

# New Bridge Nursery School

## Inspection report

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<b>Unique Reference Number</b>	109752
<b>Local Authority</b>	Reading
<b>Inspection number</b>	310084
<b>Inspection date</b>	20 September 2007
<b>Reporting inspector</b>	Vanessa Ward

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

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<b>Type of school</b>	Nursery
<b>School category</b>	Community
<b>Age range of pupils</b>	3-5
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	123
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs R Pearson
<b>Headteacher</b>	Mrs L Bedlow
<b>Date of previous school inspection</b>	27 May 2002
<b>School address</b>	Montague Street Caversham Reading RG4 5AU
<b>Telephone number</b>	01189 015580
<b>Fax number</b>	01189 015580

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<b>Age group</b>	3-5
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## Introduction

The inspection was carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: how the school is trying to improve standards and achievement in children's communication, language and literacy skills and their mathematical development; how effectively the school uses assessment information when it is planning what children need to do next; how well the apparently strong care, guidance and support for children helps their personal, social and emotional development. Evidence was gathered from the school's records, planning and policies, from observing teaching and learning and from discussion with staff. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included in this report.

## Description of the school

Most children join the school at the start of the term after their third birthday. Almost all of the children attend either every morning or afternoon, and move to primary school in the term before their fifth birthday. Approximately 25% of the children come from minority ethnic backgrounds and a higher number than average are learning to speak English as an additional language. Fewer children than average have learning difficulties or disabilities. The school has a resource base, which has places for five children with hearing impairment. Three were on roll at the time of the inspection. The headteacher is newly in post and several staffing changes are currently taking place.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

New Bridge Nursery school is a good school with several outstanding features. Parents have high praise for the school, typically commenting that the school gives their children 'a first class start' and that 'the standard of care is very high'. Although the school is going through a period of significant staffing change and the headteacher has only recently been promoted to her post, parents comment that the children's education is not being adversely affected. This is because all staff and governors are working successfully and with total dedication to maintain continuity for the children, whilst also bringing about school improvement. This ensures that all of the children continue to attain good standards in all areas of learning, and to achieve well. This success, combined with recent improvements, including changes to the physical environment and increased communication, both amongst staff and with parents, indicates that the school has good capacity to improve. Governors fulfil their roles well and are proactive in working with the headteacher and staff to evaluate the school's strengths and to plan improvements.

Good teaching, combined with an outstanding curriculum, contributes significantly both to the children's obvious enjoyment of school and to their good achievement. The extensive indoor and outdoor facilities, and a wealth of resources, are used very well by the staff to provide an extremely rich variety of interesting activities. These make learning a constant source of pleasure, excitement and adventure. One child spoke of 'lots of fun things to do'. The interest that is generated encourages the children to concentrate on their activities and to persevere, and this aids their learning. The frequent observation and recording of each child's progress provides a comprehensive record of their development. Daily evaluations by the staff of how well the children have learnt contribute to planning. Whilst this is very valuable, the school recognises that assessment information could be better used to plan what the children need to learn next. The staff are currently trialling a more rigorous and collaborative approach to planning.

Standards in communication, language and literacy and mathematical development are not as good as those in other areas of learning. Whilst the school dedicates time specifically to teaching these skills, it acknowledges that it could increase the challenge it provides throughout the day in order to accelerate the children's learning in these areas. The needs of children with learning difficulties and disabilities, including those with hearing impairment, are carefully considered, and the support provided enables them to make good progress from their starting points. Children who are learning English as an additional language make good progress because they are supported well by additional staff. Links with outside agencies and other schools are excellent and successfully promote the children's well-being.

Outstanding care, guidance and support contribute significantly to the children's excellent personal development. They make rapid progress in their personal, social and emotional development because the staff understand the needs of young children and give high priority to helping them to develop confidence, independence and self-esteem. This process begins even before the children start school, because the caring induction process enables them to settle quickly and happily. This strong care and support continues throughout the children's time in the school. The quality of the relationships between the staff and children is excellent. It is strikingly obvious that all of the children feel very safe and secure and have complete trust in the adults to help them. This gives the children the confidence to try new things and to ask questions and share ideas.

Many visits and special events contribute much to the children's excellent spiritual, moral, social and cultural development. They learn about their own family backgrounds and experiences, and this helps them to value one another. The children quickly learn to share, take turns and work together because these opportunities are integrated into their learning experiences. They take responsibility well for registering their attendance as they arrive at school and for tidying away equipment at the end of sessions. These skills, combined with their increasing skills in literacy, numeracy and information and communication technology, prepare them well for the next stage of their education. The majority of children attend regularly, but a minority have poor attendance. The school has plans in hand to work more closely with the parents of these children in order to increase their attendance. The children behave well and the staff are skilled in managing the few children whose behaviour is sometimes challenging. Through energetic activity outdoors and in the hall, and daily opportunities to eat healthily and learn about healthy foods, the children gain excellent knowledge about healthy lifestyles.

### **Effectiveness of the Foundation Stage**

#### **Grade: 2**

As a nursery school, the Foundation Stage is completely covered by the Overall Effectiveness section

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

- Increase the challenge provided by activities to promote communication, language, literacy and mathematical development, in order to raise standards in these areas of learning.
- Ensure that planning to meet individual needs makes close links between the evaluation of previous learning and what the children need to learn next.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No



## Text from letter to pupils explaining the findings of the inspection

28 September 2007

Dear Children

Inspection of New Bridge Nursery School, Reading, RG4 5AU

I really enjoyed my visit to your school. I think that you go to a good school and your mums, dads and carers think so too. The grown-ups in school give you many interesting things to do. I could see how much you were enjoying the corn flour 'gloop' and blowing paint bubbles! I think that Custard and Toffee also enjoy being in school because you look after them so well.

What I like most about New Bridge Nursery School:

- you do well in your learning, and especially in things that help you to grow up, like sharing, taking turns and tidying away the toys
- you really enjoy school because the grown-ups teach you well and make sure that there are lots of exciting things to do and learn
- everybody takes great care of you and this helps you to feel safe and to learn well
- you eat fruits in school and get lots of exercise when you play outside and in the hall, and this helps to keep you healthy
- all of the grown-ups in school work very well together to keep making your school even better.

What I have asked your headteacher to think about:

- helping you to do even better as you begin to learn to read, write, count and use numbers
- looking at how to improve the way the grown-ups plan things for you to do.

I hope you carry on enjoying school and learning many interesting things.

Best wishes,

Vanessa Ward

Lead inspector