



# Staghills Nursery School

## Inspection Report

**Unique Reference Number** 119100  
**LEA** Lancashire  
**Inspection number** 280464  
**Inspection dates** 27 April 2006 to 28 April 2006  
**Reporting inspector** Mrs Moira Fitzpatrick

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

<b>Type of school</b>	Nursery	<b>School address</b>	Top Barn Lane
<b>School category</b>	Maintained		Newchurch
<b>Age range of pupils</b>	3 to 4		Rosendale, Lancashire
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01706 213303
<b>Number on roll</b>	110	<b>Fax number</b>	01706 213303
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Michael Ormerod
<b>Date of previous inspection</b>	1 November 2000	<b>Headteacher</b>	Mrs Gill Martin

<b>Age group</b> 3 to 4	<b>Inspection dates</b> 27 April 2006 - 28 April 2006	<b>Inspection number</b> 280464
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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

The school is larger than most nurseries and draws children from a wide rural area, as well as the housing estate in which it is situated. Most children are from British backgrounds, with just over 10% from Asian British backgrounds. There are 19 children who do not speak English as their first language. Four children have a Statement of Special Educational Need. When children start school, their attainment is broadly typical of three year olds. An out-of-school club provides additional day care for 20 children. In addition, the school manages a wide range of community provision, including: Family Learning, Childminder drop-in sessions, Adult Education classes and English for speakers of other languages. The school has recently been designated a Children's Centre. It gained the School Achievement Award in 2001 and 2002, and holds a Learning Excellence Award from the local authority and the Investors in People Award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

The school modestly assesses itself as good, but it is outstandingly effective and gives very good value for money. Children achieve very well from their starting points because they are all well taught and enjoy stimulating and varied activities every day through a rich and very well-planned curriculum. They achieve above average standards. They love coming to school, as their good attendance shows, and regret when it is closed for holidays. Parents are delighted with all the school provides. Many travel long distances to bring their children to Stagghills.

Children get on very well with each other because their personal development is so good. They care for and support each other and take responsibility for tidying up very well. The overall leadership and management of the school, including that of the headteacher, are outstanding. The headteacher has developed the school very well since the last inspection, so that it has become a Children's Centre which will offer even more services to the local community. Governors are fully supportive of the school and give generously of their time. The school has accurately identified the things it needs to do to improve further and has these as priorities in the current year. Given these strengths, the school is very well placed to continue to improve.

### What the school should do to improve further

- Carry out the planned actions to quicken the progress of the more able children and of those children for whom English is an additional language.

## Achievement and standards

### Grade: 2

Children's achievement is very good and they attain above average standards. They make very good progress from their individual starting points in all areas of learning. School records show that this year children have achieved very well in communication, language and literacy, physical and creative development and some aspects of mathematical development. This is because of the additional emphasis that the school has placed on these areas, and also because of the more careful assessment of children's learning that now takes place through regular direct observation. Their excellent personal, emotional and social development is apparent in children's confidence to tackle new challenges independently, as well as in the way they persevere with tasks. Children who have learning difficulties and/or disabilities are very well supported by school staff to progress as well as other children. Good support enables children who speak English as an additional language to make good progress in most areas of their learning, though their learning in communication, language and literacy does not progress as quickly as that of other children. The school has rightly identified this, as well as more opportunities to further improve the achievement of higher attaining children, as priorities for improvement in the current year.

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

### **Grade: 1**

Children's personal development, including their spiritual, moral, social and cultural development, is outstanding. Their independence is striking, and makes a significant contribution to their learning. Each day, children arrive eager to explore and engage in the activities that are prepared for them. They do not lose a moment in seeking out areas of interest and quickly become absorbed in their learning. Their love of school is reflected in their good attendance and, as several parents commented, they regret that the school is closed for holidays. They follow well-established routines promptly, and copy the caring attitudes of the adults around them to support each other and share resources fairly. They are sensible in their use of equipment and they know how to stay safe, as well as how to keep healthy through eating the right foods. Children are very well prepared for the Reception class and this is acknowledged by the receiving schools, who comment on their independence and confidence as learners.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good overall, and some very good and some outstanding teaching was seen during the inspection. Strengths of teaching include the high expectations that teachers have of what children can achieve, both independently and with support. Since the last inspection, teachers have used direct observation to develop thorough assessments of children's learning. They keep detailed records which allow them to identify areas of weakness in learning, which they then plan to improve in future learning. Teachers' planning is another significant strength. It ensures the varied and imaginative use of resources, so that children are constantly challenged to see things from a fresh angle. As a result, they show great enthusiasm and excitement for learning and also a remarkable concentration which is often prolonged in many activities. Key workers have detailed knowledge of specific children, which they use to develop special interests or target particular weaknesses. Nursery nurses play a key role in developing children's curiosity and all are highly skilled in posing questions and developing ideas through talk. Because of a special focus on meeting their specific needs, children with learning difficulties and/or disabilities learn as well as their peers.

### **Curriculum and other activities**

#### **Grade: 1**

Curricular provision has been very well developed since the last inspection and is now excellent. As a result of changes initiated by the headteacher, all staff work as a single team. Because of this, good practice is shared for the benefit of all and the continuous development of ideas constantly drives the curriculum forward. Links between areas of learning and the imaginative use of resources mean that children are constantly presented with exciting activities that stimulate their natural curiosity and foster their

independence. Provision for outdoor learning is outstanding, both in the range of learning provided and in the linking of one area of learning with another. For example, the Woodland Adventure project in the spring term gave opportunities for learning about the natural world. Children learned through: close observation; scrambling and climbing to reach the top of the woods; counting; and designing and building shelters from materials they found on site. The school's use of themes to link learning across a number of areas is seen again and again in planning and photographic evidence. The impact on children's understanding is evident in discussion with them. The before- and after- school provision, made through the Hedgehog Club, is of similar high quality, where again children are engaged in interesting and stimulating learning activities.

## **Care, guidance and support**

### **Grade: 1**

Thorough and well-planned procedures ensure that children are safe, secure and well cared for. Parents overwhelmingly agree that their children are very well cared for. As one parent put it, 'you feel that staff strive for the very best for the children and this is very reassuring'. Children and their families are very well known to staff, so that children's needs are well anticipated and very well met. Links with parents to support their children's needs are very effective. Parents feel that there is a strong family atmosphere because of these links, and they value the warm welcome they receive when they bring their children to school. They feel very comfortable approaching staff and are grateful for the expert advice they receive if they have a concern. Children with learning difficulties and/or disabilities are very well cared for, both by school staff and by specialist support staff who visit the school. Circle time is very well planned to give children the opportunity to learn to express their feelings, as well as to understand the feelings of others.

## **Leadership and management**

### **Grade: 1**

Leadership and management are outstanding overall. The headteacher provides excellent leadership for the development of a school that enables all children to achieve their best. Since the last inspection, she has developed excellent links with parents and the community and has established extended provision in response to family needs. These high-quality developments meant that the school was well prepared to make a successful bid to become a Children's Centre later this year. The role of subject leaders has been well developed and they have a good understanding of strengths and weaknesses in the school. They are given regular opportunities to monitor standards and provision, with the result that there have been significant improvements in the last two years. The headteacher's development of staff expertise has been at the forefront of improvements. While staff have welcomed new opportunities, they also appreciate the emphasis the headteacher places on their well-being and feel that the pace of change has been well managed. The office manager gives exceptional support to the school and she too has extended her expertise very well to serve the school's increasing needs. Governors are well informed and provide a good range of expertise

to support the school in its recent developments. Parents value the opportunity to comment on developments in the school and have been pleased to have a say in the Travel Plan to be introduced later this year. The school has built very well on its previous strengths and, given the quality of current leadership and management, is very well placed to continue to improve.

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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	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	1	NA
The attendance of learners	2	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	2	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>	2	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	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**

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Mrs Gill Martin

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1 May 2006

Dear Children

I had a lovely time meeting you all when I visited your school. I really enjoyed seeing you all work hard and have so much fun. You have some lovely things to learn from. Looking at the photographs of your adventures in the woods made me wish I could join in. I also enjoyed meeting Beat Baby and giving him a cuddle.

I think you are very kind and helpful to each other and that you tidy up your things really well at the end of the day. No wonder your parents and your teachers are so proud of you.

It was lovely to talk to your parents. They are very happy with how well you are doing at school. They know you are cared for and happy there, and that makes them happy too.

Keep on having a lovely time all through the summer. I hope you can get outside as much as you did when I visited so you can enjoy learning in the fresh air and sunshine.

Very good wishes to you all.

Mrs Moira Fitzpatrick

Lead inspector