

INSPECTION REPORT

THE WILLOWS NURSERY SCHOOL

Portsmouth

LEA area: Portsmouth

Unique reference number: 116643

Headteacher: Anne Swann

Lead inspector: Dr D Alan Dobbins

Dates of inspection: 7th – 9th June 2004

Inspection number: 259020

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Special
School category:	Nursery
Age range of children:	2 – 5 years
Gender of children:	Mixed
Number on roll:	70
School address:	Portsdown Early Years Unit Sundridge Close Portsmouth
Postcode:	PO6 3JL
Telephone number:	02392 379137
Fax number:	02392 379878
Appropriate authority:	Governing body
Name of chair of governors:	Dave Williams
Date of previous inspection:	February 1998

CHARACTERISTICS OF THE SCHOOL

Willows Nursery School is part of the provision of the Portsmouth Local Education Authority for children aged two to five years who have special educational needs. It also provides for children and their parents and carers in outreach locations around the Portsmouth region. The agreed maximum number of full time equivalent children is 36. Sixty-two children attend for half a day and four attend full-time. Forty-three are boys and 23 are girls. A small number of children are taught in each of the outreach locations. Most of the children are white British. There are no traveller children. One child is learning English as an additional language. When children enter the nursery, their development is below that expected for their age. Three children are at the Early Years Action stage, 59 are at the Action Plus stage and one is statemented. Since the last inspection in February 1998, the school has been identified as an Early Years Excellence Centre, and has gained Beacon, Investors in People and Charter Mark status and the School Achievement Award for each of the last three years. Staff are involved in many national and local initiatives, especially the dissemination initiative. The school has gained money from the single regeneration budget, and takes part in Sure Start, Family Learning, the Early Years Project and a local initiative for the education of autistic children, the Pelican Project. Currently, the school is located in temporary accommodation while a new custom-designed school is built. This should be ready during the Autumn Term 2004.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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18498	Denise Morris	Team inspector	Communication: language and literacy, creative development
18892	David Thomson	Team inspector	Knowledge and understanding of the world
30071	John Pearson	Team inspector	Personal, social and emotional development, mathematical development,

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The Willows Nursery School is an **excellent** school. Dynamic and committed leadership by the headteacher and excellent management has realised an excellent curriculum that is taught very well. As a result, children make very good progress toward achieving the early learning goals. They are being excellently prepared for the next stage of their education, which for most will be in mainstream primary schools. The school gives very good value for money.

The school's main strengths and weaknesses are:

- The excellent leadership and management of the headteacher and deputy headteacher, who are fully supported by a staff team of very competent and committed professionals.
- The excellent relationships between staff and parents and carers make a considerable contribution to the very good progress that children make.
- The excellent assessment procedures provide staff with a detailed knowledge of the children and informed guidance for planning very effective lessons.
- The excellent way in which governors support the work of the headteacher, while continuing to make her responsible and accountable for sustaining the highest of standards.
- The outreach provision provides very good help and advice to parents and carers, and to staff in other schools, nurseries and playgroups.
- The confident way in which the headteacher and other staff disseminate the excellent practice seen at the school.

The very good quality of the provision recognised at the last inspection is now judged as excellent. This represents very good improvement.

STANDARDS ACHIEVED

Area of early learning	Judgement
Personal, social and emotional development	Very good
Communication: language and literacy	Very good
Knowledge and understanding of the world	Good
Mathematical development	Very good
Physical development	Very good
Creative development	Good

Overall, children make **very good** progress towards the early learning goals. This applies to all children, notwithstanding the cause or complexity of their special educational needs. In knowledge and understanding of the world and creative development, the temporary accommodation imposes the greatest limitations on teaching and the result is a reduction in progress in comparison with that achieved in the other areas of early learning. Last year, ninety-nine per cent of the children gained one or more levels* in each area of early learning, sixty-seven percent gained two levels and twenty-seven percent gained three or more levels. As a result of the very good progress they make, most children leave to begin the reception year of the Foundation Stage at their local primary school. Of the thirty-one children who left last year, seventy-one percent joined their local primary school.

Children's personal qualities, including their spiritual, moral, social and cultural development are **very good**, overall. Their attitudes to their work and their behaviour are very good. Attendance is good.

* One level represents one year's development for a typical child.

QUALITY OF EDUCATION

The quality of education is **excellent**. Children are very well cared for and feel safe and secure at school. The quality of teaching and learning is **very good**. Teachers have considerable knowledge of each area of learning and of the children. Curriculum planning is excellent, as are the assessment procedures for recognising what children know and can do. Together, these are used very well in matching lesson tasks to children's needs so that learning for all children progresses very effectively. Lessons are fun, relevant and exciting because teachers routinely plan for children to be active in their learning. They make very good use of local facilities, such as shops, the country park and beaches to ensure this. Staff are expert at encouraging children, and, as a result, children work hard to do their best. Staff take great pleasure in celebrating children's successes with them, their parents and carers. Children with communication difficulties benefit from the regular availability and the excellent work of the speech therapists.

The quality of advice, guidance and support is excellent. The procedures for entering children into school are excellent. Children and their parents and carers quickly become fully involved in the life of the school. The excellent links with other schools are founded on the very high quality of the outreach provision. The excellent links with local colleges and other training establishments are sustained because of the very good experiences gained by prospective teachers, teaching assistants, trainee social workers and health workers who visit the school as part of their training programme.

LEADERSHIP AND MANAGEMENT

Leadership and management are **excellent**. The headteacher is an excellent leader and manager, who inspires and motivates. She has a very clear vision for the school, which is in line with national trends and includes forming closer links with other related services to make the school an integral part of a children's centre. She sets the highest standards and maintains an educational environment where children and staff regularly achieve their best. She helps staff aspire to the same high standards through the excellent procedures for professional development which help further their skills, experience and competencies. She gains excellent support from the deputy headteacher and governors. They, in turn, have established an excellent working relationship with the headteacher that consistently challenges and supports her. Day-to-day, the work proceeds in an environment that emphasizes success, and is calm and ordered. It is to the credit of all staff and governors that, given the constraints of the temporary accommodation, the standards achieved by children are so good. Most procedures are fully developed. Only some require further development, such as the greater use of information and communication technology in supporting teaching and learning. Plans to achieve this in the new accommodation are well in hand. Finances are managed very well.

PARENTS' AND CHILDREN' VIEWS OF THE SCHOOL

The views parents and carers have of the school are very good. They are very appreciative of the progress their children are making. Inspectors agree with parents and carers that their children are very happy at school. Children enjoy school and like their teachers and support assistants very much.

IMPROVEMENTS NEEDED

The most important thing to do to improve:

In order to maintain and extend the already excellent provision the school needs to:

- develop the use of information and communication technology to support the already very good teaching and learning that exists.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY CHILDREN

Standards achieved in areas of learning

Children, when their learning difficulties are taken into account, achieve **very well** and make **very good** progress in most of the early learning areas. Even though this is the case, many children do not achieve in full, all the early learning goals before they move to the next stage of their education.

Main strengths and weaknesses

- Rigorous target setting enables the school to track the impressive progress children make over a three-year period.
- Children's learning is enhanced by the very good progress they make in becoming self-confident and self-assured.
- All children make equivalent progress, irrespective of the cause of their learning difficulty or the level of their development.

Commentary

1. At the last inspection, children achieved well and made good progress overall. However, they are now doing better in four of the six areas of early learning. They continue to achieve well and make good progress in knowledge and understanding of the world and in their creative development, but make better progress in their personal, social and emotional development, in mathematical and physical development and in their ability to communicate.
2. The school has set realistic targets for learning in each of the early learning areas. The minimum target for development over the three years children spend at the school is equivalent to that achieved by a typical child in one year. The highest target is three years development for the three years spent at the school, the expected rate of development for a typical child. One hundred percent of children are targeted to gain the equivalent of one year's development over their time at school in each of the areas of early learning. Fifty percent are targeted to gain two years of development and fifteen percent three years of development. The table below shows that many of the thirty-one children who left last year exceeded their targets. Almost all children made the equivalent of one year's gain. In most of the areas of early learning, around three children in ten gained three years of development. Given their difficulties with learning, these figures represent impressive progress. Parents are especially pleased with the very good progress their children are making in developing their communication skills, which, for many children, is the area most affected by their learning difficulties.

Percentage of children achieving	Personal and social development	Communication; language and literacy	Mathematical	Knowledge and understanding of the world	Physical development	Creative development
1 year of development	97	97	100	97	100	100
2 years of development	77	55	61	65	74	71
3 years of development	26	13	32	26	32	35

3. The caring and supportive ethos that permeates all aspects of the school makes a significant contribution to the very good way children mature and learn to take responsibilities during their time at school. The very good gains they make in their personal and social development underpin their improvement in all the areas of learning. They are happy and comfortable, and,

as they spend increasing time at school, they become more self-confident and self-assured, both as children and as learners. They quickly realise that school is a fun place to be but, nevertheless, a place where they are expected to work hard. They learn to work well in many situations, when they are one-on-one with a teacher or teaching assistant, when they are part of a group and when they work on their own. By the end of their time at school, they have learned the rules and have accepted the discipline required for learning sufficiently well to anticipate success at their next school, which for most will be their local mainstream primary school.

4. Routinely, all children are fully included in all lesson tasks. As a consequence, all are making equivalent progress toward the next stage of their education irrespective of their gender, the cause of their learning difficulties or the extent of the delay in their development.

Children' attitudes, values and other personal qualities

Children's attitudes and behaviour are **very good**. Provision for personal, social and emotional development is very good. Attendance and punctuality are **good**.

Main strengths and weaknesses

- Children enjoy coming to school and demonstrate, by their behaviour, their willingness to respond to the very good support provided by all staff.
- The very good relationships between all staff and children contribute to children being happy at school and this helps in the development of their personal and social skills.
- The very good provision for promoting spiritual, moral and cultural development.

Commentary

5. Children enter the school and settle happily and quickly, confirming the parents' views that their children like school. Staff know the children's individual needs very well and plan suitable activities to encourage them to do their best, to co-operate with others and become increasingly independent. Teachers and teaching assistants treat the children calmly and consistently, especially when they deal with the isolated incidents of inappropriate behaviour. The children respond very well to their high expectations and quickly recognise what is expected of them as learners. Their increasing self-confidence allows them to happily try new activities. They behave very well in lessons, throughout the day and when they visit places in the locality, such as shops, beaches and the country park.
6. The very good relationships with staff, other children and the many visitors to school help in developing personal and social skills. The headteacher, deputy head teacher and all staff, including the administrative staff are excellent role models who, through everything they do, reinforce the need for respecting and valuing the feelings and views of others. Routinely, in lessons and at other times, such as snack and drinks times, there are excellent opportunities for children to recognise and practise the social skills of turn taking and helping others, for example when it is their turn to prepare drinks.
7. In lessons, at break and lunch times, few opportunities are missed to encourage children to play and work with each other, with an excellent emphasis on helping them to distinguish between right and wrong. Spiritual development is promoted very well through planned 'candle times' and during 'goodbye' activities when children listen to songs from different religions. During lessons, staff encourage children to appreciate the beauty of the world around them, for example when they watch bubbles rise higher and higher in the sky. The provision for cultural development is good and includes the celebration of different faiths, multi-cultural texts and music and art from many cultures.
8. Attendance and punctuality are good. Parents and carers recognise the value of the school and make attending a high priority for their children. There have been no exclusions.

Attendance in the latest complete reporting year – 2002/2003 (%)

Authorised absence		Unauthorised absence	
School data:	9.7	School data :	1.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **very good**. Teaching and learning have made **very good** improvement since the last inspection because the procedures for recognising the progress children make are now **excellent** and are used very well in planning lessons. The curriculum is very relevant to children and is extended and enriched by the many very meaningful visits they make to places in the locality. The **excellent** relationships Willows staff have with staff of the local schools benefit children when they move on.

Teaching and learning

The quality of teaching is **very good** and this results in learning also being **very good**. **Excellent** curriculum planning and the **excellent** assessment procedures help make lesson planning very effective. Learning is fun for children and they regularly work hard to do their best.

Main strengths and weaknesses

- The detailed planning of lessons and the support provided by many specialists help make learning very effective for all children.
- Planned lesson activities match very well with the needs and capabilities of the children and recognises the progress they make very well.
- The work of the teaching assistants makes a significant contribution to the very good progress children make.
- The very effective way in which teachers use a wide variety of strategies and locations to make learning relevant, fun and exciting.
- The teachers' wide range of skills and competencies and the very good support they gain from the leaders of each of the early learning areas.
- The way in which pupils work very hard at their learning, and the way in which many parents contribute to the progress their children are making.

Commentary

9. Teaching and learning are very good, in part, because in each lesson the strategies for teaching are planned precisely and what children will learn is clearly identified. Planning is helped because teachers know the goals for each of the early learning areas very well. They have a wide range of experience and regularly take part in specialist training. Their expectations for learning are very high. They plan lessons that consistently challenge children because activities match very well with their needs and capabilities. As a result, all children learn very effectively, irrespective of their capability or the cause of their learning difficulty. Teachers and teaching assistants are adept at meeting the day-to-day needs of children, for example through the precise use of additional and augmentative communication procedures such as Makaton or picture exchange. They are supported especially well by the expert help of speech therapists, by the trained teacher for children with vision impairment and the regional co-ordinator for the Royal National Institute for the Blind. Educational psychologists, who are linked with the regions of Portsmouth in which the children live, also provide specific help as do the medical practitioners associated with the school. The parents and carers of many of the children make an important contribution to the progress their children are making by following the strategies teachers use in lessons in the home.

10. The assessment procedures are excellent and are consistently applied by all teachers and teaching assistants. For each area of learning, attainment is judged against criteria presented in the assessment chart. These are routinely updated for each child at the end of each lesson. This information is used very well in identifying future learning and for recognising the progress children are making. The very good knowledge teachers and their assistants have of what children can do and understand means that teaching is focused and learning is effective because it is built on prior learning, organised very well and made up of activities that relate very closely to the early learning goals.
11. Teaching assistants are very talented and highly trained. They work with the same teacher and, with them, make very fine teaching teams. Their skills and experience are used very effectively, for example in preparation, in dealing with individual children, small groups of children or, occasionally, leading the class. The very high level of professional competence of the teaching assistants is recognised by the headteacher who expects them to take a full part in all aspects of the school, including visiting the homes of children.
12. Teachers are innovative in their choice of teaching strategies. Over the period of a week they use three different classrooms, the wet room, the carpet room and the mathematics room. Additionally, they use the ball pool and soft play area, the outside gardens and tarmac play area and regularly visit places of interest in the locality. As a result, they provide a very wide range of learning experiences for children, even when the focus for learning is the same. For example, when they went to the country park children sang songs about animals on the minibus on the way there and back, paid for entrance to the park by giving money to the administrator, recognised different male and female birds such as the peacock and peahen and fed the donkeys and the ducks. The lesson was rich with opportunities to support communication, mathematics development, personal and social development and, especially, in increasing knowledge and understanding of the world. The experience will be remembered by the children because of the many opportunities to register awe and wonder, for example when the peacock spread his tail feathers and when children realised how gentle the donkeys were when they fed them by hand. All teachers use circle time very well. The routines are very well established and children make a full contribution. Lessons are characterised by the good balance between child-initiated activities and adult-led activities, which helps children develop the beginning skills of independent learning. They make very good use of the resources to support learning, except for information and communication technology, which is under used.
13. Increasingly, teachers are dealing with children who enter school with complex special needs, including autistic spectrum disorders. They have broadened their expertise through training, for example in additional and augmentative communication techniques. They use these very well in making sure that all children have equal access to the lesson tasks. The leaders of each early learning area provide considerable help. They offer advice and guidance on how to promote progress in their area of learning, even though the curriculum is planned around a topic approach. For example, in the lesson at the country park, which was primarily aimed at increasing children's knowledge and understanding of the world, paying real money to the receptionist at the park in order to enter provided a very worthwhile opportunity to practise mathematical skills in a relevant social context.
14. Children know that their lessons will be organised and purposeful and will be fun and happy occasions. They work busily and enjoy doing so. Their attitude to learning is very good, and because lessons are planned carefully, learning takes place over the full duration. Rarely is there time in a lesson when children are not purposefully engaged.
15. Homework is not set as such, although parents and carers gain much information on what their children do in school through the home-school book. Many use this to continue the work of the school at home. Parents and carers are also aware of their children's targets for learning and the activities teachers use to promote progress toward the targets. Many use this information also in continuing the work of the school at home.

Summary of teaching observed during the inspection in 18 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	13	2	1	0	0	0

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

The curriculum

The curriculum is **excellent**, with excellent opportunities for enrichment. There are sufficient teachers and support staff with excellent experience and qualifications to teach the curriculum. Resources are **good**. The temporary accommodation imposes limits on the work of the school.

Main strengths and weaknesses

- The detail in which the curriculum is planned enables learning activities to match closely with the individual needs of children.
- The excellent support available to deal with the additional needs of children, especially in helping them learn to communicate.
- The excellent provision for personal, social and emotional development.
- The excellent match of staff qualifications and expertise for teaching the curriculum.
- The limitations imposed on the strategies teachers can use by the temporary accommodation.
- The limited use made of information and communication technology to support teaching and learning and to extend the curriculum.

Commentary

16. The curriculum is being constantly modified. It has improved since the last inspection and is being used as a model by other similar schools. It is excellent because it pays rigorous attention to the fine detail of children's development in each of the areas of early learning, while also offering topics and themes that stimulate their learning by capturing their interest. It has been developed with the support of a wide range of published materials that break down the early learning goals into very small steps. The modification of these to meet the needs and capabilities of children and presenting these as targets for learning is excellent. The very close links between the curriculum and the assessment procedures result in each pupil having their own curriculum plan that is easily and quickly modified as they make progress. The grouping of the learning targets into age-related levels is an excellent model against which to recognise the progress children are making.
17. The early learning goals for each area of learning are taught through topics that change each term. These are planned in considerable detail. The leaders of each learning area offer their colleagues a wide choice of possible activities and resources that are very closely matched to the developmental curriculum. This enables children to make very effective progress because in all their lessons teaching links very closely to their targets for learning. Attending the Saturday Club and the Summer School gives more time for children to benefit from the excellent curriculum.
18. The additional needs of the children are excellently catered for. They gain enormous benefit from the work of the speech and language therapists, from intensive individual learning sessions that follow the TEACCH procedure (Training and Education of Communicationally Challenged Children) and from being part of the Pelican Project, that helps autistic children by working with them and their parents and carers in their homes.

19. The curriculum for personal, social and emotional learning is excellently planned, and is supported very well throughout the school day. The very good relationships staff have with the children make them feel comfortable in school and willing to work hard to please their teachers and the assistants. The equivalently good relationships they have with the parents and carers help in continuing the work of the school in the home. Both make an important contribution to the personal and social development of children, including the development of self-confidence and improvement in behaviour.
20. The match of teaching staff to the demands of the curriculum is excellent. The number of support staff is generous and they play an outstanding part in helping children to benefit from their learning experiences. Teachers and their assistants have considerable experience and a very wide range of qualifications that relate directly to their work. Their release from classroom work for one day each week provides important opportunities for planning, up-dating children's files and visiting homes. They also make very good use of this time to tend to their leadership duties, including auditing their early learning area, increasing resources to meet the specific needs of children and advising their colleagues on lesson activities that help children progress in their learning area. They use this time well in preparing training modules, which they present through the outreach programme to other teachers, teaching assistants and play leaders.
21. The present accommodation is satisfactory, but the cramped conditions affect how teaching can proceed and limits the easy accessibility to stored resources and access to the outdoor areas. Some classrooms have walkways through them and the movement of staff and other children can interfere with learning. The very good and frequent use teachers make of the local facilities makes up, but only in part, for the limitations imposed by the accommodation. Being unable to develop the infrastructure for using information and communication technology to support teaching and learning is a significant limitation of the temporary nature of the accommodation. This is so because it is possible to use only a small number of computers, augmented keyboards, touch sensitive screens and electronic teaching aids such as robotic toys.
22. The match of resources to children's needs, capabilities and the curriculum is good. The resources to support teaching and learning in communication; language and literacy and for personal, social and emotional development are very good. The organised labelling of resources by each learning area benefits teaching by giving teachers ideas of the activities that are possible.

Care, guidance and support

The quality of support, advice and guidance is **excellent**. The provision for care, welfare, health and safety is **very good**. Children have **very good** opportunities to present their views.

Main strengths and weaknesses

- Staff know the children very well and this helps children be very comfortable and to feel secure.
- The excellent procedures for recognising and monitoring progress let parents and carers, and staff of the next school, know how the children are doing.
- The good ways teachers and their assistants have for helping children take charge of their own learning.
- The very good effort staff make to ensure children are safe and secure.

Commentary

23. Teachers and their assistants know the children very well. They are very skilled at recognising when children are troubled, tired or unhappy. The close contact staff have with parents, carers and specialists from a good number of support agencies means that any problems or difficulties children may have are dealt with quickly. The procedures for assessing risk in lessons within

the school and for visits to the locality are very good and are monitored regularly by the health and safety representative. Arrangements to deal with minor injuries and knocks are very good. Staff receive regular training in restraint and medical emergencies. The child protection procedures are secure. Children trust the staff to give them the support they need, and staff and specialists from many different agencies do this very well. Children settle very quickly into school because the induction arrangements are very good and include, when necessary, creative ways to ensure that children start school.

24. Excellent procedures operate to recognise the standards children achieve and the progress that they make. In each of the six areas of learning, teachers have clear knowledge of what children can do, understand and know. This information is used very well to let parents and carers know how well their children are doing and is very helpful to teachers in the next school children attend. For each child, progress against their targets is updated daily and this means that learning proceeds very efficiently because new targets are set as soon as the current targets are achieved.
25. Every effort is made to enable children to be instrumental in guiding their own learning. They are encouraged to make choices in all the activities of the day and teachers and their assistants are very good at letting children take charge of situations. This means that children of all abilities are able to have a say about their work and this is helping them become more self-assured and confident. It contributes especially to the very good progress children make in their personal, social and emotional development.

Partnership with parents, other schools and the community

The school has **excellent** links with parents and other schools. The links with the community are **very good**.

Main strengths and weaknesses

- The considerable involvement of parents and carers in the life of the school and their children's learning.
- The very strong feelings that parents and carers have for the school.
- The very high regard staff in the linked schools have for the way in which Willows staff help them with children who cause them concern.
- The very good way in which the local facilities, and people, are used to help children make progress.

Commentary

26. Staff realise the importance of working closely with parents and carers. The headteacher ensures that parents and carers have a detailed knowledge of how well their children are doing and are afforded many opportunities to help the school in its work. When children join the school, parents are offered a 'buddy parent' from current or past parents. The message, which is clear from staff and the 'buddy parent', is that in order for children to make the best progress, parents and carers need to be involved by continuing the work of the school at home. Parents and carers are welcomed in school at any time to talk with staff or to help teach their children or others.
27. The information provided by staff, both written and oral, is excellent. All documentation, including the school brochure, governors' annual reports, the leaflets such as 'How well will my child do at Willows?' and 'How will I know?' and the colourful, informative newsletters are excellent because they provide clear and useful advice. The written reports that parents and carers receive each term on the progress their children are making are also excellent. They provide precise information on how their children are doing in each of the areas of learning judged against what is expected for their age. They also give information on what their children will be working on next in each area of learning. Parent and carers appreciate very much the time staff take to

share information through the home-school diaries. These are used very well in providing valuable day-to-day information and provide good ideas for supporting learning at home.

28. Parents are positive in their praise for all aspects of the school. They appreciate how quickly their suggestions and concerns are dealt with. They feel 'privileged' that their children attend and, once they have moved into the new building, cannot think of any way of improving the school. One parent said, 'There is a wonderful ethos where everyone is valued and everything is done in the best interests of the children'. They especially value the excellent one-to-one support they receive during the half-termly home visits that are made by the teachers and their assistants.
29. The links with other schools are excellent. The outreach provision is valued very highly by the headteachers and staff of many local primary schools, nursery schools and playgroups. Headteachers of the linked primary schools, speak of the considerable expertise of the Willows staff and the easy way in which they can be approached for help with a pupil who is causing concern. They also appreciate having full information on what the children, who enter their school from the Willows, know, understand and can do, their targets for learning in the Foundation Stage areas and any special suggestions for teaching the children. Teachers in local nursery schools speak very well of the way in which their children are assessed and of the helpful programmes provided by Willows staff.
30. Very good use is made of the locality to support and extend classroom learning. Children regularly visit playgrounds and the beaches and gain substantially from their visits to the country park. They visit shops, the library and for specific purposes, the fire, police and railway stations. Almost every day, one class is out of school visiting a specific place in the locality. The visits are planned in detail with appropriate assessment of risk. They support classroom learning in each of the early learning areas very well and they make a considerable contribution to the progress children are making. Children also gain from being involved with the school's many visitors. Because of the high quality of the provision, the school has more visitors than is the case for many similar schools. Most visit as part of their training programme. These include trainee teachers, teaching assistants, educational psychologists, speech and language, occupational and physiotherapists and nurses and social workers. Children learn to deal successfully with the new adults and they gain in self-confidence as a result of this.

The outreach provision

The very effective way in which the knowledge, skills and experience of staff is made available to children in other locations within Portsmouth.

Main strengths and weaknesses

- The wide range of the outreach provision.
- The meaningfulness of the outreach provision for teachers, play leaders and parents and carers.

Commentary

31. The expertise and knowledge of Willows staff is made available to children, teachers, play leaders, parents and child-care workers through the extensive programme of outreach provision. This takes many forms and the school has done very well to create the outreach service by securing funding from a number of sources, such as Sure Start and Family Learning.
32. Teachers in schools and the staff of day nurseries and play care centres can request the help of Willows staff when they are concerned about one of their children. Willows staff visit, see and assess the child, then write a formal report that includes guidance and advice on how the child can be best dealt with. This is working very well and is helping the development of many children in the Portsmouth region who do not attend Willows and who are taught by staff without expertise in special educational needs. Headteachers of primary schools, staff at day nurseries

and play group leaders are unanimous in praising the high quality of the advice they receive and are grateful that such provision exists to support them in their work.

33. Five adult-toddler and baby groups have been set up in locations around Portsmouth. Parents and carers take part in planning and organising activities under the direction of Willows staff. The groups are well attended and are very much appreciated by parents because they provide them with ideas, advice and guidance and, most importantly, for many younger parents increased confidence in dealing with their children.
34. The StarTots and home visiting service deals with children who are likely to attend Willows when they are old enough. This is very effective provision because parents and carers gain the specialist help and advice of Willows staff when their children are still babies. Also, when they start attending Willows at age two years, teachers and the teaching assistants already know about their needs. In this way, the Willows provision is having a very beneficial effect because of the specialist help offered when children are very young.
35. Through the Lifelong Education for Adults in Portsmouth (LEAP), Peers Early Education Programme (PEEP) and the Early Start programmes (ESP), parents and carers and the relatives of children are able to gain information on general issues to do with child development and advice on specific matters, such as dealing with hyperactive children and initiating play activities to promote better co-ordination through movement. They then use this information to deal with their own children. Parents and carers, who take part in the PEEP programme, are encouraged to record their progress over the course through diary entries, which they can submit for assessment as part of Open College Network Level 1 certificate.
36. The Playdays Scheme provides opportunities for parents and carers and their children to take part in organised activities on Saturdays and during the summer holidays. The Summer School runs during the weekdays for a month over the summer holidays. Fifteen to twenty children and their parents attend the Saturday Club. Children benefit from being with each other in a safe and secure play setting. Parents benefit from being with each other, and from being able to talk with the leaders and gain advice and encouragement on matters to do with their children.
37. The outreach programme is now well established. It is led and managed very well. The headteacher and governors see it as an important and integral part of the Willows provision. The evaluations that contribute to the on-going assessment of the programme confirm to governors that the outreach provision is very much appreciated by parents and carers, teachers and nursery and day care staff. Inspectors agree that the high quality of this provision benefits the development of many children not otherwise within the remit of Willows, and gives their parents and carers increased confidence and knowledge in tending to their children.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **excellent**. The headteacher is visible and involved in all aspects of the work of the school. She receives **excellent** support from the deputy headteacher, all staff and governors.

Main strengths and weaknesses:

- The headteacher inspires staff to do their best and operates procedures, especially those to do with professional development, that allow them to achieve this.
- The headteacher's vision for the school is clear, relevant and matches national trends.
- The excellent day-to-day management results in children learning very well.
- The excellent procedures for ensuring the continuing professional development of staff.
- The excellent contribution governors make to the effectiveness of the school.
- The way in which additional money is gained, and the very effective way in which money is used.

Commentary

38. The headteacher is committed to fully meeting the needs of children by ensuring provision of high quality. She is an excellent role model for staff, children and their parents and carers alike. She inspires and motivates, sets standards and maintains conditions so that staff and the children are regularly able to achieve their best. The excellent contribution that the deputy headteacher makes to the smooth running of the school is recognised by the headteacher and staff. They are fully supported by a very powerful, committed and united staff team.
39. The headteacher has a clear vision for the future of the school, which is shared by governors and staff. It includes extending the range of the provision to benefit more children, their families and teachers in other schools. It is based on sound logic and embraces national initiatives, such as those that link more closely all the services that provide for children. In part, this vision has already been made real by the very good use made of the opportunities for disseminating practice, skills and knowledge through identification as an Early Years Excellence Centre and a Beacon School and through the outreach provision. When the school moves to its new accommodation, the range of its work will increase through the establishment of very close links with related agencies, such as family services, which is located on the same site, to form a 'one-stop shop' for children causing concern.
40. Excellent management results in day-to-day procedures that ensure staff provide a learning environment that is stimulating for children, and in which they feel safe and valued. There are many strengths; the quality of teaching, the curriculum planning documents, the assessment procedures, and the link with parents and carers. Each contributes to the very good standards children achieve and the very good progress they make. The quality of the management is also reflected in the recent renewal of Investor in People Status, identification as an Early Excellence Centre, a Beacon School and the recent gaining of the Charter Mark, as well as the School Achievement Award for each of the past three years. However, for many parents, the most important effect of day-to-day management is the way in which it eases their worries about their children because they know they are happy in school and are being prepared very well for the Year 1 of their education.
41. Staff development is supported very well by the considerable commitment of the headteacher to the process of continuing professional development. This is made real through excellent procedures, for example for monitoring the quality of teaching and learning and for checking the planning for lessons. The outcomes of the regular programme of lesson observations are linked, firstly, to the developmental priorities for the school and then professional interests. The improvement seen since the last inspection is, in part, because teachers and teaching assistants have gained from taking part in many relevant training opportunities to improve their skills and knowledge. Individual training plans are created for all staff. Annually, measurable targets are identified and effective monitoring judges whether they have been achieved. These include common targets for all teachers and sometimes, teaching assistants, that have resulted, for example in whole-school training in using augmentative and additional communication strategies. They also include targets for individuals, such as the senior teacher who is completing headteacher training, and training for the learning area leaders, for example in the Sherborne approach for improving co-ordination. Termly meetings evaluate the effect of any in-service training. All information relating to training and its usefulness is collated in the

professional development portfolios of staff, which provide a detailed account of all training and qualifications that staff have gained since they joined the school.

42. Procedures for inducting new staff are excellent. New staff quickly become fully effective in their roles. The school has many visitors to observe the quality of the practice or as part of their training. All are set targets depending on the reason for their visit and the time they spend at school. In this way, visitors help increase the quality of the provision, rather than detract from it by taking staff time away from their primary work.

Excellent procedures for increasing the effectiveness of staff are making an important contribution to the on-going development of the school.

The excellent link between the performance management procedures and the training opportunities afforded staff makes an important contribution to the on-going development of the school through extending the range of expertise of staff in meeting the changing requirements of the curriculum and the more complex special educational needs of children. Participating in further training is accepted as part of the culture of the school. Staff want to be involved in training, expect to be involved in training and the headteacher is excellent at locating training opportunities that fit the needs of the school. The benefit to the quality of the provision is considerable and continuous.

43. Governance is excellent. Governors offer a wide range of experience and wisdom to the headteacher and the school. They are led very well by a very experienced chairperson, who has provided much support to fellow governors and to the headteacher. Governors know of the quality work of the school because of their regular visits and from the formal reports they receive from the headteacher and other staff. They regularly take part in training offered by the Local Education Authority and this helps them fully meet their role as 'critical friend'. They have established exactly the right relationship between supporting the headteacher and expecting her to be accountable for the work of the school.
44. The efficient approach to financial management is helping the school achieve its educational priorities. The effort of the headteacher to secure additional funds has been exceptional. Additional money, for example gained from achieving Early Years Excellence and Beacon status and from the Sure Start and Family Learning funds has been used very well, especially in setting up the outreach provision, and in releasing teachers and their assistants from their teaching duties for one day a week. This has made a significant contribution to making curriculum planning very effective and has allowed teachers to make very good use of assessment information in planning lessons to meet the needs of all children. Establishing the balance of costs and benefits for new developments is firmly embedded in the culture of the school, which pays very good regard to the principles of best value. Considerable money has been gained from the Nursery School Development Grant to pay for the new building.
45. The prudent management of money is reflected in the large 'underspend' in the budgets of the last two years. This has been a purposeful tactic to have money available to help furnish and resource the new building. After the under spend has gone, governors plan to return to an accounting procedure that limits the amount of money they hold back in any year to a much smaller percentage of the income.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)*	
Total income	460000
Total expenditure	342000
Expenditure per pupil	9475

Balances (£)	
Balance from previous year	118000
Balance carried forward to the next	229000

* Money gained from projects such as the Early Years Excellence Project and Beacon Schools amounted to an additional £111000.00.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING

AREAS OF LEARNING IN THE FOUNDATION STAGE

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **excellent**.

Main strengths and weaknesses

- The excellent curriculum provides clear guidance for promoting personal, social and emotional development.
- The excellent understanding teachers and teaching assistants have of the ways that personal and social skills can be developed.
- The excellent support for the planned programme over all activities of the school day.
- The way in which the potentially negative impact of the temporary accommodation has had little effect on the progress of children.

Commentary

46. The arrangements for promoting personal, social and emotional development have improved since the last inspection. The curriculum is now excellent and sets out very clearly the small steps children need to make to achieve the early learning goals. Learning objectives are arranged in a developmental sequence. They form an excellent template against which the progress of children can be recognised. When children's special educational needs are taken into account the gains they make represent excellent progress.
47. Teaching and learning are very good. Teachers and their teaching assistants have a very good understanding of how personal and social skills develop. Assessment information is used very well in matching learning experiences to the capabilities and needs of each child. This, and the excellent teamwork between teachers and their teaching assistants, routinely results in lessons being made up of high quality activities that are organised and relevant to all children. The regular encouragement and celebration of children's successes makes them want to try even harder. Staff are very good at asking questions, giving prompts, providing clear statements and using praise and reinforcement. They achieve this very effectively using signs, symbols and through picture exchange, as well as through speech. The frequent visits teachers and their teaching assistants make to children's homes provide additional information from parents and carers and from the direct observation of the children in a different context. The relationships children have developed with staff are excellent. They like their teachers and teaching assistants. They feel very confident around them and quickly go to them when they are troubled. They are comfortable at school and this is helping develop their personal and social skills, and the progress they are making in becoming more self-confident, self-assured and increasingly independent.
48. Personal and social development is promoted throughout the school day in contexts that are relevant to the children. For example, in lessons they are expected to greet each other both as a group, and as individuals, when they sing their 'Hello' songs during circle time. At play and lunch times, staff take every opportunity to encourage them to share resources and to be as independent as possible when, for example, they choose their drink and eat their food. Support is offered sensitively. When children have a difficulty in understanding, or in completing a task, they are offered choices for action, rather than being told what to do. The effect of this strategy is clear. The children are relaxed and friendly towards each other, they take turns well and share resources. They try new activities confidently, concentrate well, clear up equipment willingly, and behave in an increasingly mature fashion the longer they are at school. Most take pride in being as independent as is possible in all aspects of their personal care and hygiene.

49. Leadership and management are very good. The difficulties imposed by the temporary accommodation on teaching and learning have been limited by clear and detailed planning and by the expert knowledge of teachers and teaching assistants in understanding how children develop their personal and social skills. The assessment procedures, and the consistent fashion in which teachers and their teaching assistants implement them, make a substantial contribution to the excellence of the provision.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The very good progress children make in their ability to communicate.
- The very good quality of teaching and the considerable support for developing language skills in all activities enables all children to make equivalent good progress.
- The excellent assessment procedures and the expert advice and help of the speech and language therapists.
- The very good range of resources available especially, for the teaching of early reading skills.
- The very good leadership and management contribute to the provision being very well organised.

Commentary

50. Most children enter school with delays or difficulties in communication. When these are taken into account, achievement and progress are very good.
51. Teaching and learning are very good. The emphasis placed on developing language in all activities of the school day helps children quickly gain confidence in speaking or signing. Their increasing vocabulary and the regular recall of new words by teachers and teaching assistants, helps them communicate with increasing effectiveness. For example, toy-play sessions are used very well to learn the language of number and size, such as 'big' and 'little' and to apply these in describing objects such as 'a big cup'. Children also gain from the very good modelling of language and signing by staff and from the way they are encouraged to use the correct vocabulary. Careful teaching means that all children make equivalent progress irrespective of the cause or extent of the difficulties they have in communicating.
52. The excellent assessment procedures clearly detail children's capabilities in language. This information is used very well when staff talk or sign to children. For example, they use two, three or four-word sentences according to children's' capabilities and, because of this, each child understands what is expected of them. The extensive and very good quality support offered by the speech and language therapists makes a considerable contribution to developing communication skills. The language programmes they create are very well planned and are expertly implemented by teachers and their assistants. The very close links between parents and carers and staff also contributes to the progress children are making, as many follow the language programmes for their children at home.
53. The range of resources to promote the early skills of reading is considerable. Children treat books carefully, and many are beginning to understand that pictures and words carry meaning. They enjoy browsing through books and making marks on paper. The visual timetables for each class are used very well in establishing the link between symbols and words that chart the activities of the day. Many children recognise their own names.
54. Leadership and management are very good. The provision is very well organised High quality organisational skills are evident and ensure that the detailed assessment of children's skills, and clear targets for learning, help in planning lessons and in judging the effectiveness of learning. The links with the speech and language therapists and with parents and carers are managed very well.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- The very good progress children make.
- The excellent curriculum that covers each learning goal in considerable detail.
- The detailed knowledge staff have of children combined with an understanding of how the skills and knowledge of mathematics can be developed.
- The very good opportunities to reinforce mathematical learning in other lessons and activities throughout the school day.
- The very good work of the leader in providing very good advice and guidance to other teachers and teaching assistants.

Commentary

55. The records of last year's leavers show that children achieve very well and make very good progress.
56. There has been good improvement in the mathematics curriculum since the last inspection. It is now excellent because it combines stimulating and interesting topics with a programme of precise learning objectives based on the early learning goals. Very good lesson planning means that activities are set out in small, developmental steps so that each child progresses through the steps at his or her own pace. All the learning goals are covered in full. The designation of one of the three classrooms as a specialist room for mathematics indicates the high status accorded mathematical development within the school's curriculum.
57. Teaching is very good because the teachers and teaching assistants have a detailed knowledge of the capabilities and the learning needs of the children. This enables them to plan lessons that are relevant and interesting, which, in turn results in all children, irrespective of their capabilities, making equivalent progress. For example, in one lesson children washed socks and put them out to dry. When counting them, the lowest attaining children said the numbers when prompted, others recognised and said the numbers without prompt, and a few children counted on up to the ten pairs of socks. The regular praise children gain from the teachers and assistants encourages them to try hard at their learning. They are helped in this by the good range and quantity of resources, which provide many stimulating opportunities for children to sort, match, count, group, construct and name many objects.
58. Very good reference is made to mathematical learning in all other lessons and activities over all the school day. For example, children are encouraged to match pieces of fruit to the number in the class at snack time, count how many are present at registration, compare the sizes of objects and to sit on square or round mats at circle time. In places in the locality, teachers take every opportunity to practise the skills of counting, for example, pennies to ten when purchasing an item in a shop or tickets to enter the country park.
59. Leadership and management are very good. Since the last inspection teaching has improved. In part, this is because of the better advice and increased support given to all classroom staff by the area leader, and by the improved use of additional communication strategies such as signing, symbols and the use of pictures. Too little use is made of information and communication technology in supporting mathematical development.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The very good teaching provides children with many opportunities to learn about the world around them.
- The regular visits to local facilities help make learning relevant.
- The visual timetables are used very well in developing a sense of time and associated vocabulary.
- The limited use of information and communication technology.

Commentary

60. Children achieve well and make good progress.
61. Teaching and learning are very good, in part because teachers have a very good knowledge of this early learning area. The excellent assessment procedures give them a detailed knowledge of the capabilities of the children. They use this information very well in planning highly structured activities that are relevant to all children, irrespective of the cause or extent of their learning difficulties. All adults, who work with the children, are good at presenting them with a wide range of sensory-based activities that encourage exploration and investigation of objects and materials. For example, in one lesson a cold table made up of ice cubes on silver foil was organised, with torches to allow children to experiment with patterns, shapes and colours. Good questions, such as 'What happens to the ice when it gets warm?' require children to explain their answers. This helps teachers recognise if children have understood the purpose of the activity and gained the learning objective, and gives children the opportunity to reinforce their learning through explanation. In another lesson, children changed the form of materials by mixing water with flour and different colouring agents and were asked equivalently good questions about why the materials changed.
62. Children's learning is supported very well and made relevant by their regular visits to many different local facilities. Visiting shops, beaches and the country park provides excellent experiences for learning about the world around them. The programme of visits is planned very well. It helps children recognise seasonal changes in the countryside and around the beaches and allows them to see animals and birds in their natural surroundings. In one lesson at the country park, children heard the different sounds of a peacock and a peahen, saw the peacock extend his feathers, called out for and fed donkeys and ducks and saw how other animals and birds were being fed. The visit provided excellent support for classroom learning in each of the early learning areas. Children paid in pennies to buy feed for the goats and ducks, learned to match names to animals and birds and learned about 'young' and 'old' from seeing ducks with their ducklings. During the visit, they experienced many moments of awe and wonder, for example when the peacock extended his feathers and when they overcame their anxiety, to feed the donkeys, realising how gently they took food from their hands.
63. Children develop a good sense of place and time through being reminded of the daily routines through the visual timetables of each class. They know that the day begins with circle time, then work time, then tidy up time, snack time and home time. Teachers and their teaching assistants use the timetables very well in having children learn words that relate to time such as 'finished', 'next' and 'after'. Children take pride in telling visitors that it is snack time 'next' and tidy up time is 'after' work time.
64. Digital cameras are used to record activities, for example to compile a record of the morning's activities that is shared with the afternoon children, but computers are not used sufficiently to support teaching and learning. Resources in information and communication technology are limited. Although the school is in transition, children's experiences would be enhanced if there

were a wider range of specific software, electronic aids such as 'Big Macs' and switches, CDs and interactive toys. Also, there are insufficient opportunities available to enable children to develop their skills in controlling computers through touch sensitive screens and adjusted keyboards.

65. Leadership and management are good. This area of learning, more than any other, has been disadvantaged by the move to temporary accommodation because a permanent infrastructure for using information and communication technology cannot be established. However, plans are well advanced to expand the use of information and communication technology in the new building.

PHYSICAL DEVELOPMENT

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

Main strengths and weaknesses

- The excellent curriculum planning and excellent procedures for recognising progress.
- The very good use made of the outside play, ball pool and soft play areas, the local facilities and the very good range of resources.
- The expectations of staff that children will do as much as they can for themselves.
- The very good work of the leader that provides directions and ideas for teachers and teaching assistants.

Commentary

66. Children achieve very well and make very good progress in their physical development. The records of last year's leavers show that progress is very good and that most children are prepared very well to continue their development in the reception year. This area of learning is better than at the time of the last inspection.
67. Excellent planning by the area leader provides many ideas for teachers that they use very well in helping children develop their gross motor and fine motor skills within each of the six curriculum topics. For example, the topic 'opposites' encourages children to go 'up' and 'down' climbing equipment, cycle 'fast' and 'slow' on the trikes, make 'big' shapes and 'small' shapes with their body and throw 'long' and 'short'. Precise lesson planning is supported excellently by a detailed checklist of gross motor and fine motor activities which identify the targets typically achieved for children without special educational needs in each of their first five years. Teachers and teaching assistants use the checklists very well to recognise what children can do and to help devise lesson tasks relevant to their stage of development. As a consequence, the link between what children need to be working on to further their physical skills and the activities planned for them is very well made. This results in very effective learning for all children, irrespective of their needs or capabilities.
68. The two outside play areas, one tarmac and one grass, are used very well in offering a wide range of activities. The grassed area is used primarily to develop fine motor skills through construction play and gardening activities. At lunchtime, it is used especially well for structured outdoor activities that include running, jumping and ball games. On the tarmac area, children develop their gross motor and co-ordination skills, and increase their strength through riding trikes, bikes and minicars. The ball pool and soft play areas are used regularly and very well to practice climbing, falling, throwing and catching. In both areas, children gain confidence because they are able to explore the extremes of what they can do safely. They know that even if they do not succeed in their action they will enjoy a soft landing! Children gain from being taken to the local park to play on the fixed equipment, the country park and the local beaches. The minibus is an important resource and its regular availability allows children to explore running, stopping, climbing, throwing and jumping in places that are exciting and stimulating.

69. In lessons, children are taught the physical skills needed to manipulate small tools and other equipment. Teachers and their teaching assistants are very good at helping them in all aspects of their learning, but children know that they are expected to do things for themselves. For example, they are expected to dress themselves, climb in and out of the minibus without help, cut their own paper and generally act as independently as possible. They soon recognise the high expectations placed upon them and, consequently, quickly gain the confidence to try things out for themselves, to the benefit of their learning.
70. Physical development is an area of the curriculum that is led and managed very well. The leader has gained very good knowledge of this area of learning through taking part in many training opportunities. She uses her knowledge very well to inform her colleagues of the physical activities that are possible, and relevant, in supporting learning in each of the six curriculum topics. Resources are very good. The ball pool and play areas are used very well. The range and quantity of bikes, trikes, cars, hoops, beanbags, quoits and small games equipment are considerable. This area of early learning contributes very well to making the school's curriculum interesting to children. Given the strengths of this area, it is not surprising that the records of leavers show gains in physical development that are as great as for any other area of early learning. The only aspect of physical development that is not covered well is pool play, leading to water confidence, water safety and ultimately swimming.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- The good range of different teaching strategies that stimulate children to think imaginatively.
- The very good contribution that creative development makes to extending language skills.
- The excellent assessment procedures and the good use of music, stories and other activities to give children many stimulating experiences to explore their creativity.

Commentary

71. Children achieve well and make good progress toward achieving the early learning goals. The good provision recognised at the last inspection has been maintained.
72. Teaching and learning are good. Lessons are planned well to stimulate children by exploring and experimenting with a wide range of resources. Teachers and teaching assistants use many different strategies, including those that require the use of all the senses. Children make equivalent progress irrespective of the cause or effect of their special educational needs. For example, in one lesson, they explored vegetables by touch, smell, and taste. They increased their vocabulary by learning the names of a number of different vegetables. They attempted new tasks and had successes and made mistakes as they chopped and grated carrots and onions. They chose the ingredients for the pretend dinner they made for themselves and for a favourite toy animal. Creative development benefits very much from the opportunities provided for role-play. Even though classrooms are small, staff work hard and successfully to compensate for this. As a result, the temporary accommodation has only a minor effect on the making of choices and on the strategies for teaching social skills.
73. Language and personal development are reinforced very well through creative activities. Questions such as 'How are you going to make the carrots fit into this little saucepan?' encourage children to think about the task and to try out their ideas. Staff are very good at establishing a climate of curiosity and use a good range of real objects and resources to help children explore, investigate, choose for themselves, try things out and then talk about what they have done. By doing so, they gain in confidence and learn about other ways of completing the task when they see what others have done. Their vocabulary grows and their language skills

progress because they enjoy, for example explaining their pictures and talking about their models.

74. Leadership and management are good. The clear focus is on enabling children to take part in a wide range of activities, often in places in the locality such as the beaches and country park to develop their imaginations. Learning is extended through music, stories, paintings and discussions. The excellent procedures to establish where children are in their learning help inform lesson planning and provide precise information on the progress children make over their time at the school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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

* In a special school such as this, 'standards achieved' are judged in relation to pupils' individual targets and not in relation to national standards.