

Kay Rowe Nursery School

Osborne Road, Forest Gate, E7 OPH

Inspection dates 24–25 October 2013

Overall effectiveness	Previous inspection:	Good	2
	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 headteacher, the senior team and the governors lead the school outstandingly well, ensuring that both teaching and achievement are of a high standard.
- The tracking of children's learning and progress is accurate, consistent and rigorous.
- Children begin Nursery with levels of skill and knowledge that are well below those expected for their age. By the time they leave the Nursery to attend Reception classes in other schools, standards are at least in line with, and frequently above, the expected standards for reception children.
- A strong emphasis is placed on developing children's understanding of letters and the sounds they make, as well as numerical skills.
- Children make rapid progress in their communication skills because their experiences are very well planned and engaging.
- Children who speak English as an additional language make excellent progress because their needs are well met by all the adults in the Nursery who understand their needs and know how to address them.
- Disabled children and those with special educational needs also make excellent progress as a result of a specialised environment and a range of activities.
- Children's behaviour is excellent as a result of the consistent and positive approach provided by all adults in the school.
- Parents and carers are extremely supportive of the school and feel that their children are provided with excellent opportunities.
- Governors demonstrate clarity of vision and clear strategic direction. There is a high regard for safety, and the care provided by the school is excellent.

Information about this inspection

- The inspector observed teaching in all parts of the Nursery in 11 lessons, of which three were shared observations with the headteacher and her team.
- Discussions were held with members of the senior leadership team, the Chair of the Governing Body and another governor. A phone call discussion also took place with a representative of the local authority.
- The views of the 64 parents and carers who responded to the school's questionnaires were taken into account. The inspector also spoke with some parents and carers who were in class with their children.
- The inspector observed the school's work and looked at a number of documents including those relating to safeguarding, planning and monitoring, records relating to children's behaviour and attendance, and the school's own data on children's progress.

Inspection team

Janev Mehmet, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is an average-sized nursery school.
- The majority of children attend part time, for either a morning or afternoon session. A few children attend for the full day.
- A high proportion of the children are from a wide variety of minority ethnic backgrounds and a large proportion speak English as an additional language.
- The proportion of disabled children and those with special educational needs is high. No child currently has a statement of special educational needs in accordance with the local authority's practice. However, the proportion of children who require external advice and support is above average.
- The Kay Rowe Children's Centre is on the same site as the nursery school. Although the governors manage it, it was not inspected. The Nursery works closely with it, to ensure continuity for the children of the local community.
- The school does not use alternative provision to support any of its children, and is not eligible to receive pupil premium funding.
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What does the school need to do to improve further?

- Maximise opportunities for staff to share their outstanding practice by continuing to carry out filming of specialist teaching activities and making this available for staff during training sessions.

Inspection judgements

The achievement of pupils

is outstanding

- Most children start with skills and knowledge that are well below the levels expected for their age. By the time they leave Nursery, their standards are at least in line with, and frequently above, the expected standards for children who are about to start reception.
- Children from all groups, including disabled children and those with special educational needs and children who speak English as an additional language make excellent progress.
- The sensory room that is provided for some children with special educational needs is used with enthusiasm and often children will take their friends in with them. As a result all children benefit from specialised resources.
- Early reading and writing skills develop exceptionally well because of the well-planned teaching of letters and the sounds they represent, as well as the regular opportunities children are given to practise these skills and develop confidence and motivation.
- Children are given excellent opportunities to count and to learn about numbers and the numerals that represent them. They sing number songs, and play counting songs confidently in the outside area where there are large painted numbers.
- The three core areas of learning for young children of personal, social and emotional development, physical development and communication and language are given suitably high focus. As a result, children make excellent progress in these aspects.
- Children's progress in understanding the world is excellent, particularly in their learning about technology. Adults ensure that the use of specialised technology, cameras, touch-screen computers and microphones make sessions interesting and challenging. This very effectively builds children's confidence that they will succeed.

The quality of teaching

is outstanding

- The quality of teaching is outstanding, because teachers have high expectations of children, and provide choice, independence and engagement in classroom activities. For example, a group of children in one class tasted and talked about their favourite fruits. They then tallied the results and discussed their findings.
- Children learn and develop their skills rapidly because their teachers track their progress regularly and accurately in lessons and move them quickly onto what they need to learn next with a focus on what individuals enjoy learning about.
- All teaching staff use positive language that motivates and engages pupils, including disabled pupils, those who have special educational needs and those who speak English as an additional language. Where necessary, bilingual staff use children's home language to comfort and guide them.
- Positive relationships and vibrant classrooms and corridors contribute to a very stimulating atmosphere for learning across the whole school. Children's views are considered at all times. For example, a child who loved space and rockets chose to liven up a tepee with silver foil to make it look like a space ship. His ideas were praised and other children were involved in the excitement of creating the space ship.
- The expectations of children's achievement are high and children are visibly delighted with what they manage to do. This was demonstrated by the excited faces of the children who were involved in the African drumming.
- Adults match work very carefully to each child's specific needs and are very proficient in fine-tuning what they do and the questions they ask. They plan meticulously to ensure that children are given the precise level of support and encouragement to enable them to make the best possible progress. This contributes to highly effective learning by children.

The behaviour and safety of pupils are outstanding

- Children are polite and kind to each other and their teachers. They attend school regularly and enjoy it so much that sometimes they are upset because they do not want to leave.
- Children know how to behave around the school and how to play productively indoors and outdoors. Their behaviour is managed exceptionally well through clear and consistently positive messages from all adults. As a result, children listen well and play happily with each other as well as on their own.
- Children are actively involved in evaluating the progress they make in their learning by looking through their learning 'special books' with their teacher and each other. Their photographs provide discussion points about the progress they have made, as well as reinforcing memorable experiences of previous learning activities.
- Children are keen to help around the school by preparing for snack time, and tidying up. They are encouraged to be responsible. For example, on arrival, children have to find their name and picture from a board and take it to a member of staff to acknowledge their arrival at Nursery.
- Parents and carers are very happy with the way the school keeps their children happy and safe. All those who expressed a view said that they would recommend the school to others.
- Disabled children and those who have special educational needs are supported very well. As a result, they integrate fully with others and have equality of access to all activities.
- Safety is given a high focus and adults gently explain when actions could cause harm to others. Children confidently talked about the importance of holding an adult's hand when crossing the road to visit a local West Indian grocery shop. One child related the possible consequences of not being safe on the road to 'Flat Stanley', a character in a book he had read in school.

The leadership and management are outstanding

- The leadership of the headteacher and senior staff is excellent. The school maintains high standards and this is achieved by accurate and rigorous self-evaluation, linked to detailed planning.
- Leadership is outstanding in that it enables all staff to work collaboratively. Wise and carefully planned spending on resources enables aims to be achieved, including ensuring that a priority is placed on attaining the best possible ratio of well-trained and motivated adults to the numbers of children.
- Links with parents and carers are very strong and have a very positive impact on the progress children make in their learning. Parents and carers are encouraged to attend training sessions to help them to understand what their children are being taught and how they can help to continue this at home.
- The school is sensitive to diversity and disability. Discrimination is non-existent. All groups of pupils achieve well, and all staff are supported to perform at their best.
- Children are provided with excellent opportunities to develop their spiritual, moral, social and cultural understanding through reflection, celebration and investigation. Children celebrate festivals from other cultures and religions, as well as going on visits to local community shops, the beach and the theatre. They also learn about music from other cultures, and how speak French.
- The Nursery works closely with local primary schools to ensure that children are familiar with other school settings. This supports children to confidently make the next steps in their education.
- The support by the local authority has been light touch because of the school's positive track record. It has provided the Nursery with opportunities to lead projects and support teachers in other nursery settings.
- Safeguarding practices meet the accepted requirements.
- The governance of the school:
 - Governors have an excellent understanding of the school's strengths and areas for

improvement because they visit regularly and actively seek out information. As a result of regular well-targeted training, they have confidence to question and challenge decisions and provide outstanding support for the headteacher. They are very aware of the quality of teaching and have taken positive decisions, with regard to financial management, so that this excellent quality is maintained. The performance of staff is evaluated in relation to children's progress and high performance appropriately rewarded. As a result, governors have ensured that the gap between the performance of less advantaged children and the rest is being steadily eroded. Governors carry out their responsibilities extremely well and ensure that safeguarding arrangements fully meet requirements.

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	102701
Local authority	Newham
Inspection number	425494

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	120
Appropriate authority	The governing body
Chair	Simon Williams
Headteacher	Anne Kibuuku
Date of previous school inspection	7–8 December 2010
Telephone number	020 85344403
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