

INSPECTION REPORT

LEE ROYD NURSERY SCHOOL

Accrington, Lancashire

LEA area: Lancashire

Unique reference number: 119064

Headteacher: Mrs Karen Coffey

Lead inspector: Mrs E M D Mackie

Dates of inspection: 1–3 March 2004

Inspection number: 256718

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Nursery
School category:	Maintained
Age range of children:	3–4
Gender of children:	Mixed
Number on roll:	110
School address:	Royds Street Accrington Lancashire
Postcode:	BB5 2LH
Telephone number:	01254 231 725
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Appropriate authority:	Local Education Authority
Name of chair of governors:	Mr Bernard Holden
Date of previous inspection:	23 February 1999

CHARACTERISTICS OF THE SCHOOL

Lee Royd Nursery School is located in a residential area of Accrington. Most children are from families who live in the area near the school, where there is a wide variation in social backgrounds, from significant deprivation to more affluent social circumstances. A number of children come from further away because of the school's good reputation, and they attend part-time. Just over a fifth of children are from ethnic minority heritages and speak English as an additional language. Most are Asian British, principally Pakistani. The principal home languages are Urdu and Panjabi. Children start school with overall attainment that is broadly in line with that usually seen in Nursery schools nationally. Seven children have special educational needs for learning, behavioural or physical difficulties. Two children have Statements of Special Educational Needs.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23482	Diana Mackie	Lead inspector	Mathematical development Knowledge and understanding of the world Creative development Special educational needs
9744	Peter Brown	Lay inspector	
17877	Christine Ingham	Team inspector	Communication, language and literacy Physical development Personal and social development
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very good school, with outstanding features. The headteacher provides excellent educational direction and management is very good. Children achieve very well and are on course to exceed the goals expected by the end of the Foundation Stage. Teaching is consistently very good, with examples of excellent teaching, and curricular provision is rich and of high quality. Parents view the school very favourably. The school gives very good value for money.

The school's main strengths and weaknesses are:

- the children's very good achievement in all six areas of learning;
- the excellent educational direction of the headteacher;
- the children's excellent attitudes and behaviour and very good personal development;
- the high quality of teaching and learning;
- the very high level of inclusion, equality and racial harmony in the school;
- the very high quality of outdoor provision and its excellent use.

There has been very good improvement since the last inspection in February 1999, and the school is now more effective. Key issues raised have been dealt with rigorously. All aspects of the curriculum for the Foundation Stage are now planned and taught very effectively, and planning clearly identifies what children are to learn from focused activities. There are now systematic procedures for monitoring teaching and learning, and the constant drive to improve standards includes curricular innovation of very good quality.

STANDARDS ACHIEVED

Children achieve very well and are on course to exceed the goals expected by the end of the Reception Year. In personal, social and emotional development, children attain very well, and in communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development, most children already perform better than is seen in most Nursery schools. Children who speak English as an additional language, those who are from minority ethnic heritages and those who have special educational needs all make very good progress.

Children's spiritual, moral, social and cultural development is very good, and their attitudes and behaviour are excellent. Attendance is very good.

QUALITY OF EDUCATION

The quality of education is very good, with excellent features. Teaching and learning are very good, with examples of excellent teaching. Teamwork of high quality ensures that staff provide consistently very good learning experiences for the children. Teachers and Nursery nurses engage with the children at a very high level, encouraging them to listen and participate very well and learn at a very good rate. As a result, achievement is very good. All children, regardless of background or capability are taught very well, with challenging experiences and very good support.

The very good curriculum provides an exciting range of experiences for children to learn in interesting and exciting ways. There is very good provision for children's personal, social, health and emotional education. Planning ensures that all children have equal access to the curriculum.

Children are very well cared for, and they are guided and supported very well in their learning.

Links with parents are very good, and there are very good links with the community. The school has very good links with other schools so that children transfer smoothly to the primary phase of education.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good overall. The headteacher gives excellent educational direction for the school and she is supported by an outstanding senior teacher. Management is very good, as all who have posts of responsibility fulfil their roles very effectively. Governance of the school is good, and the new governing body is already steering the school well.

PARENTS' AND CHILDREN'S VIEWS OF THE SCHOOL

Parents consider the school to be very good. They feel that the school welcomes them and wants to work with them. They say that their children are taught very well in a happy and achieving community. The children say they like school and the things they do there.

IMPROVEMENTS NEEDED

The school has no significant weaknesses.

In the context of its very good achievements, the school should continue to follow its existing plans. These already identify the suggested improvements in paragraphs 39 and 43 concerning the extension of links with minority ethnic families and provision of time for the headteacher to fulfil her administrative role.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY CHILDREN

Standards achieved in areas of learning

Children achieve very well from an average start. About twenty per cent of children speak English as an additional language and most of these are still in the early stages of learning English. Because of the school's very good educational provision, most children are on course to exceed the nationally agreed goals in the six areas of learning by the end of the Reception Year, with very good attainment in personal, social and emotional development.

Main strengths and weaknesses

- Children achieve very well in all areas of learning.
- Their personal development is very good.
- Children who speak English as an additional language make very good progress.
- Excellent outdoor provision contributes very well to children's achievement.
- The excellent educational direction of the headteacher and senior teacher have a significant impact on standards.

Commentary

1. Children's very good achievement is a reflection of the excellent educational direction of the headteacher, the high quality of the teaching and the very good curricular provision. Standards have risen since the last inspection. Children's attainment is above average in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development. Most children are on course to exceed the Early Learning Goals in all of these areas by the end of the Foundation Stage. Boys and girls learn at similar rates because the school has paid close attention to the needs of boys and identified their needs carefully. Children with special educational needs achieve very well because support, advice and guidance for them is based on thorough monitoring. Almost a fifth of the children in the Nursery speak English as an additional language, which is an increased proportion since the time of the previous inspection. When they enter the Nursery, the children speak little or no English. However, because of the very good quality of support they receive, they settle in quickly and their achievement is very good. Children greatly benefit from the support from bilingual assistants, which means they are able to communicate in their home languages and are able to follow lessons and contribute effectively.
2. Children's personal, social and emotional development is given high priority. Children settle quickly and want to learn because staff are welcoming, supportive and encouraging. Most children develop very good levels of concentration and perseverance. Children go to staff confidently when they need help. They are helped when necessary, but are also encouraged to be independent in tasks such as putting on their coats. Children enjoy being together and there is a strong level of racial harmony. Well-organised routines ensure that children know what to do; this promotes confidence and ensures that activities run smoothly throughout the day. Care for animals is promoted as children look after guinea pigs and a goldfish.
3. Children achieve very well in communication, language and literacy. Because of the very good teaching, they become increasingly confident in expressing and sharing their thoughts. Children who speak English as an additional language communicate in English with increasing skill. Bilingual staff help them to sort out their ideas in their home languages. Children develop early reading skills very effectively as staff help them to follow stories in books with enlarged text. Story times are a highlight during the day, and individual children sit with adults to look at books, turn the pages and tell stories by interpreting the illustrations. Children know that print

has meaning, and staff provide many opportunities for children to write their names and record messages by making marks. Higher-attaining children confidently write both their first and family names independently, and the rest make good attempts at copying writing and forming many letters correctly.

4. Achievement is very good in mathematical development. Children match, sort and count objects and acquire a growing mathematical vocabulary as they explore shapes and play with water and sand. Mathematics is promoted very well through the day in discussions, stories, rhymes and practical activities. Staff use every opportunity to extend the children's mathematical vocabulary, and displays reinforce ideas, remind children of work they have done and link well with other areas of learning; for example, the number three is reinforced through learning about 'The Three Bears', 'The Three Little Pigs' and 'The Three Billy Goats Gruff'.
5. Excellent outdoor provision underpins children's very good achievement in knowledge and understanding of the world, and indoor activities contribute very well, too. Practical experiences help children to develop knowledge and understanding in a range of subjects such as science, design and technology, information and communication technology, geography, history and religious education. A clear focus on helping children to enjoy and explore the natural world helps them to develop a sense of awe and wonder; for example, they are excited when they see chicks hatching. A good range of cultures is celebrated so that children become more aware of ethnic, cultural and religious differences and similarities. All heritages are valued, so that children's self-esteem is promoted.
6. The high quality of staff involvement in outdoor play and indoor physical education lessons leads to children's very good achievement in physical education. Children run, jump, climb, ride, balance and crawl confidently on a very good range of well-chosen equipment. They use scissors, pencils and painting brushes well and manipulate the computer mouse with increasing skill because they are taught how to do so regularly and very effectively.
7. Children's creative development is brought on well because of the wide and carefully planned range of materials and experiences organised every day. They are encouraged to use their imagination in many ways. They create interesting and colourful pictures, collages and models. In the role-play areas, they dress up and pretend to be adults. In music sessions, they accompany their singing and begin to appreciate the different sounds and effects made by musical instruments. Children's cultural development is very good and they achieve very well. They gain an early insight into a variety of faiths and ways of life.

Children's attitudes, values and other personal qualities

The children enjoy coming to school and develop excellent attitudes towards learning. Behaviour is exemplary throughout each session. The children respond very well to the very good spiritual, moral, social and cultural values promoted by the school and their personal, social and emotional development is very good. Attendance is very good.

Main strengths and weaknesses

- The children in the Nursery have excellent attitudes to learning and to being in school.
- Behaviour is excellent.
- All staff have very high expectations of children's behaviour and work consistently to achieve this.
- There are excellent relationships between the children and the adults who work with them.

Commentary

8. As found by the last inspection, the children enjoy the Nursery and are very enthusiastic about learning. They come into the Nursery happily and settle quickly into the routines of the day. They develop in confidence because of the encouragement they receive from adults to try new things and to express their views. Learning is fun and, more often than not, they are totally engrossed in their tasks and show great enthusiasm and delight in what they do; for example, they work together to dig for treasure in the sand. Children say that they like school.
9. Throughout the Nursery behaviour is exemplary. The children know what is expected, and because the staff are very successful in engaging the children's interest, they do not have time to misbehave. This exemplary behaviour is a result of the very high expectations of the leadership of the school, the very good planning for each session and the consistency of the routines. The staff develop the children's self-esteem and awareness of others, and they encourage qualities such as tolerance and good manners. The fact that the children display such high levels of self-control and ability to co-operate with one another is an accolade to the skill of the staff. The children respect the staff and have total trust and confidence in all adults who work in the Nursery.
10. Excellent relationships at all levels promote a calm but busy atmosphere. The children learn how they can help each other; for example, a child holds a piece of material tightly to make cutting it easier for another child. Through planned activities the children learn to recognise and respond sensitively to the feelings of others; for example, they know when another child is sad or afraid. The children develop warm friendships and seek friends to share games. Children are encouraged to talk to one another as they work and play happily together. A governor perceptively described the Nursery as an 'oasis of peace where all children are loved'. This reflects the very good provision in the Nursery.
11. The children understand what is expected of them and begin to develop confidence to explore and try new challenges because the Nursery promotes spiritual, social, moral and cultural development very well. This developing confidence is evident in the way the children move from one activity to another, observe the routines, and share the resources with smiles on their faces.
12. Parents are very supportive of the values promoted by the school and this contributes to the very good achievement of the children. An imaginative and practical curriculum promotes enthusiasm for learning. During a visit from a local animal refuge centre the children were totally enthralled as they observed the owl and hedgehog and heard about feeding and nesting.
13. Religious festivals are celebrated and this widens the children's perspective of other cultures and beliefs. They learn about the diverse backgrounds of other children and this helps to raise their awareness of the many similarities and differences in lifestyles. It also helps to develop an understanding of the need to treat others with respect. Children from minority ethnic heritages and those who speak English as an additional language are integrated very well into the life of the school, and there is a very strong feeling of racial harmony. Children gain in confidence as they progress through the Nursery and become increasingly independent. They feel secure and valued in an environment in which they can use their home languages and where cultural and religious diversity is not only recognised but also celebrated. The adults in the school are excellent role models. Children are happy to help one another out; for example, they provide a translation of a word for another child.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.1	School data	0.2

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

14. Attendance of children is very good and reflects the excellent attitudes they show towards school. Procedures to promote high attendance are very effective, with all absences being systematically recorded and unexplained absences being rigorously followed up by telephone and, when necessary, by letter. Formal notification is required for holidays taken during term-time. For extended holidays exceeding two weeks parents are required to seek written authorisation. Punctuality is good, which allows activities to start on time and without unnecessary interruption.

Exclusions

No child has been excluded from the school.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is very good.

Teaching and learning

Teaching and learning are of very good quality, with excellent features. Consistently very high expectations, planning of high quality and staff enthusiasm lead to children's very good achievement.

Main strengths and weaknesses

- The quality of teaching and learning is very good.
- Staff ensure that all children have equal opportunities.
- They have very high expectations of the children, who respond very well so that behaviour is excellent and the rate of learning is very good.
- Planning is consistently very good, with activities that children enjoy.
- Staff encourage children and engage with them at a very high level.
- No time is wasted, so that activities run smoothly and children are constantly motivated.

Commentary

Summary of teaching observed during the inspection in 27 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	23	1	0	0	0	0

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

15. Excellent attention to equal opportunities and learning of high quality are at the heart of the school's work. Teachers and Nursery nurses are constantly effective practitioners, aware of standards in relation to national expectations for the age group. Staff know the children well and ensure that work is planned effectively to meet the needs of every child. Every child is valued. Children who speak English as an additional language are encouraged and supported very well.

16. Planning is of high quality and resources are use imaginatively. All staff are involved in the planning, so that there is a consistency of approach to teaching and learning. The excellent educational direction of the headteacher and the commitment of staff lead to learning experiences of a very high quality; for example, children watched chickens hatching in an incubator. Staff are enthusiastic, and they want children to enjoy school. Activities always have an element of fun in them that captures children's interest. Staff work as a highly motivated team to develop effective strategies to group children according to both learning needs and language development. This means that every child benefits from activities through being with others who learn at a similar rate. Bright children, regardless of their ability to speak English, revel in the excitement of watching their beans grow and showing them to other children. Slower-learning children enjoy the fun of pretending, when skilful teaching helps them to extend their language skills as they go from Goldilocks' house to the house of the Three Bears in the school garden. Staff encourage children and engage with them very effectively.
17. Expectations are very high. This results in excellent behaviour and very good achievement. Children are on course to exceed national expectations by the end of the Reception Year because of the high quality of the teaching. The staff here are a splendid example for teachers who work with young children. Never a moment is wasted, as activities run smoothly from one to another. Both inside and outside the classrooms, children learn at a very good rate because of the well timed, very well informed, encouraging and good humoured intervention of staff. For example, as children threw beanbags into buckets, a Nursery nurse knew which children were ready to learn new techniques and who needed a little longer to experiment and make mistakes. Staff are consistently involved and engaged in children's play in the excellently developed school grounds. This is an improvement since the last inspection.
18. Support for children with special educational needs is of very good quality. Because of the school's rigorous and continuous approach to assessment, children's needs are identified early and parents are quickly involved so that problems are dealt with, and often overcome. Children with Statements of Special Educational Needs are taught very well. Sympathetic but consistent methods of support help these children to overcome anxiety and physical difficulties. The school's multi-sensory approach, in which all children learn from using their senses to appreciate and learn about the world around them, is especially suitable for children with special educational needs; for example, an extremely anxious child was comforted by moving her hands through a tray of soft dry oats. The rhythm and texture helped to settle her down.
19. All children are supported very well with their personal development and are encouraged to be independent. Parents commented on this favourably at the pre-inspection meeting. Bathroom routines are taught and, unusually for a Nursery school, children change for weekly lessons in physical education. Staff join in these lessons and provide good role models for the children. Modelling, or teaching by example, is a significant feature that helps children to learn in all activities. Staff show children what to do, rather than just telling them. Watching children go about the daily routines, it is noticeable how confident they have already become and how this helps them to get on with the next activity quickly and effectively.
20. In both classes, a bilingual assistant works alongside the teacher. They know the children well, are fully alert to their needs and provide each individual with a level of support that ensures appropriate challenge that leads to very good achievement. Bilingual assistants are fully involved in planning and assessment. They assess the needs of children very effectively and ensure that children's understanding is assessed, rather than just their ability to speak English. Careful recording of each child's progress is used well to make sure that children develop skills and knowledge at a very good rate. All staff take account of records of assessment in their teaching. Children from minority ethnic heritages are welcomed and supported very well. Labels and captions in displays are written in both English and home languages. Staff ensure that a range of cultural festivals, including those from Christianity and Islam, are recognised, celebrated and enjoyed by everyone. Special foods are shared, and artefacts are shown to the children and displayed. In everyday activities, staff use stories,

pictures and artefacts to demonstrate value for, and appreciation of, both differences and similarities between cultures.

21. Extended provision before and after school and at lunchtime has a positive effect on children's learning. Children can come for breakfast before the morning session and stay for lunch. Afternoon children can come for lunch and stay at the end of the school day. The 'Squirrels' club, for three- and four-year-olds, provides not only supervision, but learning activities of high quality. Bilingual support is very good, and parents are closely involved. The accommodation for the Squirrels is beautifully organised – bright, cheerful and full of teaching and learning opportunities. Outside provision for these young children is very good. Once a week there is the Mothers and Toddlers group, when younger children and babies benefit from the facilities. These services contribute very well to children's introduction to school life.
22. Staff recognise that parents are the first and most important teachers, and parents are increasingly involved in their children's learning at school. Staff are always ready to chat with parents about the children's development and suggest ways of helping them at home. Some parents would like to do more of this, and the school is planning to extend its already good system; for example, it is getting more dual-language books that can be taken home and shared with families.

EXAMPLES OF OUTSTANDING PRACTICE

High levels of staff involvement and teaching by example enhance children's learning. Staff teach constantly - they never just supervise.

A baby chick had died during the night. The teacher grabbed the opportunity to talk about feelings, and staff contributed very well in creating an atmosphere of respect. The children were silent and thoughtful. As the lesson progressed, happiness, anger, silliness and grumpiness were all discussed, and staff joined in with the children, making faces to show the appropriate emotions. Children recalled characters in stories, such as the angry troll in 'The Three Billy Goats Gruff'. The lesson was fun, and staff involvement helped to strengthen the message that we all have feelings and should respect the feelings of others. One member of staff took digital photographs that were later displayed in the classroom. Staff involvement lifted and reinforced the experience for the children.

Infectious enjoyment and exuberance filled an excellent lesson on music and movement as staff and children bent, stretched, crawled and jumped together. Staff made exercise fun, and it was reinforced as a healthy lifelong habit. Children were not just told what to do, they were shown how.

The 'wolf' begged to go into the houses and the 'pigs' fended off the attempts as a bilingual Nursery nurse modelled the roles in a lesson in the school grounds. She assumed gruff and tiny voices in Urdu, Panjabi and English, and all the children joined in enthusiastically. The permanently sited small wooden houses in the school garden were used very effectively to enact the story of 'The Three Little Pigs'.

A sense of urgency and concern pervaded the 'vet's surgery', as children brought sick animals (soft toys) with an assortment of ailments. Children made appointments, waited in the waiting room, took telephone calls and took on the role of the vet. They sympathised with one another about their pets' complaints and the vet was kind and reassuring. The skilful intervention of a Nursery nurse turned a 'play' activity into a very well focused learning experience.

A 'wizard' helps children to count. Staff count along with him as a child points the puppet's wand to see how many children are present. This promotes good listening, generates an atmosphere of interest and reinforces the counting process. They are as impressed as the children with the high number they reach. The teacher then writes the number on a board and a child copies it. Staff involvement adds greatly to the teaching and learning process.

The curriculum

The school has a very good curriculum, which meets effectively the needs of all groups of children. Curricular enrichment is very good. The indoor accommodation is very good and outdoor accommodation is excellent. Resources are very good for all the areas of learning. Improvement since the previous inspection is very good.

Main strengths and weaknesses

- There is a high calibre of curricular leadership.
- There are staff who are highly experienced in working with young children.
- The planning is of high quality, which generates children's enthusiasm and promotes positive attitudes to learning.
- There is excellent outdoor curricular provision.
- Curricular provision of high quality ensures that all children are included, secure and valued.

Commentary

23. The curriculum is securely based on national guidelines and includes all the required areas of learning. The staff are innovative in providing challenging and imaginative opportunities to stimulate learning. They meet regularly to discuss the curriculum and continuously seek to improve the provision; for example, they are extending the range of opportunities for the children to use control technology. The curriculum has improved since the previous inspection and planning is now sharp and well focused. The outcomes of assessments during focused activities, and careful analysis of the children's profiles, provide valuable information to inform curriculum planning. The comprehensive plans outline very good links across the areas of learning based around a central theme. Planning clearly guides teaching and learning and the staff co-operate closely to secure the effective implementation of the plans. Staff teamwork is a strength of the planning process. Good planning enables staff to spend most of their time working with the children, providing support, guidance and direct teaching. Procedures are now in place to monitor the curriculum and these have ensured all elements in each of the areas of learning are covered comprehensively.
24. The headteacher's knowledge, guidance and support have helped to create a curriculum of high quality. Her aim - to provide a rich curriculum from the moment the children arrive until they leave, without a dull moment - is achieved. The headteacher's innovative and inspirational guidance for the development of the outdoor area has significantly improved provision. This is used to develop all aspects of learning, and provides a wealth of interesting areas for the children to explore. These include an exceptional area for observation of minibeasts, a covered pond area and a maze; these enhance the children's understanding of the natural world.
25. The overall aim, to promote a positive and enthusiastic attitude towards learning through the development of confidence and independence, has a significant effect on the practices in the Nursery. This is achieved through systematic approaches to covering all the elements in the personal, social and emotional development programme. The curriculum is based on practical learning experiences that involve a 'hands on' approach. There is a very high level of commitment to ensuring that learning is a joyous occupation.
26. The curriculum meets individual needs very well and helps all children to make very good progress. It prepares the children well for admission to the Reception Year. The staff have reviewed how best to improve boys' learning and this has led to very good opportunities for boys to learn in a wide variety of practical ways, often using the outdoor facilities. Attention has also been given to ensuring higher-attaining children are challenged through extension activities, and grouping by ability, when appropriate. Children with special educational needs, including those with Statements of Special Educational Needs, are very well supported

through carefully written Individual Education Plans, very good professional help and the pervading inclusive atmosphere. Links with outside agencies are very good, so that children have access to experts in specialisms such as speech therapy and autism.

27. The curriculum provided for children who speak English as an additional language is very good, and the bilingual assistants are well involved in planning. The acquisition and development of English is recognised as an important priority. The bilingual assistants work in close co-operation with other staff to ensure that the work is suitably adapted to meet a variety of individual needs. Children become more aware of a range of faiths and religious festivals, such as Eid. Dual-language books and posters in classrooms help to make children more aware of the cultural diversity of the community to which they belong.
28. The Nursery is generously staffed by very competent individuals who have much expertise. They work as a highly effective team and provide good support for the student teachers who do part of their training in the Nursery. The indoor accommodation is very good, and the site supervisor ensures that it is consistently well cared for. Displays are attractive and there is a vibrant and lively atmosphere throughout the Nursery. Since the last inspection, the staff have organised each classroom into areas of learning closely linked to the curriculum for the age group, and these are used very effectively. Resources are very good, maintained to a very high standard, and used effectively to support learning.

Care, guidance and support

Procedures for ensuring the welfare, health and safety of children are very good. Support, advice and guidance are also very good. The school is very effective in seeking the views of children and taking these into account in its decision making.

Main strengths and weaknesses

- Health and safety checks and risk assessments are regularly and thoroughly carried out and appropriate action is taken.
- Teachers and Nursery nurses provide children with very good guidance and support.
- Support for children with special educational needs and those who speak English as an additional language is very good.
- Induction arrangements are very good.

Commentary

29. The school provides a safe and secure environment where children improve academically and in terms of their personal development. Health and safety procedures, including those related to child protection, are comprehensive and are properly implemented by all members of staff. Detailed risk assessments have been prepared, and regular health and safety inspections are carried out by governors. Welfare arrangements are very good and reflect the great care and concern that staff display towards children's well-being. Very good provision has been maintained since the last inspection.
30. The quality of care, support and guidance for children is very good and is founded on the excellent relationships that exist between children and members of staff. Teachers and Nursery nurses have a close and personal knowledge of each child, which means that advice and guidance are relevant to his or her needs. All staff are warm, sympathetic and fully attentive to the needs of children. This supportive and friendly atmosphere helps children learn and develop. The requirements of children with special educational needs are very carefully assessed, and well written Individual Education Plans are followed carefully by staff. Expertise from outside agencies is used very well to support the development and learning; for example, it is used for children with speech difficulties or autism.

31. Procedures for monitoring and tracking children's achievements and personal development are very good. Progress is systematically recorded and, as a result, teachers are able to track development effectively. Children who speak English as an additional language are carefully monitored and their understanding is assessed in their home languages. A particularly good feature of the support work in the school is the close contact with parents. Bilingual staff speak to parents in home languages and act as interpreters.
32. Induction arrangements for children entering the school are very good. Parents can attend a meeting prior to their children starting school, during which they can look around the Nursery and talk to teachers. Staff are very much aware that children new to the Nursery settle in at different rates and, as a result, a great effort is made to help children cope with this important transition; for example, staff collect and record detailed information regarding children's health and personal development meticulously.
33. The school involves children very effectively by listening to their ideas; for example, children looked through catalogues with the staff and chose 'small world' models for imaginative play and a free-standing basketball net for the playground.

Partnership with parents, other schools and the community

Very good links have been established with parents, the local community, and with other educational establishments. Good extended services have been set up, which make a positive contribution to learning and personal development.

Main strengths and weaknesses

- Parents are made to feel welcome in the school.
- The school keeps parents extremely well informed about current developments and the progress being made by their children.
- Links established with the local community are very good and make a positive contribution to children's well-being and learning.
- Extended services are very good.
- Partnerships with local primary schools are very good.

Commentary

34. Parents hold the school in very high regard, believing that it is well led and managed, that teaching is of a high quality and that it provides children with a safe and secure environment. They say that they feel welcome in the school. Parental views are very effectively sought through questionnaires and, where appropriate, acted upon. Parents' meetings are now a regular feature during the school year. This is an improvement since the last inspection.
35. Communication with parents is excellent. Regular newsletters are issued, and the school prospectus provides full information about the school's policies and procedures. Parents receive a written progress report three times a year; it is reader-friendly, extremely informative, and includes meaningful and realistic targets. Parents have the opportunity to discuss their children's reports at meetings that for their convenience are held both in the morning and during the evening. Formal channels of communication are very effectively complemented by day-to-day informal contact, which is made possible by staff being extremely approachable, friendly and helpful. The quality of communication with parents was summed up by one parent who commented, 'We get some fresh news from school every day.'
36. The school actively promotes parental involvement in the life of the school, and this significantly promotes the high quality of learning. The Friends of Lee Royd School are effective in raising funds and in providing a focus for social activity. Parents help with special events, moving books and equipment during alterations, and with photocopying. Parents are

effective in supporting their children's learning at home, and the school assists them in this role by providing explanatory leaflets.

37. Procedures for dealing with concerns and complaints are very good. Parental dissatisfaction is very rare but, in the few cases that do arise, the school responds quickly and effectively.
38. The provision of extended services is very good. The school provides very effective 'wrap around care' in the form of the 'Squirrels' club – a professionally led play and learning facility from 8.30 am until 5.30 pm. Links with families who speak English as an additional language are strong. The headteacher and her staff welcome parents from minority ethnic communities; bilingual staff bring valuable expertise to this aspect of the school's work. Newsletters are produced in minority languages. A recently appointed governor is also a member of a minority ethnic group and he provides a helpful link with other parents.
39. The Nursery organises useful sessions for parents to learn about aspects of the curriculum, but only a small proportion of those parents who speak English as an additional language attend. The school is planning to involve the bilingual assistants more so that parents might better understand what their children are being taught and so be more able to support them. The headteacher and her colleagues recognise the value of bilingual books, and an increased number have recently been obtained, with the intention that parents and children will be able to borrow them.
40. Links with the local community are very good and benefit the school. Representation on the Woodnook Forum facilitates co-operation with other local agencies and could potentially be a source for additional funding. A strong multicultural link has been established with the local Bangladeshi Welfare Association, which provides special support to the five children from that particular community and their parents. Further community links are currently being established with the local health services and a local women's centre, to the benefit of both children and parents. Classes for parents, held in the school, include sessions on crafts and on ways parents can help their children at home.
41. The school has forged very effective partnerships with other schools and colleges. Very effective liaison exists with local primary schools whose Reception teachers visit the school to discuss children's achievements, and to meet the children. Very effective procedures have been established to transfer records, including the 'stepping-stones' tracking document. Effective liaison exists with local pre-school providers in order to avoid unnecessary duplication.
42. A very effective partnership has been established with St Martin's Further Education College who allocate students to the school in order that they may gain practical classroom experience. This partnership is of mutual benefit to the visiting students and the children.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good overall. The leadership of the headteacher is excellent, management is very good and governance is good.

Main strengths and weaknesses

- There is very high quality of headteacher's educational leadership and the support of the senior teacher.
- The promotion of quality teamwork amongst staff is very high.
- The level of inclusion is very high.

Commentary

43. Every aspect of school life is managed very well. Overall leadership, management and governance have improved since the last inspection. The headteacher's outstanding educational direction, with excellent support from the senior teacher, sets the school on a sure path of success. High aspirations and a clear sense of purpose pervade the school's work. The headteacher and senior teacher motivate and influence the staff so that they work together as an extremely effective team. All are committed to inclusion, promotion of equality and concern for the needs of individuals. Deployment of staff is excellent, and the workload is managed very well. Recruitment and retention of staff are not problems. Staff say that working at the school is rewarding and enjoyable. The headteacher expects a great deal of them, as she does of herself. She provides an excellent role model for them. The high quality of the leadership and the work of the staff are the principal aids to the very good achievement of the children. The new governing body is planning to provide time within the school day for the headteacher to fulfil her management role, especially with the introduction of greater school responsibility for managing the budget.
44. Standards are higher than expected because of the consistent vigilance of the headteacher. Curricular innovation, including imaginative use of the school grounds, has been led with great skill by her. Monitoring of teaching and learning is very well organised and staff value feedback that helps them to improve their practice. All staff strive to get better. Professional training is of very good quality, and plans are adapted to include new ideas from courses. Bilingual staff have clearly defined roles and are seen as an integral part of language support work. The teaching of children who have special educational needs is managed very effectively so that children know, do, and understand more every day. More able children are very well catered for because they are identified early and stimulated with challenging activities. Leadership and management of provision for children who speak English as an additional language, and those from minority ethnic groups, are very good. Bilingual Nursery nurses are suitably qualified and play a full part in the education of the children and in developing positive links with the community. Very good opportunities have been provided for relevant training.
45. The governing body has been recently reconstituted to fulfil statutory requirements. From April 2004 they will be responsible for the school's budget – previously managed by the local education authority. Training is in hand for the governors, headteacher and the school secretary. Governors fulfil their statutory duties effectively. Long-serving governors contribute very well to the school's success, with regular visits and well-organised committees. New governors are taking on their roles enthusiastically. Through recent school self-evaluation, they know the strengths and areas for development and are involved in shaping the direction of the school. Minutes of meetings show that governors are supportive, but at the same time they are challenging and want to know how issues are being dealt with by the headteacher and other staff. The school development plan, well based on school self-evaluation, is a helpful tool that drives forward new initiatives and underpins development very effectively.
46. Monitoring by governors, the headteacher and staff includes consideration of assessments of children's attainment on entry to the school. Each child's progress is tracked carefully, and targets are set to continually challenge and benefit children. Progress is discussed at governors' meetings and parents are well pleased with the way the school helps their children to achieve at such a very good rate. Performance management of staff is very well organised and linked effectively to the school development plan. Staff training is focused on issues identified in the plan.
47. Resources are managed very well and are closely linked to priorities in the school development plan. Financial management is very good. Specific funds for staff development, for children with special educational needs, and for children who speak English as an additional language are used very effectively. Services and staff, such as the bilingual Nursery nurses, funded centrally through the local education authority, are deployed with great skill so that children gain maximum benefit. Resources for teaching and learning are used and cared

for very well. Storage is exemplary and everything is easily accessible for staff and children. The outdoor environment has been expertly developed so that it contributes very well to teaching and learning. Governors consider best value and want to know the benefits to the children from any spending.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING

AREAS OF LEARNING IN THE FOUNDATION STAGE

48. Children make good progress in the six areas of learning, and most are on course to exceed the expected levels by the end of the reception class. Attainment in personal, social and emotional development is well above average. Boys and girls achieve equally well. Children with special educational needs are supported very well as staff engage with them and ensure that they know what to do and make good progress. Children's progress is monitored well and good records are kept and used to inform future planning and to keep parents in touch with how their children are doing. The quality of teaching has improved since the last inspection, when it was always at least sound. It is now very good, with excellent features. The Nursery nurses play a significant role in the teaching programme. Children from minority ethnic backgrounds and those who speak English as an additional language make very good progress because of the school's inclusive approach and the high quality of teaching and curricular provision. There is appropriate emphasis on personal, social and emotional development and communication, language and literacy.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **very good**.

Main strengths and weaknesses

- The children achieve very well and their attainment is well above the standards expected.
- Teaching and learning are consistently very good.
- This area of learning is central to the Nursery's work and is well provided for through the curriculum and a school ethos that brings children and staff together in a very supportive and caring way.
- The children's behaviour and relationships with each other are outstanding.

Commentary

49. The children achieve very well in this area of learning because the needs of the different groups of children are very well catered for through a very good curriculum. This represents an improvement since the last inspection when attainment was deemed to be good. The well above average attainment of the children is a significant achievement for the school and reflects the high quality of teaching and support they receive. When children arrive at the start of each session they are full of enthusiasm and keen to learn because they are stimulated and excited by the wide range of well-planned and imaginative activities. They show high levels of independence and ability to make decisions as they select an activity because in each session there is an excellent range of exciting challenges available. Children learn at very good rate and display high levels of perseverance in their activities. They have confidence to respond to problem-solving situations; for example, they were asked to find ways of joining twigs to make the side of a house for one of the three little pigs. The staff help children to persevere to achieve success. When playing in the sand with the children a Nursery nurse asked, 'Do you think you can get a bit more sand into the bucket?'
50. Adults provide very good role models and so behaviour and relationships are excellent, a factor which plays a significant part in children's learning. The children are very kind and helpful towards each other as they play together and readily share equipment and resources. The staff share the same high expectations of the children's behaviour and emphasise praise and positive encouragement. When all children come together, they behave extremely well as the staff are skilled in keeping their attention. Comments such as 'well done, good listening' reinforce the children's attentiveness and remind them of what they are expected to do, such as sitting on the carpet with legs crossed and not on an adult's lap. There are many good

opportunities for the children to work independently and to socialise. As a result, the children thrive and show an increasing level of self-assurance and willingness to organise themselves. During the inspection the children's enjoyment of activities was very evident from their laughter and eager participation.

51. The Nursery is a very mixed community and the staff ensure that children from all social and ethnic backgrounds feel at ease. Through skilful teaching the children are helped to understand and have positive attitudes towards difference. Imaginative strategies, such as using digital photographs of the children themselves, promoted a very good discussion on 'feelings' and positive comments on differences in children. Children at an early stage of learning English play a full part in activities because they are given very good support in their home languages. They are confident learners who approach new situations confidently. Very good support is also provided for higher-attaining children and those who have special educational needs. The school's very good planning for this area of learning reflects the high level of staff commitment to meet the needs of the diverse groups of children in the Nursery.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **very good**.

Main strengths and weaknesses

- Children of all abilities achieve very well and attainment is good.
- High priority is given to teaching speaking and listening skills.
- Bilingual assistants provide particularly good support.
- The development of language and literacy is integral to all activities.
- The development of early reading and writing skills through purposeful tasks is very good.

Commentary

52. The attainment of most children is average in speaking and listening when they start the Nursery, but children who speak English as an additional language still require a great deal of support to develop their English. The staff provide immense additional support to individuals and so they achieve very well, and, by the end of the Nursery year, all children reach levels above those expected for their age. This represents significant progress. The development of speaking and listening is central to every activity in the Nursery when the children are encouraged to offer contributions resulting in their increasing ability to express their thoughts and ideas. The children are introduced to many new words in all activities. This was very effective in an activity using a remote controlled car to take Goldilocks on a journey to find the cottage of the Three Bears. The children confidently used positional language such as 'under', 'over' and 'round' to describe the car's route. The staff are sensitive to those children who are reluctant to speak initially, and prompt those whose understanding is far greater than their abilities to express their ideas orally. The children are enthusiastic and busy; they enjoy their interesting tasks and, as a result, want to talk about what they do.
53. Children who speak English as an additional language are given very focused support, which includes learning using both their home language and English. The very skilled bilingual Nursery nurses significantly contribute to the success of these children. They provide clear translations, which ensure the children understand tasks and stories. They continually demonstrate speaking skills in English and, through skilled questioning, engage the children in purposeful conversation. Consequently, the children communicate in English with growing expertise. The language work with children who have special educational needs is very effective. The staff give very good support to statemented children and skilfully include these children in all activities.
54. Teaching and learning are of very good quality. The staff have a very good understanding of how young children learn, so that they make activities realistically challenging. The high calibre

leadership is very focused on improvement. Preparation for lessons is thorough and very good use is made of resources to bring learning to life. A good example involved children dressed as bears following an outdoor 'bear trail' to develop their communication and early reading skills; throughout the trail the children described their observations, prompted by very effective support from a Nursery nurse.

55. The children become increasingly aware of the purposes for writing through planned opportunities to use writing. For example, prior to the visit of the hedgehogs, the children thought of questions they would like to ask and these were recorded and used during the visit. The staff are very aware of the different interests and needs of boys and girls. To develop boys' interest in writing the outdoor area is used; for example, teachers provide clipboards beside the bricks to prompt writing. The children are eager to write and most can copy their own names. Higher-attaining children write their full names confidently. To encourage writing the children's captions and labels are used very effectively for display purposes. The staff generate a high level of interest and enthusiasm for reading, a love of books and the early skills needed to start reading. The children benefit from access to a very good range of books, including dual language books.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- Children achieve very well and attainment is above average.
- Teaching and learning are of high quality.
- Mathematical language is reinforced throughout the school day.
- Learning is made relevant for the children.

Commentary

56. Children become familiar with numbers to ten through counting rhymes, singing games and practical activities that involve sorting and ordering objects. They gain an understanding of larger numbers in activities such as counting how many children are present at registration. They develop appropriate recording skills as staff encourage them to write numbers. Their mathematical vocabulary increases at a very good rate. Children who speak English as an additional language are guided very effectively so that they explain their ideas, sometimes through the bilingual Nursery nurses, and achieve very well. In play with sand and water, children develop an understanding of capacity and link this meaningfully to mathematical language such as 'more' and 'less', 'full' and 'empty' or 'light and heavy'. In a cookery activity, children became more aware of measurement as they counted and measured ingredients with the Nursery nurse, who encouraged them to talk about 'more', 'not enough' and 'too much'. Children learn to recognise and name shapes such as a square, a triangle and a circle. Higher-attaining children recognise and name a rectangle. Staff reinforce learning very well. During snack time, they organise simple activities; for example, a Nursery nurse had a 'feely box' from which children could take wooden shapes and name them.
57. The quality of teaching is very good, so that children learn at a very good rate, achieve very well and are on course to exceed national expectations by the end of the Reception class. All staff are involved in the planning so that everyone who works with the children is clear about what is being taught. Activities are well structured and relevant to ensure that children's knowledge and understanding of mathematics are reinforced and extended in interesting ways. Resources are prepared very well to stimulate children's interest and extend their understanding. Children with special educational needs are skilfully supported and encouraged to use mathematical language and to join in number games and rhymes.

58. Staff create imaginative settings for children to exercise their mathematical vocabulary and practise their mathematical skills in engaging ways. For example, in a ball game, a Nursery nurse kept referring to the numbers one to four as children stood in a grid drawn on the playground and threw balls into buckets. Children sing number rhymes, play circle games and go on trails in the school grounds; for example, they progress systematically from one event to another in the story of 'The Three Little Pigs'. In another good activity, a Nursery nurse played hopscotch with some children and encouraged them to aim for particular numbers in the pattern. As a result, children are enthusiastic and want to learn. Activities have good links with other areas of learning, and staff use every opportunity for children to count and compare. Positional language is very well taught as children identify the position of items; for example, they know the meaning of 'in', 'on' or 'next to' other things, and they are able to negotiate a model car around a track.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **very good**.

Main strengths and weaknesses

- Children achieve very well and attainment is above average.
- The quality of teaching and learning is very good.
- Activities are interesting and motivating.
- Staff make excellent use of the school grounds.

Commentary

59. Children make very good progress and achieve very well as they explore and investigate the world around them through interesting topics. As they make simple models with construction kits, children reflect their knowledge of the real world; they make cars, lorries and houses. Children are curious about how and why things work and so teachers provide objects for them to handle and investigate. Their understanding in science and technology develops well as they see how materials change when they make and decorate biscuits and see how they become dry when cooked. Through stories and books, children gain greater awareness of the world beyond their immediate environment. The range of cultures in the Nursery is celebrated through regular reference to children's home lives, food and clothes. Festivals are celebrated and parents are invited into the school. These activities raise the self-esteem of children from minority ethnic heritages and raise all children's awareness of the wide range of cultures in modern British society. Children enjoy using the computer. They play simple games and gradually extend their skills in responding to signals, dragging images across the screen, matching pictures, and reinforcing their learning in literacy and numeracy.
60. All children, and particularly those who speak English as an additional language, benefit from and enjoy using computers to reinforce the learning of letter shapes and sounds. Children play with 'remote-controlled' toys and direct them along a path with increasing skill. Most children operate the tape recorder independently when listening to stories, rhymes and songs. Children's scientific understanding is extended as they watch chicks hatch in the incubator, touch a hedgehog and stroke an owl brought into school.
61. The quality of teaching and learning is very good. Staff interact very well with the children, pick up their ideas and take their learning forward effectively. Children achieve very well and are on course to exceed the expected goals by the end of the Reception class. Bilingual staff ensure that all children understand and can express their ideas during activities. Experiences are planned well to provide an interesting range of opportunities for children to practise appropriate skills and gain confidence. Learning is based firmly on experiences that are relevant to the children's daily lives. Use of the school grounds is excellent. Children with special educational needs benefit from the school's practical approach and learn at a very good rate because they are given time to reflect and enjoy activities, using all their senses. All children develop early

investigative skills as they explore the outside environment and learn about seasonal changes during the year. They saw how the ground froze and the pond was covered with ice.

62. Teachers organise interesting trips to broaden children's experiences and extend their general knowledge. Visits to a museum and a theme park extend children's experience and are used to enhance learning when children are back in school. Staff enhance and extend learning through well-planned opportunities for the children to hear from interesting visitors, including staff from an animal refuge and members of the fire service and police force. Staff promote skills of literacy and numeracy well as they develop children's vocabulary, help them to express their ideas and share books on a wide range of subjects. Children who speak English as an additional language benefit greatly from the focus on language, discussion and asking questions. Displays are labelled well in Urdu as well as English so that all cultures are valued. Labelling also helps children with their reading.

PHYSICAL DEVELOPMENT

Provision in physical development is **very good**.

Main strengths and weaknesses

- Children achieve very well and attain levels above those expected for their age, and this is an improvement since the previous inspection.
- The outdoor provision is of a very high quality.
- All children are included in the full range of activities.
- Children use equipment and tools with high levels of dexterity.

Commentary

63. The children achieve very well and develop a good range of physical skills as they are involved in a wide range of activities throughout the day. They achieve very well because they are enthusiastic and full of energy and know why it is important to exercise regularly. They learn the skills of movement and co-ordination quickly because of the structured, very good teaching during well-planned and well-resourced indoor and outdoor activities. All this promotes the very good rate of learning for all children, including those with special educational needs.
64. The excellent outdoor areas are extremely well organised with excellent equipment that is laid out to ensure the children have opportunities for varied, imaginative and adventurous physical activity. These excellent facilities make a significant contribution to the children's attainment. Teachers plan a rich curriculum for all aspects of outdoor activity. The children want to go outside as they know there are many exciting things to do. This reflects the creativity and good skills of the staff in making the very best use of the available resources. The children act out their own adventures energetically as they use the trails and extensive resources. During sessions outdoors the children's learning is taken forward because adults have specific responsibility for different areas and they are skilful at recognising opportunities for new learning. A good example was seen when children's balancing skills improved as they travelled along the logs when the Nursery nurse was directly involved in the activity.
65. Children with special educational needs take a full part in the activities and achieve very well. Additional adult support ensures they have full access to the activities. Children at an early stage of learning English learn much through physical play because the staff are on hand to guide them and explain in their home languages what to do. At the same time the children are encouraged to use English to explain things. In addition to the enhancement of their physical skills, these children benefit from fun and friendship generated through playing with other children and making up games and imaginative situations.
66. The children's manipulative skills develop well from when they first start in the Nursery because they are provided with a wide range of practical opportunities to use equipment in

daily activities. They make good progress because they are taught to use equipment and tools safely and properly. Children involved in a sewing activity made very good progress as the Nursery nurse clearly explained strategies, such as how to thread the needle and make different patterns. The children display high levels of dexterity and co-ordination; for example, they manipulate malleable materials such as clay, and control the handset to direct the remote-controlled car. The staff have high expectations of the children and, because the children are encouraged to do things for themselves, they learn to use equipment with care and confidence.

CREATIVE DEVELOPMENT

Provision in creative development is **very good**.

Main strengths and weaknesses

- Children achieve very well and attainment is above average.
- Staff plan a very good range of creative and expressive experiences for the children.
- The quality of teaching and learning is very good.
- All cultures are valued and celebrated.

Commentary

67. Children use a wide variety of paints, colour sticks, papers and malleable materials such as modelling dough with increasing confidence. They practise making marks with thick brushes and bright colours, and dab, swirl and stroke the paint on to paper to make bold patterns. They create bright pictures of themselves, print with a variety of objects and explore contrasting colours. They extend their skills and create pictures and collages with a wide range of materials, including fabric and pasta. These often link with topics, and help to reinforce and consolidate learning. Children enjoy singing number and Nursery rhymes tunefully and listen to music with increasing attention. Children sing tunefully and perform simple actions to match the words of songs. They use tape recorders confidently to listen to music, and they play percussion instruments to perform for one another in the music corner. They extend their imaginative skills as they pretend to keep house and be mothers and fathers in the home corner, currently decorated as Jack's house in the story 'Jack and the Beanstalk'. In role-play areas such as the 'vet's surgery', children interact with one another confidently during imaginative play.
68. The quality of teaching and learning is very good. Staff plan very well to ensure that children have a wide range of opportunities to exercise their imagination and benefit from creative and expressive activities. Children with special educational needs benefit from opportunities to express themselves in art, music and dance. Both classrooms are organised effectively to provide opportunities for children's creative development. Activities are planned to be inviting so that children experiment with a range of materials, use their imagination and enjoy what they do. Children with special educational needs have opportunities to do well in areas of learning where language, though important, does not play so large a role. A feeling of performance and style was very evident in a very well organised musical activity. Every child was involved, playing percussion instruments, stopping and putting them down on a sign from the Nursery nurse. Children were encouraged to appreciate silence as well as sound. Because staff listen well to children, creative activities provide valuable opportunities for children to discuss their ideas. Children are encouraged to retell stories and take on roles in the home corner and the 'office' in the vet's surgery. Their artwork is displayed attractively to promote self-esteem and brighten the classroom.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
Overall standards achieved	3
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	1
Attendance	2
Attitudes	1
Behaviour, including the extent of exclusions	1
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	2
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	1
The leadership of other key staff	1
The effectiveness of management	2

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).