

INSPECTION REPORT

East Prescot Road Nursery School

Liverpool

LEA area: Liverpool

Unique reference number: 104504

Headteacher: Mrs L Boyd

Reporting inspector: Ms Patricia McNamara
17226

Dates of inspection: 7 March 2000

Inspection number: 190327

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 to 4 years
Gender of pupils:	Mixed
School address:	86 East Prescot Road Liverpool
Postcode:	L14 1PW
Telephone number:	0151 228 4672
Appropriate authority:	Liverpool LEA
Name of chair of governors:	Barbara Cain
Date of previous inspection:	20 November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Trish McNamara	Registered inspector
David Blanchflower	Lay inspector

The inspection contractor was:

Staffordshire and Midlands Consortium

Mr I H Jones
Kingston Centre
Fairway
Stafford
ST16 3TW

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 - 11
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	
WHAT THE SCHOOL DOES WELL	11 - 14
<ul style="list-style-type: none">• Children make good progress and exceed standards expected for their age in most aspects of their learning, and make very good progress in language and literacy skills and in their social, personal and emotional development.• Overall teaching is very good.• The school is very well led by the headteacher.• Pupils have a very positive attitude to learning. They enjoy what they do and their behaviour is excellent.• The curriculum provided is very effective. It is varied and exciting and it enhances and supports learning.	
WHAT COULD BE IMPROVED	14 - 15
<ul style="list-style-type: none">• Continue developing information technology, identified within the school development plan, to effectively extend childrens' skills and learning opportunities and increase staff expertise.	
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	15
PART C: SCHOOL DATA AND INDICATORS	16 - 17

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

East Prescott Road Nursery School is a local education authority nursery for pupils aged 3 and 4 years old. The majority of children attending the nursery travel from the surrounding areas of West Derby, Croxteth Park and Childwall. The school is able to admit 112 children on a part-time basis and currently has 109 children attending. Children attend on a daily basis for either the mornings or afternoons. The school admits children in September and January. Children spend between two terms to a possible two years in the nursery. The majority of children who attend the school are white. There are two children for whom English is an additional language. Only a small proportion of children have identified special educational needs. There is currently one pupil with a statement for special educational needs. Whilst the attainment level on entry to the nursery reflects the broad range of abilities, attainment for a significant number of children is above average.

HOW GOOD THE SCHOOL IS

This is a very good school with some outstanding features. The majority of children make significant progress in most aspects of the curriculum provided, but in particular in language and literacy skills and in their social, personal and emotional development. This can be attributed to the high levels of very good teaching, effective management and the strong sense of teamwork displayed by all members of staff. The school is very well led and provides an excellent basis for children's future learning. The strong partnership between parents, governors and the staff is a significant feature of the overall effectiveness of the school. What the school does well far outweighs the areas for improvement, which are clearly highlighted within the school's development plan. This plan forms an effective basis for future developments in the school.

What the school does well

- Children make good progress and exceed standards expected for their age in most aspects of their learning, and make very good progress in language and literacy skills and in their social, personal and emotional development.
- Overall teaching is very good.
- The school is very well led by the headteacher.
- Pupils have a very positive attitude to learning. They enjoy what they do and their behaviour is excellent.
- The curriculum provided is very effective. It is varied and exciting and it enhances and supports learning.

What could be improved

- Continue developing information technology, identified within the school development plan, to effectively extend childrens' skills and learning opportunities and increase staff expertise.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has addressed the issues raised following the last inspection in November 1996 well. It has increased the level of very good teaching and effectively maintained the high standards achieved by many of the children. The school has developed a comprehensive programme for physical development in the outdoor area. It has also enhanced the external environment through the development of the grounds. Comprehensive curriculum policies are in place to support learning in all areas of learning for the under fives. They underpin the headteacher's curriculum vision of setting high expectations for both staff and children and educating the whole child through a structured play approach within a lively, stimulating environment. The development of information technology, whilst at an early stage, is beginning to impact on children's learning and staff expertise. The school has established a system of self-review to monitor its progress and has clearly identified appropriate areas for future development.

STANDARDS

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

Performance in:		<i>Key</i>	
language and literacy	A	well above average	A
mathematics	B	above average	B
personal and social development	A	average	C
other areas of the curriculum	B	below average	D
		well below average	E

The majority of children make good progress overall in most aspects of learning for children under five and very good progress in literacy and language. Standards are above average overall and well above average in some aspects of learning. Most achieve well beyond what is normally expected for their age in early language and literacy skills. They are able to understand and use a wide range of vocabulary, and use talk to organise and clarify their thinking and ideas. They listen with enjoyment to stories, songs and rhymes, and confidently join in. They attempt writing for various purposes in a range of play settings and show very good progress in writing their own names. The majority of children make very good progress in their personal, social and emotional development. They are able to sustain interest in activities, show an awareness of their own needs and those of others and select and use activities and resources independently. They take on responsibilities well, for example, in using the internal phones to tell staff that story time is finished and when showing the youngest children where resources are kept. Many children are able to count the number of children present, recognise shapes and use heavier and lighter when using a balance to weigh objects. Standards in physical development undertaken outdoors have improved since the previous inspection. Children competently undertake a range of physical activities both in free play and in guided activities. Children attain average standards in information technology.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The children have a very positive attitude to learning. They are keen to get into the classrooms when they first arrive from home and interact very well with adults and each other. They show great enthusiasm and enjoyment in all the tasks they undertake.
Behaviour, in and out of classrooms	Behaviour is excellent and is a particular strength of the school. Children co-operate well with each other and show respect for each other's feelings. They respond very well when encouraged to take responsibility for their own behaviour.
Personal development and relationships	Personal development is very good. A wide range of opportunities are provided to develop children's self-esteem and encourage independence in their choice of activity or task. Children work co-operatively in groups and take turns when playing games. They share toys and equipment well. They take on responsibilities willingly, helping each other and putting equipment away.
Attendance	Attendance is good and children enjoy coming to school.

Children's very positive attitudes to learning and their excellent behaviour contribute significantly to the continuing success of the school. The very positive relationships between the staff and children further enhance their learning and ensure that children develop high levels of self-esteem. These continue to be strengths of the school. Children enjoy the wide range of activities provided for them and rise enthusiastically to the significant challenges set. They are confident, within the secure environment provided, to attempt new tasks and to share their thoughts and ideas with others.

TEACHING AND LEARNING

Teaching of pupils:	
Lessons seen overall	Very good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The teaching seen was never less than good. The majority of teaching is very good and is a strength of the school. The teaching of language and literacy is particularly effective. The quality of teaching is consistently effective across both classes. Very comprehensive planning and detailed assessments are used well to meet the needs of all the children. Teachers demonstrate very good knowledge of the curriculum for nursery children. Effective partnerships have been established between teachers, the NNEBs and additional support staff. These contribute significantly to both the overall qualities of the teaching and the standards achieved by the children. High standards of behaviour are required and appropriate support is

given to enable children to achieve this. Challenging but appropriate tasks are set within an exciting, structured play approach. All staff in the nursery meet the needs of individual children very well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and varied and caters very well for the differing ages and stages of development of the children. The well-planned and clear focus on structured play provides a challenging, stimulating and appropriate basis on which to develop all the areas of learning for children under five. The curriculum is planned well to ensure that there is equality of access and opportunity for all children. A range of opportunities are provided for children to experience information technology but these need to be expanded further.
Provision for pupils with special educational needs	Children with specific needs are supported well through careful planning and effective teaching.
Provision for pupils with English as an additional language	Children for whom English is an additional language are also supported well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is very good. A clear code of behaviour and positive role models by staff enable pupils to develop a firm understanding of what is right and to take responsibility for their own behaviour. Children are given opportunities to reflect on their own experiences and those of others. Cultural development is enhanced through the celebration of a diverse range of festivals both Christian and non-Christian. Recent examples have been Chinese New Year celebrations and Pancake Day.
How well the school cares for its pupils	The school cares for the children very well. All staff are involved in creating a caring environment in which the children feel safe and secure. Staff know the children very well and liaise closely with parents to ensure that their individual needs are met fully. The school has effective practices for monitoring the progress and development of the children.

Children are cared for effectively within a safe, secure and friendly learning environment. All nursery staff know the children well and are able to clearly identify what they have done and where they need help. This contributes significantly to the standards children achieve and their positive attitudes to learning

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is led very well by the headteacher who has a clear vision for its future development. High expectations are set for both staff and children and there is a clear commitment to ensuring that the school meets its stated aims and values. There is a strong sense of teamwork by all members of staff who display initiative and drive in the work they undertake.
How well the governors fulfil their responsibilities	Governors undertake their duties thoughtfully and diligently. They work in close partnership with the headteacher to fulfil their shared vision for the school. They are seeking to develop their role in preparation for forthcoming increased powers of delegation.
The school's evaluation of its performance	The school has a thorough understanding of its strengths and weaknesses and has recently reviewed its practice. It has a clear vision of how to continue developing as an effective school and this is clearly outlined in the school's development plan.
The strategic use of resources	The school makes very good use of all staff and of the resources at its disposal.

The effective leadership and vision offered by the headteacher are significant factors in the achievements of the school, both in relation to the overall quality of teaching and the high standards achieved by many of the children in most areas of learning. A high value is placed on the contribution made by all staff. The collegiate approach adopted by the headteacher ensures that the development needs of the school are considered and shared by all. This leads to consistency of practice and effective teamwork.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The partnership between school and home is valued. • The good progress made by all children in all aspects of learning, particularly in personal development. • The very caring, positive ethos which develops high self-esteem. • The high expectations set for all children to behave well. 	<ul style="list-style-type: none"> • Some parents would value more communications from the school regarding their children's experiences in the nursery. • Parents feel the accommodation is inadequate for the needs of the nursery curriculum being taught.

Inspectors fully endorse the positive points raised by parents. The level of partnership between parents and the school is a significant strength. The school has very comprehensive systems for monitoring the children's development and informing parents about the progress

that their children are making. These are generally communicated well to parents but could be further improved to ensure that all parents, particularly parents of the newly arrived children, know about them. The current accommodation provides only limited space for children to undertake an extensive range of physical activities if the weather prevents the use of the outdoor area. Nor does it provide adequate space for all the children to gather together as a school. Despite these restrictions the school manages the accommodation well and provides an excellent learning experience for all its children.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Children make good progress and exceed standards expected for their age in most aspects of learning, and make very good progress in language and literacy skills and in their social, personal and emotional development.

1. The majority of the children achieve standards above those expected for children of the same age in almost all aspects of their learning and well above those expected in language and literacy and personal, social and emotional development.
2. The structured planning and high quality teaching help to ensure that a wide range of learning opportunities are provided for children of differing ages and abilities. This enables all children to make at least good progress in their learning. Challenging, but appropriate tasks are provided within a carefully structured environment. This enables all children to experience high levels of success. Children develop very positive self-esteem, which enhances their enjoyment of learning.
3. Early language and literacy skills are given a high priority by all staff. Children are able to practise writing through a range of opportunities. A very good example is the daily “signing in” by children. This is a very well structured daily routine, which is carefully monitored to identify the progress that children are making in reading and recording their names. Many of the children are able to write their own names from memory and form their letters well.
4. Speaking and listening is also given a very high priority. Teachers and NNEBs provide very good language models for children to copy, involve the children continually in their dialogues and provide appropriate vocabulary to enable the children to join in. Structured play activities are carefully planned to create opportunities for children to develop their speaking and listening skills. A good example was a role-play of a construction site that had been set up by staff. Children talked excitedly about needing to wear a hard hat for safety reasons, why they had a clipboard, “This is for my plan because I am the boss” and what they were going to build. Appropriate equipment was provided with signs for danger and safety reminders to make this a “real” situation for the children.
5. Opportunities to practise counting and develop early numeracy skills are provided within daily routines and play activities. Some challenging, focused activities are also provided to develop other aspects of early mathematics. A small group of children developed their understanding of weight by placing different foods on a balance. They successfully

identified which foods would be heaviest and lightest through trying them on the balance. With careful guidance from the teacher they used the terms heavier and lighter when talking about what they were doing.

6. Standards in outdoor physical activities have developed well since the previous inspection. The children follow a comprehensive and structured programme designed to develop their control and co-ordination and their awareness of space. A good example of this was the co-ordination and dexterity they demonstrated when tossing pancakes in a race.
7. Children are given opportunities to work on computers, and both staff and parental helpers give adult support. The children display satisfactory standards in their use and control of the mouse. Children can draw and paint directly onto the screen using appropriate information technology programmes. This aspect of learning is not as well developed as the other areas of learning and has been identified for development in the school's development plan for 2000.
8. All children make very good progress in their social, personal and emotional development and achieve standards which are well above average compared to children of the same age. Children show high levels of self-confidence and are keen to share their ideas with each other. They concentrate well and remain at tasks and activities for a sustained period of time. They are able to take turns and work well as part of a group. This was demonstrated well when a child in the home area found a mirror compact. On discovering, with great delight, that he could see two reflections of himself this was quickly shared with the other children, with him passing the mirror around the group. The children demonstrate an understanding of the needs of others and form very good relationships with adults and each other.

Overall teaching is very good.

9. The teaching seen was never less than good and the majority of teaching was very good across both the classes. Lessons are carefully planned within a whole school framework to ensure that activities and tasks provide learning opportunities for the children of differing ages and abilities. The teachers display very good knowledge of early years education and use this effectively to provide an exciting, challenging and stimulating learning environment for the children.
10. Time is used very effectively and sessions move at a brisk pace. This enables children to have a wide variety of experiences within a relatively short time. Staff have developed excellent relationships with the children. Very high expectations are set for the children's behaviour but careful support is provided to enable children to succeed. Staff display enthusiasm and enjoyment in the work they undertake. This contributes significantly to the high standards achieved and the good progress made by the children.
11. The partnership between teaching staff, NNEBs and additional support staff is a particular strength and contributes significantly to the overall quality of the teaching and the children's learning. All staff take a lead in selected activities with groups of children and the interactions are always of a high quality.
12. The teaching of language and literacy skills is particularly effective. Questions are used

well to develop children's thinking. During a story about pancakes children were asked about aspects of the story, to play certain characters in the story and what they would need to make pancakes. Conversations between adults are effectively used to extend vocabulary and to set up role-play activities. This was very well demonstrated in the "construction site" role-play when two members of staff chatted about the time it was taking for the work to be completed and the workmen having tea-breaks. The children responded well to this and slipped easily into their role of builders, involving the adults in their play.

The school is very well led by the headteacher.

13. The school is very well led by the headteacher who has a clear vision for its future development. All staff and governors, who work collectively to achieve its end, share this vision. A high value is placed on the contribution made by all staff. The collegiate approach to management adopted by the headteacher ensures that staff are involved at all stages of the school's development.
14. High expectations are set for both staff and children. Praise is used effectively to give value to the contributions they make and to their achievements. This can be seen in the pride that both staff and children take in the work that is included within the children's individual folders which acknowledge work undertaken at home as well as at school. The very positive ethos, which places the equality of all pupils at its core, is a significant strength of the school. The headteacher, and all members of staff, provide very positive role models for the children. This enables the high expectations that are set for the children's behaviour to be achieved.
15. The headteacher has established with the staff clear systems for monitoring the children's progress to ensure that all children achieve appropriate standards. These systems are also used well to identify areas for development. The school development plan for 2000 outlines in detail the school's vision regarding the development of teaching and learning by looking at excellent early years practice in other countries. This innovative approach is a good example of the reflective nature of the management of the school in evaluating its own performance.
16. The strong partnership between parents, staff and governors is a significant feature of the school. Parents value the work that the school undertakes and feel they are actively involved in their child's education. Governors work supportively to ensure that the school meets its stated aims and values. At the heart of this partnership is the headteacher, who communicates effectively with all partners to ensure that they work collectively in providing a quality learning experience for all the children.

Pupils have a very positive attitude to learning. They enjoy what they do and their behaviour is excellent.

17. The children's behaviour is excellent. They listen carefully to adults and respond politely to requests. They work well together in small groups and as a whole, and listen with interest to each other's ideas and comments. They display very good self-control when undertaking activities and in a range of play situations. They show respect for each other's feelings and share toys and equipment very well.

18. The children show great enjoyment in everything they do. They are curious and interested in the activities provided and play imaginatively in role-play situations. Three children played very well together in a “doctor’s surgery”, allocating tasks and involving adults in their play as extra patients. Children rise willingly to challenges set. For example, when asked to make pancakes from a range of materials, which they could then toss in a frying pan, the children sustained their interest even when some of the pancakes were too light or too sticky to toss successfully.
19. Children show high levels of independence and all staff encourage this. Children take responsibility for the storing of equipment and do this quickly when told it is time to finish. They support the newer children by showing them where equipment goes and by demonstrating through their actions their understanding of the high expectations placed on them.

The curriculum provided is very effective. It is varied and exciting and it enhances and supports learning.

20. The school provides a very broad and varied curriculum, which caters well for both the differing ages and abilities of the children. It covers all the recommended aspects of learning for the under fives and is very effectively embedded within a structured play approach. The curriculum is very well planned and provides appropriately challenging and stimulating activities to develop all the areas of learning. The range of role-play situations is particularly effective. Assessment opportunities are clearly identified in teachers’ planning. This enables subsequent planning to be focused on individual needs. This in turn has a significant impact on the good and very good progress made by children and the high standards they achieve.
21. The planned curriculum places a key focus on the social, personal and emotional development of the children. As a result children are able to develop within a caring, safe and friendly environment where they are valued and respected. This contributes significantly to the standards the children achieve and in their enthusiasm for learning.

WHAT COULD BE IMPROVED

Continue developing information technology, identified within the school development plan, to effectively extend childrens’ skills and learning opportunities and increase staff expertise.

22. Children are provided with opportunities to use information technology on a daily basis. The very recently installed additional computer systems have meant that both staff and children have had to learn to use different systems and new software. This has resulted in the information technology skills for many of the children being at an early stage of development. Opportunities are planned to undertake communication technology using a range of equipment. A good example of this is the use of the internal telephone system to enable children to phone an adult to tell them that story time is finished. This makes a significant contribution to their speaking and listening skills.
23. The school has identified information technology as a key area for development in the

school development plan for 2000. This clearly outlines both the future needs of the children and the training requirements for the staff. The co-ordinator for information technology has a sound understanding of the steps that are needed to bring the standards in this aspect of learning up to the high levels being achieved in the other areas of learning.

24. An audit of skills needs to be carried out, for both the staff and the children, to ensure that existing resources, particularly staff expertise, are targeted appropriately. The support offered by external agencies needs to be pursued to extend the existing expertise of the staff.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

25. **To build on the existing high standards achieved in all other aspects of its work the school should now:**

- continue with the identified developments for information technology as outlined within the school development plan.
(see paragraphs 7, 22, 23)

In addition, in the short term, it should:

- i. develop procedures for sharing staff expertise across both classes;
- ii. develop existing systems for recording the children's learning experiences of information technology for a consistent school approach;
- iii. carry out an audit of the children's existing skills and plan an appropriate programme to bring the skills of those that need it up to an agreed minimum level.
(see paragraphs 22, 24)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	10
Number of discussions with staff, governors, other adults and pupils	9

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	80%	20%	0	0	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	Nursery
Number of pupils on the school's roll (FTE for part-time pupils)	54.5
Number of full-time pupils eligible for free school meals	n/a

FTE means full-time equivalent.

Special educational needs	Nursery
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	3

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	0
Pupils who left the school other than at the usual time of leaving	9

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.

Teachers and classes

Qualified teachers and support staff

Total number of qualified teachers (FTE)	3
Number of pupils per qualified teacher	18

Total number of education support staff	3
Total aggregate hours worked per week	97.5

Number of pupils per FTE adult	9
--------------------------------	---

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Financial information

Financial year	1998/1999
----------------	-----------

	£
Total income	n/a
Total expenditure	171901
Expenditure per pupil	n/a
Balance brought forward from previous year	n/a
Balance carried forward to next year	n/a

Number of questionnaires sent out	109
Number of questionnaires returned	87

Percentage of responses in each category

My child likes school.

My child is making good progress in school.

Behaviour in the school is good.

My child gets the right amount of work to do at home.

The teaching is good.

I am kept well informed about how my child is getting on.

I would feel comfortable about approaching the school with questions or a problem.

The school expects my child to work hard and achieve his or her best.

The school works closely with parents.

The school is well led and managed.

The school is helping my child become mature and responsible.

The school provides an interesting range of activities outside lessons.

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	90	10	0	0	0
My child is making good progress in school.	76	23	0	0	1
Behaviour in the school is good.	80	20	0	0	0
My child gets the right amount of work to do at home.	54	28	6	0	11
The teaching is good.	91	7	0	0	1
I am kept well informed about how my child is getting on.	62	32	4	1	1
I would feel comfortable about approaching the school with questions or a problem.	94	4	1	0	0
The school expects my child to work hard and achieve his or her best.	71	26	1	1	1
The school works closely with parents.	80	19	0	1	0
The school is well led and managed.	92	6	0	0	1
The school is helping my child become mature and responsible.	88	8	0	0	2
The school provides an interesting range of activities outside lessons.	75	19	1	0	5

Other issues raised by parents

At the parents meeting the size of the available accommodation was raised as an issue.