

Jakeman Nursery School

Jakeman Road, Balsall Heath, Birmingham B12 9NX

Inspection dates 6–7 July 2016

Overall effectiveness **Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Overall effectiveness at previous inspection	Inadequate

Summary of key findings for parents and pupils

This is a good school

- Under the leadership of the highly skilled interim headteacher and executive board, the school has improved substantially during a period of significant turbulence and uncertainty for staff. As a result, the quality of teaching is now good and children achieve good outcomes in their learning and personal development.
- Everyone at the school believes the children can, and should, achieve the very best. Teachers and teaching assistants have worked hard to improve their skills, so that this ambition can be realised.
- Children thrive at the school. They are confident, happy learners who are developing a sense of who they are and how to get along with others. They behave well, playing safely and sensibly together.
- Learning at Jakeman is exciting because adults capture children’s interest with stimulating activities and resources, then help children explore and discover through meaningful play.
- By the time they leave the school, children have acquired the early reading, writing, mathematical, physical, personal and social skills they need to ensure they are ready to move on to the Reception Year in primary school.
- The interim executive board has successfully implemented a strategic plan to secure the long-term future of the school and continue the current effective leadership arrangements. The board has effectively supported the interim headteacher in taking the necessary decisive action to drive forward improvements in the quality of teaching.

It is not yet an outstanding school because

- Teaching, while good, is not of the consistently high quality necessary to ensure that the most able children progress as far as they can.

Full report

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

What does the school need to do to improve further?

- Ensure that the teaching of the most able children leads to them developing the higher level of skills of which they are capable.

Inspection judgements

Effectiveness of leadership and management is good

- In the space of a year, the interim headteacher, ably supported by two deputy headteachers, has brought about significant improvement through a determined and relentless focus on achieving his vision for excellence in early education. This has had considerable impact on the culture of the school and has led to greatly improved outcomes for children.
- Leaders have delivered a quality programme of professional development for teachers and teaching assistants. A key feature of this is personalised, continuous coaching which has helped teaching assistants to understand what good learning looks like and to build a repertoire of effective teaching skills. This focus has enabled many to become responsive to children's emerging ideas and adapt their teaching spontaneously to increase learning. Staff value this investment in their professional development and want to continue to improve their teaching.
- The school's curriculum is built upon the belief that children learn best through exploration and play. Natural resources are used extensively to help children learn through open-ended experiences and receive carefully targeted challenges. This helps them build skills and make connections between different aspects of their growing understanding. This approach captures children's inherent curiosity and fascination with the world around them. As a result, they learn to sustain their thinking and develop very good levels of concentration for their age.
- The British values of democracy, the rule of law, individual liberty, mutual respect and tolerance are exemplified in all aspects of life at the school. These values are translated into actions that children understand. Children are involved in planning their own learning, which helps them develop decision-making skills. Staff trust that leaders will take their views into account when making decisions about the school. Children learn about their rights and the importance of having rules to protect the rights of others. They are encouraged to explore difference as a means of understanding diversity. In this way, the school is helping children to develop spiritual, moral, social and cultural awareness and is laying the foundations for the children to grow up as responsible members of modern British society.
- The school meets the requirements on publication of specified information on its website. The information is accessible, informative and helpful for parents. Parents recognise the improvements to the school and are appreciative of how leaders have kept them informed of the necessary changes that have happened this year.
- Leaders are continuously looking for ways to improve the school further. They use assessment information and feedback from staff and parents, along with their accurate evaluation of the quality of the provision, to target resources effectively. As a result, outcomes are equally good for most groups of children, including those for whom the early years pupil premium (extra funding from the government to support the education of disadvantaged children) applies. This funding is used effectively to support the achievement of these children.
- Leaders are aware that the focus on the most able children is relatively new and has had little time to have an impact on their outcomes. Plans are in place to use the systems established this year to benefit the next group of most-able children immediately from September.
- Leaders have introduced many new systems this year. While many are having a positive impact on the children's education, some – such as the approach to recording children's learning in learning journeys – are not fully embedded at this stage, so are not having the maximum intended impact. This is the key reason why leadership has been judged to be good rather than outstanding.
- **The governance of the school**
 - Since November 2015, the school has been governed by an interim executive board (IEB).
 - The IEB has effectively overseen the significant structural changes that have been made to the school this year. It has supported the interim headteacher well in carrying out a substantial staffing restructure. This has contributed a great deal to the improved quality of teaching, learning and assessment.
 - The IEB has worked closely with the local authority and the governing body of Shenley Fields Nursery School to agree details of the proposed federation between the two schools under one governing body. The new governing body of the federation will include members of the current IEB.
 - The IEB has a detailed and accurate understanding of the quality of provision at the school and is clear about what needs to be done to improve further. IEB members are skilled at interpreting information provided by leaders and using it to ask challenging questions. This has supported the rapid rate of improvement.

- The arrangements for safeguarding are effective. Children's safety and welfare are top priorities for the staff. All are vigilant in identifying, recording and following up any concern. The designated leaders for safeguarding are knowledgeable. They are persistent in dealings with the local authority, driving timely responses to their requests for support. Children are safe and secure on the premises because relevant policies are rigorously implemented. For example, a policy about the use of mobile phones is adhered to even when no children are present.

Quality of teaching, learning and assessment is good

- Teaching has improved significantly since the school was judged to require special measures in March 2015. Key workers (teaching assistants with responsibility for the care and learning of specific groups of children) know the children well. Teachers and senior staff ensure that key workers know what children need to learn next and plan appropriately to secure children's ongoing progress. As a result, children have caught up from a very weak start and are now achieving well.
- Teaching is successful, in large part, because of the way it is organised. The choice of activities is enticing and draws children in to follow their interests. Teachers and teaching assistants check what children choose to do and skilfully adapt activities to ensure that each child receives a rich diet of worthwhile experiences. Group discussions and activities are carefully planned to target particular children. Key workers take lots of opportunities to talk about numbers and letter sounds during group time at the beginning of the day. As a result, most children make good progress across all areas of learning.
- The use of natural resources and the organisation of the learning environment, both inside and outdoors, appeal to children's affinity with the natural world. The layout of the classrooms enables children to select activities and resources easily. The neutral décor achieves the school's objective to create a sense of calm and purpose in which children settle quickly and play sensibly. Space is used flexibly, which means the environment can be quickly adapted to suit an individual child's approach to learning.
- Teaching helps children develop the ability to concentrate for substantial periods of time and sustain focus on an activity because adults provide meaningful, stimulating activities, then guide children to follow their own lines of investigation and exploration. Adults help children to pursue a line of enquiry by asking well-chosen questions which make children think hard. For example, the inspector observed a group of boys making a run for toy cars out of plastic pipes. One wanted it to be longer. He thought about this for a while and then looked to be giving up on the idea. The teaching assistant asked him several challenging questions about how he could extend the pipe. This interaction kept his attention on the problem and led him to consider possible solutions.
- Adults make good use of opportunities to promote tolerance and respect through their teaching by drawing upon children's similarities and helping them to explore differences. An occasion when children showed an interest in different people's skin tone led to a discussion about equality.
- Assessment information is continuously gathered by senior leaders and analysed to identify children who are falling behind, or who need additional support. Children who enter the school unable to speak English, or who have language difficulties soon learn to communicate confidently and clearly. Children who have special educational needs and/or disabilities are particularly well served by the school. Adults skilfully and sensitively adjust their teaching for these children. This level of attention enables them to make good progress and achieve as well as their classmates.
- Senior leaders have identified those children who are particularly capable of reaching a higher level of development and have recently put into place a programme of additional challenge. This has made a difference to the teaching for some of these children. Some adults are making these children think hard. For example, some children are beginning to use their knowledge of numbers to attempt simple calculations. Some are learning to recognise some letters and familiar words. Not all adults are as confident to challenge the most able children sufficiently. This is why some have not reached the higher levels of development that they might have.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- The children at Jakeman are confident, happy learners who are thriving as a result of the positive relationships they have built with trusted adults and the wealth of stimulating experiences provided by the school. Parents value the care their children receive and feel they are learning well.

- Children arrive with great enthusiasm for the day ahead. They greet staff with cheery smiles and settle quickly in groups with the teaching assistant who is their assigned key worker. Key workers show genuine interest in children's news and what has happened at home. This promotes children's individual self-esteem.
- Children chat comfortably with their key worker over toast in the mornings and over lunch. This is helping build positive social relationships and a sense of community.
- Staff help children learn to identify and manage risky situations as they explore and play. This benefits children because it helps them develop a sensible approach to dealing with danger.
- Children are learning about healthy eating and are developing good health and hygiene habits. For example, children wash their hands before eating and after going to the toilet without the need for reminders.

Behaviour

- The behaviour of pupils is good.
- Children are learning to share, take turns and understand that their actions have an impact on others' feelings. They generally get on well. Fallings out do happen from time to time, but there is always an adult on hand to help sort the issue out and help the children consider how to respond more appropriately next time.
- The well-established routines help children transition quickly and calmly between different parts of the day, such as from time sitting in their key worker groups to activities they choose for themselves as well as to and from lunchtime.
- Learning sessions are calm and focused. Children play happily. They use the wide range of resources that are accessible to them sensibly and safely.
- Personal development, behaviour and welfare are judged to be good, rather than outstanding, because attendance rates for some children are relatively low.

Outcomes for pupils

are good

- Staff have worked hard to get to know the children well. Key workers, supported by qualified teachers, have an accurate understanding of what developmental levels each child in their group has reached in each area of learning. In their planning meetings, staff discuss the next learning steps for children and identify what to do to ensure success. This leads to the good teaching children receive and the good progress they make.
- When children start at the school, many are unable to communicate as well as typical three-year-olds. Many do not speak English as their first language. They lack the confidence to talk to unfamiliar adults. Children's early reading, writing and mathematical skills are particularly weak.
- The school's records of achievement, children's learning journeys and the inspector's observations of what children can do confirm that the majority of children now have appropriate skills and knowledge for their age. A few are exceeding these. Taking into account that many were operating at developmental levels below their age when they started at the school, this represents good progress over the year across all areas of learning.
- Many children have learned to communicate well for their age on a personal and social level. They are learning to recognise letter sounds and numbers and they are gaining control over equipment and materials. This means children are well placed to start the Reception Year in primary school.
- Jakeman Nursery School's close attention to children's personal and social development has a significant impact on children's outcomes. By the time they leave, children have learned to choose and make decisions for themselves. They are creative and can explore their ideas. They have acquired good concentration skills and are motivated to try hard.
- Most groups of children have made similarly good progress, including boys, girls, and disadvantaged children. Children who have special educational needs and/or disabilities have progressed particularly well as a result of the good teaching they receive.
- Over the year, leaders have identified a group of pupils who are particularly able. These children are operating at least in line with what is typical for their age. Some are working beyond this. However, the focus on these children as a particular group is recent. Consequently, there has not been enough time left in the year for these children to realise their full potential and reach the higher developmental levels of which they are capable.

School details

Unique reference number	103136
Local authority	Birmingham
Inspection number	10010470

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Nursery
School category	Maintained
Age range of pupils	3–4
Gender of pupils	Mixed
Number of pupils on the school roll	76
Appropriate authority	interim executive board
Chair	Lesley Wiltshire
Headteacher	David Aldworth (interim)
Telephone number	0121 440 3066
Website	www.jakeman.bham.sch.uk
Email address	enquiry@jakeman.bham.sch.uk
Date of previous inspection	24–25 March 2015

Information about this school

- Jakeman Nursery School, along with Jakeman Neighbourhood Nursery, forms Jakeman Early Years Centre.
- Most children are of Pakistani or Indian origin. The rest are from a wide range of ethnic groups. Many do not speak English as their first language.
- The interim headteacher is the substantive headteacher of Shenley Fields Nursery School. He took up the post of interim headteacher following the departure of the previous acting headteacher shortly before the inspection of March 2015.
- A local leader in education (LLE), who is the headteacher of Allen’s Croft Nursery School, has provided additional leadership support to the school.
- The district lead for Hall Green from the Birmingham Education Partnership has met with leaders over recent months to support self-evaluation at the school and provide challenge for the rate of improvement.
- In November 2015, Birmingham City Council exercised its authority to remove the governing body and replace it with an interim executive board. This board, consisting of five members approved by the Secretary of State, has carried out the statutory functions of governance and has overseen school improvement.
- An application has been submitted to the Secretary of State to federate Jakeman Nursery School with Shenley Fields Nursery school. This will mean that the two schools will continue to operate as separate institutions, but will be governed by a single governing body.
- The school meets the requirements for the publication of information on its website.

Information about this inspection

- This inspection was the fourth visit by Her Majesty's Inspector to the school since it was judged to require special measures in March 2015.
- The inspector met with the interim headteacher, other school staff, the LLE, the district lead and four members of the interim executive board, including the chair, to discuss the impact of actions taken since the last monitoring visit and to evaluate the effectiveness of safeguarding.
- A range of documentation was examined, including leaders' checks on how well the school is doing and its plans for improvement; information about children's progress and attainment; and information relating to safeguarding.
- The inspector observed children's learning during group time and while children were selecting activities for themselves. Children's achievements recorded in their learning journeys were examined. The inspector spoke to children informally as they played.

Inspection team

Sandra Hayes, lead inspector

Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2016

