

# INSPECTION REPORT

## **FULLBROOK NURSERY SCHOOL**

Walsall

LEA area: Walsall

Unique reference number: 104135

Headteacher: Mrs E Stringer

Reporting inspector: Mr P Snelling  
3624

Dates of inspection: 1<sup>st</sup> – 3<sup>rd</sup> October 2001

Inspection number: 230627

Short inspection carried out under Section 10 of the School Inspections Act 1996

## 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:	West Bromwich Road Walsall West Midlands
Postcode:	WS5 4NN
Telephone number:	01922 721066
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Appropriate authority:	Walsall
Name of chair of governors:	Mr C.Green
Date of previous inspection:	March 1998

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## **REPORT CONTENTS**

Page

### **PART A: SUMMARY OF THE REPORT 1**

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 6**

**WHAT COULD BE IMPROVED 11**

**WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER? 12**

### **PART C: SCHOOL DATA AND INDICATORS 13**

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Fullbrook is an average sized nursery school which caters for 80 pupils between three and four years old. They attend part time either in the morning or afternoon. The school serves a well established multicultural community, with about a third of the children coming from homes in which English is not the language mainly spoken. The majority of these children are from Punjabi speaking families, with most of them able to understand and speak English at a similar level to the other children. The school is designated as an enhanced nursery school by the local authority, which means it takes in up to three pupils at any one time with substantial special needs. At this time in the year the school is only just undertaking its assessments of children's particular learning needs. Previous years would indicate about fifteen per cent of children normally experience difficulties sufficient to be entered on the school's register for special needs. The school runs a breakfast club for half an hour before the morning session and has bid to become a provider of 'wrap around care' (care throughout the day). Most children start at the school with attainment below the level you would expect at age three, with more than usual having limited abilities to express themselves in English or understand what is being said. During much of the time the children work in three groups, one taught by a qualified teacher and two by nursery nurses. At other times they work around the nursery at activities supervised by teachers or support staff, and briefly as a single group.

### **HOW GOOD THE SCHOOL IS**

This is an effective school with some outstanding features. Most of the children are moving quickly along the 'stepping stones' towards the standards they should reach by the end of the foundation stage (end of their reception year in primary school). The children develop first-rate attitudes to learning which provide them with a very good base for the future. They achieve well because of the good teaching they receive in all groups, the excellent way they are cared for and the skill with which staff meet their individual needs. The school is led and managed well by the headteacher, with the way the staff work as a team an especially strong feature.

#### **What the school does well**

- Pupils from all backgrounds and abilities achieve well.
- Most teaching is good and some better.
- The school is led well by the headteacher and staff teamwork is very strong.
- Staff promote high standards of personal development for pupils and take very good care of them.
- There is an excellent partnership established with parents right from the start.

#### **What could be improved**

- Organisation of 'work time' - when pupils choose their own activities.
- Arrangements for governing the school.

*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 last inspected in March 1998 and since then its improvement has been good. The previous inspection identified a need to improve the outdoor learning environment and curriculum. The environment has become progressively better, but progress has at times been slowed by lack of funds to develop the grounds. There is now a very good range of climbing and play equipment, a covered area, safe hard and grassed play areas and an area for growing plants. Staff plan for a broad range of activities outdoors. Another area for development was that of setting learning targets for all pupils. The school now has effective systems for doing this. There have been some other notable improvements. New arrangements have been introduced for preparing children to start school. These are outstandingly good, with children who have been in the nursery for days rather than weeks happy, relaxed and confident. The way the school plans its activities has been revised to reflect the latest guidance for the foundation stage and a useful computer corner has been set up.

## **STANDARDS**

Pupils achieve well during their time in school and make rapid progress. By the time they leave, most are on course to meet and many to exceed the 'early learning goals' (standards expected when they reach the end of their reception year in primary school) in all the areas of learning. To best develop their communication, language and literacy skills (which are behind when they come in), staff put a strong emphasis on giving children as many opportunities as they can to speak and listen to each other in groups. Good standards are reached in pupils' personal, social and emotional development and their mathematical development. Their personal development is good because the staff set high standards for pupils to follow and encourage them to work hard. The children respond with enthusiasm and interest. Pupils with English as an additional language benefit from a very well thought out programme of teaching in their first few weeks, which sets them off on the road to good achievement. Pupils with special educational needs are supported very well by staff and make good progress towards the targets set out in their individual plans. Teachers get to know the children very well because they work in small family groups. This is reflected in the way they stretch higher achieving children and the four-year-olds. There is no significant difference in the achievement of boys and girls.

## **CHILDREN'S ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Excellent. Children enjoy school and are enthusiastic. They are keen to join in activities and most stick at their tasks very well.
Behaviour	Excellent. Children play together happily, take turns and share. They respond well to the high standards expected by the staff.
Personal development and relationships	Relationships within the school are very good and pupils of all races mix well. Children always respond well to the opportunities given to them to extend their social skills and independence.

Attendance	Satisfactory.
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The children's high standards of behaviour and the way they work together are especially noteworthy and contribute to their good learning.



## TEACHING AND LEARNING

<b>Teaching of pupils:</b>	
Quality of teaching	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.*

There was good teaching at the time of the previous inspection, and a little more of it is above average now than then. Most of the lessons seen during the inspection were good with a small number very good or excellent. Good teaching was seen in groups led by the qualified teacher and those led by the nursery nurses. Teaching of the activities seen outside was satisfactory. Now and again opportunities were missed outside during 'work time' to extend children's language or skills due to staff being spread too thinly and trying to manage too many activities at once in a large area. Whilst the pupils are rightly encouraged to choose their activities, the pace of learning for some is not so fast as at other times.

Teachers, nursery nurses and classroom assistants work very well as a team and they share a good understanding of how very young children learn. This results in them planning and presenting children with a range of exciting and interesting activities based on their good knowledge of the early learning goals. The children work busily throughout the sessions because they have so much to interest them. The staff quickly get to know the pupils and their families when they start school so the children soon become confident learners. Staff also promote children's personal, social and emotional development well, for example, at 'snack time' when the children help each other with drinks. Their speaking and listening skills are developed effectively in 'recall time' when some children tell others about the activities they chose to do earlier. Story time is used well to help children develop a love of books. All children learn at a good rate in response to the good teaching. Pupils with special needs, some of whom find it very hard to settle and learn in school, are patiently encouraged to play a full part in activities. Those with a limited understanding of English are given close but unobtrusive support, which enables them to fully participate in all activities.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good across all the different areas of learning. Children undertake a wide range of interesting practical activities. They often go out and about and visit interesting places. Activities during 'work time', including those outside, are not so well organised as those at other times.
Provision for children with special educational	Very good. These children benefit from frequent close support because of the large number of staff working in the nursery. They

needs	assess the children's needs carefully, and are patient and encouraging with them.
Provision for children with English as an additional language	Very good. Although the school has no bilingual staff, its very good relationship with the parents and community ensures good communication. All staff, working closely with the support staff for these children, contribute to their good achievement.
Provision for children's personal, including spiritual, moral, social and cultural development	There is good provision for children's personal development, which is very good for their moral and social growth. Staff provide a clear moral framework for the children to follow and encourage children to share and think about each other. The cultural backgrounds of the children are celebrated well.
How well the school cares for its children	The staff care for the children very well. They are fully aware of child protection and safety procedures, and apply them rigorously. Staff track and assess the children's achievements extremely well.

Arrangements for children starting in the school help to establish a warm and valuable relationship with parents, which then continues. The excellent links with families have a very beneficial effect on the children's learning. The openness with which the nursery welcomes parents and carers gives the children tremendous confidence.

### **HOW WELL THE SCHOOL IS LED AND MANAGED**

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	The school is led and managed well. The headteacher has a clear view of what the school should provide and staff share this. There is a commitment amongst all staff to achieving high standards. Together, the headteacher and staff make an effective team.
How well the governors fulfil their responsibilities	The arrangements for governing the school are not as strong as at the time of the last inspection and are unsatisfactory. The local authority is currently reviewing its arrangements for governing its nursery schools. A small committee has continued to work with the school in a limited way, and the individuals involved are as supportive as they can be.
The school's evaluation of its performance	The headteacher has a good grasp of the school's strengths and knows what can be improved. Information about the children's progress is collected and used to make decisions about what and how they should learn.
The strategic use of resources	The school does not have a delegated budget and the local authority meets most of its costs. Those funds it does control, such as the grants for supporting ethnic minority pupils, are spent well. An attractive and interesting learning environment is maintained which keeps the children interested in their work.

The school seeks best value very well in its work. It has made good use of funds to create a very stimulating outdoor area. It regularly asks its parents for their views about provision, such as its new arrangements for starting the children in school.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"><li>• They feel the nursery is welcoming and approachable.</li><li>• The staff help children to settle quickly.</li><li>• Standards and teaching are good.</li><li>• The nursery is well led and managed.</li><li>• The staff help their children grow up.</li><li>• Their children enjoy coming to school.</li><li>• The staff work closely with parents.</li></ul>	<ul style="list-style-type: none"><li>• A very small number are not sure that their children get the right amount of work to do at home.</li></ul>

Inspection findings overwhelmingly support the parents' positive views about the school. The amount of work that pupils take home is suitable. The 'home/school library' initiative ensures that books go home on a regular basis.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **Children from all backgrounds and abilities achieve well**

1. Most children start at the nursery with attainment levels below what you would expect for their age. By the time they leave, most are on course to reach standards at least as good as or better than expected at the end of the reception year in primary school in all the areas of learning. Standards have risen a little since the last inspection.
2. One reason children make good progress is because they are taught well. The activities planned for the pupils are varied and interesting so they work hard. Staff make the nursery a busy and purposeful place and their teamwork ensures that all staff approach activities in the same way. They have worked together to ensure that the curriculum they provide for the children reflects the latest national guidelines for the foundation stage. They plan for a good balance of activities from the different areas of learning, so they ensure that children cover the steps they need to experience. They make learning exciting for pupils by taking them out on visits both locally and further away. For example, during the inspection pupils working on a 'harvest' theme went out to visit a local shop to buy fruit and vegetables. The visit was carefully planned and a large number of parents accompanied the children. Careful preparation with these parents by the teacher before the visit ensured that learning for the children was excellent. The parent helpers knew exactly what the teacher wanted the children to learn, what prompts to give the children and when.
3. Staff give much attention to developing the pupils' language and mathematical skills. Some of the sessions seen during the inspection involved children in identifying fruit and vegetables prior to their visit to the shop. They talked about these with their teacher, handled and named them. Their vocabulary was developed as they described them. Their early writing skills were encouraged as they worked with the teacher to make a shopping list and some tried this for themselves later. They extended their mathematical knowledge through sorting the fruit and vegetables by colour and later at the shop counting items into a shopping basket. All staff engage children frequently in conversations, encouraging them to respond with full answers. At certain times of day the pupils come together in their family groups to describe what they have been doing earlier. Staff ask the children to speak and to listen carefully to each other, with the older and more confident ones encouraged to express themselves more fully.
4. Another reason why pupils learn quickly is because they get off to a flying start. Even though the inspection took place very early in the school year, almost all the children were comfortable about leaving their parent or carer at the start of the sessions. Their love of school can be seen in their eagerness to get to their base and start their activities. Routines are already well established and the children are making friends. The school places a lot of emphasis on helping pupils to become independent in their learning and this leads to good achievement in their personal, social and emotional development. They are sufficiently confident to tidy up at the end of sessions or to take registers to the school office. Resources such as spades and buckets for the sand tray are carefully hung up at labelled pegs. Many pupils can take out and put away the tools they need.
5. Pupils with special educational needs make good progress because they have clear and appropriate targets, and very good support. The nursery takes pupils with

special needs from outside its local area. Some of these pupils have extensive learning difficulties. Staff work very patiently and skilfully with them to include them fully in activities. They are very good at judging when to encourage, intervene or leave alone to ensure best involvement. Pupils with English as an additional language make good progress, again because of the expertise of the classroom assistants who support them. In the first few weeks these pupils are taken through a carefully planned programme. It sets out clearly the language to be developed in the various activities, the best way to go about it and how to assess what the children have learned. They are thus able to undertake the same tasks as the other children whilst being carefully guided in developing their skills in understanding and speaking English. Although there is no register kept of gifted, talented or more able pupils, they are identified by teachers and stretched through extension work. For example, the outcomes could be seen in the work of one pupil from last year who clearly understood some number bonds to ten. There is no difference in the achievement of boys and girls.

6. Another important factor in the children's good achievement is their own attitudes to their work. These are excellent. Whether they are at work in the sand, water, creative, computer or other areas, they become engrossed in the activities offered to them and enjoy their learning because staff make it fun. The high level of adult support offers them security and the resources they use are attractive, colourful and of good quality. This makes them appealing and encourages the children to explore and learn.

### **Most teaching is good and some better**

7. The daily teaching is led by a class teacher and two nursery nurses. The good quality of this teaching reflects their individual skills and the way they work together very closely as a team. On a typical day, the children will work partly in small groups ('family time', 'activity time' and 'recall time'), partly as one group ('circle time'), and partly dispersed to a variety of different activities ('work time'). Each member of staff moves smoothly into a leading or supporting role depending on what has been planned. The headteacher and classroom assistants offer additional support to particular pupils or groups. The way all staff work together is a great strength, seen, for example, in the way they co-operate to calm and involve more challenging pupils with special needs. Their flexibility in managing the children allows sessions to progress without interruption to the learning.
8. From the outset the staff establish a trusting relationship with the children which gives them confidence as learners. They welcome the pupils enthusiastically and relationships are very good. As a result the children are keen to learn and not afraid to ask for help. Staff work calmly, quietly and sensitively, using their good knowledge of the pupils to meet their individual needs. Most of the time there is around one adult to every six or seven children. This level of support helps to make the teaching effective because most of the time pupils are regularly engaged in conversations. Staff are good at asking children interesting questions which encourage them to think. For example, when discussing fruit and vegetables in one group, the nursery nurse asked questions about colours, texture, shape and taste. In another the children were asked whether a carrot was a 'cylinder or a sphere' as they were learning about these shapes. Good questioning challenges pupils to use and develop their language.

9. The same activities are planned and delivered in the morning and afternoon sessions, so pupils at both have the same opportunities. The staff prepare thoroughly for each session with no time wasted. The small group activities, when the most intensive direct teaching takes place, are well planned. The plans clearly set out what the pupils should know or be able to do by the end of the session and the particular teaching points to be made on the way. This results in a fast pace of learning and pupils make big gains in their knowledge and skills at these times. All pupils are drawn in, with no one left out because these groups are small, and usually supported by at least one other adult. A similar fast pace was seen when the pupils came together as a whole group to sing, with those who arrived first starting straight away as others joined the group.
10. Staff make good use of bright ideas and resources to capture the children's interests and to hold their attention. For example, they intersperse the learning with short action rhymes to remind the children what the session is about. When children register on arrival, the staff use attractive display boards to teach names, colours, shapes and record the weather. Staff also use these times well to practise skills such as counting. When pupils choose activities, in one group they work from a colourful picture board, in another by spinning an arrow. Activities are practically based and staff use their knowledge of what pupils can achieve to challenge them at the right level.
11. A particular strength is the way that staff meet together at the ends of sessions to share their observations of what different pupils have achieved during the morning or afternoon. This is particularly important because during 'work time' staff are allocated to an area and the children choose where they are to work. This makes good communication vital, as the member of staff responsible for the area is responsible for recording the progress of these children. The discussions on the progress of individuals are very valuable and result in useful records of pupils' achievements. The information is then used to plan future work at the right level to meet the needs of particular children.
12. Good teaching was seen in the creative area of learning as well as in language, mathematics and personal development. In music, staff are confident enough to give pupils the opportunity to use and experiment with instruments. During one session seen, the children showed great common sense in the way they chose and handled the instruments, for example keeping them still whilst others selected. Their smiling faces were a delight as they accompanied the song with their instruments and many were able to keep a regular beat.

**The school is well led by the headteacher and staff teamwork is very strong**

13. The headteacher and staff work very closely in ensuring the aims of the school are seen in its day-to-day life. They clearly share a commitment to providing the very best for the children. This is reflected in the way the school tackled the key issue from the previous inspection of providing all pupils with individual learning targets. After implementing their initial system, the headteacher and staff reviewed how well it was working and concluded that what they had begun was unwieldy and not a good return on their time and effort. As a result of their evaluations they have now simplified their system and the changes make it more manageable. The headteacher has a clear view of what the school needs to do to improve.

14. Another aspect of the school's desire always to move on is seen in the way it has begun to improve and make better use of information on how well its pupils are doing. For several years now the school has gathered information about what pupils can do when they arrive. From November each year this initial assessment information is used to plan activities based on what the child can already do, with progress regularly checked and new targets set the following term. This allows pupils to be grouped to ensure they are challenged at the right level. It also allows the school to identify areas in which pupils may not be doing as well as the school would like. For example, it has become clear that pupils' skills in language and literacy are not as good when they come in as they are in other areas. Consequently there are measures to improve provision included in the school improvement plan. The headteacher has recently begun to turn attention to looking more closely at how different groups of pupils achieve whilst they are in the school. This includes a breakdown of the achievement of pupils from different ethnic groups, so that relative performances can be compared. Indications are that pupils in all groups achieve equally well. The inspection evidence confirms that although pupils may enter at different levels, the value added by the school is good for all groups.
15. The headteacher effectively monitors the work of the school by spending a lot of time with the staff and children, observing, talking and teaching groups. Information is frequently and freely shared, both informally and formally, between all the adults who work there. The strong teamwork and very good examples of co-operation provided by all staff contribute significantly to the children's good progress. The school also regularly seeks the views of parents about initiatives such as the induction of new children. They respond when asked because they know the school will value their views and take them into consideration.

**Staff promote high standards of personal development for pupils and take very good care of them**

16. The strong emphasis that the school places on the children's personal, social and emotional development can be seen in their very good attitudes to their work. Staff have a genuine interest and affection for the children which shows, for example, in the way they listen to them when they first arrive or when they talk about what individual children have achieved at the end of the day. The children in turn are interested in the activities provided and work happily at them.
17. Staff give a lot of emphasis to encouraging pupils to make choices and to learn independently. As a result, they soon learn to co-operate and to work within groups, whilst also valuing the choices made by other pupils. They accept responsibility and are trustworthy when handling fragile resources such as musical instruments. 'Work time', when pupils choose for themselves what they do, is successful in promoting most children's personal development and the nursery is a hive of activity. Pupils happily share resources without any adult prompting and stick to tasks until they have achieved what they set out to do. For example, two children worked together for some time tracing carefully over a teacher's writing on a flip chart until they had covered it all.
18. The children benefit greatly from the high quality of care provided at Fullbrook Nursery. Child protection is given a very high priority by staff and excellent procedures are in place to ensure that children learn safely. An example of this high quality care was seen when pupils went out to visit the local shop. Helping parents and support staff were carefully briefed on the health and safety procedures to be followed and notes provided for them. Staff also talked to the pupils about potential



dangers and each child was given a badge to wear with their name and the school telephone number on.

19. Staff have a clear view about the standards of personal development they are aiming to reach with the children. They give a great deal of attention to teaching children the right way to go about things, with the result that their behaviour is very good. For example, in 'recall time', when children are telling their group what they have been doing during 'work time', staff sensitively teach other pupils not to interrupt and as a result this rarely happens. Most know when to be quiet and listen. 'Snack time' is treated as another opportunity to guide pupils towards helping each other. A calm atmosphere is commonplace in the nursery despite high levels of activity. This is partly due to well-established routines which the children quickly learn and partly to touches such as the attractiveness of the surroundings and use of background music. The school guides its pupils' behaviour through the use of three rules – 'be thoughtful', 'be helpful' and 'be careful'. The effectiveness of this approach is clearly visible.

**There is an excellent partnership established with parents right from the start**

20. The school has built further on the strong partnership already in place at the time of the previous inspection. Parents hold the school in high esteem. They are kept up to date with ample information about their child's progress and are offered many chances to play an important part in the education of their child, both at home and at school.
21. A valuable innovation, which parents speak very highly of, is the new arrangement for preparing children to start at the nursery. This involves the staff in making a home visit as well as the children spending some time in the nursery itself. Very detailed questionnaires, with well-chosen questions about the children, are completed by parents or carers. These provide a wealth of information about the children before they begin. Children settle into school very quickly. Their learning gets off to a really good start. Parents feel that they in turn get to know the staff and nursery well so they have no worries about the way their children will be looked after or concerns about asking questions. A spin off from this arrangement has been an increase in the number of parents volunteering their help; more than twenty are on the list this year.
22. Parents who do volunteer are given a variety of opportunities to become involved. Twelve take part every week in running the home/school library and last year, several were involved in producing high quality 'story sacks'. Both these initiatives make an important contribution to the development of pupils' early reading skills. Later in the year parents are encouraged to come in and help with games or in activities such as cooking or bathing a baby. On occasions the school draws on the parents to ensure its work best reflects the ethnic backgrounds of its children. For example, one parent recorded a story in Punjabi to be played in school whilst another was asked to check the accuracy of a multicultural display. The parents provide an important resource now that the school has no bilingual staff.
23. The school works closely with parents in sharing how well their child is doing and setting the next steps for their learning. Each term parents are provided with a letter setting out the theme and how they might help. For example, during the 'colour theme' parents are asked to count cars of different colours and told that children will be visiting the arboretum to collect leaves. The school holds termly meetings with

parents to talk about their child's progress and the targets for the term ahead. At the end of the year they receive a very detailed written report, which they talk through with staff. Very popular with parents are the termly concerts and the 'graduation' ceremony held for pupils when they leave.

24. Two other initiatives popular with parents also tie them more closely to sharing in teaching their children. Parents speak highly of the workshops run for them in the autumn and spring terms. Last year they had to make an item such as a toy, record what they had used and the language and mathematical learning, such as measuring, from the activity. They were guided into thinking about what children would learn from similar experiences. As in many schools, there are toy animals who go home on adventures with the children, in one case 'Dogum the dog'. Parents are closely tied in to this initiative because they are asked to write a diary of events which gradually becomes a storybook relating what happened to Dogum on many of his trips.

## **WHAT COULD BE IMPROVED**

### **Organisation of 'work time' - when pupils choose their own activities**

25. One of the strengths of the school and one of its strong beliefs is in developing the children's ability to make choices and learn independently. To enable this to happen, an opportunity is given to them in 'work time' to choose and move between the different activities available. Staff directly supervise some areas and others move in support of the children.
26. The organisation of these sessions is not quite as good as at other times and as a result, teaching does not have the same strong impact. When the staff are working closely with a group or individual the teaching is as good. For example, one group was making an apple crumble. The member of staff taking the group allowed the children to try things for themselves and make mistakes before guiding them in making their own separate mixtures. A note was kept of those who were in the group so that all pupils would eventually take up the opportunity. However this level of contact with adults is not consistent. Pupils' achievements at activities are noted well but recording what the pupils choose to do is not as systematic. Sometimes pupils' stick with one activity for a very long time rather than trying others, as seen when some remained on the trikes for a lengthy session. The pace of learning is not fast as it might be for all the children because some have less adult contact than others. Sometimes too many pupils gather at one activity. When this happens staff intervene to limit numbers and steer some children elsewhere. Some staff also try to move to support the most popular activities but it is difficult for them to always be in the right place as children move around many activities in a large space.
27. Most of the outside activities take place during 'work time'. The outside area has been developed and is now a large and attractive space. Routes have been marked for bikes, climbing frames installed and a planting area built. Children work happily and safely. However the teaching does not have as much impact as indoors because the space is so large. It is difficult for adults to be directly on hand to intervene in the learning and the number of children changes. For example, on one occasion a group were riding bikes, another were planting, a third group were walking a balancing bar whilst another was holding a tea party in a tent. Although staff do move in and out depending on the number of children, some learning opportunities were missed

because no one was close enough to extend pupils' vocabulary or keep the play purposeful.

### **Arrangements for governing the school**

28. At the time of the previous inspection the school shared a governing body with a local infant and junior school. It was judged to be effective, having a good overview of development and active oversight of the curriculum and staff development. About two years ago this arrangement was ended by the local authority, which has legal responsibility for nursery schools, as part of a review of arrangements. A temporary arrangement to provide a governing body across four nursery schools was unsuccessful. Since then, and to its credit, a small site committee which meets half termly has continued to do its best and is very supportive of the school. However, Fullbrook Nursery does not have a properly established governing body or management committee and the role and influence of the existing committee is not as wide ranging as it might be, for example, in its role as a critical friend or representing the interest of the school when pursuing particular needs with other agencies. This level of informality and uncertainty makes it harder for the school to operate.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

29. In order to improve further, the school should:
- a) Improve the organisation of 'work time' by:
    - ensuring the number at any one activity is appropriate;
    - more clearly identifying the resources to be used;
    - ensuring outside activities are purposeful.
  - b) Work with the local authority to establish an effective governing body and develop in particular the role of 'critical friend'.

## PART C: SCHOOL DATA AND INDICATORS

### *Summary of the sources of evidence for the inspection*

Number of sessions observed	13
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
Number	1	1	10	1	0	0	0
Percentage	8	8	77	8	0	0	0

*The table gives the number and percentage of sessions observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each session represents more than six percentage points.*

### *Information about the school's pupils*

<b>Pupils on the school's roll</b>	Nursery
Number of pupils on the school's roll (FTE for part-time pupils)	40
Number of full-time pupils known to be eligible for free school meals	N/A

*FTE means full-time equivalent.*

<b>Special educational needs</b>	Nursery
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	13

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	29

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	1
Pupils who left the school other than at the usual time of leaving	2

### *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)	2
Number of pupils per qualified teacher	20

Total number of education support staff	8
Total aggregate hours worked per week	171

Number of pupils per FTE adult	5
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2000/2001
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	£
Total income	154,234
Total expenditure	153,953
Expenditure per pupil	1925
Balance brought forward from previous year	281
Balance carried forward to next year	2981

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	0

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

***Results of the survey of parents and carers***

**Questionnaire return rate**

Number of questionnaires sent out	79
Number of questionnaires returned	52

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	79	8	0	2	12
My child is making good progress in school.	58	19	0	0	23
Behaviour in the school is good.	62	21	0	0	17
My child gets the right amount of work to do at home.	29	21	10	2	38
The teaching is good.	67	13	0	0	19
I am kept well informed about how my child is getting on.	62	19	2	0	17
I would feel comfortable about approaching the school with questions or a problem.	79	12	0	0	10
The school expects my child to work hard and achieve his or her best.	62	23	2	0	13
The school works closely with parents.	65	19	2	0	13
The school is well led and managed.	71	13	0	0	15
The school is helping my child become mature and responsible.	65	17	0	0	17
The school provides an interesting range of activities outside lessons.	52	19	2	0	27