school are good between the children and between adults and children. All the adults in the school provide good role models and have high expectations of their young pupils. The children for their part enjoy each other's company and respond well to the care given to them by all the adults in the nursery. This has resulted in the majority of the children developing the confidence to participate fully in the life of the school.
12. Attendance at the school is good. The vast majority of parents are keen that their children take part fully in the opportunities offered and as a result the vast majority of the children attend the nursery regularly.

HOW WELL ARE PUPILS TAUGHT?

13. The quality of teaching in the nursery is satisfactory overall. The teaching observed in the unit is good and occasionally very good. The support staff are well deployed, interact quietly and sensitively with the children and extend their expressive language and comprehension skills well. The atmosphere is relaxed yet purposeful with most children showing sustained attention, greater than might be expected due to their impairments, because tasks are lively, visual, focused and have a good pace. Contribution and participation is consistently celebrated.
14. The quality of teaching in the main nursery varies between unsatisfactory and good, but is satisfactory overall. It is hampered to some extent by weaknesses in curriculum planning. Some policies and guidelines lack sufficient detail to support teachers effectively in the delivery of the curriculum. In the short term planning there is insufficient focus on the development of language and literacy. Learning outcomes are not always specific or identified for many of the activities. Overall planning for mathematics is secure and mathematics is developed well across the curriculum, for example when counting the amount of grapes left at fruit time. Support staff are briefed well on the activities they have to undertake and develop children's knowledge and ideas well through tasks such as making bird cake or discussing the needs of pets. All staff have a sound knowledge of most areas of learning but there are weaknesses in their understanding of the development of early writing and phonic skills. Some effective use is made of the extensive outside environment. For example, the children look at footprints and animal prints and learn where to put their bird cake to attract the birds. However overall, the grounds are not used well by teachers in the main nursery to provide good quality learning and much of the time spent outside is not planned well. Classrooms are organised well to allow easy and independent access to a variety of activities, including a good range of construction and creative materials. The computers are used well and children are supervised effectively by adults. Staff provide many opportunities for the development of personal skills through

activities such as giving out the fruit during snack times, tidying up at the end of sessions or independently accessing and using resources.

15. Relationships are good and help to promote good behaviour. Staff create a caring, supportive environment in which children feel secure. However, in the main nursery assessment is not used well to target groups or individuals of differing ability and expectations are not always high enough as a result. Little diagnostic assessment is undertaken in order to plan the next steps in children's learning. Progress is mainly monitored against the outcomes itemised in the pupil profiles. Summative assessments on work in the classroom are generally directed at these statements. No extra support is provided for children in the nursery school who have English as an additional language. There is no evidence that teachers provide planned opportunities for these children to participate in activities designed to develop specific vocabulary or confidence in speaking. Teachers seem unaware of the need to match learning outcomes carefully to these children's needs. There is no evidence that visual aids or three-dimensional objects are used to support understanding.
16. Overall, the children's achievement is satisfactory in the main nursery and good in the special educational needs unit. Some higher attainers, children who have English as an additional language and special educational needs make insufficient progress due to lack of specific provision or support staff in the main nursery. In the main nursery they develop their knowledge and skills satisfactorily across most of the areas of learning through the activities provided and their sustained interest in them. They respond creatively to many of the activities on offer, for example when making clay animals or painting, and are generally productive. They sustain concentration well particularly in activities where there is a good level of adult involvement. Involvement is less well maintained where the level of adult interaction is much less.
17. The special educational needs co-ordinator monitors progress of all children with special educational needs and, where possible offers opportunity for intensive teaching and learning. Targets in individual education plans are in some instances unfocused. They do not identify the smaller achievable steps in children's learning. The monitoring of targets in the mainstream nursery is not consistent.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

18. The nursery school provides a satisfactory, and sometimes good range and quality of activities to cover all the specified areas of learning but does not make specific provision for children with special education needs or for children with English as an additional language. This is deterioration since the last inspection when the provision for these children was good and there was a good level of support in place for them. Older children attend in the morning together with the full time children. A less focussed curriculum is provided in the afternoon for the younger, newer children. Planning is a weakness in the curriculum, as it is not sufficiently focussed to assure coverage or continuity in children's learning. Teachers provide effectively for the development of speaking, listening and numeracy skills and give appropriate opportunities for children to write but the development of writing skills is under emphasised. There are good links with other agencies such as speech therapy, social services and Homestart. These links provide good opportunities for liaison with support groups to identify children with special educational needs.
19. The school has an equal opportunities policy but does not successfully provide equal access for children for whom English is an additional language or children with special educational needs in the main nursery. The nursery has an induction programme for children who are moving on to their infant feeder schools. They have the opportunity to make visits and school staff visit the nursery.
20. The provision for moral and social development is good. The good relationships between staff and children help to promote a caring ethos in the school. Children are encouraged to take responsibility and develop respect for others. There is an emphasis on personal and social development and positive attitudes to learning. Children's behaviour is good. The school's behaviour policy has been reviewed since the last inspection and class rules that have been negotiated with the children are displayed in the classrooms. Staff are particularly sensitive to children's needs and handle areas of possible conflict with great care. Children are developing an understanding of right and wrong.
21. The provision for spiritual and cultural development is satisfactory overall but is not planned into the everyday activities in the nursery and there is no policy for these areas. This is a similar finding to the last inspection. Although the school has provided many resources there is still limited evidence of other cultures being promoted, although children do celebrate special events in other cultures and a parent has come in to talk about Diwali. The school has planned visits. Last term the children went to the pantomime and this

term a visit is planned to Thorpe farm.

22. There is limited evidence of opportunities being provided to develop spiritual awareness. However teachers do take the opportunity when the occasion arises to promote awe and wonder or to celebrate occasions special to children. Children show a care for living things and respect the environment around them. They were interested, excited and enthusiastically asking questions when a parent came into school with gerbils. Children are encouraged to respect each other.
23. There are planned opportunities for social and moral education for children in the Unit. It is a strong feature of provision that social and play opportunities positively encourages interaction with all staff. This is very good practice.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

24. The school takes good care of its pupils. Procedures for child protection and children's welfare are good. Care of the children in the nursery is a prime consideration of all the adults in the school. The head teacher is very aware that in order for the children to take full advantage of their time in school they must feel secure and well cared for. The good relationships, which exist between the children and all the adults in the school help to create that sense of security. All the adults in the school are trained well and are clear about the procedures and guidelines for child protection and first aid. The school is keen to ensure that the children and their families are supported well by outside agencies if the need arises. It works closely with such organisations as 'Home Start', a family support charity which is housed in the school to offer appropriate guidance. The parents' views that the school cares very well for their children were corroborated by the inspection in most areas and this finding is similar to that of the last inspection.
25. The school is a calm and friendly place, which encourages the children to behave well. The consistent approach by all the staff using a firm but kindly approach to discipline contributes to the happy atmosphere. Despite the preponderance of boys to girls there is a good social mix in lessons and at playtimes, which is a direct result of the school's approach to promoting mutual respect and good manners.
26. The head teacher has overall responsibility for promoting and monitoring the children's attendance. The school follows up reasons for absence promptly. The head teacher is keen to ensure that parents are aware of the need for their children to attend regularly to make the most of their time at the nursery and to develop positive attitudes to their schooling.
27. The school contributes well to the personal development of the children through encouraging their social skills, for example, at lunchtime with the emphasis on good manners. In lessons the children are encouraged to develop independence through choosing tasks and organising resources. The school emphasises the importance of healthy eating and children share pieces of fruit daily, which also contributes to their understanding of taking turns and helping each other.
28. The school carries out the Local Education Authority's Nursery Screening assessments annually and uses the information effectively to identify children with special educational needs. Through their weekly planning teachers identify focussed activities some of which are used to assess the children's level of achievement. This information is recorded in individual pupil profiles. The profiles contain brief statements on the areas of learning and include photographic evidence of children's achievement. The profiles are shared regularly with parents giving them some insight to the progress their children are making.
29. In the weekly planning teachers identify support and extension activities for groups and individuals. However, there was very little evidence of this in practice during the inspection and no evidence of it being recorded in any way. There are few other on-going assessments of the children in the main nursery undertaken in order to assess the smaller steps made in children's learning or to analyse difficulties children encounter.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

30. Overall the school's partnership with parents is good and parents consider the school to be very good. The parents are very enthusiastic about the nursery and give it their unqualified support as they did in the last inspection. They are very happy that their children are attending the school, which they believe to be

‘stimulating and thoughtful’.

31. The school is welcoming to parents and encourages them to come into school to settle their children and when they collect them at the end of each session. The head teacher and other staff are always available to talk to and offer support and guidance to parents, which they perceive as an important part of their work. The home-school agreement highlights the need for a mutually supportive relationship between the school and the children’s parents or carers.
32. Parents receive frequent information about the life of the school through newsletters. The school prospectus is regularly updated, well presented and easy to read. The school makes positive efforts to involve the parents in its work, for example by asking for their views and suggestions for inclusion in the School Development Plan. The school provides useful guidelines to help parents support their children at home with reading and mathematics. The home library is a good resource and encourages parents to share books with their children, although it needs to be more actively promoted. The children’s profiles, which are of good quality and celebrate their achievements, are sent to parents twice a year for their comments and as a source of information as there are no formal meetings. Parents have access to the profiles at all times. Curriculum information is displayed in the school but it is not readily available to parents who are unable to visit the school regularly.
33. Parents through donations and special fund raising activities support the school. There are no parents helping in the nursery at the moment as new children are settling in.. The ‘open door’ policy of the school and the emphasis by the school on being a caring friend towards the children’s families builds good links with parents and carers. However involvement in the children’s learning is less effective. The school needs to develop this side of its work through developing initiatives already in place such as the home library.
34. Parental partnership is a very strong feature of the Unit and is good for all children with special educational needs. There is an excellent, informative brochure for parents of children in the unit and they are offered a termly meeting to contribute to learning targets. Parents’ attendance at the annual reviews is consistently high. There is a designated governor for special educational needs who currently has limited involvement in this area. There was no statement on special educational needs provision in the annual governors’ report to parents.

HOW WELL IS THE SCHOOL LED AND MANAGED?

Leadership and management

35. Overall the leadership and management of the headteacher is good. The majority of issues raised in the last inspection have been dealt with satisfactorily through the school’s subsequent action plan. There is now a systematic approach to policy review, curriculum monitoring has been developed and summative assessment is consistent across the areas of learning. Less progress has been made in addressing the issue of cultural diversity or ensuring assessment informs planning. The head teacher does not have a regular teaching commitment. She provides a clear determined direction for the work of the school and her enthusiasm and energy has ensured the provision of additional resources such as the extremely useful sensory room in the Unit. This was also noted in the last inspection. Her commitment to teamwork is obvious in the work she has undertaken to gain “Investors in People” status for the school. She has promoted staff development and, in particular, training of support staff through the National Vocational Qualification process in a bid to increase staff expertise. The special educational needs unit, for which she has worked so hard, is a strength of the school. She has guided the school carefully during a time of high staff turnover and illness, maintaining a calm and purposeful working environment. She has given clearly delegated responsibilities to staff such as the special educational needs co-ordinator and the acting deputy headteacher . However, she has placed insufficient emphasis on developing a structured curriculum to support the achievement of high standards and good teaching. This is a particular issue as there are currently temporary teachers in place who, although they work hard and are well motivated, are inadequately supported in delivering the curriculum. The authority no longer provides support for children with special educational needs and this is an issue. However, the school itself has taken few steps to give these children additional support within their classrooms in order to cater for their identified needs.
36. The headteacher has carried out effective monitoring of the teaching of permanent staff, through a process of classroom observations, but has not monitored the temporary teachers currently in post. She is effectively monitoring the work of support staff as part of their Non Vocational Qualification assessment.

37. The special educational needs co-ordinator's role is clearly defined and she carries out her duties well, with reference to the special educational needs unit. Support and monitoring of children in the mainstream nursery has yet to be developed. The acting deputy headteacher effectively deputises for the headteacher in her absence.
38. There is a detailed, well-costed school development plan in place to guide school developments. However it has a large number of targets in place and a limited focus on curriculum developments specifically aimed at improving the quality of teaching and learning, except in a general way.
39. The governing body fulfils its statutory duties satisfactorily and has a number of sub-committees in place to support the work of the school. They are appropriately involved in the school's development planning. The newly appointed chair of governors is keen and knowledgeable. However, all governors have as yet to develop a rigorous approach to evaluating the school's work in terms of its strengths and weaknesses.
40. Administration of the school's finances by the administrative officer is excellent. The school's day-to-day running is smooth. The school makes good use of local education authority funding, and its own very good fund raising activities, to improve the fabric of the building and provide additional areas such as the multi-sensory and speech therapy rooms. Good use is made of a nucleus of contractors who undertake work for the school at reduced prices and a number of quotations are always sought for any major work. Principles of best value are consistently applied. However, insufficient attention has been given to the school's role in providing appropriately for children with special educational needs and English as an additional language. The school makes very effective use of information technology.
41. Staffing levels are appropriate for the number of children attending the nursery and the unit. Teachers are appropriately qualified and additional training has been given to co-ordinators where necessary.
42. An effective appraisal process is in place and currently undertaken by the headteacher who actively promotes staff development. There is a staff training policy and staff development is identified through the appraisal process, the school development plan or by personal request. Staff have recently undertaken information technology training. All staff, including special educational needs staff and administrative staff, are offered and receive relevant training. There have been many staff changes but despite these the current staff are committed to providing a caring environment for the children in the nursery. Staff relationships are very supportive.
43. The Investors in People award, which the school has just achieved, has had a considerable impact on the staff. Improved communication and consultation with all staff members has resulted in increased commitment of staff. The training of the headteacher to assess students for the National Vocational Qualification has allowed them to train in the school and so provides extra support for the children.
44. Accommodation is in an attractive Grade 2 listed Queen Anne building with extensive grounds. There are therefore limited options for adapting the building and its interior. Space has been used very well to accommodate two classrooms, a welcoming entrance/reception area and office and storage areas on the ground floor. The headteacher has had the vision to make purposeful conversions, which have enhanced the facilities of the nursery. For example, the caretaker's flat has been converted into meeting rooms, one of which is rented out to Homestart Runnymede. The garage has been converted into the Sunshine room, which is used for unit and nursery integrated lunchtimes. A portacabin in the extensive grounds houses the special educational needs unit. This has just had a multi-sensory room added.
45. The school is well resourced with a good range of equipment and materials to support the curriculum and learning needs of the children. Classroom resources are clearly labelled and accessible to children and staff. Resources for music, science, mathematics and technology have clearly identified areas for storage where staff can select appropriate materials and equipment for a variety of topics and activities. Design technology tools are safely stored outside the reach of children. All are kept in good condition. A library area allows children to borrow books. There is a good range of books available in classrooms, though a lack of sufficient books about other cultures. The extensive grounds are laid out very creatively and provide a valuable learning resource for the curriculum.
46. Resources and staff are used well to support children in the Unit. The nursery nurse and support staff are well informed, fully involved in planning and contribute significantly to the considerable progress of the

children. They are highly skilled and keen to extend their personal and professional development to support the commitment of the Nursery to special educational needs.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In the main nursery:

- Improve curriculum planning at all levels, but particularly for language and literacy and physical development and to ensure coverage of all aspects of knowledge and understanding of the world.

Paragraphs: 2,5,8,14,18,38,54,62,66,72

- Use assessment to inform planning in order to target work more appropriately at children's needs.

Paragraphs: 2,15,29,53

- Ensure children with special educational needs and English as an additional language are appropriately catered for in terms of educational need.

Paragraphs: 15,16,18,19,35

- Use the time given to indoor and outdoor play more effectively to support the children's learning across the curriculum, with particular emphasis on the progressive development of physical skills.

Paragraphs: 7.14,15,71,72

Minor weaknesses are listed in paragraphs 21,22 and 29. The school may wish to consider these in their action plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	26
Number of discussions with staff, governors, other adults and pupils	17

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4	35	52	9	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll

	No of pupils
Number of pupils on the school's roll	72
Number of full-time pupils eligible for free school meals	10

FTE means full-time equivalent.

Special educational needs

	Nursery	Year 1 – 6
Number of pupils with statements of special educational needs	6	N/A
Number of pupils on the school's special educational needs register	25	N/A

English as an additional language

	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	N/A
Pupils who left the school other than at the usual time of leaving	N/A

Attendance

Authorised absence

	%
School data	N/A

Unauthorised absence

	%
School data	N/A

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	N/A
Black – African heritage	“
Black – other	“
Indian	“
Pakistani	“
Bangladeshi	“
Chinese	“
White	“
Any other minority ethnic group	N/A

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: Nursery

Total number of qualified teachers (FTE)	4.3
Number of pupils per qualified teacher	20
Average class size	17

Education support staff: Nursery

Total number of education support staff	6
Total aggregate hours worked per week	170

FTE means full-time equivalent.

Financial information

Financial year	98/99
----------------	-------

	£
Total income	188480
Total expenditure	185235
Expenditure per pupil	3705
Balance brought forward from previous year	4302
Balance carried forward to next year	7547

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	100
Number of questionnaires returned	57

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	95	5	0	0	0
My child is making good progress in school.	82	14	0	2	2
Behaviour in the school is good.	77	19	0	0	4
My child gets the right amount of work to do at home.	19	30	2	4	46
The teaching is good.	86	12	2	0	0
I am kept well informed about how my child is getting on.	74	16	5	2	4
I would feel comfortable about approaching the school with questions or a problem.	82	12	4	0	2
The school expects my child to work hard and achieve his or her best.	60	30	4	0	7
The school works closely with parents.	63	26	4	0	5
The school is well led and managed.	93	7	0	0	0
The school is helping my child become mature and responsible.	77	14	2	0	7
The school provides an interesting range of activities outside lessons.	60	21	2	0	8

Summary of parents' and carers' responses

The school is good and the special educational needs unit is very good

Other issues raised by parents

None

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

Personal and Social Development

47. Children's personal and social development is good. Many, including those with special educational needs, are on target to exceed the recommended outcomes for this area on entry to statutory education at age five. There are good relationships between staff and children. Children respond well to instructions and the older children understand the class routines while the younger, newer ones are making good progress in this area. Children have a positive attitude to school, are confident and developing independence. The majority of children listen attentively and show increasing levels of concentration and perseverance with activities. This was evident watching two children make their flying fish. Some work co-operatively, as seen when a four-year-old was supporting and helping a three-year-old on the computer. They sometimes open doors for each other. They share the items of food with each other in the home corner and take turns to give out fruit before they go outdoor to play.
48. Children treat equipment, books and materials with respect and sensibly tidy up after activities. They are developing an understanding of health and hygiene with the distribution of fruit and the lunchtime toilet and hand washing routines. They sit quietly to receive their fruit and say please and thank you. A real strength of the school is the integration of special educational needs unit children with the nursery children. This occurs during indoor and outdoor play, at lunchtimes and at some times during the day. Unit children visit the nursery to take part in activities and nursery children visit the unit. At lunch times the children completely integrate to eat their meal. There is a family atmosphere at these times with a member of staff at each table serving the food and encouraging children to eat sensibly and to wait for each other. At play time a nursery child shared her crayons with a child from the unit and a unit child proudly shared her wax drawing with those around her.
49. Children's behaviour is good. A behaviour policy has been reviewed since the last inspection and class rules, which have been negotiated with the children, are displayed in the classrooms. Teaching in this area is good. Staff are particularly sensitive to children's needs and handle areas of possible conflict with great care. They ensure that there are many opportunities to develop independence and take on responsibility. They are not well supported by planning to develop this area. Children are developing an understanding of right and wrong.

Language and Literacy

50. Children in the nursery make satisfactory progress in developing their speaking and listening skills and in many aspects of their reading. They make limited progress in developing their writing skills. Most children, are on target to achieve the recommended learning outcomes in speaking and listening but are less likely to achieve the recommended learning outcomes in some aspects of reading and writing due to the limited emphasis the nursery places on developing an understanding of the sounds that letters make or writing skills at a level appropriate to their age and stage of development. This is deterioration since the last inspection when attainment exceeded expectations. However, there have been staffing changes since the last inspection and planning lacks sufficient guidance on the appropriate development of skills, which would support new staff.
51. Most older children listen attentively during story sessions and are keen to join in with repeated parts to stories. For example, when listening to the story of the "Three Little Wolves" they enjoy repeating "I'll huff and I'll puff and I'll blow your house down". They show by their responses that they understand the story and are beginning to appreciate some of the feelings of the characters involved. They are successfully extending their vocabulary through the current topic on animals. They name a number of animals correctly and some are beginning to recognise the difference between wild animals and pets.
52. When using clay to make small animals they enjoy discussing what they are doing with the nursery nurse and listen attentively when she shows them a variety of articles for pet health and well being. However, there are insufficient opportunities for children to speak in small groups or to develop their speaking skills in a structured way.

53. The children enjoy looking at books and there are appropriate areas set up within the classroom to enable them to do so. Most younger children know how to turn the pages correctly and know that when they get to the back of the book they have reached the end. A few older children attempt to make up stories from the illustrations in the books. Only a very few have any understanding of the sounds letters make. Most children learn to recognise their own name by collecting their name card at the start of each morning. They enjoy books such as “We Are Going On A Bear Hunt” and are keen to retell the story in their own words. They handle books confidently and are willing to share them with adults and each other. However, there are limited opportunities for them to develop beyond this in a structured way, as there are few focussed learning activities within a week and limited diagnostic assessment to focus on the next steps in their learning.
54. Many children are confident to make marks to represent their writing. They scribble write or use a combination of squiggles and circles. They are keen to write on their envelopes and will readily write when asked. Many use these early writing skills confidently in their role-play or writing areas. Some older children attempt to write their names and practise this through tracing or copying activities. However, children make limited progress in developing their writing skills from the early stages of mark making and remain at an early stage in their development. This is due to some extent to a lack of understanding of how to develop learning in a systematic, structured way or clear guidelines on how to develop it.
55. The children have good attitudes to learning in this area. They concentrate well at story times and the older children make appropriate comments. The younger children attempt the rhymes and actions of simple nursery rhymes and the older children are confident and keen to repeat new rhymes.
56. The quality of teaching is satisfactory overall in the main nursery but is constrained by weaknesses in planning. Teachers place a good emphasis on creating a caring supportive environment in which children are encouraged to develop speaking and listening skills. Appropriate provision is made for writing activities through the range of writing materials always available and novel role-play features, such as writing letters to Father Christmas. Some staff use questioning effectively to enrich children’s vocabulary and develop their thinking. However, there is occasionally insufficient time given for children to make a response and this inhibits the development of their speaking skills. All staff manage pupils in a sensitive and thoughtful manner and achieve good levels of discipline. This area is well resourced, though some of the books in the resources room are in poor condition. There is a good, helpful booklet to guide parents when reading with their children but only a few parents regularly take books from school to read with their children.

Mathematical Development

57. Children make satisfactory progress in mathematics but lack of extra support for special educational needs children in the class restricts their achievement. Reductions in staffing in the special educational needs unit means that support previously given to special educational needs children in the nursery by unit staff is only occasionally available. Except for special educational needs children, most children are on target to meet the recommended learning outcomes by statutory school age.
58. All children have a positive attitude to learning mathematics. Younger children are able to count and identify the numbers one to three and some can count to five. The washing line of numbers one to five is a useful practical support for identifying and sequencing numbers. However children with special educational needs need extra support to help them to achieve these targets. Older children are also starting to understand the concept of taking away. When singing about three monkeys swinging on the tree they could say how many were left when one fell off. When only three or four grapes were remaining at fruit time, children could see and say how many were left as each child took one to eat. Some older children are able to recognise, count and write independently numbers one to 10. One child while connecting links to a chain successfully counted from one to twenty. Children are given the opportunity to practise counting from one to twenty when they count the number present in the class each day.
59. Children in the special educational needs unit practise matching one to one and counting one to three using the computer. Some of the oldest children copy and make their own patterns. They are developing their knowledge of simple two-dimensional shapes and name and draw round circles, squares and triangles. Some are able to use a ruler to draw a straight line and sort using two attributes. Mathematical language is developed appropriately and children identify the tallest and shortest bottle in the water tray.

60. Teaching in mathematics is satisfactory or better and all staff encourage children to count and use mathematical skills across curriculum areas and in play. Artwork using circle and square shapes for potato printing reinforces knowledge of shape. There is limited evidence of challenging work for higher achievers. However some children experience large numbers in a fun way. Large plastic bottles were each filled by parents and children with one hundred small items such as pasta, crayons polystyrene balls. Twenty of these bottles totalled two thousand items. This was linked to the start of the year 2000. Mathematical activities have a clear, planned learning outcome and are adult directed except during unstructured play
61. A sound mathematics policy to support the teachers' planning has been put in place since the last inspection. Photographic evidence in pupils' profiles illustrates the range of mathematical activities children experience. Assessment takes place as children work on the activity and by observation at other times. The results are recorded on a checklist, which contributes to pupil profiles. These provide a good record of pupils' achievement and progress. This area of learning is resourced well with mathematical equipment labelled clearly and accessible to children and staff.

Knowledge and Understanding

62. Children are developing an increasing knowledge of the world around them. Activities in design technology, information technology and science are clearly identified. Geography and history are not as clearly defined. Owing to lack of detailed planning in this area coverage cannot be assured or attainment guaranteed. However, in the work seen, children are on line to meet the recommended learning outcomes in this area of learning. The topic on animals is extending their knowledge of animal homes, animals in winter and pets. The oldest children can identify animals from pictures and tell where some animals go in winter. Some understand that when animals hibernate, they go to sleep for the winter and wake up in the spring. Children are learning about the prints animals and birds leave and are making bird prints in art activities. Children enjoyed following footprints laid out in the grounds. Exploration of wet and dry sand with different tools, animals and vehicles help children to understand their different properties. Children use a toy camera to take photographs of each other and staff. They understand they have to point the camera and press a button when taking the photograph and smile when being photographed.
63. The children's design and technology skills are good. Teachers allow the children to practise and experiment independently and offer support when it is needed. Children select from a range of materials, cut, and paste and glue objects in place. Children have opportunities to plan and construct their own designs of pet boxes. They choose the materials to make their own three dimensional animals to go inside the box and paint them. Children use the computer confidently, older children move the mouse and use directional keys while younger children and children with special educational needs do this with support.
64. Children were interested and enthusiastic when making bird cake to hang outside to feed the birds in winter. They learnt what food birds eat and where to hang it for them to find it. They watched while lard was dissolved and understood it would set when it cooled in the bird food containers. Appropriate questioning by the nursery nurse and clear explanations of the process helped pupils' understanding. Some opportunities are provided for them to observe and become aware of different weather conditions.
65. Teaching in this area of learning is satisfactory, although some opportunities to question children and elicit responses are missed. Learning takes place more often when adults ask questions to focus pupils' attention and allow them to think about what they are doing. Not enough time is always given for children to respond to a question or to offer a response during discussion. Sound policies are in place for art, design technology, information technology and science to support teachers' planning. Checklists are in pupils' profiles for teachers to observe and assess children's skills in these areas. Together with photographic evidence they provide a good record of achievements. Policies for geography and history are not yet in place. A wide range of resources is available for both children and staff. The grounds of the school provide a rich resource for this area of learning but planning does not indicate that it is used extensively.

Creative Development

66. Children experience a wide range of activities in art, music and role-play. The majority are on target to achieve the recommended learning outcomes in this area of learning. They make satisfactory progress in musical skills, learn rhymes and songs, participating enthusiastically. Some four-year-old children develop a sense of rhythm when clapping and some older children can name some musical instruments and describe

the sounds they make. Lack of detailed planning makes it difficult to assess the development of children's skills in music. Children in the special educational needs unit are able to sustain attention and enjoy joining in with the singing group

67. Achievements are good in artwork. As found at the last inspection children are given the opportunity to express their ideas through a wide range of different media, in a variety of forms. Teachers support children's learning by appropriate questioning and allowing them choices to develop independence. Children demonstrate fine motor skills when placing matchsticks on paper to make birdprints. They develop their manipulative skills while moulding clay to make mice and adding string and buttons for tails and eyes. Children acquire increasing understanding of mixing paints to make new colours. Some younger children identify blue and yellow and know that blue and yellow make green. It is difficult to assess progress in this area as much of the artwork is undated.
68. A home corner, pet shop, animal den and telephone booth provide opportunities for children to develop their role-play skills. One three year old enjoyed 'phoning' his mother to tell her what he was doing at school. Children enjoy trying on different hats during outdoor play; many were policeman, firemen and cowboys. Taped sounds of raindrops stimulate children's imagination and encourage them to express their ideas in movement. However, imaginative role-play skills are insufficiently developed in some areas and there is limited evidence of adult interaction with children to develop appropriate language skills in this area.
69. Teaching is satisfactory with nursery nurses making a significant contribution to the acquisition of skills by the children. The planning for art is clear and based on a sound policy. However, learning outcomes are not clearly identified for this area in planning as the activities are linked mainly to the topic. A music policy indicates aspects covered but is not incorporated into planning in a structured form. The school is resourced well for art and music activities.

Physical Development

70. Most children, including those with special educational needs, are on target to meet the recommended learning outcomes in most aspects of this area of learning. Children make good progress in developing their manipulative skills but development of gross motor skills is not provided for in a structured way and there is no planned provision to develop children's expressive movement. Children across the school climb, jump, ride tricycles and negotiate climbing frames within the extensive grounds of the school and progressively become more competent. Many pedal and steer accurately, negotiating their way around each other carefully. Some throw and catch balls appropriately and climb along narrow benches. They imprint play-dough to create shapes and many mould it carefully to make cakes for the baker to sell. They cut, glue and stick materials with a good level of accuracy and their manipulative skills are developing well. They use paintbrushes with increasing accuracy and handle a wide range of small toys and construction materials appropriately. Some children very carefully laid out wooden blocks in order to make a castle, which they proudly showed, to their class teacher.
71. They are developing sound control of the mouse when using the computer. Children show good levels of stamina in their outdoor play. They run in lines around the box hedge or enjoy running wider afield. They show an appropriate level of skill in controlling a variety of vehicles and outdoor climbing apparatus. The children enjoy physical activity but sessions of forty-five minutes for each outdoor play (or indoor if they choose) is overlong and many become bored and move around aimlessly. There is limited evidence of children being given opportunities to move imaginatively or expressively.
72. The teaching of out door physical activity in the main nursery is unsatisfactory. Teaching and support staff assume a mainly supervisory role and there are few structured activities aimed at developing physical skills or safe use of apparatus which is a weakness. There are no opportunities indoors to be physically active. Forty five minutes is allocated to outdoor or indoor play in the morning and thirty minutes each afternoon. During the inspection this time was not used well to provide a good balance of child initiated and adult directed activities. Staff from the special educational needs unit provide a variety of activities and intervene well to support the teaching of the children in their care. Teachers provide an appropriate and sometimes good range of activities to develop the children's manipulative skills and children make good progress. There is a brief policy but no detailed planning in place for physical education to guide teachers in developing skills and competencies in a systematic and progressive manner. There is no evidence of

different activities being provided for different age groups or for children with differing physical ability. The storage of some of the outdoor equipment is unsatisfactory.