School report

Rowley View Nursery

149 Dangerfield Lane, Wednesbury WS10 7RU

Inspection dates	2–3 October 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	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 Nursery and pre-school playgroup continue to provide outstanding care and education for the children.
- Children make outstanding progress from their starting points.
- By the end of their time at Nursery, children reach standards broadly expected nationally for their age.
- Children make rapid gains in communication and language because staff place considerable emphasis on these areas.
- In mathematics, children apply their numeracy skills extremely well to solve problems.
- Children are developing exceptional knowledge and understanding of the world around them.
- All children make very good gains in their physical development.
- Children receive outstanding teaching and support.
- Staff expect children to do their best and the children rise to these high expectations.
- Creative and imaginative teaching promotes high-quality learning for children.
- The activities provided are challenging, exciting and set at the right level for children's individual abilities.
- Children show considerable enthusiasm for learning. Their outstanding behaviour supports their learning very well.
- The headteacher and staff have created an extremely positive atmosphere and environment in which children can learn.
- Adults have established strong relationships with children, who, consequently, are considerate and respectful to others.
- The headteacher's exceptional leadership is at the heart of the school's continued improvement of achievement and teaching.
- Leaders and staff show considerable determination in providing high-quality teaching and exciting learning experiences.
- The staff work well as a team in doing the very best for the children and their families.
- Governors are extremely well informed about the school's performance and provide support and appropriate challenge.
- Partnerships with parents are strong and parents are righly very pleased with Rowley View Nursery.
- The school has successfully maintained and built on the strengths identified in previous inspections.
- The assessments made on children's achievements are not always checked closely enough and confirmed as accurate.

Information about this inspection

- The inspector observed teaching and learning in 14 sessions, including some shared observations with the headteacher.
- Discussions were held with the headteacher, staff, parents, the local authority and members of the governing body.
- The six responses to the online survey (Parent View) were taken into account, and the inspector sought the views of parents at the beginning and end of learning sessions.
- Responses to an inspection questionnaire from 13 staff were analysed.
- The inspector examined: school policies, information about children's attainment and progress, teachers' plans, children's work and the school's planning for improvement.
- The playgroup and breakfast club were included in this inspection.

Inspection team

Derek Watts, Lead inspector	Additional Inspector

Full report

Information about this school

- Rowley View is an average-sized nursery school. There is also a pre-school playgroup named 'Rowley Rascals' and a daily breakfast club.
- All provision is managed by the governing body.
- About half of the children are White British. The other children are from a wide range of other ethnic heritages including: Black African, Caribbean, any other White background, Indian and Pakistani.
- About a fifth of the children are at an early stage of learning to speak English.
- The proportion of disabled children and those who have special educational needs supported through school action is average. The proportion supported through school action plus or a statement of special educational needs is also average.
- The proportion of children known to be eligible for free school meals is well above average.
- At the time of the inspection, most of the children had only been in school for three weeks.

What does the school need to do to improve further?

- Strengthen the checking and moderation of the assessments that staff make about children's attainment by:
  - involving all staff fully in the assessment and checking process
  - extending partnerships with other nurseries and settings to check consistency in the assessments made of children's progress.

Inspection judgements

The achievement of pupils is outstanding

- Children at Rowley View continue to make outstanding progress. They enter the Nursery with knowledge, skills and understanding well below those expected for their age.
- High-quality teaching and an exciting range of learning activities contribute to children's rapid progress in all areas of learning. By the time they leave, their attainment is broadly in line with what is typical nationally at this age.
- All groups of children make, at least, good progress and most make outstanding progress. The most-able children are successfully extended through demanding activities and achieve highly. Those known to be eligible for free school meals achieve just as well as the others, including in language and number work.
- Disabled children and those who have special educational needs make considerable progress because of the well-planned and specific support they receive.
- Children's communication and language skills are developing extremely well because adults take every opportunity to promote speaking and listening skills and to extend the range of words used.
- Those at an early stage of learning English are making rapid progress in acquiring the language. They benefit from the school's commitment to developing language through all activities. Adults model speech extremely well and children make very good progress in speaking new words.
- Children thoroughly enjoy choosing from the range of attractive books on offer. Parents contribute well in helping the school to promote a love of books. Children practise listening and saying different sounds to a steady beat in preparation for learning phonics (letters and the sounds they make).
- In mark making and early writing skills, children make good progress. They gain in confidence by using a range of writing implements. For example, children used mud and paint brushes to create interesting marks and patterns.
- Children's mathematical knowledge and skills are developing extremely well. They show a clear understanding of common two-dimensional shapes. One group in a mathematical game accurately identified the number of dots involved. They then correctly added the same number of spikes to their model hedgehogs.
- In physical development, children make excellent progress. They ride bikes around the special circuit with coordination and control. They develop balancing skills as they travel across a series of wooden blocks. Their manipulative skills improve through handling different materials and tools. For example, children were fully engaged as they hammered nails into a marked spot on a block of wood.
- In their understanding of the world, children make outstanding progress. For example, outdoors they gathered different mini beasts from shrubs covered in bindweed. They observed the creatures carefully and used a bug dial and identification charts to name the caterpillars, snails and beetles.
- Through art, role play and music, children make very good gains in their creative and expressive development. Their response to the learning opportunities given to them is exceptional.

The quality of teaching is outstanding

- Parents told the inspector, 'Teaching here is brilliant.' Another added, 'My child loves her teachers.' These views are accurate. Teaching at Rowley View continues to be outstanding and a key factor contributing to children's rapid progress.
- Adults expect the children to try their best and participate in the activities on offer. The

children respond to these high expectations with enthusiasm, determination and perseverance.

- Teachers and adults show an excellent understanding of how children of this age learn and develop. They use this expertise to great effect in planning learning experiences for children. Teaching is creative, imaginative and inspirational. As a result, children of all abilities, including the most able, are inspired and highly motivated to learn.
- The stimulating indoor and outdoor activities are challenging and set at the right level for children's different abilities and learning needs. Adults modify learning tasks each day in order to fully meet individual needs. Children are fully engaged in their learning and make rapid gains in acquiring new knowledge, deepening their understanding and developing skills.
- The teaching of essential skills – speaking and listening, letters and the sounds they make and numeracy skills – is very effective. For example, adults continually encourage children to speak through skilful questioning and prompting. In a successful mathematics activity, adults had constructed a large abacus in the outside area. Children improved their counting skills very well as they moved the discs and hoops along the strings.
- There is a highly effective blend of adult-led activities and those chosen by the children. Children have many opportunities to explore, be imaginative and learn on their own. Adults carefully check how well children are progressing and provide useful guidance and prompts to move their learning on.
- The teaching and support for disabled pupils and those who have special educational needs are outstanding. Learning activities and adult support are carefully matched to children's specific needs. Teaching assistants know the children very well. They are well deployed and make a valuable contribution to learning.
- Outdoor learning is one of the Nursery's many strengths. Very good use is made of the Nursery's well-designed outdoor area. The popular 'Forest School' approach is used well to further enrich children's outdoor learning. Children spend Friday at 'Moorcroft Wood' engaged in activities such pond dipping, den building, mud painting and searching for mini beasts. They talk enthusiastically about their learning and adults help them record their experiences.

The behaviour and safety of pupils are outstanding

- The behaviour and safety of children continue to be outstanding.
- First-class induction arrangements, including home visits, help the children to settle quickly. Most children have only been in the school three weeks but they have very quickly settled into learning and organisational routines.
- Children make outstanding progress in their personal and social development. This is because of the school's extremely positive atmosphere, clear expectations and the high-quality relationships that adults establish with children and their families.
- Children are eager and keen to participate in the range of exciting activities provided. They show curiosity, inquisitiveness and perseverance.
- The children feel extremely well looked after by caring and dedicated staff. One parent commented, 'My child loves her teachers.'
- Children share, take turns and show consideration and respect for others. Relationships in the pre-school playgroup and the Nursery are of a high calibre.
- The outstanding behaviour contributes well to children's rapid learning. Adults manage the children very well and the very occasional lapses in behaviour are skilfully dealt with.
- The school's records show that serious misbehaviour is extremely rare. Parents expressed no concerns whatsoever about children's behaviour or bullying.
- Children are eager to come to the pre-school playgroup and the Nursery because they love the learning activities and can see their friends. Most parents ensure that children attend regularly and arrive on time.

The leadership and management are outstanding

- An experienced headteacher provides exceptional leadership and strong educational direction. She has built a dynamic team of staff where all are striving to do the very best for all children and their families.
- The Nursery and pre-school playgroup continue to promote outstanding achievement for children, high-quality teaching and exceptional behaviour and safety. Under the leadership of the headteacher, the school has now had three consecutive inspections in which it has been judged outstanding.
- Through clear analysis and checking, leaders, staff and governors have an accurate overview of the school's performance. Successful action is taken to make any necessary improvements. For example, leaders have identified minor inconsistencies in the assessment of some children's attainment. Planning to tackle this weakness is already well worked out through additional training for staff and working with staff from other nurseries to strengthen the accuracy and consistency of practice.
- Considerable emphasis is placed on providing high-quality teaching and exciting learning activities. There are very good procedures for assessing the performance of staff. Staff benefit from development and training of impressive quality. Targets set to improve practice and skills are well linked to children's progress.
- The local authority has a clear overview of how well the school is doing. Rowley View has been outstanding for many years and, therefore, requires very little support from the local authority. In fact, the headteacher has helped to improve the Early Years Foundation Stage provision in other schools.
- Leaders and staff work hard in providing stimulating learning activities which promote high achievement and outstanding personal development for children. Indoor and outdoor activities are extremely well planned to meet the interests and needs of individuals. A few children benefit from the early morning breakfast club provided.
- Children from different backgrounds and cultures learn and develop in the school's extremely positive and harmonious community. All children, regardless of ability, background, needs or race, are valued equally as unique individuals. There are no signs of discrimination at Rowley View and all children have full access to the activities and support provided.
- The Nursery works closely with other agencies in order to provide children and families with the support they need.
- Very positive partnerships have been established with parents. Parents are rightly very pleased with the care and education provided for their children. Some of the many typical comments of praise included: 'This is a great Nursery'; 'My child loves it here'; and 'The staff just can't do enough for us.'

- **The governance of the school:**
  - Members of the governing body possess a range of expertise, particularly in Early Years Foundation Stage education. They have an extremely clear understanding of the school's performance, particularly the progress that children make from their starting points. They correctly identify the leadership of the school and the teamwork among the staff as the key to its long-standing success. Governors have an accurate view of the quality of teaching in the Nursery. They are up to date with all requirements relating to the management of staff performance and ensure that salary increases are based on good and better practice. Governors attend relevant training to further enhance their effectiveness. They ensure that all safeguarding requirements are met.

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	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. 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.

School details

Unique reference number	104136
Local authority	Walsall
Inspection number	426922

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	44
Appropriate authority	The governing body
Chair	Jackie Mills
Headteacher	Jeanette Smith
Date of previous school inspection	September 2010
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