



# Hart Hill Nursery School

## Inspection Report

**Unique Reference Number** 109418  
**LEA** LUTON LEA  
**Inspection number** 278193  
**Inspection dates** 23 March 2006 to 24 March 2006  
**Reporting inspector** Mrs. Alison Pangbourne LI

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

<b>Type of school</b>	Nursery	<b>School address</b>	Whitecroft Road
<b>School category</b>	Community		LU2 0JS
<b>Age range of pupils</b>	3 to 5		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01582 731701
<b>Number on roll</b>	117	<b>Fax number</b>	01582 731701
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr. Bill Holes
<b>Date of previous inspection</b>	11 October 1999	<b>Headteacher</b>	Mrs. Anthea Saunders

<b>Age group</b> 3 to 5	<b>Inspection dates</b> 23 March 2006 - 24 March 2006	<b>Inspection number</b> 278193
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## **Introduction**

The inspection was carried out by an Additional Inspector.

## **Description of the school**

This is a large Nursery school. About half the children come from White British families and the others come from a wide range of minority ethnic backgrounds. There is an increasing number of African and eastern European children who are recent immigrants. About 20 per cent of the children are at an early stage of learning English. The school has places for 16 children with severe and complex learning difficulties. At the time of the inspection, 13 places were filled. As a result, the proportion of children with statements of special educational needs is higher than in most Nursery schools. On entry to the Nursery many children are at an early stage of development. The school is working towards becoming a Children's Centre but already provides a range of family support services. The headteacher has been in post since September 2005 following a long period where the school was unable to recruit a headteacher.

## **Key for inspection grades**

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

## **Overall effectiveness of the school**

### **Grade: 1**

This is an excellent school emerging from an unsettled period. In its self-evaluation, it was modest in its judgements, thinking of itself as a good school. Now the position is much improved with a new headteacher who has already had a significant impact on all aspects of the school. When children start school, standards are below those typical for 3-year-olds. By the time they leave, at the end of the year in which they become 4 years old, most of them are already well ahead of what is expected on entry to primary school. They make excellent progress because the quality of teaching is outstanding and the imaginative and exciting curriculum gives them a flying start. Staff know all children very well, including those with severe and complex needs and those who speak English as an additional language, and take special care to make sure that their individual needs are addressed. Behaviour is excellent and children can hardly wait to come in each day. Parents are overwhelmingly positive about the school. The headteacher provides excellent leadership, very ably supported by the deputy headteacher. Since her appointment, the headteacher has very effectively built on what was already very good practice for the benefit of the children. For example, the way that children's progress is recorded has been revised to make it clearer to parents and staff what each child needs to learn next. After a thorough evaluation of the way that children are learning, the headteacher has drawn up a very good improvement plan which continues the development of the monitoring of teaching and identifies the need to improve some of the resources. This, together with the significant improvements since the previous inspection, shows that the school has a very good capacity to improve even further. It provides excellent value for money.

### **What the school should do to improve further**

- Implement the plans to develop the monitoring of teaching. - Improve resources and their storage.

## **Achievement and standards**

### **Grade: 1**

Achievement and standards are outstanding. Children make excellent progress from a low starting point because of the consistently very high quality of teaching, and the interesting and challenging things they do. By the time they leave, at 4 years old, most are already well on the way towards the goals they are expected to reach at the end of their first year in primary school in all the areas of learning. They do particularly well in social development because they are encouraged to be independent and take responsibility for themselves from an early age. Children with learning difficulties and disabilities, including those with severe and complex needs, are helped to make excellent progress because all staff help them to achieve the small steps in their individual learning plans. Those who speak English as an additional language also make outstanding progress because they receive very high quality support from staff. All children respond very well to the challenges set for them and try very hard to succeed.

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

### **Grade: 1**

Children's personal development is outstanding and highly effective in creating a friendly school. Attendance is well above average. Excellent behaviour and an interest in their surroundings help them to really enjoy school. No instances of inappropriate behaviour were seen during the inspection. Children show commendable consideration for others; particularly towards those who have severe needs. For example, they make sure not to block the way of those who are learning to walk. They make an impressive contribution to the community, such as their recent open day to celebrate their new outdoor area, when they sang songs to raise money for charity. They know how to lead safe and healthy lives. One child said, unprompted, 'Fruit and vegetables are healthy, you know!' The school is justifiably proud of its 'Healthy Eating' awards. The school also emphasises safety. Children know that they must wash their hands after touching the animals. There are ample exciting opportunities for exercise in the wonderful new outdoor adventure zone. The very strong emphasis on preparing children for early literacy, mathematics and computer skills, together with the focus on good manners, means that children have an excellent basis for their future lives. Provision for spiritual, moral, social and cultural development is outstanding. There are excellent opportunities for children to learn about their own cultures and those of others. Parents from a range of minority ethnic backgrounds share their customs with the children.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

The quality of teaching is outstanding. All adults work very closely together as an excellent team to support the children and encourage all to do very well. They inspire the children by providing exciting situations for them to explore. For example, something was rumoured to be swimming in the water tray and the children were encouraged to suggest what it might be. They respond extremely positively to staff's skilful questions that pick up on what they already know and take their learning further. Staff know that children learn in different ways and they take care to meet their needs, giving each child as much individual attention as possible. They are skilled in identifying the right moment to intervene in their play to extend their learning. Staff have exceptionally high expectations of what children can achieve, based on very robust assessments of what they know and what they need to learn next. They use every minute to extend learning. Outstanding relationships mean that children are confident to work and play with any of the adults. They know that they will be treated kindly. Teachers and Nursery nurses have responsibility for key groups of children. This means that each child has a key worker, who checks on their learning and uses information very well to plan activities that are very closely matched to their needs and interests. All staff contribute by making notes of what they see children achieve. As a result, children make outstanding progress.

## **Curriculum and other activities**

### **Grade: 1**

The curriculum is exceptionally inspiring and captures children's imaginations. There is a very wide range of stimulating activities both indoors and outdoors. The use of the new adventure zone encourages children to develop not only their social skills but also skills across all the other areas of learning. The impressive design of this area means that children develop self confidence and a real sense of wonder, for example, as sunlight reflects coloured shapes onto the floor. Although many of the resources have been replaced or improved recently, some are still a little shabby or their storage makes it difficult for the children to access. The activities provided for children with severe and complex needs are a real strength of the school. All activities are designed so that children with communication or physical difficulties can join in. Very close attention to their needs means that the progress made by these children is impressive.

## **Care, guidance and support**

### **Grade: 1**

The school provides outstanding care and support for the children. All adults have a very thorough knowledge of each child and this helps to ensure that they flourish. The school shows an extremely high commitment to the children and their families and links between home and school are very strong. Children with learning difficulties and disabilities are identified very early and they do especially well because staff take turns to be responsible for their progress towards their individual targets. For example, the targets are displayed for the adults who will be working with the child that day and they note when the child has undertaken the activity and how well they did. This means that every effort is made for the children to try to achieve in small steps, by regular attention to their targets. This contributes particularly effectively to the progress of those with severe and complex needs. Child protection procedures are firmly established and the school makes all the required checks on adults working in the school so that the children are kept as safe as they can be.

## **Leadership and management**

### **Grade: 1**

Leadership and management are outstanding. The headteacher provides inspirational leadership, having already thoroughly evaluated the work of the school and successfully fine tuned what was already good practice into the excellent school it is now. She has brought stability and a strong sense of teamwork to the school. She is very well supported by the deputy headteacher who has ably ensured that the children's education has not suffered during the recent unsettled period. A new, very good development plan has been written. This identifies the monitoring of teaching and the improvement of resources as priorities. This shows that the school's self-evaluation is very effective. The school is also working towards the development of a Children's Centre to improve facilities further for the community. All staff work very effectively in teams to manage the areas of learning with a clear understanding of strengths and

areas for development. The school works impressively to include children from all backgrounds and this contributes to the excellent ethos. The views of all members of the community are welcomed and the school takes every effort to involve parents in their child's learning. Parents have recently been introduced to the revamped record keeping process where they may take home their child's record to read. Parents are delighted with the school. One said 'Parents and children are made to feel welcome as soon as they walk through the door!' The governors watch over the school extremely well and the chair of governors has helped to ensure that the school has remained on an even keel when there was no permanent headteacher. The constant striving for improvement and the improvements that have taken place since the previous inspection show that the school has a very good capacity to improve even further.

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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>	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	1	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>	1	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	1	NA
How well learners with learning difficulties and disabilities make progress	1	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	1	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	1	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1	NA
<b>How well are learners cared for, guided and supported?</b>	1	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>	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	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	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	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	NA
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**

I have asked Mrs Saunders to read this to you. I expect you saw me in your school recently. I really enjoyed visiting you. Thank you for talking to me and showing me what you were doing. I would like to tell you what I liked best. I thought you were all very good children and you all played very nicely together. You have some lovely toys to play with to help you learn and I especially liked your new outdoor adventure zone where you were having such fun! All the grown-ups look after you very well and help you to learn about new things. If you find something hard to do there are lots of grown-ups who will help you. Mrs Saunders makes sure that your school is a lovely place to be. Your families know that you go to one of the best Nursery schools. I have asked Mrs Saunders to make your school even better by buying some new toy cupboards so you can get toys out for yourselves. Perhaps she might buy some more new toys for you to play with because some of them are quite old now. I have also asked Mrs Saunders to come and watch how the teachers are helping you all to do so well. I hope you carry on enjoying your time in Hart Hill Nursery school and do well in your next school.