



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Kimberley Nursery School
Blaenyfant Crescent
Malpas
Newport
NP20 5QB**

Date of inspection: October 2012

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**



During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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Publication Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW

or by email to publications@estyn.gov.uk

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Publication date: 04/12/2012

Context

Kimberley Nursery School, opened in 1965, is in the Malpas area of Newport. Children come from a wide catchment area, which, according to the school, is neither economically prosperous nor disadvantaged.

There are currently 57 children on roll between the ages of three and four, all of whom attend on a part-time basis in the morning or the afternoon. They are admitted in the term following their third birthday and spend up to five terms in the nursery before transferring to local primary schools. A majority of children have previously attended the local playgroup. During the inspection around half the children had been in the school only for a few weeks. There is a non-teaching headteacher, one full-time teacher and six support staff.

The school includes a resource base, known as the communication class, containing five children, all of whom have a statement of special educational needs. In 2011-2012, around 16% of children were registered as requiring additional learning needs support. An increasing number, currently around 12%, come from an ethnic minority background, including two who have English as an additional language. No children use Welsh as their first language or are looked after by the local authority.

The school was last inspected in October 2006. There have been few changes since then. The current headteacher was appointed in September 1995 and since 2001 has also managed another local nursery school.

The 2011-2012 individual school budget per pupil for Kimberley Nursery School is £6,946, which compares to a national average of £5,986 for all maintained nursery schools in Wales.

Summary

The school's current performance	Good
The school's prospects for improvement	Good

Current performance

The school's performance is good because:

- nearly all children make good progress through the school and by the time they leave most are achieving well and reaching standards expected for their age;
- most children make good progress in all aspects of literacy and in other basic skills, including Welsh;
- all children enjoy school, behave well and are happy and motivated to learn;
- children engage in a wide range of interesting opportunities for learning within a safe and enriching learning environment; and
- teaching is consistently good.

Prospects for improvement

Prospects for improvement are good because:

- leadership and management are effective;
- the governing body is proactive and supports and challenges the school well;
- staff form a cohesive team, share their expertise and work together well;
- informal exchanges of views and information among staff help them to evaluate the quality of provision well, but formal procedures for monitoring, appraisal and acquiring the views of stakeholders are limited;
- robust assessment arrangements are developing, although the analysis of data and tracking procedures are not fully embedded; and
- the school has well-established positive partnerships with a range of stakeholders.

Recommendations

R1 Ensure that staff analyse assessment information and use it purposefully;

R2 introduce more formal and systematic arrangements for gathering first-hand evidence to inform the self-evaluation process; and

R3 ensure that all stakeholders contribute to procedures for school improvement.

What happens next?

The school will draw up an action plan which shows how it is going to address the recommendations. The local authority will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?	Good
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Standards: Good

Although an increasing number of children enter with limited basic skills, particularly in language and communication, nearly all, including those in the communication class, make good progress through the school relative to their age and ability. By the time they leave the nursery, most are achieving well in the seven areas of learning and reaching standards expected for their age. However, progress and achievement are often less marked for boys than for girls.

Most children listen and concentrate well for increasing periods of time. They make good progress in listening to adults and other children in small group situations, although a few find it more difficult when groups are larger. Most respond appropriately to instructions and questions.

Children of all abilities speak to adults with more and more confidence as they move through the school. They increasingly share ideas well with one another and join in singing familiar songs and rhymes enthusiastically. Many are happy to take the initiative in starting conversations. They comment on their experiences and activities, using a widening vocabulary and longer phrases.

Early reading skills develop well. Nearly all children enjoy listening to stories and show an interest in books and their contents. Younger ones know how to handle a book carefully, while older ones increasingly behave as readers, turning the pages correctly and showing a good understanding of the story. They often comment on characters and events.

Children write in a wide range of contexts, both indoors and out, independently and in adult-led activities. Nearly all enjoy making marks on different surfaces, on large and small scales, and with a variety of implements. Most make good progress in holding pencils and in forming recognisable letters and words, particularly their own names.

Nearly all children make good progress in applying their numeracy and information and communication technology skills in their work across the curriculum.

Most children make good progress in Welsh language development. Nearly all can understand simple questions, which they answer correctly. They can count to 10 in Welsh with support. Their pronunciation develops well.

Wellbeing: Good

All children enjoy school and are happy and motivated to learn. They have positive attitudes to learning and this is illustrated by their eagerness to try new experiences.

Nearly all children feel safe in school. They learn to be polite and tolerant of each other. Most take turns and share toys and objects without prompting. The majority are keen to talk about their experiences.

The majority of children have a good understanding of the importance of healthy eating and exercise. They enjoy snack time and physical activities. Most know that they need to wash their hands before eating or after using the toilet.

Nearly all children behave well. Many attend regularly but a few are often absent or late.

Children are involved in influencing their learning throughout the school day and participate in a range of community events. They develop a good understanding of the natural environment and the world around them.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

The wide range of interesting opportunities for learning, both indoors and out, is a strength of the school. There is a very good balance between adult-led and child-initiated activities, covering a variety of contexts and purposes, which successfully stimulate children's enquiry, curiosity and independent learning.

Planning is firmly based on the seven areas of learning in the Foundation Phase and promotes children's literacy, numeracy and information and communication technology skills effectively. It takes good account of the needs of children of different abilities, including those with additional learning needs.

Teaching and support staff use their observations of children's activities well to assess their current levels of understanding and to plan the next steps in their learning.

Grouping arrangements are flexible and usually meet children's needs successfully. Occasionally, however, the size of the group is too large, which has a negative effect on a few children's listening skills and their ability to concentrate.

The school promotes the Welsh language positively, for example through the use of Welsh reading books, displays and other resources. Staff use the Welsh 'phrase of the week' and incidental Welsh effectively during the day. They use events and visits well to teach children about the customs and traditions of Wales.

The principle of sustainability is embedded in the life of the school with children having numerous opportunities to 'reduce, reuse and recycle'.

Teaching: Good

Teaching is consistently good. The class teacher and all support staff have high expectations of children's achievements and behaviour. They possess a very good knowledge and understanding of the Foundation Phase, know their roles and work together well.

All staff know children very well and have a very caring approach to their learning and wellbeing. Relationships between staff and children are excellent, based on mutual respect and trust.

Sessions are very well prepared and effectively organised with well-established routines. Transitions between activities are smooth and well managed.

Staff successfully promote children's skills and all-round development. They use praise and open-ended questions effectively to encourage and challenge children and they welcome and respect their contributions. They skilfully allow children to explore independently, but intervene sensitively when necessary.

Robust assessment arrangements are developing and records of children's achievement clearly indicate their progress, but data analysis, tracking and acting on evidence are not fully embedded.

The school is introducing strategies to help children understand how to improve, relevant to their age. Staff indicate the way forward for groups of children in basic skills and set simple targets for individuals, when appropriate.

Annual reports to parents contain useful comments about each area of learning. Twice-yearly consultations with parents help to keep them informed of their child's progress.

Care, support and guidance: Good

The school has a warm and inclusive ethos that promotes children's health and wellbeing effectively. It provides a range of healthy foods at snack time and ensures that children participate in daily exercise routines. All necessary health and safety procedures and security measures are in place.

The breakfast, lunch and afternoon 'wrap-around' child care provision is well organised and supplements children's physical and emotional health and wellbeing beneficially.

Children's spiritual, moral, social and cultural development is an integral part of the school ethos and is fostered through every aspect of the curriculum. In particular, children are encouraged to love and care for each other, the natural environment and all living things.

Staff manage behaviour effectively through positive reinforcement of the 'golden rules' and a range of rewards. Children are taught to distinguish right from wrong and to be responsible for their own actions.

The school follows up any absences immediately, although strategies for improving attendance and punctuality are limited. The school's arrangements for safeguarding children meet requirements and give no cause for concern.

Staff are proactive in working collaboratively with outside agencies to support children with additional learning needs. The school identifies any concerns when children join and ensures that their needs are met. Individual learning plans are effective, shared with parents and reviewed regularly. Targeted support for these children has a positive impact on their attitudes, behaviour, confidence, achievement and relationships. The integration of children from the communication class is a particular strength.

Learning environment: Good

All staff foster a supportive family atmosphere successfully, in which every child is valued and respected, irrespective of gender, ethnicity or background. All children have equal access to the curriculum and all school activities. Policies and procedures are in place to cater for any child with a disability and the school is wheelchair accessible.

Staff deal with any issues of unkind behaviour promptly and encourage children to be fair and helpful to one another.

The school is well maintained and meets the needs of children very successfully. The purposely-designed displays and calming colour scheme, along with the natural wood furniture and resources of high quality, promote a welcoming and enriching learning environment.

The outside area is a particular strength of the school. It has been developed very effectively to create an outdoor classroom which provides a range of stimulating learning experiences, including a forest school. Staff and children use it continuously throughout the day.

Key Question 3: How good are leadership and management?	Good
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Leadership: Good

The governing body and staff have a shared vision for the school, based on its aims and values and their particular approach to early years' education.

The headteacher manages the school effectively and has a good oversight of its administration and strategic direction. She shares her time appropriately between the two schools for which she is responsible. All parents agree that the school is well run.

Staff form a cohesive team. They share their expertise and work together well. The class teacher undertakes a wide range of responsibilities efficiently. She is in charge of the school when the headteacher is off site and is responsible for the day-to-day delivery of the Foundation Phase and the deployment of staff.

Governors are very supportive of the school. They meet twice a term, are kept well informed and undertake their responsibilities effectively. Most are proactive and visit the school regularly. They challenge the school appropriately and act as constructive 'critical friends'.

All statutory policies are in place and there is a rolling programme of policy review.

The school responds well to national and local priorities; for example, it has implemented the Foundation Phase very successfully.

Improving quality: Adequate

There are many informal exchanges of views and information among staff during the week and over time that help them to evaluate the quality of provision well. The weekly review and planning meetings introduced during the last year, for example, have helped improve the quality of planning for children's learning.

Formal procedures for monitoring the quality of teaching and learning and gaining the views of all stakeholders, including parents, governors and support staff, are limited.

The school keeps data on children's skills on entry and their progress, but does not draw on it sufficiently to help identify trends and to evaluate strengths and areas for development in its performance. This was an issue in the previous inspection.

The school's self-evaluation report provides a useful overview of its strengths and areas for development, but it is often descriptive rather than evaluative. The school improvement plan specifies clear targets, but does not include a review of how well it has met those targets in order to adjust future planning for improvement.

Members of staff collaborate well to share and to learn from good practice both within the school and from colleagues in neighbouring schools and further afield.

Partnership working: Good

The school has a well-established positive relationship with parents and works well with them to support their children's progress and wellbeing. Home visits by the headteacher prior to children starting school help to underpin this good relationship.

Most parents are happy with the range and quality of the school's communication with them, but a few would appreciate more information about their child's progress and achievements.

There are strong links with the other nursery that the headteacher leads. The two schools pool their resources and expertise well, for example to trial new approaches to assessment.

The school liaises very effectively with the local authority advisory service which helps to identify areas for development and to improve the quality of the provision. The school's involvement in the local transition project has had a positive impact on smoothing the transfer of children as they move from nursery to reception classes.

Liaison to support children with additional learning needs is particularly good, both in terms of communication between the nursery and receiving schools and in the advice and support received from specialist external agencies, such as the speech and language therapy service.

Resource management: Good

The school has a full complement of suitably qualified and experienced staff to deliver the requirements of the Foundation Phase. Effective use is made of their expertise and interests to enhance the provision. All staff have appropriate job descriptions.

Staff attend relevant courses regularly to keep abreast of developments in early years education in line with the school improvement plan. In-house training also occurs regularly, often in association with the other local nursery school. This has had a positive impact on ensuring the quality of teaching is consistently good.

The school's arrangements meet all requirements of the national workload agreement. The class teacher's planning, preparation and assessment time is appropriately organised and she is allowed additional management time, when necessary.

Performance management procedures for the headteacher and class teacher meet statutory requirements, but there are no formal arrangements for the appraisal of support staff.

Resources and accommodation are very well managed with the result that the school has an orderly and welcoming appearance.

The school manages its finances well and it carried over about 6% of its budget last year. All spending decisions are costed and link well to the school improvement plan. The school provides good value for money.

Appendix 1

Commentary on performance data

There is no official performance data to comment on.

Appendix 2

Stakeholder satisfaction report

Responses to parent questionnaires

Twenty-eight parents completed the questionnaire.

All parents say that:

- they are satisfied with the school;
- their child likes school, was helped to settle in well and makes good progress;
- pupils behave well in school;
- teaching is good;
- staff expect pupils to work hard and to do their best;
- homework builds well on what is learnt in school;
- staff treat all pupils fairly and with respect;
- their child is safe in school and encouraged to be healthy and to take regular exercise;
- appropriate additional support is provided, if necessary;
- their child is helped to become more mature and responsible and is well prepared for moving on to the next stage of his/her education;
- there is a good range of activities provided; and
- the school is well run.

Nearly all parents say that:

- they feel comfortable about approaching the school with any suggestions or problems; and
- they understand the procedures for dealing with complaints.

A majority of parents say that:

- they are kept well informed about their child's progress.

Appendix 3

The inspection team

David Ellis	Reporting Inspector
Stephanie James	Team Inspector
Edward Tipper	Lay Inspector
Rhian Lundrigan	Peer Inspector
Mrs Day	School Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.uk)

Under the Independent School Standards (Wales) Regulations 2003, the school must provide copies of the report to all parents of the school. Where a pupil is subject to placement by a local authority, a copy of the report should be sent by the school to each relevant authority.

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (FPR) refers to the year group of pupils in a primary school who reach the age of five during the academic year. FYear 1 refers to the year group of pupils who reach the age of six during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	FPR	FPY1	FPY2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The four key stages cover the following year groups:

Foundation Phase	Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Glossary of terms – Primary

National Curriculum

Expected National Curriculum levels

- By the end of the key stage 1, at the age of seven, learners are expected to reach level 2 and the more able to reach level 3.
- By the end of the key stage 2, at the age of eleven, learners are expected to reach level 4 and the more able to reach level 5.

Core subject indicator in all key stages

The core subject indicator relates to the expected performance in English or Welsh first language, mathematics and science, the core subjects of the National Curriculum. Learners must gain at least the expected level in either English or Welsh first language together with mathematics and science to gain the core subject indicator.

All-Wales Core Data sets

Schools and local authorities may refer to performance relative to their family of schools. These families of schools have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils entitled to free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.