



# Duke Street Nursery School

## Inspection Report

**Unique Reference Number** 119066  
**LEA** Lancashire  
**Inspection number** 280456  
**Inspection dates** 4 July 2006 to 5 July 2006  
**Reporting inspector** Mrs Jackie Barnes

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

<b>Type of school</b>	Nursery	<b>School address</b>	Duke Street
<b>School category</b>	Maintained		Chorley
<b>Age range of pupils</b>	3 to 4		Lancashire, PR7 3DU
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01257 262430
<b>Number on roll</b>	79	<b>Fax number</b>	01257 262430
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Anthony Devlin
<b>Date of previous inspection</b>	1 February 2000	<b>Headteacher</b>	Mrs Susan Conron

<b>Age group</b> 3 to 4	<b>Inspection dates</b> 4 July 2006 - 5 July 2006	<b>Inspection number</b> 280456
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## **Introduction**

The inspection was carried out by an Additional Inspector.

## **Description of the school**

Duke Street Nursery serves a wide area which includes social and economic deprivation. The children attend either mornings or afternoons and most are from White British backgrounds. When the children start school their attainment is about average overall, although individuals vary widely in what they know and can do, especially in social and language skills. A small number have learning difficulties and/or disabilities. Three children from minority ethnic backgrounds are at the early stages of learning English. The school building, although small, has outdoor play space. An independent company provides optional wrap-around care including breakfast, lunch and after-school clubs.

## **Key for inspection grades**

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

## **Overall effectiveness of the school**

### **Grade: 1**

The overall effectiveness of the school is outstanding. This is a well established nursery which parents, staff and governors agree has continued to build on the excellent provision identified in the last inspection report. It provides very good value for money. Children achieve exceptionally well whatever their starting point, and most are now working at a higher level than expected for their age, with very good progress especially in their language skills. Teaching and learning are both exceptionally good, with fascinating practical activities which are used very effectively to develop children's skills and understanding. The strong and supportive relationships with adults enable the children to develop their personal skills very quickly, and their behaviour is very good. Assessment procedures are thorough, and carefully linked to the planning of the next stage of each child's learning. A promising initiative is currently underway to use this assessment information to check the overall gains made by the children in each half year. The school has a good curriculum with outstanding provision for practical experiences. Internal space for aspects of physical development is limited but external space is used very well to support learning in all the areas of the curriculum. Children are well cared for, with due attention given to their safety, health and progress. Leadership and management are outstanding and, with the help and the goodwill of the staff, have successfully enabled the school to maintain the high quality of its provision, despite the absence of a key member of the senior management team. The school has the capacity to continue its good record of improvement.

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

- Continue to develop assessment strategies, especially those which enable the school to compare its effectiveness in promoting children's progress with other nursery settings.

## **Achievement and standards**

### **Grade: 1**

Children's achievement is outstanding overall. Although children start school with considerable differences in what they each know, understand and can do, every child achieves very well. This is mainly due to the school's clear focus on planning and assessing the gains made by individual children. Children are well supported by knowledgeable staff who make very good use of stimulating experiences to provide the right level of challenge for every child. Almost all children are on target to reach or exceed the learning goals expected nationally at the end of the Foundation Stage. Many of the older children are already well ahead of what is expected for their present age, particularly in their understanding of language, personal and social skills, and their physical skills. The rapid development of their speaking and writing skills is helped by stimulating experiences such as the handling of an exotic assortment of fresh fish, which led to many questions and good verbal descriptions, as they expressed their amazement at the different sizes of teeth, movement of jaws and the inevitable smell.

The school's data at the end 2005 showed that the children's progress in their mathematical development was not as good as in other areas of learning. Although this was partly due to the young age of many of the children, the school responded quickly to make sure that teaching and activities were sufficiently challenging. This has worked well and most of the current group of older children are very competent for their age. The attention given to those children who are at the early stages of learning English as an additional language results in very good progress, especially in the understanding of English and in the confidence of the social conversations with their friends. The school promptly identifies children with learning difficulties and/or disabilities and makes good use of the local authority and other agencies for advice and support to help the children achieve as well as they can.

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

### **Grade: 1**

Personal development and well-being are outstanding. Progress in this area of learning is a clear priority for the school and is an integral part of the children's daily experiences. The school's assessment data shows the extensive improvement the children have made since they entered school. Parents are particularly appreciative of their children's growing confidence. Parents also identify an increased ability in their children to talk to adults, to ask questions and to share ideas, as well as a determined independence in completing routine tasks such as getting dressed. Almost all children attend school regularly and they clearly enjoy their activities, are very keen to learn, and are sensible for their age in keeping safe. They make friends, and their ability to cooperate well in group tasks such as in the energetic and very soapy car wash, prepares them well for the future. They are exceptionally good at actively listening during class discussions, they behave very well and are more than usually aware of the needs of others, partly as a result of the restricted space in which they often work. Spiritual, moral, social and cultural development is also very good. Children's understanding of the variety in the local community is well supported by activities such as visiting the mosque, meeting with elderly people and learning how adults earn their living in different ways.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

Teaching and learning are both outstanding. The staff are knowledgeable about the children and about the Foundation Stage curriculum. They are very well trained, with several having gained additional qualifications. They work well as a team, so there is a consistent approach to both teaching and learning, which gives the children confidence to explore and question. The management of behaviour and the encouragement of children to do better is a seamless part of every class discussion and guidance for individuals throughout the day. The children's enthusiastic attitudes, willingness to persevere, and desire to succeed and improve are a result of careful planning to be sure that, whatever their ability, their tasks are interesting and

challenging enough for them to feel proud of their achievements. The commitment to preparing exciting and purposeful activities for the children across all the areas of learning is high. All staff know what is expected of them and what the children can learn from specific activities, and they work conscientiously to make sure learning resources are ready at the time they are needed. Careful observation of the children results in accurate assessments which are then used effectively to plan opportunities for further learning. This common approach to planning learning for individual children is successful across the ability range, including for those with specific needs such as learning English as an additional language. It results in exceptionally good progress, and the children's enthusiasm for further learning which parents praise so highly.

## **Curriculum and other activities**

### **Grade: 2**

The school provides a rich curriculum clearly focused on a wide range of first-hand experiences and the needs of each child. Visits to places of interest in the locality and further afield, such as the library and the local bakers, extend the children's day-to-day experiences in school and widen their understanding of the community and of how to keep safe and healthy. Work in information and communication technology is well established, including children and staff using the interactive whiteboards and computers to help understanding and to promote ideas. Currently there is also very good provision for music, taught mainly by a supply teacher. The staff watch closely to make sure children of all ages and abilities make the best use of the experiences the school provides, and they know when to intervene or not. The space available in the school is very well used, but it is limited. There is little room for quiet work with individuals or small groups, or for physical activities. However, the good external space adds much to the children's learning, with interesting planting, writing, climbing, hiding and musical opportunities, and it is used frequently.

## **Care, guidance and support**

### **Grade: 1**

The staff take very good care of the children's welfare, safety and happiness. Parents have great confidence in them, clearly demonstrated by the many comments such as 'they treat my child like one of their own' and 'I cannot fault the staff, they are hard working and nothing is too much trouble – I know my child is in safe hands'. Children feel safe in school and are confident that any adult will help if they have a problem. All staff have been security checked, and the school is alert to the security and safety of the building. The school's focus on the maximum development of every child, whatever their ability, helped by regular assessment and frequent staff discussion about each child's progress, results in key workers knowing the children in their care particularly well, and also other staff being able to provide appropriate guidance and support when needed to help children understand how they can improve. Overall, this provision works very well and contributes useful information to the records available to the children's next school.

## **Leadership and management**

### **Grade: 1**

The school is very well led by a skilful headteacher, effectively supported by well trained staff and by an enthusiastic governing body with growing expertise. Currently the headteacher is the only member of the senior leadership team, due to a staff absence. Although this has overburdened the role of headteacher, sensible action has been taken to distribute some responsibilities. This strategic decision, together with the goodwill of the staff, has effectively maintained the school's provision of high quality education for its children. The last inspection report judged the school to be excellent and identified no key areas for development, but action to improve the school has continued to be successfully undertaken. This has resulted in more extensive links with parents, very good arrangements for assessing children's progress and attainment, the effective introduction of the Foundation Stage curriculum and effective arrangements to manage the school's newly delegated finances. The school's self-evaluation procedures have also been improved, with wide consultation among all those involved in the school, including parents. The headteacher has a clear vision and suitable plans for future developments, and the school has the capacity to achieve these, although the absence of the deputy headteacher is keenly felt.

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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	1	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	2	NA
How well learners enjoy their education	1	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	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>	2	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	1	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	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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To the children of:

Duke Street Nursery School

Duke Street

Chorley

Lancashire

PR7 3DU

5 July 2006

Dear Children

Thank you very much for making me so welcome when I visited your nursery. You helped me to see how well you behaved and how much you enjoyed your activities, especially the smelly fish and your car wash. You were very good at listening to your teachers, and most of you concentrated very well. It made me happy to see how you enjoy learning and how much you have learned since you started at the nursery. Your parents are very proud of you and of how successful you are.

I have asked your teachers to keep up their very good work with you. I think they deserve a special sticker because they know just how to help you learn as well you can, and they take very good care of you.

I hope you are very happy in your new schools and keep up your success.

Yours sincerely

J M Barnes

Lead inspector