



# Crosfield Nursery School

## Inspection Report

**Unique Reference Number** 101702  
**LEA** Croydon LEA  
**Inspection number** 276572  
**Inspection dates** 8 December 2005 to 9 December 2005  
**Reporting inspector** Wendy Simmons AI

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Nursery	<b>School address</b>	Elborough Road
<b>School category</b>	Community		South Norwood
<b>Age range of pupils</b>	3 to 4		London SE25 5BD
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	020 8654 7566
<b>Number on roll</b>	89	<b>Fax number</b>	020 8654 7352
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Ms Chris Mansi
<b>Date of previous inspection</b>	22 November 1999	<b>Headteacher</b>	Mrs Jaqi Stevenson (acting)

<b>Age group</b> 3 to 4	<b>Inspection dates</b> 8 December 2005 - 9 December 2005	<b>Inspection number</b> 276572
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## **Introduction**

One additional inspector carried out the inspection.

## **Description of the school**

Crosfield is a large nursery school in a culturally and socially mixed area of Croydon. A high proportion of children are at an early stage of learning to speak English as an additional language. A quarter of children come from a White British heritage and other large groups include: Black Caribbean and Black African. A growing number of children experience more deprivation than is usual, but otherwise children come from favourable home circumstances. More children have learning difficulties and disabilities than usual. The recently appointed deputy is currently acting as headteacher due to difficulties in recruiting a permanent headteacher.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

Crosfield Nursery accurately judges itself as providing a good education with some outstanding features. Teaching and learning are good and play a significant part in the good progress that children make. Relationships between staff, children and parents are outstanding and result in racial harmony and a strong partnership in children's learning. The school gives good value for money because children are successfully encouraged to enjoy learning and gain basic skills. There is an outstanding focus on children's personal and social development. Parents, rightly, have great confidence that this school equips their children well for their future lives. Leadership and management are good. Particular strengths include the way in which the acting headteacher has risen to the challenges of the post and the exemplary support given by nursery nurses. The school has made good improvement since the last inspection and has a good capacity to continue this. For example, the school has evaluated its performance well and is working successfully to raise the achievement of children. The appointment of a 'family worker', new accommodation and growing links with support agencies are features that demonstrate the good care and improvements for children. The school is successfully working towards becoming a 'Children's Centre, renewing the 'Basic Skills Quality Mark' and gaining the 'Healthy School's Award'. They have accurately identified assessment, especially for children learning English as an additional language, for improvement and are well on the way with this plan.

### What the school should do to improve further

\* Extend staffs' skills in assessing, recording and tracking the progress of children learning English as an additional language.

## Achievement and standards

### Grade: 2

Children start the school showing skills and knowledge that are close to those expected in most areas of their learning. However, due to the high proportion learning English as an additional language, skills in speaking are lower than usual. Children make good progress because there is a strong focus on language and social development. Children are helped to grow in confidence and try new things. Staff know how young children learn to best effect and carefully plan work that enables them to make good progress, as evident in the way children spontaneously solved mathematical problems by counting, measuring and using shapes when wrapping Christmas presents. Children make good progress in their creative skills because they explore emotions, express their feelings and develop imagination. However, role-play is underdeveloped. Children make good progress in physical development due to the challenging activities. As a result of children's good progress, standards are higher than expected by the time they leave the nursery. All groups make similar good progress. Those with learning difficulties and higher ability children make good progress because they are quickly assessed and given effective help. The school identified that some children, learning

English as an additional language, were not making as rapid improvement as other children. The school has improved this well by providing specific group activities and bilingual support.

## **Personal development and well-being**

### **Grade: 1**

Children's personal development is outstanding. Staff care about the children as individuals and do much to boost their self-esteem. Links with parents and carers are good and enhanced by the good support from the family worker project. Children say that they like school and attend regularly. Children's spiritual, and cultural development are good. There is some exemplary practice in children's social and moral development, which helps them to following rules, improve their behaviour and make rapid progress in developing cooperation and care for others. Children quickly gain confidence, improve their concentration and learn how to cope with emotions, such as anger. Links with the 'ABC' project and speech therapists enhance children's behaviour and their communication skills. Children show good attitudes and behaviour. Celebration of different cultural traditions and beliefs enrich racial harmony. Well-targeted support enables vulnerable children and those with learning difficulties and disabilities to make good progress. For example, governors make every effort to ensure that funding is available to finance a full-time place for a vulnerable child if parents and carers are unable to meet the cost. The school successfully promotes healthy lifestyles. As a result, children do plenty of physical exercise and prepare and eat healthy snacks. The school provides useful information for parents to ensure that those attending full-time enjoy healthy packed lunches.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good. There is a strong emphasis on learning through investigation and in helping children to think for themselves. Children with learning difficulties work on activities that are carefully planned to meet their needs and support staff give good help. There is a very strong focus on widening children's speaking skills. This benefits all children, especially those learning English as an additional language. Adults ensure that children listen attentively and use new words. Most staff ask children very useful questions, which helps the children use more complex spoken language. Teachers use informal assessment notes well to plan children's learning. Formal record keeping is comprehensive and efficiently organised but does not always indicate the precise level at which the children are working, especially those learning English as an additional language. As a result of this, it is not easy to quickly evaluate their progress and thus plan learning that ensures even better progress. Overall assessment is satisfactory.

## **Curriculum and other activities**

### **Grade: 2**

The school provides a good and well-planned curriculum that allows children to show an enthusiastic attitude to learning. Children benefit from a range of visits and visitors throughout the year and there are good links with external agencies. For example, music, science and book week events use visiting specialists to raise children's achievement. The curriculum helps children to develop healthy lifestyles and a secure understanding of how to stay safe. A good range of bilingual books and resources enrich the curriculum for children learning English as an additional language and are effectively used to unite parents and children in learning.

## **Care, guidance and support**

### **Grade: 2**

The school cares well for its children and provides good guidance and support. A strength is the support given to those with learning difficulties and disabilities. The school is taking the right action to enhance the support given to those for whom English is a new language. The school works well with outside agencies to ensure the safety and well being of children. Child protection procedures are effective. There is satisfactory participation in community events and good support for families and parents, which helps children to make good progress and enjoy learning. Parents are full of praise for the safety and care of their children.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The acting headteacher is leading the school forward and is well supported by all staff who work well as a team. They place an outstanding emphasis on the personal and social needs of the children. As a result, children gain important skills for their future well-being. Nursery nurses provide outstanding support to the management of the school. These staff are highly skilled and actively involved in managing many aspects of the curriculum. The impact of their work is seen particularly in children's enjoyment and progress in music, dance and computer technology. The school evaluates its performance well and has prioritised the support for children learning English as an additional language for improvement. Staff now speak nine languages and bilingual teaching enables children to quickly master English. Plans are in place to widen the staffs' skills in assessing and recording the children's progress. Parents strongly agree that the school is well led. One parent said: 'I have nothing but praise for all the staff who create a safe, caring and friendly environment for my son to thrive in'. Parents and children are actively involved in making decisions about the school and this is a factor in why relationships are outstanding. Governance is good. Governors work well together and are clear about the strengths and areas for development, but less knowledgeable about how to track, interpret and quantify the progress that children make. Good financial management

ensures that the needs of every child are well catered for and the school is well placed for the next stage of building work.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	NA
Learners are educated about sexual health	NA
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

### **Text from letter to pupils explaining the findings of the inspection**

You may remember that I came to your school recently to find out how well you are doing. Thank you for being so friendly and telling me about your school. I think that you really like Crosfield Nursery. It is a good school where all of the grown-ups help you to feel happy, have fun and learn new things.

I especially like the way you choose activities and listen to your teachers. You work hard in the red and blue areas and often do things that are difficult. You also enjoy learning in the outside area, where you work really hard and have lots of fun. I like the way you all try to use lots of new words. This is good because it means that you can chat to your friends and teachers. Well done for working hard on this, especially if you have only just started to learn English. Best of all, I like the way you work and play with the other children and care for each other. You really try hard to take turns, concentrate and behave well.

All of the grown-ups, especially Mrs Stevenson, know how to make your school even better and they have started work on this already, so I have asked them to keep on with their special plans so that you can learn even faster.