



## **SCHOOL INSPECTION SERVICE**

### **INSPECTION REPORT FOR NORTH BRIDGE HOUSE NURSERY SCHOOL**

**DfE No: 202/6195**

**The key inspection judgements for this nursery school are:**

<b>Effectiveness of the Early Years' provision</b>	<b>Outstanding</b>	<b>1</b>
<b>The effectiveness of leadership and management</b>	<b>Outstanding</b>	<b>1</b>
<b>The quality of teaching and assessment</b>	<b>Outstanding</b>	<b>1</b>
<b>Personal development, behaviour and welfare</b>	<b>Outstanding</b>	<b>1</b>
<b>Outcomes for children</b>	<b>Outstanding</b>	<b>1</b>

#### **Compliance with the requirements of the Early Years Foundation Stage:**

The school meets the requirements of the Early Years Foundation Stage.

#### **Compliance with the Independent School Standards:**

The school meets the regulatory requirements of schedule 1 of the education (independent school standards) regulations 2014 ('the independent school standards') and associated requirements

#### **Compliance with the Equality Act 2010:**

The school meets the requirements of the Equality Act.

**Date of inspection: 24 – 26 February 2016**

## **SECTION A: SUMMARY OF MAIN FINDINGS**

### **Overall effectiveness of the school and the quality and standards of the Early Years' provision**

The overall effectiveness of the Early Years' provision is outstanding. Children make excellent progress in their learning and development and are extremely well prepared for the next stage of their education. The learning and care that the school provides meets the needs of the range of children, including those with special educational needs. The recently appointed specialist teacher for this work has extended the previous particularly good practice very effectively. A major strength of the school is the manner in which it consistently promotes the children's personal and emotional development. They feel very secure and happy. Arrangements for safeguarding the children are fully in place and there is a shared understanding amongst all staff of the child protection arrangements. Risk assessment procedures are excellent. Leadership and management are outstanding. The recently appointed headteacher is establishing effective systems for evaluating practices which are designed to promote continuous improvement in the provision and to positively enhance children's life chances. The proprietor and school leaders have ensured that all the independent school standards and the requirements of the Early Years Foundation Stage are met.

### **RECOMMENDATIONS FOR IMPROVEMENT:**

What the school needs to do to improve further:

- ensure that all teachers' planning clearly identifies specific tasks enabling classroom assistants to promote and evaluate children's learning effectively.

## **SECTION B: INFORMATION**

### **INFORMATION ABOUT THE INSPECTION:**

This inspection was carried out by the School Inspection Service (SIS) in accordance with the statutory requirements of the Early Years' Foundation Stage (EYFS). It follows the inspection framework agreed by SIS and the Department for Education (DfE).

In reaching their judgements, the inspectors saw sixteen lessons. They examined children's work in all classes. They observed daily life throughout the nursery school including at break and lunchtimes. They examined the school's documentation, records and website. They held discussions with staff and a Cognita representative. They took account of the responses of parents to the pre-inspection questionnaires.

The inspectors were:

Reporting Inspector:	Dr Martin Bradley
Team inspectors:	Mrs Anne McConway

### **INFORMATION ABOUT THE SCHOOL:**

North Bridge House Nursery School is a registered independent school for children aged between three and six years, Children can join during the term in which they become three. While the majority of children are below statutory school age, at the time of the inspection 22 boys and 24 girls had reached statutory school age during the academic year. The school opened as part of the North Bridge House group of schools in the 1960s, having previously been known as Stepping Stones Nursery School. It occupies a large detached Victorian villa which has been adapted for the school's use. The school is led by a headteacher, appointed in the autumn of 2015. She is also head of North Bridge House Pre-Prep School which, like the Preparatory and Senior North Bridge House schools, is nearby. The nursery school has 225 children on roll, of whom seventeen attend part time. Nine children come to school on a shuttle bus which links with the pre-prep and prep schools. Most pupils live in north and west London. There are 189 children receiving three and four year old funded places. The children come from a wide variety of ethnic backgrounds: 32 have English as an additional language and 63 are bilingual. Fourteen children have been identified as having special educational needs or disabilities (SEND). The school aims to nurture confidence and academic success (in an) environment in which children find confidence and develop the fundamental skills upon which their future successes are built. The school was last inspected in March 2010.

## **SECTION C: THE INSPECTION JUDGEMENTS**

### **THE EFFECTIVENESS OF THE EARLY YEARS' PROVISION**

#### **The effectiveness of leadership and management**

Leadership and management are outstanding. The recently appointed headteacher, well supported by Cognita advisers and by the staff, demonstrates an ambitious vision and outstanding leadership. Leaders at all levels have high expectations of what all children can achieve, and seeks to maintain high standards of provision and care for all the children. Staff practice, including teaching, is being reviewed through the recently introduced systems of monitoring and appraisal, which are in their first full cycle. Middle managers are yet to be fully trained in this work. Standardised baseline assessment in reception classes has highlighted the need for improved consistency in teachers' assessments and the school has begun to address this issue. The curriculum is outstanding and has very appropriate breadth, depth and relevance. It fully meets the statutory requirements as well as the needs and interests of the children. Teachers successfully plan and manage the curriculum and the children's learning, ensuring that they make an extremely good start and are very well prepared for the next stage of their learning. In a minority of classes, teachers' planning for classroom assistants does not indicate the tasks' specific objectives to enable rigorous evaluation. Site management procedures are excellent.

The school promotes equality and diversity very well. Parents are fully involved in festivals such as Hanukah and Divali, explaining their significance, much to the interest of the children. British values are consciously promoted. Arrangements to protect children meet all statutory and other government requirements, promote their welfare and prevent radicalisation and extremism.

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

The quality of teaching, learning and assessment is outstanding overall. Developments during the current academic year have quickly and positively influenced practice and the staff have begun to implement them effectively. The teachers and other staff have high expectations of what each child can achieve, and use their detailed knowledge of the children to promote achievement very well. The key worker system is highly effective. Staff are very knowledgeable about the Early Years Foundation Stage and its progression into later learning. A good range of assessment information is gathered from observations and other assessments. This is particularly well used to identify children who may need additional support, which in turn enables all children to make at least good progress. The children work hard, remain on task and concentrate well. Overall standards of reading and literacy are well above the national average, and those for mathematics are above the national average. The quality of work in art is outstanding. The children receive particularly good support and encouragement from staff who use praise extremely effectively. Information for parents helps them to understand how their child is doing in relation to their age. The school

seeks to engage with parents in supporting their children's learning. Equality of opportunity and recognition of diversity are promoted very effectively. Teaching supports the children's capacity to learn extremely well, enabling them to become confident learners. They are very well prepared for the next stage in their learning.

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

The children's personal development, behaviour and welfare are outstanding. They develop a strong sense of achievement and their learning skills are particularly good. Children are self-aware and are able to concentrate extremely well. They enjoy their work in school and develop independence as well as using their imagination. The children's social and emotional development is a major strength of the school, as is their emotional security. This is largely due to the extremely good adult-child relationships. The arrangements for transition into the pre-prep school are good. Attendance is good. The children are successfully encouraged to behave very well. They show respect for one another and are encouraged to manage their feelings and their behaviour towards each other is exemplary. They are taught how to keep themselves safe and healthy. The school provides a very good range of cultural experiences, and the children are extremely well prepared to respect others and understand the wider society in Britain.

### **Outcomes for children**

Outcomes for children are outstanding. The children progress particularly well from their different starting points. Many have English as an additional language, but the very good staff-child ratio enables close support for all children. This is particularly effective. Most children meet or exceed the level of development typical for their age, and are able to move on to the next stage of their education with confidence.

## SCHOOL DETAILS

Name of school:	North Bridge House Nursery School			
Address of school:	33 Fitzjohns Avenue Hampstead London NW3 5JY			
Telephone number:	0207 267 6266 Option 1			
Email address:	nursery@northbridgehouse.com			
Web address	www.northbridghouse.com			
Proprietor:	Cognita Schools			
Head Teacher:	Mrs Christine McLelland			
Assistant Head Early Years	Miss Nishi Kapoor			
DfE Number	202/6195			
Type of school	Independent school			
Annual fees	Full time: £13,584 - £15684			
Age range of pupils	2 years 9 months to 5 years 11 months			
Gender of pupils	Mixed			
Total number on roll	full-time	199	part-time	26
Number of pupils with statements of special educational need	Boys:	0	Girls:	1
Number of pupils with English as an additional language and *Bi Lingual children  *This is the total number of pupils who speak a language other than English at home but may not be the dominant language	Boys:	21 EAL 40 bi-lingual	Girls:	11 EAL 23 bi-lingual
Type of inspection	Section 109(1) and (2) of the Education and Skills Act 2008			

**This report has been prepared by the School Inspection Service, which provides independent professional inspection of all schools affiliated to the Focus Learning Trust, and members of the Steiner Waldorf Schools Fellowship or Cognita group. The report is available from the School Inspection Service website: [www.schoolinspectionsservice.co.uk](http://www.schoolinspectionsservice.co.uk).**