

# Goodway Nursery School

5 Goodway Road, Great Barr, Birmingham, B44 8RL

**Inspection dates** 11–12 September 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Systems for familiarising children with the nursery, including home visits, are outstanding. Excellent relationships throughout enable children to happily leave their parents and participate in all the nursery has to offer.
- Teachers have good subject knowledge and know how young children learn best. Since the last inspection, best practice is now shared across the school.
- Assessment is accurate and robust systems are in place to share information with parents.
- Achievement is good in most areas. In speaking and listening, and personal, social and emotional development, achievement is outstanding.
- Children behave well. They develop good manners and are taught to respect and value each other.
- Parents and carers are pleased with all that the nursery has on offer for their children.
- Children have access to a wide range of learning opportunities and experience moments of sheer delight, such as watching chicks hatching. These contribute well to their spiritual, moral, social and cultural development.
- The school is led and managed well. Self-assessment is accurate and good improvement has been made since the last inspection in developing rigorous systems to assess children.
- The rigorous monitoring of teaching by the headteacher has ensured that all staff receive appropriate training to improve their practice.
- Governors and staff work well together to ensure that the children have a safe environment in which to learn.

### It is not yet an outstanding school because

- Assessment information is not used accurately when planning tasks for children of different abilities.
- There are not enough opportunities for children to develop mark-making skills in the outside area.
- Key workers are not involved enough in the day-to-day planning of tasks or tracking how well children are achieving.

## Information about this inspection

- The inspector spent two days in the school and completed nine observations of teaching led by three teachers and four practitioners. The inspector was accompanied by the headteacher during most of the time.
- The inspector observed the full breadth of the school's indoor and outdoor activities and talked to children at work and play.
- The inspector met with a group of parents and carers to seek their views on the quality of education provided by the nursery school. Due to the limited response of parents to the online questionnaire, analysis of the school's own questionnaire was taken into consideration.
- The inspector analysed the responses to 13 completed staff questionnaires.
- Discussions were held with the Chair of the Governing Body. She held meetings with two representatives from the local authority and school staff, including senior leaders.
- The inspector looked at a range of documents, including the school's own data on children's progress, school improvement planning, leaders' monitoring of teaching and learning, minutes of meetings of the governing body and records and policies relating to safeguarding and attendance.

## Inspection team

Bogusia Matusiak-Varley, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The nursery school provides places for 52 full-time equivalent three- and four-year-old children. The nursery also makes separate provision for 12 two-year-old children which is registered separately and subject to its own inspection.
- Most children attend part-time for either the first or second two and a half days of the week either the morning or the afternoon session. Children who meet certain criteria laid down by Birmingham local authority attend full-time.
- Children come from a wide variety of minority ethnic groups. A few children speak English as an additional language.
- Nineteen per cent of children have disabilities or special educational needs. Five per cent have statements of special educational need. Most of these children have speech and language difficulties or autism spectrum disorders.
- Most of the children stay at the nursery school for three terms, but a minority of children stay on for five terms.
- There are no children for whom the school receives the pupil premium.

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

- Improve the quality of teaching by ensuring that key workers:
  - use assessment information more rigorously when planning tasks, particularly for the more able and the oldest children in the school
  - provide more opportunities for mark-marking during outdoor play.
- Improve leadership and management by providing more opportunities for key workers to be involved in:
  - tracking the progress of children in their groups
  - planning so that they can use their skills and expertise in developing the quality of provision within the school.

## Inspection judgements

### The leadership and management are good

- The headteacher knows the strengths of the school well and identifies accurately actions to secure continuous improvements. She is supported well by the deputy headteacher and the governors. Together, they demonstrate through improved teaching and setting up tighter systems of accountability that they have the capacity to improve the school even further. However, staff do not contribute enough to school improvement or use their skills and expertise to develop provision even further.
- The headteacher has made accurate evaluations of teaching and learning over time and has provided staff with ambitious targets for improvement. Staff's performance is managed rigorously and staff are supported well through good-quality training. Recent emphasis on improving key workers' skills of questioning has contributed to accelerated progress in speaking and listening.
- Robust systems for tracking children's progress ensure that leaders, including governors, have a good understanding of the achievement of different groups. This information is shared effectively with parents through children's learning journals, school reports and regular updates on progress. Parents are clear as to what they need to do in order to help their children learn.
- Strong teamwork pervades all aspects of provision but there are too few opportunities for staff to use their skills and knowledge to contribute to aspects of provision, such as planning, and there has been an over-reliance on leadership to take on too much responsibility.
- The curriculum is broad and balanced, and covers all areas of learning. It is based on the needs of the children and reflects the multi-cultural nature of the community. It contributes very well to children's personal development. Good opportunities for spiritual, moral, social and cultural development contribute to children's strong sense of self-esteem. Reflecting the many different cultures within the school, a high emphasis is placed upon learning about different traditions, national dress, different foods and places of worship. Outdoors, for example, children enjoy dressing up in traditional Chinese, African and Indian clothes while learning about different cultures.
- Good learning opportunities focus on developing British values of tolerance, respect, equality and the importance of rules, resulting in the school being a harmonious community.
- Safeguarding arrangements are thorough, and parents say that the school is a safe place and that they are regularly informed of any accidents.
- The local authority provides light-touch support for this school because of its success.
- **The governance of the school:**
  - Governors fulfil their statutory duties ensuring that staff are suitably checked and trained in child protection. Regular health and safety checks are carried out, and risk assessments are undertaken to ensure safety for all.
  - Governors know about the quality of teaching, and how staff salaries relate to effectiveness.
  - Governors receive good-quality information about the rates of progress of different groups and offer appropriate challenge to improve previous best performance.
  - Governors have undertaken a skills' audit to see that they have the right experience to carry out their duties and have sought appropriate training to ensure that they have the skills to execute their duties.
  - Governors are well focused on the importance of children being well prepared for school and for life in modern Britain, and they are instrumental in attending cultural fairs and Cultural Week to engage with stakeholders.
  - They undertake focused visits to the school gaining first-hand information on all aspects of equality of opportunity.

### The behaviour and safety of pupils are good

- The behaviour of children is good and they play effectively together, share toys and treat all resources with respect. They enter the sessions with smiles on their faces, eager to explore the wide range of

activities planned for them. They take their responsibilities of taking the register to the office very seriously.

- Children develop good attitudes to learning. They are active learners who relish finding things out for themselves such as experimenting with cutting masking tape without the help of their teacher to make joins in their models.
- Occasionally, children who have been at the nursery over five terms and the more able children get a bit restless during morning and afternoon registrations and outdoor play because they are now over-familiar with routines and want to try something more challenging.
- The behaviour policy is applied consistently. This has a very good effect on the behaviour of all children but especially disabled children and those who have special educational needs. The highly effective settling-in routine at the beginning of the day means that children start the session calmly and are ready to learn.
- Children trust adults within the setting, and parents and carers are happy knowing that their children are safe. They are particularly pleased with the highly effective systems that the school has in helping children become familiar with school routines. They appreciate the time that staff dedicate to home visits. As a consequence, it is not surprising that children attend regularly and arrive on time.
- The school's work to keep children safe and secure is good. There is no bullying or name-calling and there are no racist incidents. Staff are vigilant when children return from visits abroad to ensure that they have not been exposed to any extremism or radicalisation.
- Children get on very well together and disabled children and those who have special educational needs are included in all aspects of nursery provision.
- Procedures for checking adults who work with children are very tight and the school's safeguarding policy is strictly applied.
- Children learn how to take small risks and work out how to keep themselves safe outdoors. For example, when attempting to go onto the obstacle course, they wait their turn and watch the more experienced children have a go before they attempt it themselves.

### **The quality of teaching** is good

- The consistently good teaching has a positive impact on the learning of all groups of children who achieve well.
- School leaders regularly check the on-going effectiveness of the teaching and, through rigorous observation and coaching, raise staff expectations to ensure that disadvantages of some children do not get in the way of learning.
- A key strength of teaching is the way teachers model vocabulary and sentence construction and ask children to repeat sentences correctly. This has an excellent impact on children's speaking and listening skills.
- Teachers listen to all that children have to say. This has a very positive impact on children's self-esteem and confidence in learning.
- Assessment of children's learning is thorough and accurate, but not all information is shared with children's key workers. This results in some missed opportunities for learning outdoors, especially for the more able children and those who have been at the nursery longer than the others, as not all staff are aware of their prior learning.
- Well-targeted intervention and support are closely matched to the needs of disabled children and those who have special educational needs resulting in them making consistently good progress.
- The teaching of early reading, writing and mathematics is good. However, there are a few instances when teachers miss opportunities, especially outdoors, to encourage more able children to mark make and

develop their recording skills.

- Teachers have high expectations of the children in their care; they are firm but fair. Children are made aware of boundaries and they know that if they need help they will be supported.
- Teachers have created a highly inclusive environment where children are valued for their uniqueness. As a result of feeling cherished, children attend well and love coming to nursery school.

### The achievement of pupils

is good

- Children enter the nursery with skills and knowledge generally below that typical for their age. All children make good progress in their learning and achieve the levels typical for their ages. About a third of them make more than expected progress in all the areas of learning. All groups of children make outstanding progress in speaking and listening and in personal, social and emotional development due to excellent relationships and consistency of approach in teaching, for example, by ensuring that children talk in full sentences. This has a very positive effect on children who speak English as an additional language.
- The most able children generally achieve well, but there are a few missed opportunities to develop their recording skills outdoors, an area which has already been picked up by the headteacher's accurate self-evaluation.
- The achievement of disabled children, those who have special educational needs and those who speak English as an additional language is consistently good because the school is very quick to pick up any barriers to learning and to offer the correct support.
- Disadvantaged children achieve well. Some of them have access to extended sessions and staff ensure that they are appropriately supported in lessons.
- Analysis of three years of data shows year-on-year improvement because the leaders of the school set aspirational targets for all groups of children. Those who have autism achieve well in relation to their prior attainment due to the school's good work with agencies and the in-house expertise of staff. Analysis of data shows that the gap identified last year between boys and girls is narrowing.
- Children make good progress in reading, writing and early mathematics because of practical learning opportunities. Teachers read many books to them, teaching them effective listening skills. By the time they leave the nursery, children are able to identify initial sounds and the sounds in their friends' names. The most able can read a few key words and a small minority can read a few simple sentences.
- In mathematics, children can count reliably to 20 and count the number of balls that they throw into the net in outdoor play. They know the language of measurement, such as 'tall', 'short', but there are some missed opportunities for the most able to form their letters and numbers correctly in outdoor provision.
- Parents and carers are very pleased with the progress that their children make.

### The early years provision

is good

- As all children in this school are in the Early Years Foundation stage, the report sections above evaluate the school's quality.

## 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>	103128
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	447910

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>	Select
<b>Age range of pupils</b>	3–5
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	52
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Julie Doyle
<b>Headteacher</b>	Beth O'Neill
<b>Date of previous school inspection</b>	11 October 2011
<b>Telephone number</b>	0121 3733078
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