



# Croyland Nursery School

## Inspection Report

**Unique Reference Number** 121783  
**LEA** Northamptonshire  
**Inspection number** 292215  
**Inspection dates** 16 May 2006 to 16 May 2006  
**Reporting inspector** Barbara Crane AI

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

|                                    |                    |                           |                          |
|------------------------------------|--------------------|---------------------------|--------------------------|
| <b>Type of school</b>              | Nursery            | <b>School address</b>     | Croyland Road            |
| <b>School category</b>             | Maintained         |                           | Wellingborough           |
| <b>Age range of pupils</b>         | 3 to 4             |                           | Northamptonshire NN8 2AX |
| <b>Gender of pupils</b>            | Mixed              | <b>Telephone number</b>   | 01933 279681             |
| <b>Number on roll</b>              | 59                 | <b>Fax number</b>         | 01933 279681             |
| <b>Appropriate authority</b>       | The governing body | <b>Chair of governors</b> |                          |
| <b>Date of previous inspection</b> | 5 February 2002    | <b>Headteacher</b>        |                          |

|                            |   |                                    |
|----------------------------|---|------------------------------------|
| <b>Age group</b><br>3 to 4 | <b>Inspection dates</b><br>16 May 2006 -<br>16 May 2006 | <b>Inspection number</b><br>292215 |
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Croyland Nursery is soon to be designated a Children's Centre and has undergone substantial changes over the past two years, involving the expansion of its premises and staffing, so that it provides extended provision for children from 0 to 4 years outside normal hours. A higher-than-average proportion of children has learning difficulties and the school has special provision for children with speech and language difficulties. The school serves an area in which families face more social and economic challenges than most. Attainment on entry is below average, overall, being lower than expected in communication, language and literacy, mathematical development and personal, social and emotional development. Attainment on entry is average.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 2**

Croyland Nursery is a good school. This reflects the school's view of its effectiveness. It provides good value for money. It is a happy place where children blossom. They feel secure because of the good support, care and guidance they receive. Children's behaviour and attitudes to learning are good. They achieve well because of good teaching. By the time they leave the Nursery, they are on course to meet the goals set for their age in all areas of learning. This represents good progress in communication, language and literacy, mathematical development and personal, social and emotional development, because children join with a lower-than-average starting point in these areas. Children's good progress in physical development means that children do better than expected for their age. In knowledge and understanding of the world and in their creative development, children's progress is not as rapid. This is because opportunities are not always grasped to support children's learning as consistently as in other areas. Children with learning difficulties do well because of good teaching. There are times when teaching is not as well adapted to meet the needs of children who show the capability for learning at a faster rate. These children are identified through good assessments but the teaching sometimes lacks challenge for them.

The school is well led and managed and has the capacity to improve further. It has faced the challenges involved in extending and integrating its provision well, under the good leadership of the headteacher. There has been good improvement since the last inspection, when the school's circumstances were very different. The school's priorities are the right ones because of good self-evaluation. A good partnership with parents benefits children's learning and parents have confidence in the school.

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

- Ensure that children who can learn at a faster rate benefit from more challenging teaching.
- Ensure that timely interventions are made to improve children's learning in knowledge and understanding of the world and in creative development.

## **Achievement and standards**

### **Grade: 2**

Children's achievement is good and they are well prepared for the next stage of their education. From a lower than average starting point, children make good progress in communication, language and literacy, mathematical development and personal, social and emotional development. By the time they leave the Nursery the children reach the expectations for their age in these areas. Children's listening and speaking skills develop well and they show a very good level of independence. Good progress in physical development means that children exceed the expectations for their age and they explore space confidently in the outdoor area. Expectations of what children will achieve in this area of learning are consistently high. The school has rightly identified that children's progress in knowledge and understanding of the world and in creative

development should be better. Children's progress in these areas does not match that in other aspects of learning because they sometimes lack timely interventions to boost skills or knowledge. Children with learning difficulties make good progress because their needs are well identified and catered for. Children who can learn at a faster rate than most do not always get the level of challenge they need to go that bit further.

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

### **Grade: 2**

Children's personal development, including their spiritual, moral, social and cultural development, is good. Children happily come in with their parents or carers and are ready to start the activities that have been planned for them, such as planting seeds and watching them grow. Attendance is good. Children's good attitudes to learning and enjoyment in working and playing, together with the good grounding in basic skills that they receive, set them up well for the future. Children trust the people who work with them and know what is expected of them. Relationships with adults are very good and children get on very well together. They have a good level of confidence and independence and are willing to have a go at activities, but occasionally lack encouragement to ask their own questions to find out about the world. They behave well and are pleased when their good behaviour is rewarded. They know how to keep safe when playing outdoors, for example, changing footwear to dig and being aware of what others are doing and giving them space to do it safely. Children are quick to help each other. One group, for example, helped a child facing difficulties in getting out of the large barrel in the outdoor area. Children learn the importance of health and hygiene and enjoy the healthy snacks.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good. Adults work hard to engage children and ensure that they feel secure. Teaching ensures that children develop a good level of independence and perseverance as well as enjoyment in learning. While adults are always ready to help, they allow children time to try for themselves and so they usually succeed.

There is a good level of consistency among staff in expectations of children's behaviour and they provide a good model for children to follow, so that children speak politely and listen well to others. High expectations of what children can achieve in their physical development promote children's rapid progress in this area.

Assessment is very thorough and well recorded. Adults know what children can do because of frequent observations of their progress, and knowledge gained is very well used to adapt work or set targets for children with learning difficulties. It is not used as well to make sure that work is sufficiently challenging for children who show that they can go further than most in their learning. There are also times when teaching does not give sufficient encouragement to children to speculate on what they might

find or to describe their experiences so that they practise new vocabulary in activities to extend children's knowledge and understanding of the world. Children's learning in the creative area does not always benefit from timely interventions to encourage children to say what they like or how things could be improved. When this is done well, as in a session where children's interest in creating backpacks from recycled materials, children's progress is faster.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good and practically based so that children learn through doing as well as through a good range of visits. It is particularly well planned for children's personal, social and emotional development, their physical development and for learning about keeping safe and healthy. Good quality resources for learning outdoors are very well used to promote children's physical development. Children mainly have the freedom to develop their own ideas but there are times when planning to harness children's curiosity about the world or to express their creativity is not fully exploited, leading to slower progress in these areas. There is a good rhythm to the sessions, with children choosing their own activities or being directed by adults. The curriculum is adapted well for children with learning difficulties, who have full access to the all activities because of good support.

## **Care, guidance and support**

### **Grade: 2**

The good care, guidance and support provided contribute well to the children's enjoyment of learning. All staff are committed to helping children feel safe and secure and the warm relationships and encouragement mean that children flourish. Partnerships with parents and other agencies are strong and impact very positively on children's progress, particularly those who are most vulnerable. Parents appreciate the level of care provided and the way in which the staff get to know children as individuals. Systems to safeguard children are robust and are reviewed regularly. Good support and guidance are provided for children with learning difficulties, including those with speech and language difficulties. Support for children who show a faster rate of learning is not as consistent. The staff make frequent assessments to check on children's well-being and learning about how to make healthy choices and to keep safe. There is quick and effective intervention if problems are identified.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good and have created an environment in which children thrive and make good progress. The determined leadership of the headteacher has put children's well-being and learning at the forefront of the school's efforts whilst facing the considerable challenges posed by extending its provision, staffing and buildings. Improvement since the previous inspection has been good and the school

has the capacity to improve further. The school's priorities are the right ones and mirror the areas for improvement identified by inspectors. Good self-evaluation has revealed that there is not yet full consistency in providing a high level of challenge for all children or guaranteeing their good progress in all areas of learning. It has worked diligently on the areas identified for improvement and resolving the difficulties faced in creating effective teams to support its complex provision. The new team has shaped up well and the professional development needs of staff are well identified through good monitoring. Governors give good support. The school has a good partnership with parents and seeks their views. Parents hold the school in high regard but a few feel that feedback to them following exercises in gathering their views has not been as fast as it might be. The school recognises this and has the matter in hand.

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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> |
|--|-----------------------|--------------|

### 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> | 2   | 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  | 2   | 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   | 3 | 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>                           | 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                                    | 2 | NA |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 2 | 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> | 2 | 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>                                       | 2   | NA |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 2   | 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                     | 2   | 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**

Thank you for helping us with our work when we came to see you. We are glad that you behave well and are happy at Nursery. You are doing well at working and playing and you make good friends so that the Nursery is a lovely place. The grown-ups are kind and look after you. We saw that you are good at climbing and riding outdoors and are pleased that you help each other if you get stuck! You know how to keep safe and how important it is to eat the healthy snacks.

The grown-ups work hard and they want to give you the best start in life. They know how to make things even better for you. Some of you learn things very quickly and we have asked the grown-ups to make sure that you get the chance to do your very best. We know that you get help when you need it and we have asked the grown-ups to make sure that you talk more about the things you make or what you are learning about the world.

Keep working hard and enjoying being with your friends. Thank you again for welcoming us to your Nursery.