

# Rawmarsh Childrens Centre

Barbers Crescent, Rawmarsh, Rotherham, South Yorkshire, S62 6AD

**Inspection dates** 11–12 March 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Outstanding</b>	<b>1</b>
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 and the senior staff provide an extremely clear direction to the school. They are exceptionally well supported by a challenging and well-informed governing body and a very effective staff team. As a result, there has been sustained improvement to teaching and children's achievement since the last inspection.
- Children of all abilities are extremely well prepared for the next stage of their education because of the outstanding progress they make at this school.
- Children's early speaking, reading, writing and counting skills are very well established. They are happy, industrious and eager to learn.
- The most able children achieve extremely well because teachers' expectations are very high and there are many opportunities for children to use the skills they learn.
- Disabled children and those with special educational needs also make outstanding progress and become confident and inquisitive learners.
- Children feel safe and cared for very well. They are extremely well behaved. They understand the importance of sharing and are polite and courteous to each other.
- The quality of teaching is outstanding. Children are highly motivated to learn by imaginative and carefully planned activities to acquire and practise their skills. Teachers' skilful questioning extends children's understanding.
- Very good use of the exciting outdoor space boosts children's knowledge and understanding in many areas. Leaders acknowledge, however, that there is even further scope to extend the quality of children's learning outdoors and are taking steps to do this.

## Information about this inspection

- The inspector observed a wide range of sessions in the nursery over the two days, including joint observations with senior staff.
- Discussions were held with the Chair and other members of the Governing Body, a representative of the local authority, members of staff and the children.
- The inspector took account of 15 responses to the online questionnaire (Parent View), the school's own consultations and discussions with several parents during the inspection.
- The inspector observed the school's work and looked at a range of documents, including data on children's current and previous progress, the school development plan, performance management documentation and records relating to children's behaviour and safety.

## Inspection team

Andrew Clark, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The school is average size for a nursery school.
- The proportion of disabled children or those with special educational needs is about average.
- The large majority of children are from White British families. A small but increasing proportion are from families from Eastern Europe.
- A small proportion of children speak English as an additional language.
- The school provides additional 'wrap-around' care for children outside normal school hours through its breakfast, lunchtime and after-school clubs.
- There is a day-care unit and a children's centre on site. These are managed by the governing body and also led by the headteacher. They are subject to separate inspections.
- There have been several staff changes since the last inspection including the appointment of the headteacher.

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

- Build on the already high quality outdoor work to further develop children's knowledge and understanding, confidence, resilience and self-esteem through nature.

## Inspection judgements

### The achievement of pupils

### is outstanding

- Children start school with skills that are generally below those typical for their age. They are often particularly low in reading, writing and their knowledge and understanding of the world. Children of all abilities make rapid progress during their time in the nursery school and leave to enter the Reception classes with levels that are at least those typically expected and often higher.
- There has been a consistent trend in improving the already good standards since the last inspection. This is largely the result of increased challenge for the most able children and raising levels for the least able more closely to that of others through improving the quality of teaching.
- Children make excellent progress in developing their personal and social skills. This lays a firm foundation for their future learning. For example, they learn to work together and share ideas in a wide range of construction and creative activities. They enjoy joining in real-life situations, such as planning and preparing snacks and highly imaginative tasks, such as building dens and caves.
- Children speak to each other clearly, purposefully and with an increasingly varied vocabulary in response to teachers' carefully framed questions and excellent example. For example, the children revel in discussing the consistency and texture of mud in their gardening activities. This strong focus on communication skills ensures that children who speak English as an additional language also achieve extremely well.
- Children's early reading and writing skills are very well developed. They make excellent progress in beginning to recognise the relationship between letters and sounds to form words. They learn to recognise writing in the attractive labels and displays which are regularly referred to throughout the day. They identify their names from the self-registration at the start of the sessions and for snack times.
- Children frequently make marks to represent writing on many different surfaces from sand to paper and use varied tools such as chalks, felt tips, crayons, pencils and many other media. They form letters accurately and are beginning to construct their own sentences.
- Children count and order numbers well in a wide range of activities. They make very good progress in recognising written numbers and matching them accurately to the correct number of objects, for example, matching games with large outdoor dominos or on computer games. They regularly make comparisons about size and shape of all sorts of objects in their play because of the very well placed questions from adults.
- Disabled children and those with special educational needs make excellent progress. The strong focus given to their speaking and other communication skills, sometimes with specialist support, allows children to make their thoughts and ideas clear to others. Skilfully worded questions and the use of visual clues and sign language encourage children to make decisions for themselves.
- The most able children acquire a very good level of independence in reading and enjoying simple stories and writing letters and cards for seasonal events, such as the Chinese New Year. They enjoy solving problems and investigations such as building houses using real straw and wooden branches stimulated by the story of 'The Three Little Pigs'.

### The quality of teaching

### is outstanding

- Children are persistent and try hard whatever their ability. This is the result of very high expectations for children's personal and social development. Staff strongly promote excellent learning skills through their own example and the use of rhyme, song and catchy phrases. For example, even the newest children know that they should put on their 'listening ears' when children or adults talk to them.
- The children's literacy and numeracy skills are rapidly and securely established. Their development is central to all the work of the nursery. A significant improvement since the last

inspection is the very well-planned, structured sessions to extend the reading and writing skills of the most able children. The school provides many opportunities for children to practise these skills through well-planned reading areas indoors and out, labels and the use of information and communication technology.

- Disabled children and those with special educational needs receive excellent support for their academic, physical, emotional and social development based on frequent and accurate assessments of their needs. Timely and carefully planned literacy and numeracy sessions improve achievement for children who are at risk of falling behind or who find it difficult to learn new skills and concepts. Teachers make excellent use of regular advice from speech therapists to increase children's progress.
- Children of all abilities make rapid progress because they have the right level of challenge and build on past experiences. Staff make frequent and detailed observations of children's learning in different circumstances and gather information from parents to plan very effectively for children's future learning.
- Children's vocabulary and their deeper understanding of new ideas are well developed in response to teachers' thoughtful and, often, incisive questioning. They give children time to reflect and express their own ideas.
- Children's physical, independent and decision-making skills are extremely well developed through imaginative problem-solving activities and investigations and, increasingly, through the natural world. Staff make excellent use of the woodlands, cave, shelters and garden areas to set games and tasks based on stories or themes, such as 'Pirate Day'.

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

- The behaviour of children is outstanding. Relationships throughout school are excellent and behaviour is exemplary as a result. Children are polite and considerate towards each other because of the very good example all adults set for them.
- Children's attendance is very good. They are keen to come to school and are punctual and well prepared for the day's learning. The school works closely with parents to encourage the best levels of attendance in readiness for their later education.
- The school's work to keep children safe and secure is outstanding. Children feel very safe and well looked after. Parents are fully confident that their children receive the highest levels of care.
- Children have a good understanding of how their behaviour affects others and that they should be kind and considerate. They collaborate very well in their work and play and tidy up with enthusiasm afterwards. Staff make very good use of a wide range of children's stories, songs and rhymes to reinforce positive attitudes and to promote excellent social skills. As a result, there is little or no bullying.
- Children learn to take risks and to keep themselves safe. For example, when they work with real tools, such as drills and hacksaws, they handle them correctly and are mindful of others. They ride vehicles with a very good understanding of simple rules of the road and watch out for others. They park them with extreme care and orderliness.

### **The leadership and management** are outstanding

- The headteacher provides very clear and strategic leadership to the school. He is extremely well supported by the knowledgeable deputy headteacher and the senior leadership team. They have very successfully built on the strengths of the school identified at the previous inspection. As a result, staff are ambitious for the school and morale is high.
- Senior and other leaders act as excellent models for other staff through their own teaching and their skills in improving the work of others. There are extremely rigorous procedures to measure and analyse children's progress and other aspects of the school's work. They are used well to plan for further school improvement.

- The school has strong links with other nursery providers in the local authority and beyond. Senior staff take leading roles in developing the best practice in early years education through forums and conferences.
- The impact of leaders' approach to ensure equal opportunities for all children is reflected in the outstanding progress made by all groups of children. There is no evident discrimination in the school.
- Staff are held fully accountable for the progress their children make and they have to meet rigorous criteria in order to achieve the next salary level.
- The school receives appropriate 'light-touch' support from the local authority. It makes regular visits to discuss many aspects of the school's performance and provides many training opportunities for staff and the governing body.
- The curriculum is rich and exciting and promotes all aspects of literacy and numeracy extremely well. Children's physical, health and well-being are especially well promoted through the very good use of the outdoors. This is enriched by the school's imaginative 'World Explorer' teaching project that it is developing to improve even further children's confidence, resilience and knowledge and understanding through nature.
- The school involves parents extremely well in their children's learning through training and supporting them in many ways. Consequently, parents hold the school in high regard. One parent's view typifies that of many: 'If this was a hotel, it would be a five-star hotel!'
- **The governance of the school:**
  - The governing body is exceedingly well led and managed. It is fully informed through detailed headteacher's reports, its own regular systematic checks on the school's work and very precise analysis of children's progress and other aspects of the school's work. Governors undertake an annual review of their role to ensure they meet the school's needs, and use their own skills to maximum effect. They ensure that safeguarding requirements are met in full and supported by excellent record keeping. The governing body manages finances very well by ensuring the budget is used to promote the highest standards of children's achievement. Governors are involved in decisions as to whether teachers and staff should be rewarded with salary increases and review targets for the headteacher.

## 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>	106827
<b>Local authority</b>	Rotherham
<b>Inspection number</b>	430923

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>	113
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Robert Bird
<b>Headteacher</b>	Peter Gerrard
<b>Date of previous school inspection</b>	23 May 2011
<b>Telephone number</b>	01709 336868
<b>Fax number</b>	01709 336869
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