



Evesham Nursery School

Inspection Report

Unique Reference Number 132104
LEA Worcestershire
Inspection number 293943
Inspection dates 12 June 2006 to 12 June 2006
Reporting inspector Laurie Lewin AI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to inspect any school in England. The inspection is to be treated as a section 5 inspection under the same Act.

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|------------------------------------|--------------------|---------------------------|-------------------------|
| Type of school | Nursery | School address | Four Pools Road |
| School category | Maintained | | Evesham |
| Age range of pupils | 3 to 4 | | Worcestershire WR11 1DG |
| Gender of pupils | Mixed | Telephone number | 01386 423118 |
| Number on roll | 52 | Fax number | 01386 422 590 |
| Appropriate authority | The governing body | Chair of governors | Mr Matthew Hutchins |
| Date of previous inspection | 4 March 2002 | Headteacher | Mrs Naomi Christelow |

| Age group | Inspection dates | Inspection number |
|-----------|--------------------------------|-------------------|
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Introduction

The inspection was carried out by one Additional Inspector. The inspector studied data about the school, observed lessons, viewed children's work, looked at a wide range of school documentation and talked with staff, parents, the children and the chair of governors.

Description of the school

The school catchment takes in the whole of the town of Evesham. Most local housing is owner-occupied, but there are some pockets of social deprivation in the region. Children are nearly all White British, with a few from other ethnic backgrounds. Most children starting in the nursery show attainment that matches the levels expected for their age.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

My child is so happy to come to school. She loves all the things she does there. It's so well thought out and planned, with everything possible done to make the children happy ...with lots of brilliant activities. It's a really wonderful place for children to learn and play.

The view expressed above is echoed by many parents and confirmed by this inspection, which shows the school is doing an outstanding job and provides excellent value for money.

A visitor to the school is immediately captivated by the calm, purposeful atmosphere in which the buzz of excitement shows children keying in to a wide range of interesting activities from the moment they walk into the building. On arrival at the start of morning and afternoon sessions, there is a seamless transition from home to school, with children excitedly and enthusiastically launching into activities with their friends. Lively and attractive wall displays celebrate the children's achievements and give credit to the tremendous array of interesting projects underway, such as the work carried out in relation to regular trips to the Forest School outdoor education centres. Children talked with interest and excitement about their 'adventurous' experiences with mapping and exploration during these visits. Another highly successful initiative in the classroom sees children designing their own mini projects under close staff guidance. These projects typify the excellent curriculum provision and the approach of the staff in continually seeking to improve opportunities to boost children's learning in a challenging and exciting way.

Top quality teaching in the school is modelled around making full use of all of these projects, with staff seizing on opportunities to get children to discuss their experiences wherever possible. Staff work as a highly effective team to provide a well thought out programme of activities. They provide children with a finely tuned blend of individual support, whole-class teaching and independent activity. All of this work leads to children making excellent progress and reaching high standards in their work. Staff are especially skilled at drawing on children's ideas and getting them to think in a creative way. As a result, children develop a sophisticated level of confidence and independence for their age, often negotiating and collaborating with each other in a very mature way. Staff use their comprehensive observations and record keeping superbly to guide and support all individuals. In this way, they ensure that no children fall behind and all individuals are fully challenged to do their best. The high quality support and guidance also means that children's personal development is excellent and their behaviour is exemplary. Through their very close monitoring of progress, staff understand the children's needs very well and make sure precise targets are set to help individuals constantly improve.

They keep up a close relationship with all parents and carers to boost this support further, and make full use of outside agencies whenever they feel that extra expertise or support will help.

Excellent leadership and management, and the outstanding work of the headteacher in particular, mean that the school has moved from strength to strength since it was last inspected. The headteacher is especially skilled in getting all of the school community to work together to ensure provision continually improves in the future. She provides a climate in which staff and governors feel empowered to work as an energetic and highly effective team. This ensures that the school can only head onwards and upwards in the future. Highly regarded by all parents and by the local authority, the school is a centre of excellence for children's provision at this age group. What sets the school apart is the fact that despite its outstanding nature, staff still feel they can improve things. For example, through their current thorough and accurate evaluation of performance, they have identified rightly the need to improve some aspects of children's mathematical development to the same high levels as other areas of learning.

Achievement and standards

Grade: 1

The children do very well. Many of them speak clearly and confidently in simple sentences. They are highly adept for their age at using equipment such as computers and digital cameras. Staff are very successful at getting children to work independently with their own projects and problem solving activities. The school's progress records show that, while children make excellent progress and achieve high standards overall, their mathematical development is slightly below their achievement in other areas.

Personal development and well-being

Grade: 1

Children's excellent progress stems from the strong independence, confidence, eagerness to learn and outstanding relationships they develop with staff and each other. Good manners and best behaviour are fully embedded in all routines. Children's friendly attitudes and readiness to talk about what they are doing are strong indicators of the sense of security and safety they feel. Comments from parents such as 'my child is so happy to come to school' and 'without Evesham Nursery, my son would not be the happy little boy he is', firmly underline this outstanding personal development.

Quality of provision

Teaching and learning

Grade: 1

Outstanding teaching is reflected in the top quality planning for all activities and the extensive use that staff make of all resources at their disposal. The experienced and confident approach of the staff mean that they are not afraid to 'take risks' and push the boundaries of what they do in terms of searching out new ideas to make learning increasingly full of challenge and fun for all children.

Curriculum and other activities

Grade: 1

Staff have devised an excellent curriculum that has a very well thought out balance between pushing children ahead academically, giving them a broad range of understanding through practical exploration, and promoting their overall well-being in areas such as health and fitness. Every space both indoors and outdoors is used to maximum advantage to boost children's learning, and the school makes excellent use of visits, visitors and its links in the community to promote areas of the curriculum as fully as possible.

Care, guidance and support

Grade: 1

All necessary procedures are fully established to ensure children's safety and well-being. Through comprehensive monitoring of progress, staff have a highly detailed insight into children's academic needs. They use the information gathered to set precise targets for each individual and follow up on this with intensive support to ensure children move ahead rapidly and with confidence. This support is further backed up by staff maintaining regular and close liaison with parents.

Leadership and management

Grade: 1

Everyone pulls together in this school because the headteacher creates a climate in which staff and governors all feel valued and inspired to do their best. Working closely together, they have created a clear vision to show where the school is going. Through accurate self-evaluation, they know what works well, and rapidly pick up on any areas of provision that need boosting.

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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> | School Overall | 16-19 |
|--|-----------------------|--------------|

Overall effectiveness

| | | |
|--|-----|----|
| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 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

| | | |
|--|---|----|
| How well do learners achieve? | 1 | NA |
| The standards ¹ 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

| | | |
|---|---|----|
| How good is the overall personal development and well-being of the learners? | 1 | NA |
| The extent of learners' spiritual, moral, social and cultural development | 1 | NA |
| The behaviour of learners | 1 | NA |
| The attendance of learners | 1 | 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 | 1 | 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

| | | |
|---|---|----|
| How effective are teaching and learning in meeting the full range of the learners' needs? | 1 | NA |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 1 | NA |
| How well are learners cared for, guided and supported? | 1 | NA |

¹ 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

| | | |
|--|-----|----|
| How effective are leadership and management in raising achievement and supporting all learners? | 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 | 1 | NA |
| The adequacy and suitability of staff to ensure that learners are protected | Yes | NA |

| | |
|---|-----|
| The extent to which schools enable learners to be healthy | |
| 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 |
| The extent to which providers ensure that learners stay safe | |
| 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 |
| The extent to which learners make a positive contribution | |
| 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 |
| The extent to which schools enable learners to achieve economic well-being | |
| 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

I enjoyed coming to visit you. Thank you for chatting to me and helping me find out what a fantastic school you have.

Here are some of the things I liked especially:

You work really well and try hard with all of the activities you do.

You are very friendly. I especially enjoyed talking to some of you about the great adventures you have during your Forest School visits.

You are all very polite and helpful and it was good that at lunchtime one of you even checked that I had washed my hands!

I really liked your special individual projects and it was very interesting to look at the wall displays about these.

I can see that you have lots of fun in all of your activity areas, such as in the beach hut and in the hairdressing salon. I am thinking about whether I should come back to get a haircut sometime!

All of the staff do a terrific job in teaching you and helping you to do excellent work.

Your headteacher and all of the adults work really well together to keep things improving. They have a good new idea to get you working even better with maths.

Many thanks again for all of your help.