

Inspection of an outstanding school: Hylton Red House Nursery School

Rotherham Road, Red House Estate, Sunderland, Tyne and Wear SR5 5QL

Inspection date:

6 October 2022

Outcome

Hylton Red House Nursery School continues to be an outstanding school.

What is it like to attend this school?

This is a wonderful place for children to start their educational life. Children enjoy coming to school. They play beautifully with their friends. They are kind, thoughtful and considerate. Children take turns. They share toys even when they would really like to keep the 'dinosaur' for a little bit longer.

The calm, welcoming environment helps children to settle quickly into the life of the school. Staff know the children individually. They make children feel safe, valued and special. Relationships between children and staff are exceptional.

The children help the school to run smoothly. They know how to tidy up, wash their hands and put their coats and wellies on. They love the outdoor area. The mud kitchen is a hive of industry with mud pies, soup and potatoes cooked and served for a party. The children cooperate and enjoy each other's company. They run, fall over and bounce back up again. The children are resilient. They show sustained concentration and focus.

The environment is safe and exciting. This means that children take risks and choose what they would like to do. Staff encourage the children to be independent and curious.

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

Leaders have created an exceptional learning environment. They have used the school's core values of integrity, independence, responsibility, enjoyment, achievement, partnerships and inspirational to shape the curriculum to the needs of the children. The curriculum is designed so children, whatever their background, can flourish and be successful. Leaders consulted with staff, parents and governors prior to making curriculum decisions. This enabled leaders to design curriculum 'milestones' for the two- and three-year-olds. Each area of learning now includes a set of descriptors matched to key skills and knowledge. Staff use the descriptors to make sure that the curriculum prepares the children to move onto the next stage of their education.

Leaders collect and analyse information thoughtfully. They have discovered that many children start school with knowledge and skills below that which could be expected. Staff adapt the curriculum to meet the developmental age of children and not their chronological age. This means that precise, appropriate curriculum content is delivered to help children who have gaps in their development. Children with special educational needs and/or disabilities (SEND) receive additional support with key workers. This enables children with SEND to have equal access to the full curriculum. Staff are aware of any physical and medical needs children may have. The care and support these children receive is exceptional.

There is a consistent approach to support children's communication and language. All staff are trained to interact and model language for children whenever they can. Staff repeat and help children to practise what they are saying. To support language development, a wide range of reading books are available to children. Each room has a dedicated reading area. Staff select specific books to read to children in each class. The books help children to develop an early understanding of right and wrong, different faiths and how to treat other people. When the children are ready, they are introduced to phonics. Initially, children spend time listening to sounds all around them before they move on to learn the sounds that letters make.

Staff have very high expectations for children. As soon as they start school, children learn routines. When the tambourine shakes, children know that it is tidy-up time. They immediately busy themselves by putting rubbish in the bin and equipment back in the right place. Everyone is expected to help, and everyone does.

Leaders are aware that some children start school with limited life experiences. Leaders are determined that trips, visitors and the curriculum give children opportunities to see, hear and do things they have not done before. Trips to the beach and a farm visit into school add to the richness of the curriculum. The impact of COVID-19 has been significant for the school. The headteacher has skilfully analysed how families and children have been affected through isolation, lack of human interaction and the challenge of accessing other services. Leaders use this information to pinpoint exactly what support is required to help children and the wider community.

Governors know the school well. They act as critical friends to the headteacher and monitor the well-being and happiness of staff. Through visits into school and analysis of other information they hold the headteacher to account and ensure that any actions taken benefit the children.

Safeguarding

The arrangements for safeguarding are effective.

The designated safeguarding leads (DSLs) make sure that any potential risk of harm to children is immediately investigated. Detailed record-keeping demonstrates how the DSLs make effective decisions and take appropriate action when required. Leaders work in partnership with external agencies, particularly health visitors, to ensure children and parents receive the support they need. Staff are highly vigilant and know it is their

responsibility to be alert to any signs of concern. School leaders ensure that staff are always up to date with new legislation. Whole-school training focuses on local, contextual safeguarding issues relevant to the school.

The personal, social and emotional development curriculum teaches children to stay safe. They know how to carry equipment safely and how to use a knife when cutting fruit.

Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be outstanding in December 2013.

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

Unique reference number	108748
Local authority	Sunderland
Inspection number	10211428
Type of school	Nursery
School category	Community
Age range of pupils	2 to 5
Gender of pupils	Mixed
Number of pupils on the school roll	76
Appropriate authority	The governing body
Chair of governing body	Richard Bell
Headteacher	Catherine Barnett
Website	www.hyltonredhousenurseryschool.co.uk
Date of previous inspection	15 February 2017, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation of the school.
- Inspectors held several meetings with the headteacher. The lead inspector also met with members of the governing body, including the chair and a school improvement partner from a private consultancy.
- The lead inspector met with the designated leaders for safeguarding to discuss the school's procedures to safeguard pupils and scrutinised the school's single central record. Inspectors spoke with staff about what it is like to work at the school and to discuss their understanding of the school's safeguarding procedures.
- Inspectors carried out learning walks and deep dives with a focus on the prime and specific areas of learning. Inspectors met with teachers and support staff, visited classrooms, spoke with children and looked at examples of their achievements.

- Inspectors spoke with parents informally. Inspectors also took account Ofsted’s survey for staff.
- Inspectors looked at a range of documents, including: the school’s self-evaluation of current performance and plans for improvement; examples of the school’s curriculum planning; information relating to safeguarding; information about behaviour management and information relating to the school’s use of the early years pupil premium funding.

Inspection team

David Milligan, lead inspector

His Majesty’s Inspector

Roger Ward

Ofsted Inspector

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 children looked after, 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 <http://reports.ofsted.gov.uk/>.

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 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022