

Fullbrook Nursery School

West Bromwich Road, Walsall, WS5 4NN

Inspection dates 27–28 June 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.

- Excellent leadership and management from the headteacher, deputy headteacher and governing body has enabled the nursery to improve on best practice.
- Achievement is outstanding in all areas of learning, for disabled children, those who have special educational needs, looked after children, and those who speak English as an additional language.
- Excellent opportunities for learning are provided both indoors and outdoors and these contribute to the rapid rates of progress of all groups of children.
- By the time they leave the Nursery to go Reception classes in other schools, attainment for the majority meets expectations for their age in all areas of learning.
- Children's knowledge of books is very impressive, as are their skills of telling stories. Children have high quality skills of identifying different sounds and know the initial sounds of most words.
- Virtually all teaching is outstanding. This contributes to the outstanding progress children make in all areas, especially in speaking and listening, as they start to learn to read.
- Provision for spiritual, moral, social and cultural development is outstanding due to the excellent learning opportunities provided through music, dance, and drama and using the outdoors environment. Children learn about the power of dance to communicate ideas and how music can convey mood.
- Behaviour is outstanding and children have excellent attitudes to learning. They know how to play safely and they genuinely care about one another.
- Governors demonstrate clarity of vision and are fully involved in self-evaluation. Their monitoring ensures that the nursery is a safe place for all to attend. They are fully involved in the systems for evaluating the work of the nursery. Consequently they are clear about the strengths and areas for development.
- Parents are very supportive of the school and value the excellent range of workshops on offer which enable them to be true partners in learning.
- Children love books and know many stories due to the very high emphasis placed on encouraging parents to take books home everyday.
- Teamwork and relationships among staff children and parents are excellent.
- Children love coming to school and attendance levels are high.

Information about this inspection

- The inspector observed 10 lessons taught by one teacher and five early years practitioners.
- Documentation was analysed, including that related to the teacher's planning, safeguarding, behaviour logs, attendance figures, the school's systems for improving teaching and learning and the tracking of childrens' progress.
- The inspector took account of 11 responses to the online Parent View survey. Responses to an inspection questionnaire from 15 members of staff were analysed.
- Discussions were held with the headteacher and her staff, a representative from the local authority, a member of the governing body, parents and carers.

Inspection team

Bogusia Matusiak-Varley, Lead inspector

Additional Inspector

Full report

Information about this school

- Fullbrook Nursery School caters for 80 children who attend either morning or afternoon sessions.
- The Nursery has a larger than average proportion of pupils from minority ethnic backgrounds. Almost a third are from Pakistani backgrounds and the number of children from eastern European backgrounds is rising.
- The proportion of children who speak English as an additional language is above average.
- The proportion of disabled pupils and those with special educational needs supported through early years action is in line with national averages.
- The proportion of children supported at early years action plus or with a statement of special educational needs is in line with national averages.
- The Nursery has a few children who are looked after.
- The Nursery has recently received the Basic Skills Award and Healthy Schools Status.
- Since the previous inspection in 2009, a new headteacher and deputy headteacher have been appointed.
- Day care, for children over two, is situated in the Nursery grounds. Whilst this provision is managed by the headteacher and governing body it is inspected separately from the school.

What does the school need to do to improve further?

- Improve teaching further by:
 - ensuring that all practitioners encourage children to spend a little longer in self chosen activities and talk about what they are learning
 - focusing more on engaging Pakistani boys to develop their understanding of number and record their thinking through early mathematical mark.

Inspection judgements

The achievement of pupils

is outstanding

- The majority of children start in the Nursery with skills and understanding that are below those expected for their age. Due to a highly stimulating learning environment, coupled with outstanding teaching and excellent relationships, they catch up very quickly and leave the nursery having attained age related expectations in all areas of learning.
- The achievement of Pakistani boys is slightly behind that of their peers in mathematical development, especially in understanding the concept of number and representing their understanding through mathematical drawings. Occasionally in self-chosen activities adults do not cajole children to stay that little bit longer on activities that will promote learning. As a result valuable learning opportunities are lost.
- Children who are disabled and those with special educational needs, make excellent gains in learning as staff know what they need to master to overcome some of their difficulties and they encourage children at all times to persevere in learning.
- Children from minority ethnic groups, those who speak English as an additional language and looked after children make excellent progress because of the highly stimulating learning activities that are on offer and the expert way in which adults develop their language through both modelling and repetition of sentences.
- Children make excellent progress in speaking and listening. The introduction of well-planned teaching of letters and sounds through the use of many innovative language interventions such as the use of puppets and a language scheme called Every Child a Talker is having a marked effect pupils' speaking and listening skills. Children make excellent progress in distinguishing sounds and listen attentively at all times.
- Good progress has been made since the last inspection in developing children's early writing skills through daily activities aimed at developing children's physical skills. Children have many opportunities to develop their mathematical language such as through weighing heavy dough and handling money in the 'farmer's shop'. Children's excellent progress in understanding the world is developed by harnessing their curiosity, especially in gardening and in learning about the natural world through many visits to farms and other places of interest. Children have excellent opportunities to use technology such as cameras, tablets and computers.

The quality of teaching

is outstanding

- Teaching is outstanding. This is because all staff are expert practitioners who are expertly led and managed by the senior leadership team. They continue to improve due to excellent monitoring of teaching and learning.
- Staff have developed a safe learning environment because they have an excellent knowledge of how young children learn and understand the importance of regular routines. Children thoroughly enjoy learning as they play. During the inspection, one child started to cry because it was tidy up time and she wanted to continue learning in the outdoor environment.
- Adults have excellent subject knowledge. Recent training on letters and sounds, support from the speech and language therapist and the rigorous implementation of Every Child a Talker language scheme have led to highly focussed teaching of language. As a result, many children are now talking using correct tenses and extended sentences.
- All adults place great emphasis on developing children's self confidence but when children choose their activities they occasionally do not push them enough to deepen their learning by challenging them to stay a bit longer on task.
- Adults are skilled at asking questions that make children think and explain their ideas. Occasionally in mathematics Pakistani boys are encouraged to explain their thinking and write or draw what they have learnt. This is an area that has been identified through the school's

analysis of children's progress.

- Children's learning is checked regularly and recorded in learning journals. Parents are delighted to see the amount of learning that takes place over a short amount of time.
- Adults plan thoroughly and children's interests are at the heart of planning. The outdoor area contributes significantly to children's learning in all areas.
- Adults are particularly creative in ensuring that learning opportunities are fun. They value each child's uniqueness and are sensitive to their individual needs while helping them overcome barriers to learning at a fast rate.

Adults ensure that children are given excellent opportunities to learn about one another's faiths and traditions. Children have time to reflect on their learning and they know what they need to do to improve their work. Their levels of concentration are generally outstanding but at times adults need to intervene more to deepen children's learning especially in mathematics.

The behaviour and safety of pupils are outstanding

- Behaviour is excellent. Children love learning because all activities are so interesting. This results in them being curious, focused and alert. They have extremely positive attitudes which have a strong impact on their outstanding achievement.
- Adults create a calm and purposeful learning environment. Children feel secure due to the strong relationships that they have with their key workers. Children have excellent manners; they share their toys, take turns and are very thoughtful in relation to those few children who experience behaviour difficulties. There are no incidents of bullying or racism and the Nursery is a very orderly learning organisation place.
- Parents and carers are very positive about their children's attitudes to learning and say that behaviour is exemplary at all times. They say that the staff have helped them to improve children's behaviour at home.
- Children raise money for charities; they sing to the elderly at the nearby residential home and participate in festivals such as the Chinese New Year and Diwali. Such activities very successfully promote children's spiritual, moral, social and cultural development. Children love coming to school and attendance is high. Parents and carers say that the Nursery is a very safe environment and they know that their children are very well looked after by highly caring staff.

The leadership and management are outstanding

- Disabled children and those with special educational needs, children from ethnic minority backgrounds, those with English as an additional language, children eligible for free school meals and those who are looked after are all supported very well and they integrate fully with others. The headteacher has ensured that all children have equality of access to all activities.
- The Nursery is a very safe environment with regular risk assessments undertaken for all activities. All safeguarding documentation is up to date and easily understood by staff.
- Leadership of the provision for children with special educational needs is outstanding. Record keeping is meticulous and the deputy headteacher and headteacher have ensured excellent working relationships with agencies involved in supporting vulnerable children.
- Teamwork is strong and all staff work closely with one another. They are analytical about their practice and consistently seek ways of improving it. The headteacher monitors teaching and learning scrupulously and offers exceptionally well targeted support and training to all staff. Performance management is robust and all staff are set ambitious targets.
- An effective start has been made at developing all aspects of the latest guidance for Early Years Foundation Stage. Systems for ensuring children's welfare and safety have been rigorously implemented.
- Parents and carers appreciate the wide range of workshops offered at helping them understand

their children's emotional development and learning. They much appreciate/greatly value? the support their children receive.

- Children's progress is tracked regularly. Information collected on individuals enables staff to identify any underperforming groups and support is provided immediately to good effect.
 - Self-evaluation is accurate and all of the priorities identified on the school development plan have arisen out of sharply focused monitoring and evaluation.
 - The local authority provides light touch support for this outstanding Nursery and sends many practitioners to learn from the Nursery's extremely successful approach.
 - **The governance of the school:**
 - Governors are well informed about all aspects of school life, especially in relation to raising achievement. They have a good understanding of the progress of different groups. Governors are regular visitors to the school and are involved in monitoring all aspects of its work. They match staffing levels to available financial resources and ensure that staff performance is linked to pay. The headteacher's performance management targets are linked to the school improvement plan, which is monitored regularly. Governors make sure that safeguarding arrangements meet the national requirements and fulfil their statutory duties. Finances are managed efficiently by the finance committee and spending is reviewed. There has been good improvement since the last inspection in developing the success criteria in the school improvement plan so that governors can monitor more closely the impact of their spending on children's learning.
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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

Unique reference number	104135
Local authority	Walsall
Inspection number	400687

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	Gill Rathbone
Headteacher	Wendy Smith
Date of previous school inspection	4-5 November 2009
Telephone number	01922 721066
Fax number	01922 721066
Email address	postbox@fullbrook.walsall.sch.uk

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