

Wheatley Nursery School

Inspection report

Unique Reference Number	122983
Local Authority	Oxfordshire
Inspection number	359338
Inspection dates	28–29 June 2011
Reporting inspector	Nina Bee

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

Type of school	Nursery
School category	Non-maintained
Age range of pupils	3–5
Gender of pupils	Mixed
Number of pupils on the school roll	52
Appropriate authority	The governing body
Chair	Sarah Simmonds
Headteacher	Sally Withey
Date of previous school inspection	24 June 2008
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Introduction

This inspection was carried out by two additional inspectors. Seven parts of lessons were observed taught by three teachers and the six adults who support them. While observing the work of the Nursery the inspectors looked at teachers' planning, evidence of external monitoring, policies, academic performance data and safeguarding documentation. Discussions were held with staff, children, a representative of the governing body and a small number of parents and carers. Responses to questionnaires from 34 parents and carers were analysed, along with seven from staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The quality of teaching and the use of assessment and whether children make the good progress that the school's judgement suggests.
- The effectiveness of systems to track children's progress.
- The self-evaluation process and how effectively staff and members of the governing body are involved in it.

Information about the school

Wheatley Nursery is smaller than most nursery schools and provides part-time places for 52 children from the age of three to five years. A large majority of children come from White British backgrounds. The remainder come from a number of different minority ethnic groups. Very few children speak English as an additional language. The proportion of children known to be eligible for free school meals is below average. Only a small number of the children stay in the Nursery until they are ready to enter Reception. Since the previous inspection, the Nursery has started to offer 'wrap-around' provision and currently, a third of the children benefit from this.

The Nursery shares the site and headteacher with a special school to which it is attached. It has its own governing body. There are seven children with severe, profound or complex difficulties and/or disabilities. These are on the Special School roll as well as the Nursery's. The proportion of children with special educational needs and/or disabilities is below average.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Wheatley Nursery provides a satisfactory quality of education for children. There are some good features. One of its main strengths is the good care and guidance children receive from the minute they start attending. Children behave well and say they enjoy coming to school because they have lots of friends. They talk about feeling safe and that if they have a problem a 'grown-up' will help them. The importance of eating healthily is promoted effectively during snack time when they eat fruit. Those who stay for lunch enjoy a sociable, family atmosphere where adults chat with them and develop their understanding of the importance of adopting healthy lifestyles. Children have many opportunities to run about in the spacious area outside and play safely on the climbing apparatus. They enjoy doing little jobs to contribute to the Nursery community such as helping with the drinks and snacks. They raise funds for local, national and world charities and so begin to understand that not all people are as fortunate as they are. A strength in the otherwise satisfactory curriculum is the strong focus on developing personal and social skills and children's cultural awareness. Overall, the curriculum focuses soundly on the areas of learning and enables children to receive a satisfactory start to their education. Community cohesion is effectively promoted. Children from different backgrounds get on well together. Photographic evidence shows much enjoyment as they take part in activities which make them aware of different cultures, world festivals and celebrations. As a result, children were able to speak knowledgeably and confidently about France and the different ways you could travel there, after a recent International Week. Older children are well aware that English is not spoken in all countries. As one child said, 'In France they say, Bonjour.'

Teaching is satisfactory overall. Relationships between adults and children are strong and activities are well resourced but assessment information is not always used as effectively as it could be. Consequently, teachers' planning does not consistently address the different abilities of the children. In addition, children have too few planned opportunities to develop basic problem-solving, reasoning and number skills. Children are given many opportunities to make marks on paper and develop early writing skills. When they begin to write recognisable letter and words, adults do not consistently show them how to form letters correctly. Inspectors' observations show that learning is satisfactory in most lessons and school data show a picture of satisfactory progress overall. Progress for children with severe, profound or complex difficulties and/or disabilities is good because their needs and abilities are always well catered for.

Children's progress is tracked in all areas of learning but the system does not give senior staff an entirely accurate picture of progress. This is currently under review and is the reason why the school's self-evaluation is slightly over-generous in places but is satisfactory overall. The senior leaders have a sound understanding of the school's strengths and areas for improvement but other staff and members of the governing body

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are not adequately involved in the self-evaluation process. Parents and carers are happy with how the Nursery helps their children. Since the previous inspection, the Nursery has maintained its good provision for children's personal, social and emotional awareness. A third of the children now benefit from 'wrap-around' provision, when they stay for extra sessions. Children's cultural development has improved since the previous inspection and is now good. The daily sessions run smoothly and children learn in a safe and welcoming environment. The capacity for sustained improvement is satisfactory.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Improve the learning and progress children make by:
 - improving the quality of teachers' planning so that it focuses more effectively on children's different abilities
 - checking that when children start to write recognisable letters and words they are encouraged to write them correctly
 - placing more focus on problem solving, reasoning and number.
- Improve the system which tracks children's progress so that staff gain a clearer and more accurate picture of the progress children make.
- Involve all staff and members of the governing body in the self-evaluation process so that everyone has a better understanding of the school's strengths and areas for development.

Outcomes for individuals and groups of children

3

The oldest children in the Nursery are on course to reach broadly average levels in all areas, apart from personal, social and emotional development, which is slightly higher. This represents satisfactory progress from their starting points but good progress in personal, social and emotional development. Learning is satisfactory rather than good because teachers' planning is not always detailed enough to address the needs of children with different abilities within each session. Assessment, equally, is not always used effectively when teachers plan activities to enable children to move on to the next step of learning; this, too, can restrict progress.

Children show much happiness and confidence as they move around the Nursery, both inside and out. Planned activities mostly interest and excite them and they thoroughly enjoy coming to Nursery and learning as they play. On occasion, however, their enjoyment is reduced because activities are not changed sufficiently frequently. Adults successfully ensure that activities for children with severe, profound or complex difficulties and/or disabilities are accurately based on their interests and individual needs and, as a result, they learn well because they are effectively supported throughout the day. Outstanding learning was observed as children learned to swim in the pool on site. The lesson was very well planned to enable all children to make impressive gains during the time they spent in the water. Much fun was had by children and staff. Achievement is satisfactory overall but progress sometimes slows, as for example when adults did not show children how to improve the way they form their letters as they wrote. Children's

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progress, in terms of basic problem-solving, reasoning and number skills, is sometimes restricted because too few activities are planned to develop these skills.

Children show a good awareness of safety when they initiate dance activities as they listen to music and during the activities they take part in. Many children are inquisitive and warmly welcome visitors. The more articulate want to communicate with them and confidently ask questions, for example, 'What are you writing?' or give opinions such as, 'I like your shoes.' Children enthusiastically take on responsibilities when they are asked to tidy up. The development of children's personal and social skills is consistently promoted effectively by all adults, who are vigilant, for example, when making sure children do not forget to wash their hands after using the toilet. Children are good at taking turns and sharing equipment. Attendance is broadly average, and their acquisition of other skills and qualities they will need in later life is satisfactory.

These are the grades for children's outcomes

Outcomes for children in the Early Years Foundation Stage	3
Children's achievement and the extent to which they enjoy their learning	3
Taking into account:	
Children's attainment ¹	3
The quality of children's learning and their progress	3
The quality of learning for children with special educational needs and/or disabilities and their progress	2
The extent to which children feel safe	2
Children's behaviour	2
The extent to which children adopt healthy lifestyles	2
The extent to which children contribute to the school and wider community	2
The extent to which children develop skills that will contribute to their future economic well-being	3
Taking into account:	
Children's attendance ¹	3
The extent of children's spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Adults work effectively together, as a team, and have a sound understanding of how young children learn. Children are eager and confident to use information and communication technology (ICT) to support and develop their learning. Children were seen enjoying listening to a story on the interactive whiteboard while others used a

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camera to take photographs underwater during a swimming lesson. Adults know the children well and children are confident to ask for help if they need it as they learn.

The curriculum is soundly planned and all areas of learning are focused on enabling children to make satisfactory progress overall. The outside area is a fun place to learn. Covered areas, garden areas, adventurous climbing equipment and wooden constructions where children can use their imagination, as they play and learn, are easily accessible to all. Visits out into the local community develop children's understanding of the people beyond school whose help they will need in the future. They travel on buses and trains and this gives them an insight into how people get about. When interesting visitors, such as the nurse, come in to talk to them, learning is further reinforced and developed.

The Nursery focuses effectively on developing personal and social skills. Detailed documentation is kept on individuals. Key workers quickly develop firm friendships with the children in their group. External agencies are used well to support all children but particularly those with severe, profound or complex difficulties and/or disabilities. Transition procedures are good and enable children to settle into Nursery happily. Parents and carers are particularly pleased with the home visits they receive. Good links with feeder schools ensure that when children move on, they are in a good position to settle easily into their new setting.

These are the grades for the quality of provision

The quality of provision in the Early Years Foundation Stage	3
The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets children's needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher and the assistant headteacher are ambitious and committed to further improvements. Priorities, strengths and weaknesses have been identified as a result of the satisfactory analysis of data, for example, that children do not do as well in problem solving, reasoning and number as in other areas of learning. Senior leaders are aware that staff are not really involved enough in monitoring and evaluating the work of the school. The school is a cohesive community. Its commitment to the local community and beyond is good and shown by its work towards promoting community cohesion. Children, as a result, whatever their backgrounds, play and learn in a harmonious environment. In the light of the weaknesses identified in some lesson plans, the Nursery's promotion of equality of opportunity is judged to be satisfactory. The governing body is satisfactorily involved in supporting and challenging the school but has too little involvement in monitoring and evaluating how well the Nursery is doing. They take their health and safety role seriously and at the time of the inspection, safeguarding arrangements were secure. Children learn and play in a safe environment both inside and out. Documentation

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related to safeguarding is satisfactory but in a few places more detail, such as on some risk assessment documents, is necessary. The Nursery engages well with parents and carers, who have good opportunities to speak to staff before and after sessions. Parents and carers are well informed of the progress their children make and the work of the Nursery through regular parents' meetings and newsletters. However, while procedures for monitoring attendance are satisfactory, there has been little analysis of the data these procedures generate.

These are the grades for leadership and management

The effectiveness of leadership and management in the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

All parents and carers who returned questionnaires feel that their children enjoy school and that the school keeps them safe. They are confident that the staff work hard to encourage their children to eat healthily. Parents and carers are positive that the staff listen to their suggestions and concerns and that any unacceptable behaviour is dealt with effectively. They feel that their children's individual needs are catered for. Overall, they are happy with the experience their children receive at Wheatley Nursery.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of children registered at Wheatley Nursery School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 34 completed questionnaires by the end of the on-site inspection. In total, there are 52 children registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	32	94	2	6	0	0	0	0
The school keeps my child safe	30	88	4	12	0	0	0	0
My school informs me about my child's progress	22	65	9	26	2	6	0	0
My child is making enough progress at this school	25	74	8	24	0	0	0	0
The teaching is good at this school	25	74	9	26	0	0	0	0
The school helps me to support my child's learning	22	65	8	24	1	3	0	0
The school helps my child to have a healthy lifestyle	24	71	9	26	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	23	68	9	26	0	0	0	0
The school meets my child's particular needs	27	79	7	21	0	0	0	0
The school deals effectively with unacceptable behaviour	27	79	7	21	0	0	0	0
The school takes account of my suggestions and concerns	22	65	11	32	0	0	0	0
The school is led and managed effectively	26	76	8	24	0	0	0	0
Overall, I am happy with my child's experience at this school	31	91	3	9	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its children's needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its children well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its children.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its children. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a child in their learning and development.
Attainment:	in other phases of school, for example primary schools, attainment is the standard of the pupils' work shown by test and examination results and in lessons. However, there is no national average for three- and four-year-olds. Therefore, in inspections of nursery schools, inspectors take account of expectations in the age-related bands of the Early Years Foundation Stage.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well children acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of children.■ The quality of teaching.■ The extent to which the curriculum meets children's needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which children are learning in nursery sessions and over longer periods of time.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



29 June 2011

Dear Children

Inspection of Wheatley Nursery School, Oxford OX33 1NN

Thank you for making us so welcome when we came to visit you. It was lovely to chat with you and watch you learn. We think you are kind towards each other, get on well and that your behaviour is good. We think you are lucky to have such an exciting outside area to play in. You go to a satisfactory Nursery. There are some things that are good and a few things which need improving.

These are the things we found out about your school.

- The way you are looked after and cared for is good.
- Teaching is satisfactory and, as a result, you make sound progress.
- By the time you leave the Nursery the levels you reach are similar to those expected for your ages.
- You learn lots about the importance of eating healthily.
- You feel safe in school.
- It was interesting to hear you talk so confidently about France. You learned lots during the International Week. I was very impressed that some of you knew how to say 'Bonjour'.

We have asked the school to do a few things to improve the education you receive.

- Check that activities you are given allow you all to learn well.
- Make sure that when you start to write letters and words, like your name, adults show you how to write them properly.
- Check that teachers plan more activities which help you to improve number and problem-solving skills.
- Develop a system which accurately shows the teachers how well you are doing, especially in reading, writing and number.
- Make sure that all staff and members of the governing body are involved in identifying what is good about the Nursery and what needs to be improved.

All of you can help by continuing to do your best as you enjoy learning.

Yours sincerely

Nina Bee

Lead inspector

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