

Winterbourne Nursery and Infants' School

Inspection report

Unique Reference Number	101746
Local Authority	Croydon
Inspection number	323517
Inspection dates	8–9 December 2008
Reporting inspector	Sue Vale

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number on roll	
School (total)	475
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	15
Appropriate authority	The governing body
Chair	Mrs Mary Takeda
Headteacher	Mr Tony Ahmet
Date of previous school inspection	18 October 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Winterbourne Road Thornton Heath CR7 7QT
Telephone number	020 8689 7684
Fax number	020 8684 4052

Age group	3–7
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school is larger than average for a Nursery and Infant school. It serves an ethnically diverse area and more than half of its pupils speak English as an additional language. Almost all pupils are from minority ethnic groups, the largest groups being Black African and Black Caribbean. The proportions of pupils eligible for free school meals and who join or leave during the school year are above average. The proportion with learning difficulties and/or disabilities is average, mainly moderate learning difficulties and autistic pupils. The school houses a local authority child development unit (CDU) for up to eight Nursery-age children with learning difficulties and/or disabilities, in particular autism. There are 217 children in the Early Years Foundation Stage (EYFS), comprising four part-time Nursery classes and four Reception classes. The school has very recently (three weeks before the inspection) taken over the running of the children's centre, which has space for a maximum of 15 two- to three-year-olds. A small number of pupils come from refugee and asylum-seeker families. On site there is a breakfast club, run by Winterbourne Junior Girls' School, and also a privately run after school club.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Winterbourne Nursery and Infant School is a good school. Parents typically comment that their children 'want to go to school because they enjoy it'. This delight in learning is reflected in the pupils' enjoyment seen in their lessons.

Pupils' personal development and well-being are good and stem from the strong sense of teamwork among staff and governors. The school's work in partnership with parents and other agencies is good and makes a significant contribution to pupils' personal development and well-being. A number of parents commented that, 'Staff are helpful and kind.'

The headteacher has a very clear understanding of how to improve the school. He, along with the deputy headteacher, has put in place a good system of self-evaluation and planning. This has led to the introduction of successful initiatives, such as specific support for pupils new to learning English. Since the previous inspection, the roles of the subject leaders and middle managers have been developed significantly and these staff now take far more responsibility for monitoring standards and influencing teaching and learning in their subjects.

Achievement is good. Pupils make good progress from below expected starting points and attain standards that are broadly average. Good teaching and a stimulating curriculum both contribute to this, and enable the pupils to meet challenging targets. Good relationships enhance the pupils' positive attitudes to learning. Teaching assistants play a significant role in promoting the good learning. Educational visits, visitors to the school and after school clubs all help to enrich the curriculum. The pupils with learning difficulties and/or disabilities are integrated well into mainstream classes and make similarly good progress to their peers because of the support they are given to cater for their wide-ranging individual needs.

Girls achieve higher standards than boys in the test results at the end of Year 2. The headteacher and subject leaders have analysed these differences. They are currently developing and adapting the curriculum to encourage development of boys' writing. For example, they have introduced more practical activities to encourage boys to write, such as when following instructions on how to make a sandwich in Year 1. These strategies are starting to have a positive effect and boys' achievement and standards are rising. Assessment procedures are in place and pupils in need of extra help receive good support. However, pupils in Years 1 and 2 are not given enough guidance to show them how they can improve their own work.

Pupils have a good understanding of healthy lifestyles, and participate enthusiastically in healthy eating and exercise. Their contribution to the wider community is satisfactory. Pupils say that they feel safe in school, and safeguarding procedures are satisfactory. Staff are very caring and pupils know that an adult will help them if they are upset or worried. Pupils' spiritual, moral, social and cultural development is good. Pupils' behaviour, both in lessons and at playtimes, is also good. Opportunities to work in pairs and teams, combined with the school's successful focus on basic skills, prepares them well for later life. However, attendance is below average, despite the school's good efforts to encourage families to ensure their children come to school regularly.

The school has made significant improvements since its previous inspection. This track record of well-considered and effective improvements indicate that it has good capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The EYFS is well managed and children receive a good start to their education. Children begin in the Nursery with skills that are below those expected for their age. They are particularly low in speaking and listening and communication skills. Their personal development is also below what is expected when children first start, but they make rapid progress in becoming independent, happy learners throughout their time in the EYFS. This is due to the very well-planned and well-thought-out activities on offer that capture children's interest from the start, so that they want to learn. They make good progress in their learning. Specific teaching of letters and sounds (phonics) is having a positive effect on raising standards and preparing children well for when they move through the school. Observations by staff of what children know and can do are of good quality, and are used well to plan the next steps for learning. Assessment of learning in the past has been thorough, but it is not currently up to date or related to new EYFS framework. The outdoor areas, despite being limited in space, are used well, and the children are encouraged to make their own decisions about whether they want to play inside or out. Role play is encouraged and this helps the children to make such good progress in their speaking and listening development. The Santa's grotto in each of the Reception classes is very popular, with children busily wrapping gifts and filling stockings. Children cooperate very well together, for example when building a stable for Jesus out of the building blocks.

Provision in the child development unit is good. Staff work well together to provide a supportive and calm learning environment for children with autism. They are consistent in their methods, which ensures that whichever member of staff children approach, they are treated equally. The same systems, understood by all, are used to promote communication and understanding. Adults make good use of strategies such as action songs and visual props to support children. A visual timetable and a range of visual cards help staff communicate well with the children and facilitate children's selection of activities of their choice. Children have the opportunity to mix with their peers for short periods of time in the Nursery. This is beneficial for all children and promotes an early understanding of those who may need more support and time.

What the school should do to improve further

- Give clearer guidance to pupils in Year 1 and Year 2 to help them to know how to improve their work.
- Ensure that assessment in the EYFS is related to the new statutory framework.
- Improve attendance.

Achievement and standards

Grade: 2

Senior leaders have been effective in devising ways to raise standards and improve pupils' achievement. Standards have continued to rise since the last inspection and pupils' attainment at the end of Year 2 in reading, writing and mathematics is in line with national averages. The progress that pupils make from their starting points is good. This is particularly so in reading and writing, as most pupils are still at the early stages of learning English when they join Year 1. Pupils with learning difficulties and/or disabilities and those with English as an additional language achieve well because of the effective support they receive. Girls outperformed boys significantly in the 2008 tests. The school has recently introduced good strategies, such as

making the curriculum more creative and hands-on, to support and raise boys' learning and achievement. Early indications are that this strategy is successfully closing the gap.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good. Pupils enjoy school, and were happy to share their positive views. One pupil commented, 'We do fun activities.' Another said, 'I like golden times.' They feel safe in school and are reassured by adults if they are worried. The few bullying incidents are effectively addressed by staff. Behaviour is good. Pupils recognise the importance of helping new pupils to settle into the school environment and routines, and happily take on this responsibility. They are aware of the benefits of healthy eating and adopting an active lifestyle, as shown in the high participation rate in the multi-skills after school club. There are satisfactory links with the local community through children's involvement in local events such as the Music and Dance Festival. They are developing increasing awareness of cultures other than their own through celebrations such as Diwali and Eid. While the school positively promotes attendance, this remains only satisfactory, mainly due to pupils taking time off school for cultural celebrations and extended family holidays.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good throughout the school and, as a result, pupils make good progress from their varying starting points. All teachers quickly develop excellent relationships with the pupils, who respond well to lively, stimulating activities and the vibrant and colourful learning environment. As one parent said, 'My daughter comes home telling me about all the good things she has learnt.' Pupils appreciate opportunities to talk to each other and work in groups, and these enhance their social skills and personal development. In the best lessons, there is a lively pace and work is well matched to meet all pupils' needs and interests. Well-trained teaching assistants work hard to support pupils' learning through good liaison and planning with the class teacher. Teachers use performance data increasingly well to identify any pupils who are not meeting their potential, and take appropriate action to support them. Pupils are beginning to be involved in assessing their own work and in judging their progress, which is having a positive impact on standards. However, the lack of clear guidance to help pupils know how to improve their work prevents them from doing even better.

Curriculum and other activities

Grade: 2

The curriculum is diverse and promotes pupils' personal development well. Staff have creatively revised the curriculum to allow increased focus on improving pupils' effective communication skills. The increased emphasis on improving boys' writing through practical tasks and drama is beginning to have a positive effect and helps pupils to take pride in their work. Opportunities for pupils' creative expression through art are strong. There are good curricular links across subjects, for example in literacy. Pupils enjoy practical tasks such as writing instructions for making fruit salad - and subsequently eating it! Such links make learning both meaningful and enjoyable. Pupils are making good use of information and communication technology to support their work, as demonstrated by a good lesson in Year 2 where pupils were programming the

Roamers. The curriculum is enhanced well through a variety of extra-curricular clubs, visits to HMS Belfast and specialist visitors, including a poet whom the children found inspirational.

Care, guidance and support

Grade: 3

The school has a friendly atmosphere, with caring staff and well-trained teaching assistants, who offer valuable support. The school has pupils from widely differing cultural backgrounds and provides a good quality of pastoral and emotional support to all of them. Outside agencies are consulted and used well to support a range of needs. Pupils who speak English as an additional language, as well as those new to the school, are helped to settle quickly and make good progress. The school's systems for promoting good behaviour ensure that pupils have positive attitudes to learning. Pupils are only just beginning to be made aware of how they need to improve their work through the new 'ladder system' of target-setting and some verbal feedback from their teachers. However, not enough is done to help pupils to understand clearly what they need to do next. Year 2 pupils receive satisfactory support in making the transition to junior school. The school has satisfactory systems in place for safeguarding pupils.

Leadership and management

Grade: 2

Leadership by the headteacher, ably supported by the deputy headteacher, is good. Their clear vision for the improving development of the school has been a mainstay of the many positive changes the school has made since its last inspection two years ago. All leaders are clearly focused on raising standards and achievement, and this is a major reason why pupils make good progress. Leaders are aware of the refinements needed to improve assessment. Self-evaluation is good and leads successfully to better provision and outcomes. The school makes a satisfactory contribution towards community cohesion. Pupils are at the centre of all decisions made and inclusion is given a high priority within the school. Good links exist with parents and external authorities. The majority of parents are supportive of the school and pleased with their children's progress. Governance is good. Governors work hard to support the school, have a good understanding of the issues facing the school and are good at holding it to account. They are not afraid to ask pertinent questions as to why decisions have been made, and for what reason.

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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?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	3
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 learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	3

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 eliminated	2
How well does the school contribute to community cohesion?	3
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

05 January 2009

Dear Pupils

Inspection of Winterbourne Nursery and Infants' School, Thornton Heath, CR7 7QT

You may remember some inspectors coming to your school. We would like to thank you for making us feel so welcome. I am writing to tell you what we found out.

Here is a list of some of the things we liked.

- You are making good progress, and we think that your work has improved a lot this year. You should be really proud of this.
- You learn well in lessons because your teachers are good at making your lessons interesting and fun.
- Your behaviour is good.
- All of the adults in your school look after you very well.
- Your headteacher, deputy headteacher and the governors who help run your school are doing a good job.

Even a good school like yours has some things that could be improved, so we have asked your school to concentrate on these things to help you to do even better.

- Give clearer guidance to pupils in Year 1 and Year 2 to help them to know how to improve their work.
- Make sure that, when adults check how children are doing in the Reception and Nursery, they use the new government rules.

We know that you enjoy school, but some of you do not attend regularly enough. Please try to come to school every day.

Yours faithfully

Sue Vale

Lead Inspector