



# Comper Foundation Stage School

Inspection Report

**Unique Reference Number** 122967  
**LEA** Oxfordshire LEA  
**Inspection number** 281373  
**Inspection dates** 8 May 2006 to 9 May 2006  
**Reporting inspector** Barbara Atcheson AI

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

<b>Type of school</b>	Nursery	<b>School address</b>	Hertford Street
<b>School category</b>	Maintained		Oxford
<b>Age range of pupils</b>	3 to 5		OX4 3AJ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01865 245768
<b>Number on roll</b>	80	<b>Fax number</b>	01865 241807
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Ms Rosemary Knagg
<b>Date of previous inspection</b>	22 November 1999	<b>Headteacher</b>	Mrs Trish Sangwine

<b>Age group</b> 3 to 5	<b>Inspection dates</b> 8 May 2006 - 9 May 2006	<b>Inspection number</b> 281373
----------------------------	-------------------------------------------------------	------------------------------------

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

The school is set in an area of rich cultural and social diversity, which is designated as an area of deprivation. Just over half of the children have White British heritage. Most of the remainder are from Pakistani backgrounds, although others come from a wide range of minority ethnic groups and 18 different home languages are spoken. There are very few children with learning difficulties. The school offers term-time integrated wrap-around daycare provision. There is a wide range of attainment on entry. In 2004, the school moved to work in partnership with a Primary school and was renamed Comper Foundation Stage School.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is a caring community where children feel safe and enjoy learning. Children benefit from the seamless transition gained from the partnership with the primary school. The vast majority of parents value this. One parent said 'I have noticed a huge change in my children's confidence'. The inspector agrees with the school's view that it provides a satisfactory quality of education and gives satisfactory value for money.

Good personal development and well-being, and a rich, varied curriculum support learning well. Children have the advantage of good wrap-around daycare provision. Care, guidance and support are satisfactory.

Taken overall, children achieve satisfactorily. Most achieve well in their personal, social and emotional and physical development. Just over half are set to achieve the early learning goals in all other areas of learning. School data indicates that standards are rising. However, more able children do not make the progress that they should.

Teaching is variable and is satisfactory overall. Where teaching is good, children are enthused by the exciting way that teachers present their learning. As a result children make good progress. However, this good teaching is not yet firmly embedded across the school. There is inconsistent use of assessment information to inform planning so that the next steps in learning for each child are identified.

The headteacher, staff and governors know the school's strengths and weaknesses well and their self-evaluation is good. They have identified the correct courses of action to move the school forward, but recognise that much remains to be achieved. Too much responsibility falls on the headteacher and this slows development. There is a need for senior staff to take on a more managerial role so that the head teacher does not have to do so much of the work herself. The school has successfully made many improvements since the last inspection and is well placed to improve further.

### What the school should do to improve further

- Ensure that the senior member of staff takes on more managerial responsibilities.
- Improve the use of assessment information to inform planning so that next steps in learning are identified.
- Improve the level of challenge for more able children.

## Achievement and standards

### Grade: 3

Achievement and standards are satisfactory, although achievement in personal social and emotional and physical development is good. There is a wide range of attainment on entry. Most children make the expected progress. Almost all children reach the early learning goals in physical development and a majority reach the early learning goals in personal social and emotional development. Just over half are set to achieve the early learning goals in all other areas of learning.

Children's confidence has increased with the integration of the two schools. Standards are rising especially in personal, social and emotional development, speaking and listening and counting. Standards in writing have risen following an increase in opportunities for writing in real contexts, particularly for boys. Standards have also risen in reading, mathematical calculation and musical development. However, more able children do not make the progress that they should because teaching is not always challenging and children's next steps in learning are not always based on assessment information.

Although effectively targeted support enables children who speak English as an additional language to make good progress, most still lag behind their classmates in English skills when they move on to the primary school. Children with learning difficulties achieve well because they, too, receive effective, extra help.

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

### **Grade: 2**

Children's personal development is good. They enjoy school and behave well. Attendance is satisfactory. Spiritual, moral, social and cultural development is good. Children become independent, confident learners, readily accepting guidance. They show mature attitudes for their age in choosing activities and trying out new experiences. One parent commented 'the staff have been brilliant at helping my son to settle and grow'.

Children know how to keep safe, for example when carrying chairs they take care to keep the legs down. They understand about healthy lifestyles through activities such as discussions about healthy snacks, or their many opportunities for physical activity. Two girls were discussing which fruit they liked. One said 'I like apple because it is good for my teeth'.

Children enjoy the responsibility of taking the register to the office and are proud to take part in 'Oxford in Bloom'. They learn to take turns and work cooperatively. Rising standards in language and mathematics are helping children to progress in developing a sound awareness of economic well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory overall. An example of good teaching was seen as five-year-olds really had to concentrate on their 'careful counting' as they relished the challenge to find the answer to a problem. Well-planned opportunities in child initiated activities help children to make connections in their learning. The 'waitress' in the 'Magic Cafandacute;' was really proud of her ability to write 'pizza'.

However not all teachers have high expectations and, as a result, the pace of learning is sometimes too slow and children lack interest. All teachers use assessment to check

progress but it is not used consistently to inform planning. The next steps in learning are not always identified and, consequently, some children under-perform.

Support for children who speak English as an additional language is effectively targeted. Consequently, although they do not reach the same standards in English as others, they make good progress. Children with learning difficulties are supported well and as a result they also make good progress.

## **Curriculum and other activities**

### **Grade: 2**

The carefully structured curriculum develops children's independent learning and freedom of choice very well. It meets the needs of all children. Well-planned, relevant, practical activities make learning fun, both inside and out of doors. Children with learning difficulties are fully integrated into all activities. There is good provision for those children at an early stage of learning English.

Good opportunities are planned for children to use their basic skills across the curriculum. Provision for information and communication technology (ICT) is satisfactory. The garden provides children with rich first-hand experience of how to care for the plants they will enter in 'Oxford in Bloom'. Creative development is equally encouraged and a focus on musical development is effectively addressing a previous weakness.

Children benefit from the well-run wrap-around daycare provision and grow in confidence. Throughout the year, children have many opportunities to enhance their learning, for example through the Forest School Project and visits to local places of interest such as the Botanic Gardens.

## **Care, guidance and support**

### **Grade: 3**

Care, support and guidance are satisfactory overall. The school provides good care, support and welfare for its children. These contribute effectively to their enjoyment in school and the progress they make. One parent said 'my son is settled happily and enjoying himself. This is due to the kind, caring nature of the staff'. Children are safe and secure because staff work closely with parents to ensure their children's well-being. Vulnerable children are effectively looked after. All staff are trained in child protection and procedures are securely in place. Risk assessments are carried out regularly, both around the nursery and in preparation for outings. Health and safety matters are dealt with effectively and quickly.

Appropriate targets are set at annual reviews for children with learning difficulties and are incorporated into individual education plans. However, not all teachers use assessment information so that next steps in learning can be accurately planned. As a result, children do not always make as much progress as they should.

---

## Leadership and management

### Grade: 3

Leadership and management are satisfactory overall with some good features. The leadership of the headteacher is good. She has a clear vision and a focus on high standards. With the help and support of a committed staff the school has made a successful transition and established a setting where there is a positive ethos and equal opportunities are promoted effectively. Self-evaluation is good. Everyone's views are valued. Levels of communication between home and school are good. Parents' views prompted the introduction of small group time to support less confident children at the beginning of each session.

Rigorous monitoring and evaluation by the headteacher ensures that developments take effect. For example, teachers are now using assessment to check children's progress and planning has improved. Staff are now developing the skills that will help them take responsibility for their own areas of the curriculum.

Although newer members lack experience in their roles and responsibilities, governors are loyal supporters of the school and contribute a wealth of talents. The chair of governors is particularly strong, holding the school to account and playing a full part in the life and work of the school.

Financial management is good and resources are used well. The school improvement plan is a useful document, reflecting a full analysis of children's performance and a series of well defined priorities for action. This business-like approach and the full response to the issues raised by the last inspection indicate that the school has good capacity to improve.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## 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>
--------------------------------------------------------------------------------------------------------------	-----------------------	--------------

### 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	3	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	3	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	3	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	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>	2	NA
<b>How well are learners cared for, guided and supported?</b>	3	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	3	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	Yes
Learners are educated about sexual health	Yes
<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**

Children

I really enjoyed coming to your lovely school. Thank you for being so kind and helpful to me on my visit.

I thought: \* you behave well; I can see that you really enjoy school \* all of the staff work very hard to care for you \* you know how to keep safe and stay healthy \* you have lots of interesting things to do.

We all want to make your school even better and so I have asked your headteacher to: \* check how much you know so that they can plan activities that will help you learn even more \* make sure children who are good at things get even harder work \* make sure there is someone to work with Trish to help the school get even better.

Thank you once again for looking after me so well on my visit.

Mrs Barbara Atcheson

(Your Inspector)