



# Etherley Lane Nursery School

## Inspection Report

**Unique Reference Number** 113976  
**LEA** Durham  
**Inspection number** 279287  
**Inspection dates** 7 March 2006 to 8 March 2006  
**Reporting inspector** Mrs Gianna Ulyatt

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

<b>Type of school</b>	Nursery	<b>School address</b>	Hazel Grove
<b>School category</b>	Maintained		Bishop Auckland
<b>Age range of pupils</b>	3 to 4		County Durham DL14 7RF
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01388 604835
<b>Number on roll</b>	78	<b>Fax number</b>	01388 604835
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Barbara Little
<b>Date of previous inspection</b>	1 April 2000	<b>Headteacher</b>	Mrs Eileen Heatherington

<b>Age group</b> 3 to 4	<b>Inspection dates</b> 7 March 2006 - 8 March 2006	<b>Inspection number</b> 279287
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## Introduction

The inspection was carried out by one additional inspector

## Description of the school

Etherley Lane Nursery School serves a socially mixed area in Bishop Auckland, and provides morning or afternoon education for children aged three to four years. When children first start at the school, most have better skills, understanding and knowledge than typical three-year olds. The number of children from minority ethnic backgrounds is low, as is the percentage of children who have learning difficulties and/or disabilities. The nursery offers an extended service in the form of a daily lunch club.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

The nursery gives a satisfactory education, although its own view is that it is good. Children enter the nursery with above average ability and make steady progress. Achievement is satisfactory in most areas of learning. In knowledge and understanding of the world, children achieve well, but in literacy they do not achieve as well as they could. The nursery provides well for children's personal development. Teaching is sound with some good features. Planning in the short term is weak because learning objectives are unclear. Children's progress is tracked well. However, this valuable information does not influence planning, so children are not always challenged enough. The outdoor curriculum makes good, balanced provision for all areas of learning. The indoor curriculum gives too much emphasis to some areas at the expense of others, for example, not enough time is given to developing literacy skills. This has a direct impact on children's achievement. Leadership and management are satisfactory and focused on improving provision. Links with parents and external agencies are good, as is the quality of care. The nursery analyses data but does not use the findings well enough to plan school improvement. Some issues from the last inspection have not been fully addressed, although the school has the capacity to improve and gives satisfactory value for money.

### What the school should do to improve further

- Use assessment to inform planning so that short-term plans make the intended learning clear and challenging for all children
- Improve curricular balance and teachers' expectations to give more attention to developing children's skills in reading and writing.
- Improve the links between the analysis of assessment information and the School Improvement Plan to ensure that weaknesses in provision are identified and tackled.

## Achievement and standards

### Grade: 3

Achievement is satisfactory, although the school judges it to be good. Attainment when children leave the nursery is above that typically expected, except in literacy where it is at the expected level. Assessments show that children start the nursery with skills above those typically seen. They make steady progress in their speaking and listening skills, but in literacy they do not achieve as well as they could. This is because expectations are not high enough and opportunities to develop early reading and writing skills are limited. The nursery gives satisfactory emphasis to mathematics and children progress steadily. In knowledge and understanding of the world children achieve well because they have plenty of opportunities to investigate, explore and find out about living things. Children play purposefully outside and improve in their gross physical skills. They enjoy painting and playing in role. Some relevant activities in mathematics are provided for the more able children so they make steady progress.

Good attention is given to children who have learning difficulties and/or disabilities, and school assessments show they make good progress.

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

### **Grade: 2**

The school rightly judges this aspect to be good. The nursery ensures that friendships develop because children spend time each day in their key groups. Children show confidence and happily engage visitors in conversation. They take pride in their work and discuss their models with enthusiasm. They play well together and show consideration for others, as when they collect wooden blocks for a friend's model. The Getting Along Initiative helps those who have difficulty to develop positive relations with others and to understand feelings. Children enjoy playing in the 'market garden' and they listen carefully during story time. They take turns and share equipment. Behaviour is good and most children concentrate and work together well when activities interest and challenge them. They know when to wash their hands, and they help to prepare fresh-fruit snacks every day. They choose milk or water to drink. Children play safely on the adventurous equipment outdoors, where they run and climb vigorously and freely. Children's spiritual, moral, social and cultural development is good. The school supports charities, celebrates special events and plans visits to places of interest in the locality. Attendance is good and parents say their children enjoy coming to the nursery.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory, although the school judges them to be good. Adults give good time and attention to children, interact sensitively in their play and encourage their speaking and listening skills. Planning in the medium term is adequate, but short-term planning is weak and does not have enough detail to support teaching. Although adults know children well and take account of age and other differences, the objectives are not clear enough to move all children forward at a more rapid pace. Children enjoy the adult-focused activities, where the learning intention is clearer. Although children can choose from a range of activities which offer opportunities to develop independence, the learning intention is unclear. Behaviour is generally good because adults adopt a consistent approach and children know about the daily routines. Adults observe and assess children regularly, and record their progress satisfactorily. However, this important information does not influence plans and therefore activities are often too easy.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory, though the school rates it as good. The indoor curriculum covers all six areas of learning but lacks balance. A particular emphasis on knowledge and understanding of the world, including computer technology, results in good overall progress in this area of learning. However, too little attention is given to activities that promote early literacy skills, and this hampers achievement in this key area. Regular routines ensure that children learn to work in groups, take turns and develop confidence. The school has developed good provision outdoors and, although written planning is limited, in practice adults make sure that activities cover all six areas of learning. The nursery's curriculum operates in 'workshop style', but because the range is limited and some activities lack a clear focus, children are not sure what they are supposed to do and sometimes lose concentration. A lunchtime club and visits within the locality enrich the curriculum.

## **Care, guidance and support**

### **Grade: 2**

This aspect is good, although the school considers it outstanding. Adults are fully committed to promoting the health and safety of all children, and are vigilant when children play outdoors. Children are confident when asking for help or when explaining their feelings, because adults listen carefully and attend to their different needs. The lunchtime club offers a good opportunity for both morning and afternoon children to play and eat together. Child-protection systems are in place and all adults have undertaken training in this as well as in First Aid.

The nursery's good tracking systems identify children who have learning difficulties and/or disabilities or who have above average ability. However, this good information is not used well enough to ensure the right level of challenge or guidance for all children. Adults give praise for good work and children are delighted when they receive stickers as rewards.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. The headteacher and senior staff are focused on improving provision for all children, and have begun to monitor teaching and learning. Recent initiatives involving the outdoor area, mathematics and technology skills have been carried out, but the management team has not checked to find out whether children achieve better as a result. The school is aware that it has to develop the management roles of key staff and has initiated staff development. The School Improvement Plan lacks clear reasons and detail. Systems for school self-evaluation and for the analysis of assessments are not rigorous enough to identify the weaknesses in planning and literacy. The role of the governors is developing well. They are knowledgeable and offer good support to the school. Links with parents are good.

The school takes notice of their comments and has set up a lunch club in response to their requests. The good links with external agencies have resulted in good support for children with learning difficulties and/or disabilities. Financial systems for managing the delegated budget are satisfactory and the school has Local Authority support. Although the school has the capacity and commitment to improve, it has not yet fully resolved some issues from the last inspection. Resources are managed efficiently and the school provides satisfactory value for money.

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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>	3	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	3	NA
The effectiveness of the school's self-evaluation	3	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>	3	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	3	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>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	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	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	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>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	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

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Mrs Eileen Heatherington

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8 March 2006

Dear Children

I really enjoyed my visit to your nursery. It was lovely to talk with you about the things you were doing. You are very friendly, polite and clever children.

I know you are well cared for in the nursery because you all get along well with the grown-ups. They help you when you are playing. You enjoy the stories they read to you and you sing along well to the music they play for you. It was nice to see how kind you are with your friends. Some of you were helping them to find blocks of wood or tracks of rail to finish their models.

You have been learning new things in the nursery and some of you know all about daffodils. I know you are soon going to plant bulbs in your garden. I particularly enjoyed watching you playing outside in the garden. It is good to see you running very fast and climbing carefully on the equipment. You all managed to stay dry under the umbrellas when it was raining.

I have asked the adults in the nursery to think of some harder jobs for you to do. This is because I know some of you are ready to learn more about letters of the alphabet and words you use often. I have also asked the adults to make sure you know what you are going to learn when you play with activities they have set out for you. This will help you to do even better. I hope you will continue to try even harder and think more deeply when playing, and that you will listen even more carefully to adults and to each other. Please talk as much as possible to the adults so they find out how much you know and how quickly you are learning.

With very best wishes

Gianna Ulyatt

(Lead inspector)