

# Wheatley Nursery School

Littleworth Road, Wheatley, Oxford, OX33 1NN

**Inspection dates** 8 May 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Children love being at the Nursery. Their behaviour is exemplary and they play and work extremely well together.
- All children, including disabled children and those who have special educational needs, make at least good progress in all areas of learning.
- All staff have an excellent understanding of how young children learn and, as a result, the planned activities excite and enthuse the children both inside and outside.
- Children build very strong relationships with all adults in the Nursery and, as a result, they are happy, have great confidence in themselves and feel very safe.
- Adults keep a close check on how well children are doing and use this information well to decide what activities they could do next.
- Leaders and managers are very thorough in checking the work of the Nursery to make sure that teaching improves. They have a clear aim to provide the best possible opportunities for children to achieve well.
- Members of the governing body are involved and active in the life of the Nursery and so are well placed to know how it is doing. They challenge staff to make sure the Nursery improves.
- Parents and carers greatly value the Nursery and the progress that their children make.

### It is not yet an outstanding school because:

- The planning for the activities that will help children learn outdoors is not as good as the planning for what happens indoors.
- Also, adults occasionally miss chances to join in with the outdoor play so as to nurture and develop children's inquisitiveness and creativity.

## Information about this inspection

- The inspection was carried out by one additional inspector over one day.
- The inspector spent half the inspection time in children's learning sessions and saw six members of staff teaching and working with the children. She was accompanied by the headteacher or assistant headteacher in half of these sessions.
- Meetings were held with members of staff and representatives of the governing body, and the inspector had a discussion over the phone with a representative of the local authority.
- The inspector observed the work of the school and looked at its development plans, minutes of governing body meetings and the school's records of children's progress.
- There were only four responses to the online parent questionnaire (Parent View) and so no analysis was available. The inspector held informal discussions with parents and carers at the start of the school day and also took note of the school's survey of parents' and carers' views.

## Inspection team

Jenny Batelen, Lead inspector

Additional Inspector

## Full report

### Information about this school

- Children attend the school after their third birthday and attend different sessions to suit parents' and carers' requirements.
- The school shares the same site as the John Watson Special School. The two schools share the same headteacher, but have separate governing bodies.
- Children are mostly from White British backgrounds with a very small minority from a range of other heritages. Some of the children speak English as an additional language.
- There are currently no disabled children or any who have special educational needs supported through early years action.
- At the time of the inspection there were no children supported at early years action plus and six children with a statement of special educational needs. The children with statements of special educational needs have complex learning, behavioural, social and emotional needs and are dual-registered with John Watson Special School.
- There are no children known to be eligible for the pupil premium. The pupil premium is extra money given to primary and secondary schools by the government to support pupils who are known to be eligible for free school meals, children looked after by the local authority and children with a parent or carer serving in the armed forces.

### What does the school need to do to improve further?

- Raise achievement further for all children by making sure that opportunities for high-quality learning are provided as consistently in the outside environment as inside.

## Inspection judgements

### The achievement of pupils is good

- The majority of children enter the Nursery with skill levels below those expected for their age.
- School tracking shows that all children, including those of different ethnic backgrounds and those who speak English as an additional language, make at least good progress in all areas of learning. By the time they leave the Nursery most children have skills that are expected for their age and they are well equipped to make the transition to the Reception class.
- The school's careful analysis of this tracking means that any groups or individual children whose progress slows are quickly identified. Activities are adjusted and any necessary support put in place so that children are quickly able to make good progress again. This ensures that there is equality of opportunity for all children and that there is no discrimination.
- Progress in communication and language is particularly strong and some children make faster progress in this area of learning. This is because of the constant, skilled questioning and the encouragement to listen carefully and converse with each other and the adults.
- Adults are very sensitive and responsive to the needs of disabled children and those who have special educational needs. As a result the children make good progress, particularly in learning to be independent and to manage their feelings within the social life of the Nursery.
- Early reading and writing skills are developed well by encouraging a love of books; staff read stories to the children and children browse through the books in the library. The teaching of phonics (the sounds that letters make) is introduced as soon as children are ready. As a result they develop the skills to read, spell and write simple words. Children learning about the sound 'p' were very excited to decorate their hat with correctly written 'p' letter shapes for the pirate popcorn party. The excitement was heightened as children listened to the sound of the popcorn popping and identified the sound 'p' at the start and end of different words.
- Children's mathematical understanding is explored and developed well as they are presented with real-life problems to do with mathematics. They count, recognise numbers and do simple mathematical calculations such as, 'If there are five children and one adult how many people is that altogether?'

### The quality of teaching is good

- Staff plan on a termly basis and also have flexible weekly plans. These take account of children's interests and of observations of children and their learning needs made by staff, so that activities help children to achieve the best they can.
- Regular and ongoing assessments of children's progress, supported by photographs of activities that are on display, are shared with parents and carers so that they know how well their children are doing. Parents and carers value this information and the friendliness of the staff and these things help them feel involved in the progress their children are making.
- Skilful questioning ensures that adults are clear about how well children understand what they are doing and what their interests are. This was demonstrated when adult questioning helped children demonstrate their excellent understanding of how special cows are in India and why they are special. The learning about India and its beliefs and customs resulted from one member of the group's recent trip there and children were eagerly anticipating the parent's visit, later in the week, to tell them more.
- There is plenty of equipment to help children to explore and develop their own learning both inside and outside. Adults usually give strong support by responding to children's ideas and thoughts and helping them to express their ideas, but this sort of help tends to be more consistently provided in the play that takes place indoors. For example, support was clearly evident when children used play dough, during the breakfast club session, to make birthday cakes for their mummy or daddy and put on the candles. An adult later helped children develop this further so that they put the right number for their age and counted the candles carefully.

- The large and exciting outside area gives the children many opportunities to explore their world, for example looking for mini-beasts and growing seeds and plants in the raised garden plots. The large space allows for excellent physical development as children ride wheeled vehicles and climb, balance and run on the variety of equipment. However the school recognises that sometimes the opportunities for high-quality learning outside are not as well planned as those indoors, and so do not help the children develop their activities as consistently well as they do inside.
- The close links with the John Watson School mean that staff are able to access particular resources and provision, such as music therapy, to support children with specific needs.

### **The behaviour and safety of pupils** are outstanding

- Children behave exceptionally well. They settle quickly and form strong and trusting relationships with all staff in the Nursery. As a result they feel very safe.
- Parents and carers value the opportunity to understand how the Nursery manages their children's behaviour so that they can apply the same strategies at home and so give their children consistent routines.
- The good teaching and an environment that is exciting and rich in learning opportunities mean that children thoroughly enjoy the activities and are enthusiastic about taking part, and so are fully engaged in their learning.
- Children interact with each other very well. They learn to listen to each other and to share toys and resources very happily. Adults have an excellent understanding of children's stages of development and are able to help them maintain this high standard of behaviour when, for instance, tiredness at the end of the day takes over.
- Children who may find the social environment difficult are helped to be part of the group and to play with others, when possible.
- The individual nature of working with the children means that there is no bullying and children behave extremely safely towards each other, using the language of 'good and bad choices' and 'kind and gentle hands'.
- Children learn to keep themselves safe in a range of situations. This was demonstrated in the way children moved safely around the Nursery space, inside and outside, with care. Children building an obstacle course from logs and planks of wood were helped to understand how to place this on the safest surface, so that any falls would not hurt much or cause cuts and grazes.
- Parents and carers are highly appreciative of how staff help their children to settle, how they deal with any upsets and of how they develop children's confidence.

### **The leadership and management** are good

- The headteacher leads a strong and committed staff team, and they share a vision to provide the best possible opportunities for children who attend the Nursery.
- Improvements since the previous inspection mean that all children now make at least good progress. The work done to ensure the careful collection and analysis of assessment information means that all adults are able to plan for children to make rapid progress. These developments demonstrate the school's strong capacity to make further improvements.
- All staff take a role in the leadership of different areas of learning. Action plans clearly identify how to improve the provision further. These help inform the whole-school evaluation of its work and so to identify key priorities.
- Regular checking of teaching, linked to the school priorities, brings about improvements in the practice of all staff so that they meet the performance targets that are set for them. Staff were very positive about the support they have and the training they receive to develop their teaching and improve their qualifications.
- All the subjects and topics that children learn are carefully planned so that they contribute

strongly to children's spiritual, moral, social and cultural development. Visits and visitors, celebrating different festivals and learning about other countries and cultures help children begin to understand the complexities and mix of the world that they are part of.

- The Nursery has very strong relationships with parents and carers. They are welcomed at the start and end of each session, when information is shared. Parents and carers value the workshops that are available to support them in their role as a parent or carer.
- The local authority has given effective, targeted support to the Nursery that has helped it make progress, particularly in improving children's mathematical development and in increasing the opportunities for children to choose their own learning activities.
- **The governance of the school:**
  - The governing body has a good understanding of the work of the Nursery and of how well children achieve. Governors have a range of skills that help them to ask pertinent questions of the school leadership and to be able to support developments. Members of the governing body value the training they have received by sharing in nursery staff training as well as having specific governor training. Regular visits to the Nursery mean that they understand about the quality of teaching. They know how staff are held to account for the progress that children make through the system of setting targets and how this relates to teachers' salaries. The governing body scrutinises the finances of the Nursery and ensures that it is effectively resourced. Rigorous and effective controls make sure that policies are regularly updated, including safeguarding, so that staff are vetted and trained in order to keep children safe.

## 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

<b>Unique reference number</b>	122983
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	406126

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

<b>Type of school</b>	Nursery
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3–5
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	47
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sarah Simmonds
<b>Headteacher</b>	Sally Withey
<b>Date of previous school inspection</b>	28–29 June 2011
<b>Telephone number</b>	01865 452725
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