

# Wentworth Nursery School

## Inspection report

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<b>Unique Reference Number</b>	100212
<b>Local Authority</b>	Hackney
<b>Inspection number</b>	335503
<b>Inspection dates</b>	11–12 March 2010
<b>Reporting inspector</b>	Natalia Power

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 of pupils on the school roll</b>	90
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Francoise Beregovoi
<b>Headteacher</b>	Carolyn Maples
<b>Date of previous school inspection</b>	12 March 2010
<b>School address</b>	Cassland Road London E9 5BY
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## Introduction

This inspection was carried out by two additional inspectors. They observed all the teachers, practitioners, specialist support providers and learning assistants, in both the indoor and outdoor learning areas, for a total of around four hours. Inspectors talked to governors, staff and parents. They observed the school's work, and looked at the school's safeguarding procedures, its tracking of children's progress, the school development plan, minutes of the governing body, curricular planning and the 77 questionnaires submitted by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the quality of learning and the progress made by children at an early stage of learning English
- the effectiveness of the school's measures to increase children's attendance
- the arrangements made for children when they transfer to the next stage of schooling.

## Information about the school

Of the 90 children on the school's roll, a third stay all day and the rest attend either morning or afternoon sessions. Most children come from a wide range of minority ethnic backgrounds. The largest group come from Black African heritages, the second largest group from Caribbean heritages, and the third largest group from Turkish or Kurdish heritages. Around two thirds of children speak first languages other than English. Twenty-one different languages are spoken. The main languages spoken by children at an early stage of learning English are Turkish, Yoruba and Spanish. Almost a fifth of children have a range of special educational needs and/or disabilities. Of these, six children have statements of special educational needs. In 2008 the school was redesignated as a Nursery School and Children's Centre, providing a range of extended services to young children and their families.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

The hallmark of this outstanding school is the exemplary care it offers, not just to the children, but also to their families. One parent praised the 'family-like ethos' of the school and another commented, 'Both my child and I have learnt a lot.' The adults go out of their way to remove all barriers to children's learning. For example, they are quick to identify any learning needs which the children might have, including cases where children benefit from statements of special educational needs. They go to enormous lengths to ensure, through their excellent partnership with a range of external agencies, that all children receive all the help and support they need. As a result, children make exceptional progress in their time at the school.

The wealth of tasks offered to the children, both indoors and outdoors, are designed to stimulate their curiosity and extend their learning fully. The frequent trips to places of interest, and the many visitors who bring art or drama or animals to the children, enrich their learning and give them a sense of wonder about the world.

The children develop outstanding personal qualities. They are encouraged to make decisions about what they are going to learn, and this enables them to grow in confidence.

The children's huge enjoyment in their learning is reflected in their attendance. The school follows up every absence and, as a result, attendance has been rising year after year, and is now high.

Community cohesion is a strength of the school. Together with the children's centre, which offers a wide range of courses and services to parents and carers, the school is a hub of the local community. Children from a wide variety of backgrounds get on very well together. Leaders and managers ensure that children gain an excellent understanding of the different faiths and ways of living of the many groups within its diverse community. The school recognises that the children would gain an even greater understanding of how people live in other countries by developing links with a school in another country.

All groups of children, including those at an early stage of learning English and those with special educational needs and/or disabilities, thoroughly enjoy their learning and achieve exceptionally well. This is because their progress is tracked extremely effectively, and the information is used to support their needs fully.

Children make outstanding progress because no opportunity is missed to extend their learning through well-targeted questioning. As a result, children's speaking and listening skills are fully developed, and they leave the school with high attainment in literacy and numeracy.

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The headteacher and deputy headteacher are highly ambitious for the school and relentlessly seek ways of improving it. Leaders and governors have a thorough understanding of their school. Their planning for the school and for the variety of services provided by the children's centre is excellent. They have fully met the recommendation from the last inspection to improve the storage facilities in the school, and these are now used extremely well. These factors indicate that the school has an excellent capacity to continue to improve.

**What does the school need to do to improve further?**

- Ensure that children acquire an even greater understanding of how people live in different countries by developing links with children in another country.

**Outcomes for individuals and groups of children****1**

Children's achievement and enjoyment are outstanding. They make outstanding progress in their time at the school from starting points which, in many cases, are below those typical of three-year-olds. One parent commented, 'My child is learning more than I ever expected' and 'I have high expectations!' By the time they leave the school, children from all backgrounds have made excellent progress in their learning, and their attainment is high. Children at an early stage of learning English receive focused support in their play-based activities and make excellent progress. Children with a range of additional physical and learning needs receive outstanding support and make progress in step with others.

The children make excellent progress because the adults take every opportunity to extend their learning through thoughtful and well-targeted questions. For example, in a printing activity, where children used a variety of paint pads, the adults continually questioned the children about the textures of the pads, introducing them to the difference between 'rough' and 'smooth', and encouraging the children to reply in full sentences. A game of throwing bean bags into a bucket was used, not only to improve the children's coordination, but also to promote their number skills. Mealtimes for children who stay all day are also used to stimulate learning as well as social skills, and the adults gently encourage the children to discuss their food preferences, instead of simply reaching for what they want.

Children feel exceptionally safe because the school environment is well protected and there is always a trusted adult to turn to if they have any worries. They love the many opportunities to be healthy, such as choosing healthy foods and developing physical skills by climbing, running and digging in the garden. In this safe and supportive environment children develop excellent personal qualities. Children from all backgrounds play well together. They behave exceptionally well, and are ready to share and take turns. They love school and their attendance is high. Children make an outstanding contribution to their own community and to the wider community, for example through their excellent understanding of recycling. The children learn to sort plastic, cardboard

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and tins, and this helps them encourage their families to recycle. The children develop excellent spiritual, moral, social and cultural qualities. For example, they learn about the values and traditions of others by celebrating a Turkish, Kurdish and Turkish Cypriot week each year, and by inviting parents and carers from all backgrounds to celebrate their customs and festivals. These promote children's self-esteem and pride in their own backgrounds. A parent whose older children also attended the school commented, 'The children who come here always do well in primary and secondary school.' This reflects the excellent grounding children gain in language and number skills which prepares them exceptionally well for the next stage in their schooling.

*These are the grades for children's outcomes*

<b>Outcomes for children in the Early Years Foundation Stage</b>	<b>1</b>
<b>Children's achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account: Children's attainment <sup>1</sup>	1
The quality of children's learning and their progress	1
The quality of learning for children with special educational needs and/or disabilities and their progress	1
<b>The extent to which children feel safe</b>	<b>1</b>
<b>Children's behaviour</b>	<b>1</b>
<b>The extent to which children adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which children contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which children develop skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account: Children's attendance <sup>1</sup>	1
<b>The extent of children's spiritual, moral, social and cultural development</b>	<b>1</b>

### How effective is the provision?

A strength of the school is the excellent and thoughtful curriculum provided for the children to enhance their learning and widen their horizons. There is an enormous variety of activities, with opportunities for developing all six areas of learning both indoors and in the stimulating outdoor play areas. For example, the kitchen area is used

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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to encourage children to cook, and this enables them to develop hand/eye coordination as they cut up vegetables and to develop language skills as they talk about the food. While cooking, they also learn about healthy eating and are encouraged to experiment with new tastes and flavours. The school encourages children to make sensible choices, and this helps them to become independent learners. The curriculum also allows time for adult-led activities, where children learn the basics of literacy and numeracy in exciting and stimulating ways, with many opportunities for chanting together and singing and using their bodies, as they learn to match sounds to letters or begin to count.

Questioning is used exceptionally well by all adults to increase the level of challenge for all groups of children to ensure that they learn as much as possible. For example, children making patterns in sand were asked to describe the patterns, and then encouraged to extend their vocabulary by using a variety of implements to make different patterns. Adults base many of the activities on stories, encouraging the children to develop their imagination as well as their vocabulary. Computers are used exceptionally well to give children important new skills and to broaden their knowledge and understanding of the world around them.

The level of challenge is extremely high because the school rigorously collects information on children's progress, and then uses this information to provide activities which bring out the best in each child. Children at an early stage of speaking English are taught exceptionally well by specialists who use games to widen their vocabulary and to encourage them to feel part of a group. Children with a range of special educational needs and/or disabilities are given exceptional care and support, and the school goes to considerable lengths to support their families too. Vulnerable children are given excellent support. Children's progress is shared with their families in clear and user-friendly ways. Transition arrangements are exemplary. Home visits ensure that children quickly settle into the school. When the time comes for the children to move to the next stage of their education, the school's excellent partnerships with its neighbouring primary schools ensure that they are prepared extremely well for the transition.

*These are the grades for the quality of provision*

<b>The quality of provision in the Early Years Foundation Stage</b>	<b>1</b>
<b>The quality of teaching</b>	<b>1</b>
Taking into account: The use of assessment to support learning	1
<b>The extent to which the curriculum meets children's needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

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The headteacher works tirelessly to promote exceptionally high standards and strives for excellence at all times. As a result of her outstanding ambition and drive for improvement, the school is extending the range of services it provides, ensuring that parents and carers have opportunities to learn English and to understand how they can best help their children. There is a common sense of purpose among all the adults. The school promotes equality of opportunity exceptionally well, enabling all children to succeed. Leaders, managers and governors ensure that safeguarding procedures are robust and of the highest quality.

Governors, leaders and managers have an excellent understanding of the school's strengths. Governors provide outstanding support. They are fully engaged in the life of the school and share the leaders' high standards and determination to maintain the school's exceptional qualities. The school promotes community cohesion exceptionally well, ensuring that the children understand other people's faiths and cultures. The school recognises that, though children learn a great deal about the different ways of life of those in the school, they would also benefit from links with children in other parts of the world, and plans are in hand to make this improvement. Leaders and managers work in extremely effective partnership with parents, keeping them fully informed about their children's progress and encouraging them to bring their skills to the school community.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in the Early Years Foundation Stage</b>	<b>1</b>
<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	1
<b>The effectiveness with which the school promotes community cohesion</b>	1
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	1



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## Views of parents and carers

A higher proportion of parents and carers submitted questionnaires than is usually the case, and almost all who responded through questionnaires or who spoke to the inspection team expressed great enthusiasm for the school. Most strongly agreed that their children enjoy school, and inspectors fully endorse this view. Many commented on the friendly and supportive ethos of the school. Parents and carers who spoke to inspectors made such remarks as, 'My child has blossomed here', 'The school is like a family', and 'This school is one of the best ' if not the best'. Inspectors agree that this is an outstanding school.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of children registered at Wentworth Nursery School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 77 completed questionnaires by the end of the on-site inspection. In total, there are 90 children registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	67	87	9	12	0	0	1	1
The school keeps my child safe	59	77	17	22	0	0	1	1
The school informs me about my child's progress	51	66	23	30	1	1	1	1
My child is making enough progress at this school	46	60	27	35	0	0	1	1
The teaching is good at this school	55	71	19	25	0	0	1	1
The school helps me to support my child's learning	48	62	26	34	0	0	1	1
The school helps my child to have a healthy lifestyle	45	58	31	40	0	0	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	50	65	20	26	1	1	1	1
The school meets my child's particular needs	46	60	28	36	0	0	1	1
The school deals effectively with unacceptable behaviour	46	60	26	34	0	0	1	1
The school takes account of my suggestions and concerns	46	60	26	34	1	1	1	1
The school is led and managed effectively	55	71	19	25	0	0	1	1
Overall, I am happy with my child's experience at this school	61	79	14	18	0	0	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its children's needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its children well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its children.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its children. Ofsted inspectors will make further visits until it improves

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a child in their learning and development.
Attainment:	in other phases of school, for example primary schools, attainment is the standard of the pupils' work shown by test and examination results and in lessons. However, there is no national average for three- and four-year-olds. Therefore, in inspections of nursery schools, inspectors take account of expectations in the age-related bands of the Early Years Foundation Stage.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well children acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of children.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets children's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which children are learning in nursery sessions and over longer periods of time.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



March 2010

Dear Children

Inspection of Wentworth Nursery School, Hackney, London E9 5BY

Do you remember when two visitors came to your school to watch you play and learn? We had a lovely time at your school. Thank you for welcoming us. This is what we found:

- You are lucky to go to such a fantastic school. The adult word for your school is 'outstanding'.
- Your parents and carers love your school as much as you do, and this is because it helps your whole family as well as you.
- You learn an amazing amount for children of your age, and this is because the adults watch you closely and give you work which really makes you think.
- Your school keeps you very safe. If you feel sad, there is always an adult nearby who knows you well and makes you feel better.
- Your school gives you a huge number of exciting activities to help you learn. You love all the chances you are given for digging and cooking and painting and sticking and climbing and jumping. You also love the stories and songs the adults teach you.
- You are very good recyclers! We know you will help your families to recycle too.
- You are all really happy at your school. This is because you get on so well with one another, and always share and take turns.
- You do a great deal for yourselves by making sensible choices about what you want to learn. You do a lot for other people, too, by tidying up.
- You learn a great deal about people in your own community and the different ways they live and worship. We have asked those in charge to set up links with a school in a different part of the world, so you can learn about people in another country.
- Even though you are very young, you can still do your bit to help your school by being as kind and helpful as you can to one another.

We wish you all the best in your journey through life.

Yours sincerely

Natalia Power Lead inspector

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