

## Annual School Monitoring & Review Process: Summer Term 2015

### Visit information

<b>School name</b>	Feversham College
<b>Date of review visit</b>	Thursday 25 June 2015
<b>Lead External Consultant</b>	Liz Godman
<b>Bradford Partnership</b>	Sara Morrissey
<b>Peer Headteacher</b>	Liz Hart

### SECTION A: Main focus of review visit

The Focus of the visit is to gather information about :

- The college's readiness for the introduction of the new Ofsted inspection framework from September 2015
- The effectiveness of the college's nursery: Feversham First Steps

## SECTION B: Note of Visit

### **The college's readiness for the introduction of the new Ofsted inspection handbook from September 2015**

- The representative from the Bradford Partnership and the peer headteacher, in partnership with representatives of the college's leadership team, reviewed the school's evidence and evaluation of its effectiveness against the revised, September 2015, handbook for inspection.
- The conclusion from this review is that the college's overall effectiveness grade of outstanding has been sustained since the last inspection.

### **The effectiveness of the college's nursery: Feversham First Steps**

- The lead external consultant undertook a review of the nursery using the early years inspection handbook which becomes effective from September 2015.
- The reviewer observed sessions in the nursery with the manager, looked at a range of documents and met with members of staff.

#### **Key finding**

- Evidence from this review indicates that the nursery's overall effectiveness is outstanding.
- This is because the quality of teaching, learning and assessment was found to be outstanding, as were all the other key judgements.
- Safeguarding was found to be highly effective.

#### **Effectiveness of leadership and management**

- The nursery manager has been in post since February 2015. During this time her drive and ambition have maintained the highest level of achievement for all the children and have also secured further developments.
- The manager's evaluation of the provision and practice is highly accurate and is used very well to identify and provide for the next steps for the staff and the children. For example she has recognised that there is work to do to develop outdoor provision for the very youngest children and has made some interim arrangements before the improvements can be completed fully.
- Arrangements for the performance management, supervision and continuing professional development of staff are highly effective. Provision is precisely tailored to respond to the needs of each member of staff. There is a strong culture of personal and professional growth which enables staff at all levels, from work experience students to room leaders, to develop.
- The manager consults effectively with parents and staff in order to make changes and improvements. Questionnaires from parents are highly positive about the nursery. Staff who spoke with the reviewer said that they are consulted about new developments and greatly appreciate this.
- Children's interests are also used very well to develop the provision.
- Each child's progress is tracked closely and the nursery manager has an overview so that any child needing additional help is identified and supported. Consequently, there are no gaps in achievement between children receiving additional funding and others.

- The leaders' strong knowledge of the early years is used very well to ensure that provision in all the rooms reflects the areas of learning and the ages and stages of development of the children.
- The manager has accurately identified that more could be done to reflect and further promote activities in the areas of learning in the outdoor area so that this is as good as in the indoor rooms. For example, reading could be encouraged more overtly outdoors and the play house outside could be developed and used to provide themed role play.
- Staff use their observations and children's interests to plan the next steps in provision. This is done very effectively.
- As a result of the very well-tailored provision and accurate assessment, children in the pre-school room are prepared very well for starting school.
- Children's behaviour is exemplary and relationships are very strong. The staff provide excellent role models for the children.
- There are very strong partnerships with families, external agencies and schools which help to secure highly positive outcomes for all the children.
- The promotion of equality, diversity and British values is reflected in all aspects of the nursery's work. Staff are sensitive to and highly aware of any risks from extremism. For example, unexplained absences of children are followed up.
- Safeguarding and welfare arrangements are very secure. The staff are highly vigilant and very well trained. Volunteers, apprentices and work experience students are all briefed upon arrival to ensure they understand safeguarding procedures and know what to do should they have any concerns about a child.
- Any such concerns are followed up rigorously by nursery staff.

#### **Quality of teaching, learning and assessment**

- The staff have very high expectations of all the children, including the oldest and most able. Some of these children are already reaching the early learning goals although they have yet to transfer to school to start the Reception year.
- Just occasionally, staff do not intervene as intensively as they might with children whose progress is affected by regular absences.
- Teaching is highly matched to the children's ages and needs. For example, in each room the furniture, resources, toys and environment, as well as the activities, reflect the ages of the children in the room.
- The room for the babies is comfortable and stimulating but safe, while there are also excellent opportunities for the older children to investigate in the wooded area or to climb and play on the sloped banking.
- Practitioners have a very secure understanding of the areas of learning and provide rich and varied experiences. As a result, the children are extremely keen to learn.
- Assessment is accurate and is based on regular and detailed observations. Information from this is used well to determine the next steps in learning for individuals and for the groups as a whole. A strong knowledge of the children is used to adjust the provision, for example, in order to extend mathematical development.
- Provision across the areas of learning is very well planned to provide a good level of challenge. It is particularly strong in supporting physical development and personal, social

and emotional development.

- The engagement of parents is very good and the nursery provides useful ideas for parents to try at home, for example in relation to behaviour management. On the staff there are speakers of the five main languages spoken by the children's families. This greatly aids communication with families.
- Resources have been improved recently to better reflect diversity, for example in the range of clothes available for dressing up during role play. The nursery is starting to extend children's awareness of people, families and communities beyond their own and to challenge stereotypes.
- There is a strong emphasis on communication and language. This could be extended even further, for example by giving more extended explanations to the youngest children and by more actively promoting opportunities to read.

#### **Personal development, behaviour and welfare**

- The environment and activities provided are very stimulating so that the children are highly motivated to participate. The children are curious and imaginative and many show sustained concentration, for example when a two-year old played in the sand or when a pre-school child investigated a woodlouse closely. Children respond very swiftly to requests from adults.
- Children's health and well-being are supported effectively by very clear policies. Staff are highly vigilant and the practice in relation to care and hygiene is meticulous. Health and safety routines are very well established.
- There is a long established tradition that parents send in cakes or sweets when it is a child's birthday. The nursery has recognised that, although generous on behalf of the parents, this does not promote healthy eating and is looking at alternative ways of celebrating children's birthdays.
- The children relate very well to the staff. Their security is reflected in their confidence and independence when playing. The oldest children are able to take managed risks, for example when playing outside in the wooded area.
- Children are very well prepared for the Reception year in school and are supported well in making the transition. The nursery also visits children at home before they join the nursery and as long as is needed for each child is allowed to ensure children settle well. The transition from room to room is also eased and the free-flow in outdoor play also means that many younger children engage happily alongside the oldest children and the different staff.
- Children's behaviour is very positive and children cooperate well with adults and with one another and show strong self-control. The children are not easily distracted nor do they distract one another. There is, however, less evidence of collaborative play among the children.
- The variety of experiences provided promotes children's understanding of different people, families and communities. Children are taught the language of emotions.

**Outcomes for children**

- Children make rapid progress across all the areas of learning. Consequently they are ready for school by the time they leave the nursery.
- All groups progress very well and there is no evidence of marked gaps in outcomes between the different groups, for example, those who are disadvantaged, those who have special educational needs and the most able.
- Children are highly motivated and keen learners.

**Suggestions of areas for development**

- Development of the outdoor area for the babies and youngest children.
- Explanations to the youngest children of the reasons why certain things are happening.
- Further extension of interest and engagement by adults playing alongside children, particularly those whose attendance may restrict their progress.
- Provision of opportunities for reading outdoors
- Development of themed learning in the outdoor play house.

**Circulation of the Note of Visit**

The Note of Visit prepared by the Lead Consultant will be sent to the headteacher and a copy for the Partnership and LA.