

Headington Quarry Foundation Stage School

Inspection report

Unique reference number	122968
Local authority	Oxfordshire
Inspection number	380559
Inspection dates	19–20 June 2012
Lead 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	Maintained
Age range of pupils	3–5
Gender of pupils	Mixed
Number of pupils on the school roll	80
Appropriate authority	The governing body
Chair	Katherine Bull
Headteacher	Lesley Carrington
Date of previous school inspection	9–10 July 2009
School address	Quarry School Place Headington Oxford OX3 8LH
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Age group	3–5
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Introduction

Inspection team

Nina Bee

Additional inspector

This inspection was carried out with two days' notice. The inspector observed 11 parts of sessions taught by two teachers, five nursery nurses and one teaching assistant. Discussions were held with staff, children, three representatives from the governing body and a small number of parents and carers. The inspector took account of the responses to the online Parent View survey in planning the inspection, observed the school's work, and looked at documentation including teachers' planning and the school development plan, along with other documents including those related to safeguarding. Responses to questionnaires from 57 parents and carers were analysed along with 17 from staff.

Information about the school

This is an 80-place Nursery which offers Early Years Foundation Stage education on a part-time basis. Two sessions are organised each day along with extended provision of daycare for children aged three to five. Most children stay in the Nursery for three terms and few stay on for their Reception Year. Currently the school has no reception-aged children. Before- and after-school provision is offered to a maximum of 24 children.

Approximately two thirds of the children are from White British backgrounds with the remainder coming from a range of minority ethnic groups. The proportion of disabled children, those who have special educational needs and those supported by school action plus is below the national average. No children have statements of special educational needs. A small minority of children speak English as an additional language. The proportion of children known to be eligible for free school meals is below average.

The Nursery is linked to St Andrew's Church of England Primary School which is nearby. Children in the Reception class of this partner school are taught on the nursery site by teachers from the primary school. This class was not inspected. The headteacher of Headington Quarry Foundation Stage School oversees this provision.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	1
Leadership and management	2

Key findings

- This good Nursery is highly inclusive and places children's achievement and well-being at the centre of its work. It is not yet outstanding because further improvements in teaching are needed for children to achieve at an outstanding level. In addition, resources for information and communication technology (ICT) are not as good as in other areas.
- Achievement is good overall and outstanding in personal, social and emotional development. The small minority of children who speak English as an additional language make outstanding progress because provision for this group is excellent.
- Teaching is good. Relationships are excellent. Children usually have very good levels of engagement. However, occasionally, learning is not as good when children have difficulty concentrating because the focused activity is either too difficult or not challenging enough.
- Behaviour is outstanding. There is a very strong community ethos. Adults and children respect the views and feelings of others and show kindness and consideration towards each other. Safeguarding arrangements are robust and secure.
- The school is well led and managed and the headteacher has gained the support of the staff, governors, parents and carers and children in her drive for the best for everyone. Performance management and the leadership of teaching are good. However, curriculum coordinators do not consistently ensure that assessment information is used to best effect to provide learning tasks that are precisely aligned with individual children's needs and abilities. Promotion of children's spiritual, moral, social and cultural development is outstanding and enables children to flourish as individuals in the year they spend in the school.

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What does the school need to do to improve further?

- Ensure that the curriculum coordinators analyse and use assessment information more rigorously to help adults in the setting plan and deliver learning activities that are accurately matched to the individual needs and abilities of all children.
- Improve the ICT provision in order to ensure that children have more opportunities to use computers to support all areas of learning, particular as they develop reading skills.

Main report

Achievement of pupils

Children enter the school with skills and knowledge at levels similar to those expected for their ages. Information collected by the school shows that, by the time children leave to go to a Reception Year elsewhere, they reach levels that are higher than age-related expectations. This represents good achievement overall during their time in Nursery. Suitable focus during activities enables the small number of children with special educational needs to achieve as well as their classmates. The few children who speak English as an additional language make outstanding progress because their needs are expertly identified by staff and they are sensitively supported in all they do.

Children's personal and social development is outstanding. This is a result of high expectations by all staff in relation to behaviour, respect and consideration for others. Parents and carers spoke of how their children very quickly gain confidence after starting school, while others spoke of how amazed they are when their children come home and talk about what they have been doing, for example learning about the Queen and her 60 years on the throne. Nearly three quarters of parents and carers returned questionnaires and most are very pleased with the progress their children are making.

Children make good progress in all areas of learning. Much enjoyment and learning was observed as children investigated how they could make water travel while using the magnificent water feature in the school's outdoor area. Others achieved well as they used the well-resourced outdoor writing table to make marks on paper which included some recognisable letters. Children achieved well and demonstrated very good organisational skills as they used their imaginations in the outdoor role play area to prepare for a picnic.

Quality of teaching

Sessions are very well organised and so enthuse the children effectively. Children have good opportunities to take part in adult-led activities and those which they

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choose for themselves. Their ideas are listened to and then effectively developed by the adults who support them. For example, as children playing outside decided to 'go to America', adult interaction allowed them to successfully extend their understanding of going on a journey. They excitedly made tickets using glue and scissors safely and sensibly. When they numbered their tickets a mathematical focus was introduced, especially as they worked on sequencing numbers. Opportunities to have a go writing the word 'ticket' gave children a good experience to practise their early writing skills and higher-attaining children even wrote recognisable letters. Early reading skills are taught and developed well but a lack of ICT resources at times limits more interactive learning processes.

Teaching is good and on occasions outstanding. The best teaching addresses children's individual needs expertly. However, at times, children do not concentrate adequately on the task in hand because the planned work is either too difficult or they are bored because it is not sufficiently challenging. The best examples of teachers' planning are adapted to meet the needs of children who stay for both morning and afternoon sessions. Relationships are outstanding between all adults and the children. Consequently, children quickly form very positive attitudes to learning and thoroughly enjoy all that is on offer. Adults interact skilfully with children as they sensitively question them to extend their learning. Speaking and listening skills are well developed in most sessions.

All children, including the few disabled children and those with special educational needs, usually receive at least good quality teaching and learn effectively. Children who speak English as an additional language make outstanding gains in their learning because teaching particularly focuses on the development of their language and communication skills. Parents and carers feel that adults are approachable and that their children are taught well.

Behaviour and safety of pupils

From the moment children enter school they are taught how to behave very well in different situations. As a result, children's behaviour is outstanding. Children thoroughly enjoy school and, when tasks are fun and challenging, children respond with high levels of enthusiasm, perseverance and commitment. Personal and social skill development and the need to keep safe are highly focused on in all the children do. For example, as they eat their lunch, children are extremely well supported as they are taught to sit properly at the table and eat successfully with a knife and fork. Much enjoyment was seen as children ate their lunches enthusiastically and displayed excellent table manners.

The school has systems to record incidents of poor behaviour but no incidents have been recorded recently. Inspection evidence shows that any challenging behaviour is managed very effectively. There is a consistent approach to managing behaviour, for all children on the site, including those in the Foundation class from the nearby partner school and those who attend the breakfast and after-school clubs. Parents and carers feel behaviour is excellent and comments on the parents' and carers'

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questionnaires show that they feel confident that if there were any issues they would be dealt with effectively. As a result, children play and learn in an environment where they feel safe and learn how to behave in a way that keeps them very safe. For example, they speak confidently about germs and what happens if you do not wash your hands before eating fruit snacks or their lunch.

Leadership and management

The headteacher has an excellent understanding of how young children learn. She has developed outstanding teamwork among her staff and as a result, staff morale is very high and everyone strives for the best in all they do. All staff are committed to ensuring that teaching is of a good quality and they are offered good opportunities to enhance their teaching through professional development sessions. Key staff have taken part in how to achieve the very best for children who speak English as an additional language. This has resulted in this group of children making excellent progress. Teaching is regularly monitored. The headteacher has identified that the curriculum coordinators' roles are in need of development. Their analysis of data does not consistently give them the specific information on individuals and groups of children which adults need to plan activities to meet the needs and abilities of all children.

The governing body is very knowledgeable about the school's performance and its strengths and areas for development. Governors keep very well informed through discussions with staff, written reports and visiting and observing the school's work first hand. The governing body takes its responsibility for health and safety very seriously. School leaders and managers ensure that safeguarding procedures and risk assessments are very thorough and fully meet statutory requirements and children are very well supervised at all times. The school is a secure place to be and parents and carers agree. Its inclusive ethos supports good promotion of equal opportunities and access to educational entitlement, resulting in discrimination of any kind not being tolerated.

Staff and governors are all involved in school development planning and maintaining the good curriculum which promotes the development of skills and knowledge well in all areas. There is excellent focus on the promotion of children's spiritual, moral, social and cultural development. Provision for ICT is weaker than in other areas. There are too few computers and a lack of equipment for children to listen independently to books being read to them while focusing on words and pictures on the computer screens. Children have daily opportunities to receive good before- and after-school provision in a safe and very welcoming environment. Children from a range of different ethnic groups interact very well with each other because everyone's culture is celebrated. The way the school engages with parents and carers is excellent and comments on the questionnaires and during brief discussions indicate that they are very pleased with the provision provided for their children.

Good practices have been maintained and built on since the last inspection report. Teaching and achievement continue to improve. These factors, together with the

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excellent team approach from all staff and the very good support and challenge from the governing body, demonstrate the school's capacity for further sustained improvement.

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 pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
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 pupils. 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



20 June 2012

Dear Children

Inspection of Headington Quarry Foundation Stage School, Oxford OX3 8LH

Thank you for the lovely welcome I received when I came to visit your Nursery. The adults plan exciting activities for you to take part in as you learn and play. You go to a good Nursery. Those who look after you at home agree.

These are the things I found out about your Nursery.

- The way you are looked after, cared for and kept safe is excellent. I could see that you all enjoy yourselves as you play and learn safely.
- Behaviour is outstanding whether you are inside or outside in the play area.
- You all learn how to get on with each other and the adults who help you.
- Teaching is good and often provides lots of the interesting activities.
- Those of you who speak English as an additional language make excellent progress.
- By the time you leave to go into a Reception class most of you reach levels that are above those expected for you ages.

I have asked the staff to do two things to improve the education you receive.

- Check that the activities you are given help you all to make the best possible progress.
- Make sure you have more computers so that you can learn about lots of things without having to wait too long for your turn. I saw that you really enjoy looking at books and listening to adults tell you stories. It is fun to use computers to listen to stories, using earphones, and look at the words and pictures on the screen. I have asked the school to let you try this.

You too can help by continuing to do your best as you play and learn.

Yours sincerely

Nina Bee
Lead inspector

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