

# Inspection of Rowland Hill Nursery School

White Hart Lane, Tottenham, London N17 7LT

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Inspection dates: 13 and 14 September 2022

## **Overall effectiveness**

**Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Previous inspection grade

Good

## **What is it like to attend this school?**

This is a joyful place. Laughter and cries of glee can be heard all day as children delight in their learning. Parents and carers are overwhelmingly positive about the school. They typically commented on how happy their children are and how much they learn. Children demonstrate positive attitudes and high levels of confidence.

Leaders and staff have high expectations of all children, including those with special educational needs and/or disabilities (SEND). Children rise to these expectations. Children's behaviour is exemplary. They know the rules and make sure they and their friends follow them.

Leaders are passionate about giving children memorable experiences. They ensure that a wide range of activities, including visits to places of interest such as the Henry Moore Foundation, are accessible to all.

Adults create a nurturing, safe environment where children can thrive. Children appreciate the strong professional relationships that underpin this wonderful place. They said that it is very rare for anyone to be unkind. They would tell an adult if it ever did happen. Adults deal with any issues that may arise very quickly.

## **What does the school do well and what does it need to do better?**

Leaders have designed the curriculum carefully. Children are well prepared to start the Reception Year. Leaders' curricular thinking is ambitious and broad. Through the curriculum all children experience a deep and broad set of experiences.

Adults focus on developing children's key skills in the first few weeks when they join the school. They teach children to listen, follow instructions and observe routines. Children use resources successfully and respectfully. They look after the school's environment and build key knowledge and skills very quickly.

Leaders identify what they want children to know and remember across the curriculum. Staff plan learning skilfully using children's own interests. For example, story times build on what children have learned in different areas of the curriculum. This helps children to work independently. Children with SEND achieve exceptionally well. Leaders ensure that they adapt the curriculum for these children. This helps children with SEND to access the same content as their peers. Staff are particularly adept at developing children's language and communication. They model high standards of spoken English and use signs and gestures to support children's understanding.

Staff promote a love of books highly effectively. They ensure children have regular story sessions. Staff encourage children to extend their vocabulary. They consider carefully which books to source to foster children's interests.

Staff have a deep understanding of how young children learn and develop. Effective assessment is a cornerstone of the school's success. Staff meet at the end of every day to review children's achievement and interests. This informs planning for the next day.

All children, even the very youngest, have exceptional attitudes to learning. They show high levels of curiosity and interest for extended periods. This is particularly impressive at this early stage of the year. Children follow routines well. For example, they wash up their plates after snack time and put resources away neatly.

Leaders have a strong focus on children's character development. Teachers choose stories carefully which help children to wrestle with moral dilemmas. Leaders make sure children access high-quality art and music. These experiences prepare children well for the next stages of their education. Staff encourage children to talk about their feelings. Children are taught how to treat each other kindly and to resolve conflicts. Leaders provide many opportunities for children to take responsibility. For example, the school council reclaimed a local green space by planting trees with the support of a local football club.

Staff are proud to work at the school. They said everyone was supportive of each other. Staff appreciate how leaders take their workload into account. They value the professional development they receive which hones their expertise. Staff are motivated to continually improve what they do.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have established tight protocols around safeguarding and the vetting of staff.

Staff receive in-depth training and regular updates. They have a comprehensive understanding of safeguarding issues and how to report them. Excellent working relationships in the Nursery mean that staff have the full confidence of parents. Leaders offer families support, including from the most appropriate external agencies.

Leaders ensure that the curriculum helps children to understand how to stay safe. For example, children are taught to use tools safely. They know to say 'stop, I don't like it' if anything upsets them.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	102072
<b>Local authority</b>	Haringey
<b>Inspection number</b>	10240954
<b>Type of school</b>	Nursery
<b>School category</b>	Maintained
<b>Age range of pupils</b>	2 to 5
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	156
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Madeleine Munday
<b>Headteacher</b>	Sian McDermott
<b>Website</b>	<a href="http://www.rowlandhill.haringey.sch.uk">www.rowlandhill.haringey.sch.uk</a>
<b>Date of previous inspection</b>	9 July 2019, under section 8 of the Education Act 2005

## Information about this school

- The school offers wrap-around care 48 weeks per year from 8am until 6pm.
- The school has provision for two-year-olds.
- The school does not use any alternative provision.
- A new headteacher took up post in September 2019.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher and the senior leadership team.
- Inspectors also met with members of the governing body, a representative from the local authority and a representative from the local education partnership.

- Inspectors carried out deep dives in these areas of learning: communication and language, physical development, and understanding of the world. For each deep dive, inspectors discussed the curriculum with leaders, spoke to teachers, observed children’s learning and spoke to them about what they were doing, and considered samples of work.
- Inspectors also considered other areas of learning.
- Inspectors reviewed safeguarding arrangements by checking safeguarding records and talking to leaders, staff, parents, children and the governing body.
- Inspectors considered a range of evidence related to behaviour, attitudes and personal development by meeting with leaders, talking to children and reviewing relevant documentation.
- Inspectors took into account the views of parents, staff and children, including the replies to Ofsted’s questionnaires, and the free-text responses to Ofsted’s online Ofsted Parent View survey.

### **Inspection team**

Jeanie Jovanova, lead inspector	Ofsted Inspector
Dawn Titus	Ofsted Inspector

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