

Bayonne Nursery School

50 Paynes Walk, London, W6 8PF

Inspection dates 21–22 January 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school:

- The care given to all children, including those with a range of additional needs, is second to none. Links between school and home are extremely strong.
- Children’s achievement is outstanding. They learn exceptionally well because adults use every opportunity to develop their skills.
- Careful daily planning by all the adults ensures that all groups of children, including the most able and those who speak English as an additional language, do exceptionally well in their learning.
- The quality of the teaching is outstanding. Teachers, early years educators and their assistants all have the highest expectations of what the children can do, and the children rise to the challenge.
- Children are offered an enormous range of activities, which stimulate their curiosity and capture their imagination.
- The school promotes the children’s spiritual, moral, social and cultural development exceptionally well. There are many opportunities for the children to marvel at the world around them.
- Children are given a love of reading through the excellent story-time sessions, as well as through many other opportunities to curl up with a book.
- Behaviour is outstanding. The children are eager to learn and get on extremely well with one another.
- The school keeps the children completely safe, and teaches them how to keep themselves safe.
- Leadership and management are outstanding. The headteacher checks the progress of the children accurately, ensuring that the children achieve highly.
- Leaders ensure through highly skilled performance management that the quality of the teaching is outstanding.
- Leaders, middle leaders and governors are driving the school forward on its journey of improvement. Their plans are sharply focused and cover the right priorities. The school has improved by a grade, and is extremely well placed to sustain and build on its improvement.

Information about this inspection

- The inspector observed the work of the nursery jointly with the headteacher, looking at the children's learning in the indoor and outdoor play areas. She also observed the children eating lunch and tidying up their play areas. She attended a staff planning meeting, and looked at the breakfast club.
- Meetings were held with the headteacher of Bayonne and the headteacher of its federated partner nursery school, a representative of the local authority and the Chair of the Governing Body. The inspector took account of the views of staff in 15 questionnaires.
- There were 27 responses to Parent View, the online survey of the views of parents and carers. The inspector took account of these and also spoke to a number of parents and carers during the inspection.
- The inspector observed the school's work, and looked at a range of documents including: the school's own views of how well it is doing; its plans for the future; information on the children's attainment and progress; safeguarding information; and minutes of meetings of the governing body.

Inspection team

Natalia Power, Lead inspector

Additional Inspector

Full report

Information about this school

- Bayonne is an average-sized nursery school. Since September 2013 it has been federated with a nearby nursery school. Staffing and leadership are separate, but there is a single governing body.
- The breakfast club is managed by the governing body, and was observed as part of the inspection. There is also provision for children under the age of three, and this is subject to a separate inspection. The school accommodates some children's centre activities, and these are also subject to separate inspection.
- There are two intakes of children, in the autumn and spring terms. Most children attend full time, except for a short settling in period at the start of their first term.
- Over a quarter of the full-time children attending the nursery school are eligible for free school meals, and this proportion is around the average for primary schools.
- Around four out of every 10 children come from a wide range of heritages, and around three out of 10 speak English as an additional language. These proportions are a little higher than average for primary schools.
- The proportion of disabled pupils and those with special educational needs supported through school action is lower than average for nursery schools, but the proportion supported at school action plus or with a statement of special educational needs is higher than average. These needs include such conditions as physical impairment and speech and language difficulties, and the school works with a range of outside agencies, such as speech therapists, in addition to providing in-house care.
- The school has achieved the British Council International School Award for 2013 and the silver award as an Eco-School. It is a Forest School.

What does the school need to do to improve further?

- Make sure that all children have access to as much music-making as possible, whether through songs, rhymes or experimenting with musical instruments.

Inspection judgements

The achievement of pupils **is outstanding**

- Children start school with language, number and social skills which vary considerably, but which are often below the levels typical for their age. They make exceptional progress in their learning and leave with skills above the levels expected for their age.
- All the adults make sure that the children learn a range of skills in every task they undertake. For example, the task of digging for pirate treasure in the huge outdoor sandpit not only developed the children's upper-body strength, but also encouraged them to think about directions when plotting the position of the treasure on their pirate maps.
- Reading is a strength of the school. The children are introduced to a wide range of books, which capture their imagination, and the adults use story-time sessions particularly successfully to encourage children to join in with the rhythmic choruses of such well-loved books as 'We're Going on a Bear Hunt'. Children quickly learn sounds and letters when the context is as exciting as being superheroes; they effortlessly learn the initial sound of the superhero character they have chosen for themselves.
- Adults seize every opportunity to develop children's number and language skills. For example, a simple task of putting toy animals into a farmer's tractor was given added value when the adult asked the children to count out the animals, and then talk about the work of a farmer.
- The most able children are encouraged to do the very best they can, and as a result they make very fast progress and concentrate for long periods. One adult cheered on an able child, until the child had written every number from one to 10 in chalk in the outdoor play area, and then called others to celebrate her effort.
- Children with a range of additional needs do exceptionally well because the school leaves no stone unturned in planning for their learning. It provides excellent support in encouraging them to learn.
- Children for whom English is an additional language also make exceptional progress, because the school uses excellent resources to help with their learning. All the adults make sure that they speak clearly and reinforce new words with pictures and toys, and also act out such phrases as 'unlocking a door' to make the meaning clear to the children.
- The school's provision for children of all abilities and with a range of additional needs demonstrates its commitment towards equality of opportunity. Expectations of what each child is capable of achieving are high, and this ensures that there is no discrimination.

The quality of teaching **is outstanding**

- Teaching is consistently outstanding and as a result children learn exceptionally well.
- Children make very rapid progress in their learning because adults ensure that the children think carefully about their answers to questions and use language fluently. In the breakfast club, for example, the children were encouraged to talk about their food choices and also to chat about other preferences, such as their favourite colours and why they liked them.
- The children learn physical skills exceptionally well. Though the school does not receive the additional sports funding for primary schools, children have wonderful opportunities to test their bodies in the outdoor play spaces by clambering over the various climbing frames and swinging, balancing and pushing wheelbarrows to improve their coordination. Most magical of all, they are able to dig and squelch through mud, safely shod in wellington boots.
- All the adults provide activities which create fairy-tale worlds for the children. They become absorbed in their imaginary play and are transported to other worlds. As a result of the school's extremely strong development of their spiritual, moral, social and cultural qualities, the children experience wonder and awe at the world around them.

- The Forest School aspect of the children's learning also develops their imagination as well as enabling the adults to encourage such skills in the children as helping one another, learning about nature, and being creative.
- Boys and girls learn extremely well and make similar progress. The adults go to great lengths to ensure that both boys and girls are given a diversity of activities, some going against gender stereotypes. For example, it was lovely to see girls joining in the superheroes activities, and to see a large group of boys intent on baking 'cakes' in the outdoor mud kitchen. The girls could take their share of leadership roles, while, under the guise of playing with mud, the boys could give expression to their home-making side.
- The adults check children's progress carefully, recording their findings in the profile folders which include samples of the children's work and photographs of their activities. These records, which the children take away with them when they leave, provide a valuable link between school and home.

The behaviour and safety of pupils are outstanding

- The behaviour of children is outstanding. They are eager to learn. Their love of school is reflected in their attendance, which is high for a school in the non-compulsory sector.
- The children get on exceptionally well with one another. It was a pleasure to see children cooperating happily to build railway tracks or to use computer programs. School records show there is no bullying or name calling. Accident books show the normal bumps and tumbles of very young children.
- The school's work to keep the children safe and secure is outstanding. Parents and carers confirm in their responses to Parent View that they are completely confident the school keeps their children safe and looks after them well.
- The school teaches the children how to keep themselves safe. For example, they are carefully shown how to roll their sleeves up and wash their hands thoroughly before touching food.
- Children told the inspector that other children are kind to them. The occasional outbursts of tears are usually because a child misses his or her parent or carer, and the adults deal with these incidents with exceptional kindness, wiping away tears and comforting the children so that they quickly engage in play once again.
- Every opportunity is taken to instil good manners in the children. Lunch is taken at family-type tables, with an adult at each, ensuring the children learn to use the cutlery properly and not to speak with their mouth full. Children help to lay the tables, and learn to read names from the place labels and to set the table correctly.
- At the end of each session, the children help to tidy up the play areas, and they do this task willingly. The adults make sure that they have many opportunities to think of the needs of others, and to share and take turns.
- All the children, and especially those with a range of complex additional needs, are exceptionally well cared for. Family members of children with additional needs sought out the inspector to tell her of the excellent support given to the children and their families.

The leadership and management are outstanding

- Leadership is outstanding because of the headteacher's relentless drive to improve the school. In this she is ably supported by her middle leaders and the governing body. Together they have created an ethos where children learn extremely well and behave exceptionally well.
- The federation with a nearby nursery school has had the benefit of enabling the two headteachers to work together increasingly closely, each contributing different and complementary skills. As a result, the school has considerably improved its ways of

measuring of how children are doing when they arrive and how much progress they have made by the time they leave.

- Leaders, managers and governors share an excellent understanding of how well their school is performing. Their plans for future improvements cover the right priorities and are detailed and achievable. The school took vigorous action to meet the recommendations of the previous inspection, such as considerably improving the quality of daily planning, so that each child's needs are catered for. As a result of such improvements, the school has improved from being judged good in the last inspection to outstanding in this. It is extremely well placed to sustain this level of improvement.
- Senior and middle leaders work closely together to ensure that teaching is consistently outstanding. They are successful in their aims, because their focus is always on how the children are learning and what they need to do to learn even more. They constantly plan new and exciting activities for the children.
- Staff throughout the school have responsibility for leading aspects of its performance. For example, an early years educator is leading a major initiative in creating a permanent knitting project, in which the children have enthusiastically taken to unravelling old jumpers and using the wool to create their own designs. This project has successfully reached across international boundaries and has played an important part in the school's British Council and Eco-School's awards.
- School leaders have successfully created a strong and stable team, as is reflected in the wholly positive comments in the staff questionnaires.
- The local authority knows the school well and judges it to be outstanding. Advisors play an important part in visiting the school and ensuring its continuing improvement.
- Links between school and home are extremely strong. The school keeps parents and carers fully informed.
- The curriculum provides a huge range of activities for the children. These prepare them exceptionally well for the next stage of schooling, both in terms of their basic skills, such as literacy and numeracy, and also in terms of learning about the world around them. The school encourages children to explore science through water and sand play. Art is encouraged through painting, cutting and sticking. Computers are used creatively to develop a range of skills. Occasionally, however, opportunities are missed to promote music and singing, and to help the children to explore the school's extensive range of musical instruments.
- **The governance of the school:**
 - Governors know the school very well, and take an active interest, visiting the school and raising its profile within the community.
 - They have an excellent understanding of the children's achievement, and use this understanding to ask searching questions in order to hold the school to account.
 - Governors play an active part in school improvement. For example, they are proactive in helping the school to draw up its policies, for example on safeguarding, and to check that they meet national guidelines.
 - Governors have an excellent knowledge of the quality of teaching. They have an accurate understanding of the link between teachers' pay and the progress made by children, and this ensures excellent value for money.
 - Governors are very well trained and highly knowledgeable about safeguarding issues and safe recruitment. They carry out their statutory obligation to keep the children safe and to ensure equality of opportunity for all extremely effectively.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	100318
Local authority	Hammersmith and Fulham
Inspection number	430823

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

Type of school	Nursery
School category	Community
Age range of pupils	3–4
Gender of pupils	Mixed
Number of pupils on the school roll	60
Appropriate authority	The governing body
Chair	Paul Bristow
Headteacher	Patricia Logan
Date of previous school inspection	6 July 2011
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