

# The Nottingham Nursery School and Training Centre

Denman Street West, Radford, Nottingham, NG7 3AB

**Inspection dates** 12–13 May 2015

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

## Summary of key findings for parents and pupils

### This is an outstanding school.

- The strong and determined leadership and management of the headteacher and senior staff have led to significant improvement since the previous inspection. They aspire to provide exemplary learning opportunities for all children who attend. The school has an excellent capacity to continue this improvement.
- The outstanding teamwork evident within the school has resulted in improvement in the quality of teaching, which is now outstanding. This includes strong support and challenge from the governing body.
- As a result of the outstanding provision, children from all groups make outstanding progress and their achievement is excellent.
- The consistency with which all adults treat children and manage their behaviour, combined with the regular routines, ensures that the behaviour of children is excellent.
- Parents are very supportive of the school and all those who made a comment would recommend the school to others.
- Staff provide an extremely wide range of learning opportunities, indoors and out, which capture children's interest. They make excellent contributions to children's spiritual, moral, social and cultural development.
- Provision for keeping children safe is excellent. Great care is taken to ensure their well-being at all times.
- School planning for improvement is relevant and linked to the most important things the school needs to do to improve. The targets set are challenging. However, the goals are set to be evaluated at the end of the year, with no interim assessments during it. This makes it difficult for staff and governors to monitor whether the school is on track to meet its aims and to celebrate the smaller steps achieved towards attaining them.

## Information about this inspection

- The inspector observed teaching and learning in 11 sessions or part sessions, two of which were seen together with the deputy headteacher.
- Meetings were held with the Chair of the Governing Body and one other governor.
- Account was taken of the 16 responses to the staff questionnaire and the 14 responses to the online parental questionnaire (Parent View).
- The school's work was analysed and the inspector looked at a range of school documents, including records of the school's checks on the quality of teaching, the school improvement plan and records relating to behaviour, attendance, safeguarding and the tracking of children's progress.
- The inspector also looked closely at children's learning journals, which recorded the work that they had done, spoke with children and observed them looking at books.

## Inspection team

Sheelagh Barnes, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This is much smaller than average-sized primary school.
- All children in this school are in the early years.
- The large majority of children are from minority ethnic groups and speak English as an additional language.
- Children come to the school from all over the city. Younger children attend part time for either a morning or an afternoon. Four-year-old children are offered full time places and the majority take up this offer.
- The proportion of disabled children and those who have special educational needs is above average.
- The majority of the children with special educational needs have autistic spectrum disorders.
- The proportion of children known to be eligible for the pupil premium is high, although exact figures have yet to be compiled. (This additional funding, which is to support children who are looked after and those known to be eligible for free school meals, has only just been allocated to the Nursery, but has not yet been received.)
- Children currently transfer into Reception classes in a wide number of different schools in the city and surrounding areas.
- Breakfast and after-school clubs are run within the main school buildings. This provision is inspected separately. There is provision within the school for children who are two. This is also inspected separately.
- The headteacher provides support to other schools and colleges.

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

- Enable staff and governors to have a clear understanding of the progress being made towards planned areas for improvement by:
  - splitting the general aims for the year into smaller, easily measurable steps with shorter timescales
  - sharing the evaluations of the success of these with all staff and governors.

## Inspection judgements

### The leadership and management are outstanding

- School leaders, led exceptionally well by the headteacher, have worked extremely effectively to develop a culture of outstanding teaching which enables children to achieve and behave outstandingly well. The school's accurate self-evaluation and clear-sighted aims have contributed to the high standards the school attains.
- Regular, accurate assessments are made of what children know and can do, and activities are carefully planned which interest children and which rapidly build their skills and knowledge. Children from all groups learn to enjoy school, have equal opportunities to succeed and make excellent progress as a result. There is no discrimination.
- It is not possible to comment on the use of the pupil premium, because the school has not received any funding yet.
- Provision for children's spiritual, moral, social and cultural development is exceptionally strong. The curriculum is wide and varied. Group sessions effectively build pupils' understanding of behaviour and personal responsibility. The aims and values of the school are woven into everyday practice.
- Safeguarding fully meets all requirements. Children's safety and welfare are given a very high priority. Routines to ensure children's well-being are maintained to a very high standard, including healthy eating and physical care.
- Children are extremely well prepared for life in modern Britain. They take part in voting for activities, learn to respect the opinions and beliefs of others and enjoy sharing celebrations and food from different places.
- There are very strong links with other local schools and colleges. These opportunities for training and working with others have enabled teaching staff to develop their skills effectively. Leaders' capacity to bring about improvement is shown in children's excellent achievement and the improvement in the quality of teaching, since the previous inspection report, from good to outstanding.
- Middle leaders very effectively monitor the progress of children in each group to ensure that all make the progress of which they are capable, including disabled children and those who have special educational needs.
- Parents hold mainly positive opinions of the school and its work. All parents who gave an opinion would recommend this school to others. They say that they believe that their children are safe, happy and well looked after.
- Because of the judgements of the previous inspection report and the achievement of children who attend, the local authority has judged the school to require minimal intervention. It has, however, maintained its monitoring and provided support and training, which has benefited all concerned.
- School planning for improvement is linked to the most important things the school needs to do and follows on from the areas noted in the previous inspection report. Challenging goals are set, but these are evaluated at the end of the year, with no indication of interim targets to achieve on the way. As a result, it is difficult for staff and governors to monitor whether the school is on course to meet its aims by the end of the year or to celebrate the smaller steps achieved towards attaining them.
- **The governance of the school:**
  - Governance is very effective and governors have a very good understanding of the school's strengths and areas for improvement.

- They are very well informed about children’s progress, visit regularly and so know how well the school is doing and fulfil all of their statutory duties highly effectively.
- They have the confidence to question and challenge the headteacher, holding her to account and providing the school with strong support.
- Governors have clarity of vision and ensure well-considered improvements through the development plan.
- They are aware of the quality of teaching and have ensured systems to manage the performance of staff are rigorous. This is evaluated in relation to children’s progress and appropriately rewarded. They know what to do in the event of any underperformance.
- They have taken positive decisions with regard to careful financial management and training opportunities. This has had a positive impact on raising the quality of teaching and improving still further the progress children make.

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

### **Behaviour**

- The behaviour of children is outstanding. Teachers and other staff are exceptionally consistent in their routines, management of behaviour and in their demonstration at all times of courtesy and consideration for the feelings of others. As a result, children emulate the behaviour they have seen and heard and so behave exceptionally well at all times. There is no disruption to their learning due to any behavioural issues. There has been no record of bullying or aggressive behaviour towards others in recent years
- Messages from adults are clear. Rhymes and songs are used to provide cues to children as to what is about to happen next, such as when lining up by the door. Children anticipate what is going to happen, such as ‘chill out’ time and develop a relaxed confidence because they are not anxious about what will happen next. As a result, they very happily comply with daily routines, singing and laughing frequently as they go about activities.
- Children who have had difficulty in always doing as they are asked in previous settings, or working as part of a group, swiftly become considerate and share and take turns well.
- Because adults unfailingly do what they say they will, children show outstanding patience, in relation to their ages, when waiting for their turn in different activities. For example, children waited to hold chicks and waited confidently until the afternoon for their group’s session to see and stroke visiting farm animals.
- Children show respect and consideration for the wishes of others and know that some rules are there for safety reasons, such as not riding tricycles on the grassy area. ‘My teacher says I mustn’t go up there!’ one ‘trike’ rider explained seriously.

### **Safety**

- The school’s work to keep children safe and secure is outstanding.
- Safety and security are paid high regard and staff ensure that movement of parents and their children into and out of the school is monitored extremely efficiently. Discriminatory and derogatory language is not tolerated.
- Risk assessments are undertaken extremely carefully and the premises are kept to a very high standard of repair and cleanliness. Great care is also taken when children work in the ‘allotments’, baking or in ‘forest school’ to ensure that they get a wide range of experiences, such as digging and manipulating tools or cooking over open fires without compromising their safety in any way.
- Parents and staff agree that the care taken to ensure that children are kept safe is of the highest quality. As a result, children flourish and learn to make sensible assessments of risk. They know to wear protective clothing and wellington boots when jumping in water.

**The quality of teaching** is outstanding

- Staff use every opportunity to develop children's spoken and signed language, counting skills, writing and reading skills. Because of this, children make rapid progress in these areas of learning for young children.
- Activities are planned which are exciting and which fascinate the children. The time taken for each part of a teaching session is managed exceptionally well, so that children do not become bored by activities going on for too long. At other times, such as when playing with the water or sand outside, children are given the opportunity to work at something at length. They develop stamina in their learning and retain concentration for long periods in relation to their age.
- An element of fun is incorporated into group sessions and children respond to this extremely well. For example, children picked out rhyming words, when being read a book and laughed at the story and the other rhyming words that they could think of. Children made excellent progress because it was so enjoyable and could identify 'blurb' on the back of the book and explain what it was.
- Assessments of children's progress are regular, accurate and cover all areas of learning for young children. This information is used extremely effectively in teaching sessions to ensure that the most-able children are challenged and so make great gains in their learning. As a result, many older children can correctly use terms such as 'hexagon', 'rectangle' 'triangular prism' and 'cylinder' to describe two and three dimensional shapes.
- Support for disabled children and those who have special educational needs is extremely good. These children are given the time and careful support that they need, so that they, too, make outstanding progress in their learning. Children with autistic spectrum disorders also flourish in the Nursery setting.
- Teaching of children who speak English as an additional language is outstanding, because the emphasis put on developing language takes place throughout the day. Children are spoken to and asked questions about their thoughts and feelings during all activities. These include lunchtimes, when a member of staff sits at each table with the children and chats about the meals and what they have done so far that day.

**The achievement of pupils** is outstanding

- When children join the school, their skills are below what is typical for their age and have been for the past few years. They have levels of attainment of children around fourteen months younger in the great majority of cases.
- Children, including those who are disadvantaged, make excellent progress during their time in the Nursery. By the time they move on to Reception classes in other schools, more than half of them are at least in line with the levels of attainment expected for their age in nearly all aspects of learning. Around a quarter exceed the expected levels. This means that they are very well prepared for the next stage in their education.
- The majority of the children are on track to attain a good level of development by the time they move into Year 1. The most-able children make outstanding progress, because of the excellent levels of challenge staff provide. Children's attitudes to learning are excellent and their achievement is outstanding as a result.
- Children make extremely good progress in developing self-care skills, because of the expectations and routines of the Nursery. By the time they leave the school, three quarters of the children are working at least at the level expected for their ages in this area of development and of these around a half are working above this.
- Physical skills are developed excellently so that two thirds of children are at least at the level expected for their age in this area of development and a third are above.
- The development of children's communication language and literacy skills is excellent. Children gain

confidence in speaking, reading and writing, so that by the time they leave, the majority are working at least at the levels expected for their age and more than a quarter are working at levels above this.

- The development of children's number skills is equally strong and children make rapid progress, so that around a third are working at levels above those expected for their ages by the time they leave the school.
- Disabled children and those who have special educational needs make outstandingly good progress in line with other children, because their needs are met outstandingly well. The most exceptional progress made by these children is in technological skills and understanding, number and writing. This reflects the strong emphasis placed upon these areas of learning by the school.
- Children who speak English as an additional language make outstanding progress in all areas of learning for their age, in line with the other children in the school. The support that they receive allows them to flourish.

## 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>	135108
<b>Local authority</b>	Nottingham
<b>Inspection number</b>	449446

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>	2–4
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	133
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Bev Angell
<b>Headteacher</b>	Jill Robey
<b>Date of previous school inspection</b>	18 January 2012
<b>Telephone number</b>	0115 915 9090
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